

Emotional Intelligence of Secondary School Teachers

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ABSTRACT

Teacher's role in secondary levels is more important because they have to enable the students to access the future education, training or profession in which they are interested. So to help them inculcate the required potentials the teacher has to be well equipped to identify the problems and aspiration of students. Teachers help the students to cope with their frustrations and to assist to reach their goals. The role of teacher has to be that of an administrator, a philosopher, guide, a friend and counselor. So, it can clearly observe that teaching profession is having lot of stress in their occupation. Researchers observed that emotions always work together with cognition and motivation to help the person act appropriately in relation to the social context, or self-regulate. 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.

Keywords: achievement, Profession, Teacher and Emotional Intelligence

Emotional Intelligence:

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.

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. It is the ability to be deeply feeling, authentic human being, no matter what life brings, no matter what challenges and opportunities we face.

Persons with high EQ – who have developed emotional literacy – will have confidence and trust in themselves, and more understanding of others and therefore empathy with them. So they will make better relationships and experience more achievement, love and joy in their life. They will be emotionally mature, a state that many adults do not achieve. If these skills were taught widely, in the home as well as at school, and amongst adults too of course, it would provide the basis of a much saner and happier world to live in.

The secondary educational commission (1952-1953) has rightly stated: we are however convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training, and the place that he occupies in the school as well as in the community.

Education Commission (1964-1966) observed that the success of any system of education depends on the quality of its teachers, who shape the classroom by sharpening younger generations. It is no exaggeration to say that any system of education can never rise above the level of the quality of its teachers.

Teacher is the center figure in the educational process which helps in making an individual a better individual. A teacher makes a difference. It is a teacher who moulds the most precious material of the land i.e. boys and girls in their most impressionable period of development in the required shapes. A good teacher is the need of an hour. A good teacher sparks a child's desire to learn; a great teacher affects that spark to kindle a fire that burns forever. Teacher must possess the vital skills, personality characteristics and behaviors that students perceive to impact their motivation to learn.

Researchers observed that emotions always work together with cognition and motivation to help the person act appropriately in relation to the social context, or self-regulate. 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. 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.

Chintamalla Bharani Kumar.(2023) studied on Emotional intelligence among secondary school teachers with respect to gender.. The study was conducted on 300 secondary school teachers from Medchal Malkajgiri district of Telangana State. The result reveals that there was a significant difference in emotional intelligence aspects with respect to gender among secondary school teachers.

Narayana Moorthi, G (2021) investigated Emotional Intelligence among high school teachers. The size of the sample for the study consisted of 300 teachers selected from high schools in Dindigul District. The overall finding of this study was when compared with male and female teachers are lack in only one specific Emotional Intelligence area that is they are always think about their home problems in their work place.

Deepshikha Bharadwaz (2020) examined Emotional intelligence of secondary school students with special reference to Kamrup (m) district of Assam. The present study is an attempt to study about emotional intelligence of secondary school students of Kamrup (M) district. Here descriptive survey method is used. The population of this study consists of all the students studying in secondary school of Guwahati city of Kamrup (M) District. Out of these, 156 students have been selected from 4 secondary schools, where 78 numbers of girls and 78 numbers of boys are there. The findings revealed that most of the secondary school students fall under average level of emotional intelligence.

Bhuvaneswari, G (2020) studied on Emotional Intelligence of Higher Secondary School Teachers. The sample was limited to 350 higher secondary school teachers only. The Emotional Intelligence Inventory developed by Thomas Alexander (2004). The study found that there is no significant difference between male and female higher secondary school Teachers in their Emotional Intelligence.

Nagaraj, Deepika; Ramesh, Naveen (2020) conducted a study on Emotional Intelligence among Schoolteachers in Rural Karnataka – A Cross-Sectional Study. Female teachers had better EI compared to males, and this was statistically significant

Biljana Bahat (2020) conducted a study on Emotional Intelligence in Secondary School Students. Based on all the obtained results, we concluded that students in higher year classes were more emotionally intelligent, which contributed to better communication with each other, better relationship and well-being in the classroom.

Saleh Al-Busaidi (2019) studied on Emotional Intelligence Among School Teachers in Oman. the emotional intelligence of 4,098 school teachers in the Sultanate of Oman in five dimensions using the Schutte Emotional Intelligence Scale (SEIS). The results showed that teachers' emotional intelligence was high in all five dimensions. There were variations in teachers' emotional intelligence based on certain teacher and school variables.

Antima Dwivedi and S.H. Qasion (2017) studied about Emotional Intelligence of Secondary level teachers. The study found that male, the female are different in emotional intelligence and teachers of both boards are different in emotional intelligence.

Saxena (2017) studied on Emotional Intelligence of High school teachers in relation to their gender and marital status The sample consisted of fifty high school teachers, working in Tirunelveli district. The results revealed that a significant difference exists between male and female teachers in their professional orientation. Further it was revealed that a significant difference exists between married and unmarried teachers in their emotional intelligence and its dimensions.

Ayesha Anjum (2017) examined A Study on the Impact of Emotional Intelligence on Quality of Life among Secondary School Teachers. In the present study, the sample consists of 60 secondary school teachers' from Hyderabad within the age range of 20 to 60 years. The result revealed that there is a difference in the quality of life levels in the two groups. It was proved that teachers with low emotional intelligence have poor quality of life and the teachers with high emotional intelligence have high quality of life. The results also show a positive correlation between emotional intelligence and quality of life.

Mohammad Ali Mohammadyfar, (2016) studied on The Effect of Emotional Intelligence and Job Burnout on Mental and Physical Health. The results showed that emotional intelligence and job burnout were explained 43.9% of mental health and 13.5% of variance of physical health.

Khokhar, C.P. (2015) made a study on Emotional Intelligence and Work Performance among Executives. The study revealed that executives having higher emotional intelligence show better quality of work performance as compared to their counterparts.

Observation:

From the review of related literature in Emotional Intelligence of secondary school teachers the following factors were identified.

Chintamalla Bharani Kumar.(2023) found that there was a significant difference in emotional intelligence aspects with respect to gender among secondary school teachers.

Narayana Moorthi, G (2021) found that when compared with male and female teachers are lack in only one specific Emotional Intelligence area that is they are always think about their home problems in their work place. **Deepshikha Bharadwaz (2020)** revealed that most of the secondary school students fall under average level of emotional intelligence. **Bhuvaneswari, G (2020)** found that there is no significant difference between male and female higher secondary school Teachers in their Emotional Intelligence. **Nagaraj, Deepika; Ramesh, Naveen (2020)** found that Female teachers had better EI compared to males, and this was statistically significant **Biljana Bahat (2020)** concluded that students in higher year classes were more emotionally intelligent, which contributed to better communication with each other, better relationship and well-being in the classroom. **Saleh Al-Busaidi (2019)** revealed that teachers' emotional intelligence was high in all five dimensions.

Antima Dwivedi and S.H. Qasion (2017) found that male, the female are different in emotional intelligence and teachers of both boards are different in emotional intelligence. **Saxena (2017)** revealed that a significant difference exists between married and unmarried teachers in their emotional intelligence and its dimensions. **Ayesha Anjum (2017)** results show a positive correlation between emotional intelligence and quality of life. **Mohammad Ali Mohammadyfar, (2016)** observed that emotional intelligence and job burnout were explained 43.9% of mental health and 13.5% of variance of physical health. **Khokhar, C.P. (2015)** revealed that executives having higher emotional intelligence show better quality of work performance as compared to their counterparts.

CONCLUSION

It can be concluded that majority of secondary school teachers with high emotional intelligence is more effective than the group of teachers with average or low emotional intelligence. It will also essential and beneficial for planners and educational authorities to consider the Emotional Intelligence of school teachers and should try to provide suitable environment in educational institutions.

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