

A Socio-Scientific Assessment of Emotional Intelligence Among Secondary School Teachers in Uttar Pradesh

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Abstract

Emotional Intelligence (EI) is a vital tool for teachers to manage classroom challenges and improve student success. This research paper looks at the level of Emotional Intelligence among secondary school teachers in Uttar Pradesh. The study uses a sample of 700 teachers to understand how personal factors like gender, location, and teaching experience affect their emotional skills. Using the Emotional Intelligence Scale, the study measures four main areas: self-awareness, social awareness, self-management, and relationship management. The results show that most teachers in the region have a high level of emotional intelligence. However, differences were found based on gender and whether the teacher lives in a rural or urban area. These findings suggest that emotional training can help teachers handle negative feelings in a healthy way to create a better learning environment.

Keywords: *Awareness, Emotional Intelligence, Feelings, Learning, Relationships, Uttar Pradesh, Teachers.*

Introduction

Learning is not just about books; it has a strong emotional base. Emotions are personal experiences that come from how we think and the situations we face. In the field of education, a teacher's ability to manage these emotions is very important. The idea of social intelligence was first talked about by E.L. Thorndike in 1920 to describe how people understand and manage others. Later, Howard Gardner introduced multiple intelligences, including intrapersonal and interpersonal skills. Today, Emotional Intelligence (EI) is widely known because of Daniel Goleman, who divided it into five elements: self-awareness, self-regulation, motivation, empathy, and social skills.

In a state like Uttar Pradesh, where the education system is large and diverse, teachers face many daily pressures. Emotional Intelligence helps them succeed in coping with these environmental demands. It is the ability to perceive, express, and regulate emotions to promote personal and professional growth. Teachers with high EI can help students with better motivation, innovation, and teamwork. If emotions are out of control, it can lead to disaster in the classroom, but if used properly, they become a tool for a fulfilling life. This paper explores the current state of EI among secondary teachers in the region to identify areas for improvement.

Research Problem

The research problem focuses on measuring the level of Emotional Intelligence among secondary school teachers in Uttar Pradesh. While academic knowledge is tested often, the emotional strength of teachers is rarely checked. This study asks: what is the overall level of EI among these teachers, and do factors like gender, living in a city versus a village, or years of experience change how emotionally intelligent a teacher is? Understanding this is necessary because a teacher's emotional state directly affects their teaching performance and their relationship with students.

Review of Literature

Recent studies have shown a strong link between emotional intelligence and teacher effectiveness. For example, a study by Dr. Shri Kant Dwivedi (2020) found that secondary school teachers generally have high levels of emotional and spiritual intelligence. Interestingly, this study noted that while the type of school did not matter, gender did play a role in emotional traits.

Another study in the Chengalpattu district by Bhuvanewari and Baskaran (2020) used an inventory tool to find that there was a significant difference between rural and urban teachers regarding their emotional intelligence. In contrast, research by Dr. Jasleen Kaur (2022) in Punjab found no gender differences across all aspects of emotional intelligence among student teachers. Furthermore, Narayanamoorthi and Merlinsasikala (2021) highlighted that many teachers struggle with one specific area: bringing home problems into the workplace, which affects their professional emotional balance. These mixed results from different regions make it important to study the specific situation in Uttar Pradesh.

Methodology

This study uses a survey method to collect data from a sample of 700 secondary school teachers. The participants were selected to represent different genders, school managements (Government, Zillah Parishad, Municipal, Tribal, Aided, Private), and locations (Rural and Urban) . The primary tool used was the Emotional Intelligence Scale developed by Dr. P. Srinivasan and K. Murugesan (2013). This scale consists of 40 items covering four domains: Self-awareness, Social Awareness, Self-Management, and Relationship Management. Statistical methods like Mean, Standard Deviation (S.D.), and 't' tests were used to analyze the scores and test the hypotheses.

Data Analysis

The analysis shows that the average score for the teachers was 21.99, with a percentage of mean at 54.95%. When classified into levels, the data revealed:

Category	Scale	Percentage of Teachers
Low	0-10	11.14%
Average	10-20	24.14%
High	20-30	51.71%
Very High	30-40	11.42%

Most teachers (over 51%) fall into the High category. In terms of specific areas, teachers scored highest in **Self-awareness** (Rank I) and lowest in **Relationship Management** (Rank IV).

The study also found:

- **Gender:** Male teachers had a higher mean score (22.86) compared to female teachers (20.51), making the difference statistically significant.
- **Locality:** Urban teachers performed significantly better (Mean 22.68) than rural teachers (Mean 20.26), with a 't' value of 4.56.

- **Experience:** There was no significant difference in scores based on years of teaching experience (F-Value 0.173).
- **Marital Status:** Unmarried teachers had a significantly better mean score (23.20) than married teachers (21.89).

Discussion

The results indicate that secondary school teachers in Uttar Pradesh possess a high level of emotional intelligence overall. This is a positive sign for the education system. However, the variation in scores shows that the group is heterogeneous, meaning emotional skills vary widely from person to person. The fact that teachers are better at self-awareness but weaker at relationship management suggests they understand their own feelings but may struggle to handle complex interactions with others.

The higher scores for male teachers and urban teachers could be due to different social exposures or working environments. It is also interesting that unmarried teachers showed better emotional intelligence than married ones in this sample. Since teaching experience did not significantly change the EI levels, it suggests that emotional skills are not just learned through time on the job but may require specific training.

Conclusion

The study concludes that while secondary school teachers have a good foundation of emotional intelligence, there is still room for growth, especially in relationship management. Since emotional intelligence can be taught and developed throughout life, schools should implement intervention techniques to help teachers improve. Better emotional skills will help teachers handle negative feelings in a healthy way, leading to improved leadership and better teamwork in schools. These findings can also help the government and private organizations in hiring and training staff for better educational outcomes.

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