

Examining the Emotional Intelligence of Female Secondary School Teachers in light of Locality and type of School Management

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Abstract

Research Background: Knowledge, thinking ability, classroom motivation, and absenteeism are all factors that influence a teacher's success. A crucial predictor of teacher's performance with potentiality and emotional intelligence are valued by many top institutions. It has a significant impact on the teacher's willingness to engage in the teaching profession. The purpose of the present study is to compare emotional intelligence of female secondary school teachers with respect to type of school and locality of school. **Methodology:** Data are collected with the help of standardized questionnaire from 100 female secondary school teachers chosen randomly from various parts of Malda district of West Bengal and analysing with the help of inferential and descriptive statistics. **Major Findings:** Major findings of the present study are- there is not a significant difference ($t= 0.293$), ($P=0.770>0.05$) between government and private female secondary school teachers. Another side, there does not exist significant difference ($t= 0.310$), ($P=0.757>0.05$) between rural and urban female secondary school teachers. On the other hand, out of 100 samples, that only 26% of female teachers are found having extremely high and 33% of teachers' high level of knowledge about the emotional intelligence, 29% of teachers are lying in average, 9% of low and also 3% of female teachers belong to extremely low level of knowledge about the emotional intelligence. Thus, it is understood that private and rural female secondary school teachers are better in emotional intelligence. **Conclusion:** It concluded that the emotional intelligence has great importance for making policies in the education sector as well as the key to understand the motivational base and performance of the teachers and to enhance the capability of the teaching stuff with high emotional intelligence. And also, it recommended that education planner, policy maker and government administrator should take essential action to reduce the gap in all the dimensions one by one.

Keywords: Emotional intelligence, Examining, Female, Locality, type of school management and Secondary school teachers,

Introduction

Education refers to the process of changing one's behaviour in a positive way, and it assists us in becoming a better human being and citizen of the country. Education is the most valuable tool in society as it allows people to develop moral and ethical believes. It enables us to disseminate knowledge throughout society using any method. The primary goal of education is to promote rational thinking, the ability to adapt to any environment, and the manner in which people speak and walk, among other things. As a result, education is critical to a country's development. Teachers are a chief component of the educational system and their activities play a significant role in bringing about social change by empowering their pupils "(Agarwal et al., 2020)". Secondary education means to second phase after completion of elementary education of traditional formal education.

Emotional intelligence is the ability to recognise and control emotions in order to better govern ourselves and impact positive outcomes in our interpersonal relationships “(Debes,2021)”. A crucial predictor of potential employment performance, emotional intelligence is valued by many top institutions. Combining reasoning and sentiments, as well as being adaptable to changing circumstances, emotional intelligence aids in problem solving. People's differences have created difficulties that call for adaptability and flexibility in our communications. Rude behaviour, a propensity to blame and take advantage of inferior personnel, poor role models, an increase in incivility, uncertainty about the future, depression and escapism among the workforce, demands for achieving more with fewer resources, and the need to be more persuasive and composed are all on the rise. This demonstrates the emerging requirement for emotional intelligence.

In the field of education, emotional intelligence plays the most important function. Emotions are exposed by Physiological reactions and expressive behaviours. “Mayer & Salovey, (1997) defined as emotional intelligence involves the ability to perceive accurately, appraise and express emotion, the ability to access and/or generate emotional knowledge and the ability to regulate emotion to promote emotional and intellectual growth”. According to “Goleman (1998), emotional competencies are not innate talents but rather learned capabilities that must be worked on and developed to achieve outstanding performance. The ability to detect individual's own and other people's thoughts and experiences, to distinguish between them, and to apply that knowledge to shape one's own thinking and actions is known as emotional intelligence (EI)”. Emotion and learning are intricately linked in both directions. The relay points between sensory input and thought are sensations. When the input is positively duplicated, we are inspired to act and accomplish a task. When the input is adversely assessed, we fail to act and fail to learn. Obstacles in learning might be caused by or result from conflicting emotions. In the present study, the researchers want to “explore the understanding one-self, self-control, social skills, empathy and also achievement orientation (Ashraf & Jamal, 2014)” of emotional intelligence of government and private female secondary school teachers.

Review of the related literature

“Adhikari (2021)” conducted a study on demographic correlates of emotional intelligence (EI) among teachers in Nepal. The study's results showed no relationship between emotional intelligence and either age ($r=0.08$, $P>0.05$) or income ($r=-0.02$, $P>0.05$). Also, the study's t-test results showed that gender, marital status, religious affiliation, and family structure had no bearing on teachers' emotional intelligence. According to “Debes, (2021)” study on emotional intelligence, there is a substantial positive link between self-efficacy and perceived emotional intelligence ($r = 53$). The findings also indicated that women had stronger self-efficacy perceptions than men did. According to research done by “Supramaniam and Singaravelloo in 2021”, Administrative and Diplomatic Officers' (Autism diagnostic observation') emotional intelligence showed a favourable and substantial direct impact on organisational performance ($= 0.67$, $P 0.05$). The outcomes were in line with other research showing that EI—which includes self-awareness, self-management, social awareness, and relationship management—had a favourable impact on organizational performance. “Niyogi et al. (2021)” conducted a study on the relationship between emotional intelligence, self-esteem and activeness among South India youth: A descriptive, Cross sectional study from Karnataka. The study's findings showed a weakly positive link between self-esteem and assertiveness and EI ($r=0.282$ & 0.288 , $p=0.001$ respectively), while the relationship between self-esteem and assertiveness also showed a positive relationship ($r=0.367$, $p=0.001$). “According to Rema and Gupta's study from 2021”, there is a substantial positive link between emotional intelligence and subjective well-being ($r= 0.2497$ at the 0.05 level). The study also showed that, highlighting the need of working to improve working women's emotional intelligence. “Sen et al. (2021)” conducted a study on the emotional intelligence and perceived stress among under graduate students of arts and science colleges in Puducherry, India: A Cross-Sectional study. The study's conclusions showed that there was no conclusive link between emotional intelligence and felt stress. There was a marginally significant link between academic achievement and emotional intelligence. The study also found that emotional intelligence was

substantially correlated with gender, year of study, working with youth groups, and another occupation.

Critical appraisal of the review of related literature and research gap

The investigator had the opportunity to pinpoint areas that needed further investigation and choose the best methodology to match the comprehensiveness of the assessed studies. The effectiveness of the educational system depends on the emotional intelligence of female secondary school instructors. Previous studies have concentrated on the primary issue and have tried to demonstrate a connection between the style of school management and a wide range of localities in secondary school teachers' instruction worldwide. This study is unique, though, in that it looks at how the location and style of school administration affect the emotional intelligence of female teachers and carefully considers both their separate effects and how they interact to make inferences. However, no research has been done on this kind of subject. So, the researcher chooses this topic for his investigation.

The operational definition of the key terms

Emotional Intelligence:

In the current study, Emotional intelligence operationally measures with understanding one-self, self-control, empathy, social skills and achievement orientation

Female secondary school teachers:

Classes 9 and 10 as well as classes 11 and 12, which are referred to as senior secondary schools, are taught by female secondary school teachers.

Locality:

In the current study, Locality means to areas or location of school which is consisted of rural and urban areas.

Type of school management:

In the current study, type of school management means to running school along desired educational system which is governed by government and private.

Significance of the Study

Teacher success is linked to their knowledge and ability to integrate new concepts into their own practise, as well as absenteeism and the kind of motivation they spread in the classroom. Sincerity and dedication of teachers are important factors in reaching the above-mentioned goal as they have a significant impact on teachers' willingness to enter the teaching profession. A few studies in India and Abroad have been conducted on teachers' Emotional intelligence may be of great importance for the human resource policies in the education sector as well as the key to understanding the motivational base and qualitative performance in the government and private female secondary schools to enhance the capability of the management. This study will help in understanding how emotion of a teachers towards his/her profession contributes to the development of the society. Thus, this topic is very significant in the present time in the field of education.

Objectives of the Study

1. To know the level of emotional intelligence of secondary school teachers
2. To compare between the mean scores of emotional intelligence of government and private female secondary school teachers
3. To compare between the mean scores of emotional intelligence rural and urban females secondary school teachers

Hypotheses of the Study

Ho1. There is no significant difference between the mean scores of emotional intelligence of government and private female secondary school teachers.

Ho2. There is no significant difference between the mean scores of emotional intelligence of rural and urban female secondary school teachers.

Research design and Methodology

In the present study, research design is a quantitative and descriptive type and the total sample comprises of 100 female secondary school teachers from Malda district of West Bengal through random sampling technique.

Data collection and analysis

The researcher uses the “Teachers’ Emotional Intelligence Scale standardized by Nahid Ashraf and Sajid Jamal (2020)” for data collection. The researcher collects the data by hand from female secondary school teachers of Malda district in West Bengal. In the present study, the investigator uses Mean, SD, t-test and SPSS for analysing the collected data.

Results of the present study:

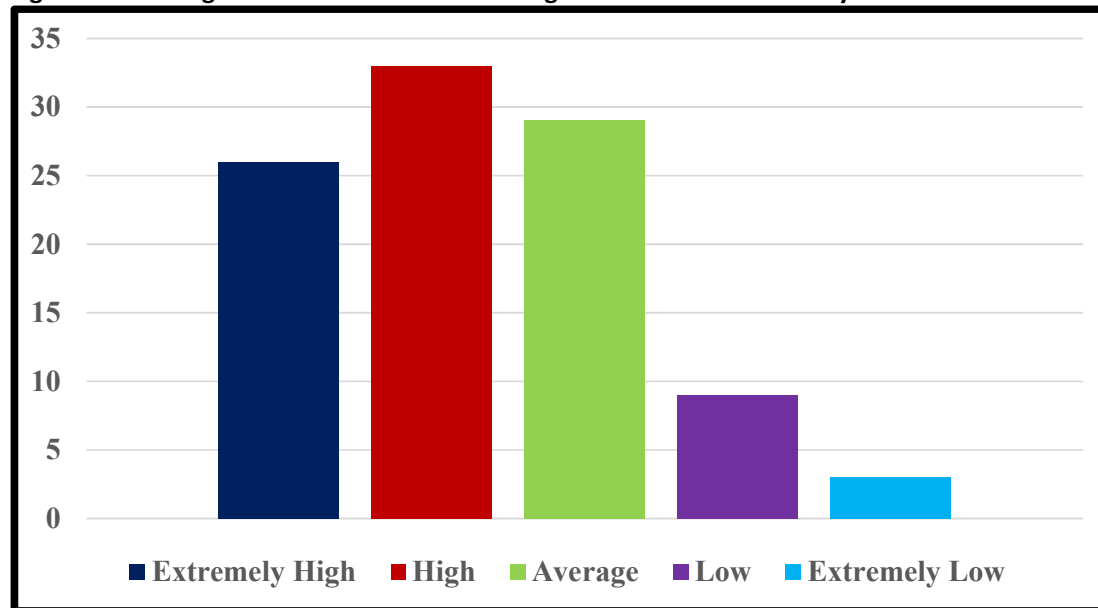
Objectives-1. To know the level of emotional intelligence of secondary school teachers

Table-1 Showing the level of Emotional Intelligence of female secondary school teachers

Sr. No	Range of Raw Score	level of Emotional Intelligence	No. of Teachers (%)
1.	150 & Above	Extremely High	26
2.	137-149	High	33
3.	124-136	Average	29
4.	111-123	Low	09
5.	110 & Below	Extremely Low	03

Interpretation: Out of sample studied, only 26 female teachers are found having extremely high and 33 teachers high level of knowledge about the emotional intelligence, 29 teachers are lying in average, 09 low and also 03 female teachers belong to extremely low level of knowledge about the emotional intelligence. The below-mentioned figure makes it extremely transparent to see the figure-1.

Figure-1. Showing the level of Emotional Intelligence of female secondary school teachers



Objectives-2. To compare between the mean scores of emotional intelligences of government and private female secondary school teachers

Table-2. Showing the difference between the mean scores of emotional intelligence of government and private female secondary school teachers

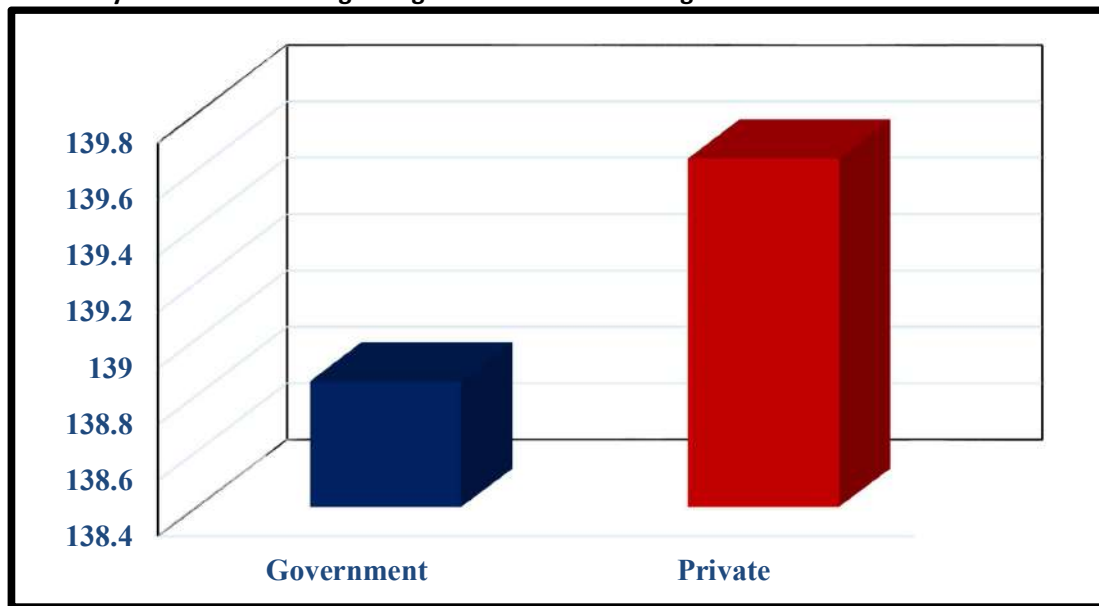
Type of School	Number	df	Mean	SD	t-value	Sig.
Government	47	98	138.85	11.03	0.293	(0.770)
Private	53		139.64	15.32		NS

NS= Not Significant at 0.05 level

Interpretation: According to table 1 above, government-employed female secondary school teachers are rated as having poorer emotional intelligence than private-employed female secondary school teachers since their mean score is lower (138.85 vs. 139.64). The computed value of 't' is 0.293, which is not significant ($P=0.770>0.05$). As a result, it can be said that there is no discernible difference between female secondary school teachers who work for the government and those who work for

private organizations in terms of emotional intelligence. The below-mentioned figure makes it extremely transparent to see the figure-2.

Figure-2. Showing the difference between the mean scores of government and private female secondary school teachers regarding their emotional intelligence



Objectives-3. To compare between the mean scores of emotional intelligence rural and urban females secondary school teachers

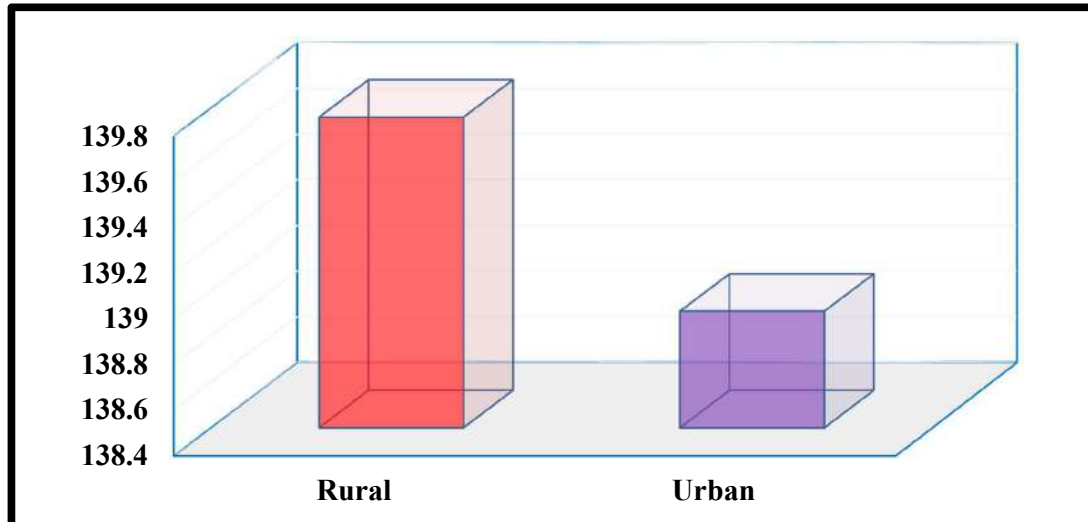
Table-3. Showing the between the mean scores of emotional intelligence rural and urban females secondary school teachers

Locality of School	Number	df	Mean	SD	t-value	Sig.
Rural	42	98	139.76	13.44	0.310	(0.757) NS
Urban	58		138.91	13.50		

NS= Not Significant at 0.05 level

Interpretation: As the mean score of Rural female secondary school teachers (139.76) is higher than the Urban female secondary school teachers (138.91), the data in table 2 above demonstrates that these educators are more emotionally connected to their students than Urban female secondary school teachers. Given that $P=0.757$ is greater than 0.05, the computed value of 't' is 0.310, which is not significant. As a result, it can be said that there is no discernible difference between female secondary school teachers from rural and urban areas in terms of emotional intelligence. The below-mentioned figure makes it extremely transparent to see the figure-3.

Figure-3. Showing the difference between the mean scores of rural and urban female secondary school teachers regarding emotional intelligence



Major Findings of the Study

- ❖ Of the total 100 sample examined, only 26 female teachers were found to have extremely high emotional intelligence knowledge, while 33 teachers had high emotional intelligence knowledge, 29 teachers had average emotional intelligence, 09 had low emotional intelligence, and 3 had extremely low emotional intelligence.
- ❖ The emotional intelligence of female secondary school teachers in rural and urban areas does not differ significantly due to the fact that female secondary school teachers in rural areas are better able to handle their emotions than those in urban areas.
- ❖ The emotional intelligence of female secondary school teachers in the government and private institutions does not differ much due to the fact that female secondary school teachers at private schools are better able to handle their emotions than those at government schools.

Discussion of the Study

Researchers have studied emotional intelligence for female secondary school teachers with regard to school management type and location. Following the study, it was found that Sen et al. (2021), Supramaniam and Singaravelloo (2021), and Adhikari (2021) looked into the demographic correlates of emotional intelligence (EI) among teachers and found that family structure, gender, marital status, and religious affiliation had no effect on EI. According to studies on emotional intelligence by Debes (2021), Niyogi et al. (2021), and Rema and Gupta (2021), there is a strong positive correlation between recognized emotional intelligence and self-efficacy, and women's views of self-efficacy appear to be stronger than men's and also indicated that highlighting the need of working to improve working women's emotional intelligence. In the most recent study, the researcher discovered that, of the total sample, only 26 female teachers had extremely high emotional intelligence knowledge, while 33 teachers had high emotional intelligence knowledge, 29 teachers had average emotional intelligence, 09 had low emotional intelligence, and three had extremely low emotional intelligence. Additionally, there are no appreciable differences in the emotional intelligence of female secondary school teachers employed by the government and private schools. due to the fact that female secondary school teachers at private schools are better able to handle their emotions than those at government schools. Yet, there is no discernible variation in the emotional intelligence of female secondary school teachers in rural and urban areas. due to the fact that female secondary school teachers in rural areas are better able to handle their emotions than those in metropolitan areas. It was suggested that female teachers' emotional intelligence be addressed since it will enable them to better prepare and address problems related to teaching, which will increase the efficacy of their instruction.

Conclusion

It has been determined that one of the most crucial factors influencing the future success of students, schools, and the country is the performance of teachers at the institutions where they work. Knowledge, emotional intelligence, and the capacity to incorporate new concepts into one's own

practice are all factors that affect a teacher's performance. In addition to being crucial for understanding the motivational factors and qualitative performance of teachers, emotional intelligence is also crucial for developing policies in the education sector and for improving the capacity of teachers who possess high emotional intelligence. The study's main goal is to investigate the emotional intelligence of female secondary school teachers in both rural and urban areas, as well as those employed by the government and private school. The emotional intelligence of female secondary school teachers in rural and urban areas, as well as between government and private schools, does not significantly differ. likewise, 88% of female secondary school teachers have above-average emotional intelligence knowledge, while only 12% have below-average emotional intelligence knowledge. Therefore, the majority of female secondary school instructors at both government and private secondary schools have stronger emotional intelligence.

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