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A Study on Teachers Perceptions Towards Emotional Intelligence in The Secondary Schools of Vizianagaram District

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ABSTRACT
Emotional Intelligence can be understood as 'an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in copying with environmental demands and pressures'. It describes the ability, capacity or skill of an individual to identify, assess, manage and control the emotions of one's self or others and of groups. Emotions always work together with cognition and motivation to help the persons act appropriately in relation to the social context or self-regulation. There is no denying the fact that one's emotional make up counts quite substantially towards one's ability to live, progress and adjust to others. In other words, emotional intelligence essentially reflects our ability to deal successfully with other people and with our own feelings. Several research studies revealed that teachers with higher levels of emotional intelligence proved themselves 'effective' in the profession. The purpose of the present study is to explore the perceptions of secondary school teachers towards emotional intelligence in relation to their gender, teaching experience and school management. The sample of the study comprises of 120 secondary school teachers (20 Headmasters and 100 School Assistants) from 20 selected secondary schools located in the rural as well as urban areas in Vizianagaram district of Andhra Pradesh; and was selected using 'Stratified Random Sampling' method. The data were collected from the respondents using a Likert-type 'questionnaire' developed and standardized by the researchers themselves. The data were analyzed using mean score values, standard deviations and 't'-tests. The findings of the study revealed that there is no significant difference in the perceptions of teachers towards Emotional Intelligence in relation to 'gender' and 'school management'. However, teaching experience has a positive significant influence on their perceptions. Senior teachers experienced more than 10 years perceived higher towards Emotional Intelligence as compared to their junior counterparts experienced less than 10 years. The study suggested that teachers should become emotionally strong to elevate themselves into effective teachers.

Keywords: Education, Emotional intelligence, perceptions, secondary school teachers.

INTRODUCTION

Education is one of the most important weapons to make an individual fully productive to the nation. Unless an individual is healthy physically, mentally and emotionally; he cannot solve his problems and adjust with the people surrounding him. Education not only helps in the development of personality of the child but also determines his future and hence future of the country. The broader view considers education as an act or experience that has formative or additive effect on the personality of an individual. Education seeks to develop the innate capacities of the individuals. It is a potential tool for creating awareness among people and enabling them to lead a happy and peaceful life. Providing universal access to quality education is the key to India's continued ascent and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement; and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country and the world. The Government of India has taken an initiative to revamp the existing system; and to provide universal access to quality education on

the foundational pillars of access, equity, quality, affordability and accountability in education with the introduction of National Education Policy (NEP)-2020 in the country. The Policy envisions an education system rooted in Indian ethos that contributes directly to transform India sustainably into an equitable and vibrant knowledge society by providing high-quality education to all; and thereby making India a global knowledge superpower (MHRD, 2020).

Teachers play a crucial role in the process of education. The success of any educational institution depends on the quality of its teachers. The teacher, therefore, occupies the central position in any system of education. He has been regarded as the architect of the nation. In the entire teaching-learning process, the teacher acts as a powerful agent who can inculcate the democratic ideals among the students. High achievements of the students, better school performance, molding the child into better citizens and exposing them in the arena of growing competition are some of the major issues lying at the hands of the teachers. Teachers with a quality "conscientious" for teaching are those who are committed and enthusiastic; and intellectually and emotionally energetic in their work with students. These teachers are aware of the challenges of the broader social contexts in which they teach, have a clear sense of identity and believe that they can make a difference to the learning and achievement of all their students. They are aware of the role played by 'emotions' in classroom teaching. Emotions serve as the source of human energy, authenticity and drive, and can offer us a wellspring of intuitive wisdom. Each feeling provides us with valuable feedback throughout the day. This feedback from the heart is what ignites creativity, keeps us honest with ourselves, guides trusting relationships, and provides the compass for our life and career. It is commonly observed that people who are emotionally balanced are able to do any piece of work actively and effectively; and this holds good in respect of teachers also. Teachers who are emotionally balanced are supposed to teach effectively as compared to those who have no control over their emotions.

THE CONCEPT OF 'EMOTIONAL INTELLIGENCE'

An emotion is a feeling such as pleasure, love, terror, anger or hate, which can be caused by the situation in which the individual is involved; or the people with whom the individual is associated. Emotion is the part of an individual's character that consists of their feelings, as opposed to their opinion. Emotions are created by human brain. It also shows our adjustment to the situation. When we are in a pleasant or comfortable environment, we feel good emotions. On the other hand, whenever we are uncomfortable, we feel bad emotions. These emotions reflect one's own state of mind to the situation in which one is subjected to in the environment.

According to Sternberg (1997), 'intelligence' can be understood as 'the mental ability necessary for adaption to, as well as shaping and selection of, any environmental context'. Our emotions have a great impact on others when we express them in ways that can be perceived by others. Similarly, when we perceive the emotional responses of other people, we respond in appropriate ways, perhaps with an emotional expression of our own.

Emotional intelligence is demonstrated by tolerance, empathy and compassion for others; the ability to verbalize feelings accurately and with integrity; and the resilience to bounce back from emotional upsets. Emotional Intelligence (EI) can be understood as 'an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in copying with environmental demands and pressures'. Emotional intelligence (EI) describes the ability, capacity, skill to identify, assess, manage and control the emotions of one's self, of others and of groups.

EMOTIONAL INTELLIGENCE: DEFINITIONS, MEANING AND NATURE

The term, 'Emotional Intelligence' (EI) has been defined by several people in different ways. The following are some of the definitions given by a few psychologists for Emotional Intelligence.

Emotional intelligence deals with another range of capacities, such as interpersonal relations, kinesthetic capacity, conceptual and creative thinking, perspective, proportion and correlation.

According to Goleman (1995), 'Emotional Intelligence' (EI) is defined as 'a collection of abilities or talents that give managers, human resource specialists and everyone else working in the workplace a comprehensive tool for identifying, assessing and developing emotional skills'.

In the words of Mangal (2004), 'the ability to know, feel and judge emotions in close cooperation with one's thinking process to behave properly' is known as emotional intelligence. It is related to, but distinct from general intelligence. The goal is to realize ultimately one's happiness and welfare in harmony with others.

Emotional intelligence is crucial for school teachers as it enhances their ability to connect with students, manage classroom dynamics and foster a positive learning environment. By understanding and managing their own emotions, teachers can create a classroom atmosphere of trust and respect. This helps them, in turn, recognize and respond to the diverse emotional needs of their students, which is particularly important in addressing issues such as stress, anxiety, motivation and other personal challenges. It is, therefore, felt desirable for a concerted effort to study the teachers' perceptions towards Emotional Intelligence.

COMPONENTS OF EMOTIONAL INTELLIGENCE

According to Goleman (1995), there are five components of Emotional intelligence. These components include:

(i) **Self-awareness**: It refers to the ability to understand one's own emotions and their effects on oneself as well as on others;

(ii) **Self-regulation**: It refers to the capacity to control one's own emotions and impulses in changing circumstances

(iii) **Empathy**: It refers to the ability to understand the emotions of others and treat them according to their feelings;

(iv) **Social Skills**: They refer to the ability to build strong and effective relationships with others; and

(v) **Achievement Orientation**: It refers to the ability to interpret or react to a particular task for the achievement of a goal. Attention, self-motivation, mastery and creativity – all depend on managing emotions to serve the purpose. Every success is the result of emotional self-control that supresses impulsivity and enhances gratification.

REVIEW OF RELATED STUDIES

A review of research studies carried out earlier by the other researchers in the field of Emotional Intelligence has been conducted by the investigators; and a brief summary of the studies is provided below.

Monojit Gope & Subudhi, S.C. (2025) carried out a research study to examine the role of Emotional Intelligence as a foundational construct in enhancing teaching competency among elementary school teachers. Framed within a systematic review methodology, the research synthesizes empirical literature published between 2010 and 2025. Reviews drawing from multidisciplinary sources helped the investigators to have a comprehensive understanding of Emotional Intelligence's impact on pedagogical practices. The findings reveal those elevated levels of Emotional Intelligence characterized by self-awareness, emotional regulation, empathy and interpersonal efficacy significantly contribute to improved classroom management, instructional adaptability, conflict resolution, teacher-student rapport, and professional resilience. Cross-national evidence underscores Emotional Intelligence have positive correlation with student academic outcomes, classroom climate and teacher job satisfaction. The integration of Emotional Intelligence into teacher education and professional development emerges as a critical determinant of instructional quality and occupational well-being.

Bantolinao Aljane et al. (2024) conducted a study to know the influence of emotional intelligence on teachers' well-being among secondary school teachers in Mawab District; and to understand what domains of emotional intelligence substantially influence teachers' well-being. This study utilized a quantitative-correlation design with 103 respondents among teachers in Mawab District secondary schools. The average weighted mean, Pearson R, and multiple regression analysis were the statistical tools used in this study. The results showed a very high level of emotional

intelligence among teachers in terms of appraisal of others' emotions, appraisal of own emotions, and social skills. Furthermore, results showed a very high level of teachers' well-being in Mawab District Secondary schools regarding teacher active support towards students, classroom social climate, and teacher co-operation. In addition, there is a high correlation, and a significant relationship between emotional intelligence and teachers' well-being.

Narayanamoorthi and Sasikala (2021) conducted a study to explore the level of emotional intelligence of secondary school teachers in Dindigul district, Tamil Nadu. The data were collected from a sample of 300 (114 male and 186 female) secondary school teachers from Dindigul district selected through simple random sampling method. A questionnaire with 9 parameters was developed by the researchers with a 5-point Likert scale to assess the emotional intelligence of secondary school teachers. The results showed that there was a significant difference in the emotional intelligence of secondary school teacher with regard to 'gender'. Female teachers lack in one specific area of emotional intelligence, i.e., they always think about their home problems in their work place. At the same time, it is revealed that female teachers possess higher levels of emotional intelligence with all other aspects as compared to their male counterparts.

Saleh Al-Busaidi et al. (2019) conducted a study on Emotional Intelligence among School Teachers in Oman. The study sought to investigate the emotional intelligence of 4,098 school teachers in Sultanate of Oman in five dimensions using the Schutte Emotional Intelligence Scale (SEIS). The study also measured the relationship between teachers' emotional intelligence and a number of demographic teacher and school variables. The results showed that teachers' emotional intelligence was high in all five dimensions. The study reported variations in teachers' emotional intelligence based on certain teacher and school variables.

NEED FOR THE PRESENT INVESTIGATION

Researchers observed that emotions always work together with cognition and motivation to help the persons act appropriately in relation to the social context or self-regulation. There is no denying the fact that one's emotional make up counts quite substantially towards one's ability to live, progress and adjust to others. In all sense, emotional intelligence essentially reflects our ability to deal successfully with other people and with our own feelings. Since these qualities count significantly towards a person's success in his area of achievement, it may induce him likewise to achieve the required success. If proper efforts are made for training the emotions and developing proper emotional intelligence potential, it will surely help in bringing mutual understanding, empathy, right actions, right behavior on the part of individual and groups, to live a better life in peace and cooperation.

Hence, the researchers thought of conducting a study on secondary school teachers' perceptions towards Emotional Intelligence in relation to gender, teaching experience and type of school management. The present study is an attempt in this direction.

OBJECTIVES OF THE STUDY

The main objective of the present study is to explore the perceptions of secondary school teachers towards emotional intelligence.

The study also aims at finding out the influence of certain demographic variables, viz., gender, teaching experience and type of school management on the perceptions of secondary school teachers towards emotional intelligence.

HYPOTHESES OF THE STUDY

The following hypotheses have been formulated for the present investigation:

(i) There is no significant difference in the perceptions of male and female teachers working in secondary schools towards emotional intelligence.

(ii) There is no significant difference in the perceptions of secondary school teachers with an experience of less than 10 years and those with 10 years and above towards emotional intelligence.

(iii) There is no significant difference in the perceptions of teachers working in government and private secondary schools towards emotional intelligence.

LIMITATIONS OF THE STUDY

The study is limited to find out the influence of three demographic variables, viz., gender, teaching experience and type of school management on the perceptions of teachers working in secondary schools in Vizianagaram district of Andhra Pradesh.

DELIMITATIONS OF THE STUDY

The study is confined to 120 teachers (20 Headmasters and 100 School Assistants) working in 20 selected secondary schools located in Vizianagaram District of Andhra Pradesh.

METHODOLOGY

(a) Method of Research

Since the present study involves collecting data with the help of survey, the investigators used **Descriptive Survey method** for the present investigation.

(b) Sample

The sample consisting of 120 teachers (20 Headmasters and 100 School Assistants) has been selected from 20 secondary schools located in Vizianagaram district of Andhra Pradesh using 'Stratified Random Sampling' technique. In this method, no significant group is left unrepresented and this gives a greater control over the sample. Here, in addition to randomness, stratification introduces a secondary element of control as a means of increasing precision and representativeness.

(c) Research Tool

The researchers used a self-developed and standardized Emotional Intelligence Scale consisting of 30 items on five dimensions, viz., Self-awareness, Self-regulation, Empathy, Social skills and Achievement Motivation as the tool of research for the present investigation.

(d) Administration of the tool

The tool was administered to 120 teachers (20 Headmasters and 100 School Assistants) working in 20 selected secondary schools in Vizianagaram district of Andhra Pradesh.

(e) Analysis and Interpretation of data

The data collected has been analyzed and interpreted using different statistical techniques such as Mean scores, Standard Deviations and t-ratios; and are presented in the following table.

Table showing t-values of different variables relating to the perceptions of Secondary School Teachers towards Emotional Intelligence

S. No.	Variable		N	Mean	S.D.	t-ratio	Result
1	Gender	Male Female	60 60	100.83 191.50	26.46 24.88	0.15*	*Not Significant at 0.05 and 0.01 levels
2	Teaching Experience	Less than 10 yrs 10 yrs. & above	70 50	91.64 106.50	21.28 24.74	3.43*	*Significant at 0.05 and 0.01 level
3	Type of School Management	Government Private	80 40	100.00 102.00	29.99 22.97	0.40*	*Not Significant at 0.05 and 0.01 levels

FINDINGS OF THE STUDY

On the basis of the analysis and interpretation of data, the researchers have arrived at the following findings and drawn the conclusions.

1. There is no significant difference in the perceptions of male and female teachers working in secondary schools towards emotional intelligence.
2. There is significant difference in the perceptions of secondary school teachers with an experience of less than 10 years and those with 10 years and above towards emotional intelligence.
   Teachers with an experience of 10 years and above perceived higher towards emotional intelligence as compared to their counterparts with an experience of less than 10 years.
3. There is no significant difference in the perceptions of teachers working in government and private secondary schools towards emotional intelligence.

CONCLUSION

From the findings of the study, it is concluded that 'gender' and 'school management' have no influence on the perceptions of secondary school teachers towards emotional intelligence. However, 'teaching experience' has a significant positive influence on the emotional intelligence of teachers working in secondary schools, with senior teachers exhibiting higher levels of perceptions towards emotional intelligence as compared to their junior counterparts.

EDUCATIONAL IMPLICATIONS

(i) Emotional intelligence positively affects various aspects of academic achievement such as motivation, self-regulation and emotional resilience.

(ii) Emotional intelligence helps in the holistic development of students, reshaping them into balanced individuals.

(iii) This study helps educators become emotionally balanced to become effective teachers.

(iv) This study makes the teachers realize the need for developing emotional intelligence with a view to improve their performance in teaching.

(v) This study suggests teachers to develop emotional intelligence, which in turn, leads to emotional well-being in their personal as well as professional life.

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