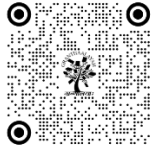


A COMPREHENSIVE ANALYSIS ON THE EMOTIONAL INTELLIGENCE OF HIGHER SECONDARY SCHOOL TEACHERS

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ABSTRACT

Emotional intelligence is the ability to understand and manage one's own and others' emotions; it also includes the ability to perceive and recognize different emotions and handle them appropriately. Strong emotional intelligence enables one to distinguish between different emotions and label them appropriately, recognize their own and others, use emotional information to drive cognition and behavior, and transform their emotions to fit their circumstances. It helps to promote stability, continuity, harmony, and excellent connections in an organizational context, as well as act as a factor in students' academic achievement. The investigators adopted a descriptive survey method for the study. The sample was limited to 100 higher secondary school teachers selected from Senapati and Thoubal districts, Manipur. The Emotional Intelligence Scale tool was used in the study. Nahid Ashraf and Sajid Jamal (2021) designed and developed the tool. The study revealed an average level of emotional intelligence among higher secondary school teachers, with no significant differences observed between male and female, arts and science, or unmarried and married teachers. Whereas there is a significant difference between government and private higher secondary school teachers in the Senapati and Thoubal districts, Manipur.

Keywords: Emotional Intelligence, Higher Secondary, School Teacher

1. INTRODUCTION

Emotional intelligence is the ability to understand and manage one's own and others' emotions; it is also the ability to perceive and recognize different emotions and handle them appropriately (Salovey and Mayer, 1990). Strong emotional intelligence enables one to distinguish between different emotions and label them appropriately, recognize their own and those of others, use emotional information to drive cognition and behavior, and transform their emotions to fit their circumstances (Mühlbach, N. S. 2022; Obungwah, F. 2022). In both personal and professional environments, emotional intelligence is essential. High emotional intelligence enhances job satisfaction, lowers team stress, helps to develop relationships, and diffuses conflict (Valente, S., and Lourenço, A. A. 2020). Teachers with high emotional intelligence are more likely to boost positive emotions and lower negative emotions because they can better manage occupational stress and ensure a suitable learning environment for both teachers and pupils (Latif et al., 2017; Turner and Stough, 2020). On the other hand, a teacher lacking emotional intelligence could find it difficult to handle conflicts

or challenging classroom environments, understand and address students' emotional needs, and maintain effective communication, which would result in miscommunication, lower trust and respect, lower student engagement, and more disruptive activity. It helps to promote stability, continuity, harmony, and excellent connections in an organizational context, as well as act as a factor in students' academic achievement (Al Jaberi, A. T., et al., 2024). Emotional intelligence combines cognition and emotion to help with reliance, motivation, reasoning, management, communication, and navigating social situations and conflicts. People with higher emotional intelligence are more suited to several survival skills, including personal, social, occupational, and interpersonal skills.

High emotional intelligence helps to promote stability, continuity, harmony, and excellent connections in an organizational context. Emotional intelligence combines cognition and emotion to help with reliance, motivation, reasoning, management, communication, and navigating social situations and conflicts. People with higher emotional intelligence are more suited to several survival skills, including personal, social, occupational, and interpersonal skills. Emotional intelligence is a skill one can acquire through experience and practice; it is not a fixed quality. A teacher exposed to different social settings, for instance, might have richer experiences and better social skills, including self-awareness, self-regulation, empathy, mutual understanding, and either increased job satisfaction or professional development. Emotional intelligence significantly shapes and molds human behavior, thus influencing people in their professional capacities. Thus, a basic component of good instruction is emotional intelligence, which greatly influences teachers' professional behavior and students' learning behavior and environment (Corcoran, R. P., & Tormey, R. 2013; Latif, H., et al., 2017).

2. SIGNIFICANCE OF THE STUDY

People with high emotional intelligence help to promote harmony, stability, continuity, and excellent connections in any environmental context. Emotional intelligence aids individuals in various aspects of their lives, including management, resilience, communication, reliance, navigating social situations, motivation, and conflict resolution, all through the application of cognition and emotions. People who possess high emotional intelligence tend to have high survival skills, including occupational, social, personal, and interpersonal skills. Teachers with emotional intelligence should encourage stability, harmony, and continuity in learning. It improves wellbeing and performance in a variety of ways (Latif, H., et al., 2017). It allows teachers to remain rational in a variety of situations, equips them with the ability to think and act quickly, and helps to reduce conflict in the classroom. This, in turn, fosters healthy relationships, a positive learning environment, and reduces stress. With high emotional intelligence, teachers empathize and communicate positively, which helps them control their emotions positively. It also improves job satisfaction, allowing them to meet the needs of groups and students. Thus, higher secondary school teachers are the ones who deal with students who are at crucial stages of life. These adolescent students are the future pillars of the nation. This stage of life is defined as a 'stage of stress and storm' (Hall, G. S. 1904). As a result, secondary school teachers play a fundamental role in dealing with and shaping a nation's future. If they lack emotional intelligence, they may struggle to understand and manage their emotions, which can lead to increased stress, lower job satisfaction, and a breakdown in trust and collaboration. Studies have found that the emotional intelligence of the teachers affects work engagement and creative teaching (Su, H., et al., 2022). Thus, the researchers started the study since they felt the necessity to investigate the emotional intelligence of the secondary school teachers.

3. GENERAL OBJECTIVES

To find out the level of Emotional Intelligence of Higher Secondary School Teachers in Senapati and Thoubal districts, Manipur.

3.1. SPECIFIC OBJECTIVES

- 1) To determine whether there is any significant difference between male and female higher secondary school Teachers in their Emotional Intelligence.
- 2) To determine whether there is any significant difference between arts and science higher secondary school teachers in their emotional intelligence.

- 3) To determine whether there is any significant difference between married and unmarried higher secondary school Teachers in their emotional intelligence.
- 4) To study whether there is any significant difference between the higher secondary school teachers in Senapati and Thoubal districts in their emotional intelligence.
- 5) To determine whether there is any significant difference between the government and private higher secondary school teachers in Senapati and Thoubal districts in their emotional intelligence.

3.2. NULL HYPOTHESES

- 1) There is no significant difference between male and female higher secondary school Teachers in their Emotional Intelligence.
- 2) There is no significant difference between arts and science higher secondary school teachers in their emotional intelligence.
- 3) There is no significant difference between married and unmarried higher secondary school Teachers in their emotional intelligence.
- 4) There is no significant difference between the higher secondary school teachers in Senapati and Thoubal districts in their emotional intelligence.
- 5) There is no significant difference between the government and private higher secondary school teachers in Senapati and Thoubal districts in their emotional intelligence.

3.3. DELIMITATIONS OF THE STUDY

- 1) The sample has been limited to 100 higher secondary school teachers only.
- 2) The study was confined to higher secondary school teachers only.
- 3) The study was restricted to the higher secondary schools affiliated to the Council of Higher Secondary Education Manipur (COHSEM) situated in Senapati and Thoubal districts, Manipur.

3.4. METHOD SELECTED FOR THE PRESENT STUDY

The investigators adopted a descriptive survey method of research to determine the Emotional Intelligence of Higher Secondary School teachers.

3.5. TOOLS SELECTED FOR THE PRESENT STUDY

In order to collect the required information or data for the present study, the investigators used the following tools: Personal Data Sheet and Emotional Intelligence Scale developed by Ashraf, N., and Jamal, S. 2021. The scale is reliable to use for the study.

3.6. SAMPLE OF THE STUDY

In the present study, the investigators used stratified cluster sampling technique in order to increase precision by controlling the district-level differences. The investigators selected 100 higher secondary school teachers from 10 schools in the Senapati and Thoubal districts of Manipur.

Table 1: Sample

Sl. No.	School	District	Gender		Total
			Female	Male	
1.	Don Bosco Hr. Sec. School, Maram	Senapati	6	4	10
2.	Don Bosco Hr. Sec. School, Senapati		5	5	10
3.	Mt. Gebion Hr. Sec. School, Tadubi		7	3	10
4.	Mt. Pisgah Hr. Sec. School, Senapati		4	6	10
5.	St. Joseph Hr. Sec. School, Tadubi		6	4	10
6.	Ananda Purna School of Sciences, Thoubal	Thoubal	7	3	10

7.	Khangabok Hr. Sec. School, Khangabok	3	7	10
8.	New Era Hr. Sec. School, Thoubal	5	5	10
9.	Paradise English School, Thoubal Okram	4	6	10
10	Sangaiyumpham Hr. Sec. School, Sangaiyumpham	5	5	10
Total		52	48	100

Analysis

To find out the level of Emotional Intelligence of Higher Secondary School Teachers in Senapati and Thoubal districts, Manipur.

Table 2 Level of emotional intelligence and its dimensions among higher secondary school teachers.

District	Average		Below Average	
	Count	%	Count	%
Senapati	30	60	20	40
Thoubal	33	66	17	34
Overall	63	63	37	37

Table no. 2 shows the emotional intelligence level of higher secondary teachers. 60 percent and 66 percent of higher secondary school teachers in the Senapati and Thoubal districts have an average level of emotional intelligence, whereas 40 per cent and 34 percent in both districts have a below-average level of emotional intelligence. In both districts, 63 percent and 37 percent have an average and below average level of emotional intelligence. Therefore, in all cases, there is an average level of emotional intelligence in higher secondary school teachers.

Null Hypothesis 1

There is no significant difference between male and female higher secondary school Teachers in their Emotional Intelligence.

Table 3 Difference between male and female higher secondary school teachers in their emotional intelligence

Category	Count	Mean	S.D	t- value	p-value	Remarks at 5% level
Female	52	146.35	7.75	1.23	0.08	NS
Male	48	144.33	8.55			

Table 3 above shows that the mean score value of female teachers is 146.35, and the mean score value of male teachers is 144.33. The table value is 1.23, and the calculated p-value is 0.08. Hence, there is no significant difference between male and female higher secondary school teachers regarding intelligence, and the null hypothesis is accepted.

Null Hypothesis 2

There is no significant difference between arts and science higher secondary school teachers in their emotional intelligence.

Table 4: Difference between arts and science higher secondary school teachers in their emotional intelligence

Category	Count	Mean	S.D	t- value	p-value	Remarks at 5% level
Arts	50	145.78	7.94	0.49	0.44	NS
Science	50	144.98	8.45			

Table 4 above shows that the mean score value of arts teachers is 145.78, and the mean score value of science teachers is 144.98. The table value is 0.49, and the calculated p-value is 0.44. Hence, there is no significant difference between arts and science higher secondary school teachers' emotional intelligence. Henceforth, the null hypothesis is accepted.

Null Hypothesis 3

There is no significant difference between married and unmarried higher secondary school Teachers in their emotional intelligence.

Table 5: Difference between male and female higher secondary school teachers in their emotional intelligence

Category	Count	Mean	S.D	t- value	p-value	Remarks at 5% level
Unmarried	46	145.07	7.60	-0.35	0.44	NS
Married	54	145.65	8.68			

Table 5 above shows that the mean score value of unmarried teachers is 145.07, and the mean score value of married teachers is 145.65. The table value is -0.35, and the calculated p-value is 0.44. Hence, there is no significant difference between unmarried and married higher secondary school teachers in terms of emotional intelligence. Therefore, the null hypothesis is accepted.

Null Hypothesis 4

There is no significant difference between the higher secondary school teachers in Senapati and Thoubal districts in their emotional intelligence.

Table 6: Difference between Senapati and Thoubal districts higher secondary school teachers in their emotional intelligence

Category	Count	Mean	S.D	t- value	p-value	Remarks at 5% level
Senapati	50	145.64	9.27	0.32	0.02	S
Thoubal	50	145.12	6.97			

Table 6 above shows that the mean score value of teachers in Senapati is 145.64, and the mean score value of Thoubal teachers is 145.12. The table value is 0.32, and the calculated p-value is 0.02. Hence, there is a significant difference between the higher secondary school teachers in the Senapati and Thoubal districts regarding their emotional intelligence. Therefore, the null hypothesis is rejected.

Null Hypothesis 5

There is no significant difference between the government and private higher secondary school teachers in Senapati and Thoubal district in their emotional intelligence.

Table 7: Difference between government and private higher secondary school teachers in their emotional intelligence

Category	Count	Mean	S.D	t- value	p-value	Remarks at 5% level
Government	20.00	148.35	9.27	1.84	0.01	S
Private	80.00	144.64	6.97			

Table 7 above shows that the mean score value of teachers in government schools is 148.35, and the mean score value of private school teachers is 144.64. The table value is 1.84, and the calculated p-value is 0.01. Hence, there is a significant difference between the government and private higher secondary school teachers in the Senapati and Thoubal districts regarding their emotional intelligence. Therefore, the null hypothesis is rejected.

4. CONCLUSION

Positive emotional intelligence is essential for teachers. It can be a leading factor for both teachers and students. It can help in developing or coping with various life situations (Su, H., et al., 2022). In order to adjust effectively in society, understanding one's emotions is required. The current study reveals the level of emotional intelligence among higher secondary school teachers in both districts, spanning various dimensions. Teachers who possess high emotional intelligence have a direct correlation with the teacher's mindfulness as well as the teacher-student relationship

(Chamizo-Nieto, M. T., et al., 2021; Su, H., et al., 2022; Wang, X., 2023). The success of learners directly influences the emotional intelligence of teachers (Khassawneh, O., et al., 2022).

CONFLICT OF INTERESTS

None.

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