



An Analysis of Emotional Intelligence among Secondary School Teachers

N. Lakshmi Nancharamma¹, Dr. C. Grace Indira²

1 Research Scholar, Department of Education, Acharya Nagarjuna University, Guntur, A.P

2 Former Associate Professor, St. Joseph's College of Education for Women, Guntur, A.P

How to Cite this Article:

Nancharamma, N. L. (2026). An Analysis of Emotional Intelligence among Secondary School Teachers. International Journal of Creative and Open Research in Engineering and Management, 2(7).
<https://doi.org/10.55041/ijcope.v2i7.017>

License:

This article is published under the terms of the Creative Commons Attribution 4.0 International License (CC BY 4.0), which permits unrestricted use, distribution, and reproduction in any medium, provided the original author(s) and the source are credited.

© The Author(s). Published by International Journal of Creative and Open Research in Engineering and Management.



<https://doi.org/10.55041/ijcope.v2i7.017>

Abstract

The present study investigated the emotional intelligence of secondary school teachers and examined its relationship with selected demographic variables, namely gender, school management, academic qualification, and professional qualification. The study adopted a descriptive survey research design and was conducted among 132 secondary school teachers working in government and private schools in and around Krishna District, Andhra Pradesh. Data were collected using a researcher-constructed Emotional Intelligence Questionnaire comprising 102 items measured on a five-point Likert scale. The instrument demonstrated high reliability with a Cronbach's alpha coefficient of 0.89. The collected data were analysed using descriptive statistics and independent-samples *t*-tests. The findings revealed a significant difference in emotional intelligence between male and female teachers, with male teachers exhibiting higher emotional intelligence than female teachers. However, no significant differences were found with respect to school management (government and private), academic qualification (graduation and post-graduation), or professional qualification (B.Ed. and M.Ed.). The study concludes that while gender influences emotional intelligence among secondary school teachers, educational and professional qualifications and school management do not significantly affect emotional intelligence. The findings highlight

the importance of integrating emotional intelligence training into teacher education programmes and continuous professional development initiatives to enhance teachers' emotional competence, classroom effectiveness, and overall educational quality.

Keywords: Emotional Intelligence, Secondary School Teachers, Gender, Academic Qualification, Professional Qualification.



1. INTRODUCTION

Emotional intelligence (EI) refers to the ability to perceive, understand, regulate, and effectively utilize one's own emotions while recognizing and responding appropriately to the emotions of others. According to Daniel Goleman (1995), emotional intelligence comprises five key dimensions: self-awareness, self-regulation, motivation, empathy, and social skills. Self-awareness enables individuals to recognize and understand their emotions and their influence on thoughts and behaviour, whereas self-regulation involves managing emotions effectively and maintaining emotional balance in challenging situations. Motivation reflects an individual's intrinsic drive to achieve goals and persist in the face of obstacles, while empathy represents the ability to understand and appreciate the feelings and perspectives of others. Social skills facilitate effective communication, collaboration, conflict resolution, and the development of positive interpersonal relationships. In the educational context, emotional intelligence has emerged as a critical competency for teachers, as teaching extends beyond the transmission of knowledge to fostering supportive, inclusive, and emotionally responsive learning environments. This is particularly important at the secondary school level, where students undergo significant emotional, social, and cognitive development. Teachers with higher levels of emotional intelligence are more capable of managing classroom challenges, maintaining positive teacher–student relationships, promoting student engagement, and creating a classroom climate conducive to learning. Research has also demonstrated that emotionally intelligent teachers experience greater job satisfaction, improved classroom management, enhanced leadership effectiveness, and better student learning outcomes. Furthermore, emotional intelligence is considered a set of competencies that can be developed through training, reflective practice, and professional experience, making it an essential attribute for improving teaching effectiveness and the overall quality of education (Goleman, 1995; Goleman, Boyatzis, & McKee, 2002; Mayer, Salovey, & Caruso, 2004).

2. EMOTIONAL INTELLIGENCE OF SECONDARY SCHOOL STUDENTS

Emotional intelligence refers to the ability of secondary school students to recognize, understand, regulate, and effectively use emotions in themselves and in their interactions with others. It plays a vital role in promoting academic success, positive social relationships, mental well-being, and responsible behaviour. The present study conceptualizes emotional intelligence through the following four dimensions:

Awareness of Self and Others

Awareness of self and others refers to the ability of secondary school students to recognize and understand their own emotions, strengths, weaknesses, values, and motivations while also being sensitive to the emotions, feelings, and perspectives of others. Students with high self and social awareness demonstrate empathy, respect individual differences, and respond appropriately to the emotional needs of peers and teachers. This dimension helps students build healthy relationships, improve communication, and develop emotional sensitivity in various social and academic situations.

Professional Orientation

Professional orientation refers to the attitudes, values, and behaviours that prepare secondary school students for responsible academic and future career development. It includes commitment to learning, discipline, responsibility, goal orientation, ethical behaviour, punctuality, teamwork, and respect for school rules. Students with a strong professional orientation exhibit positive work habits, perseverance, self-motivation, and readiness to acquire knowledge and skills necessary for higher education and future occupations. This dimension encourages students to develop a sense of responsibility and commitment towards their personal and professional growth.

Intra-Personal Management

Intra-personal management is the ability of secondary school students to regulate and manage their own emotions, thoughts, and behaviours effectively. It involves self-control, emotional regulation, self-confidence, resilience, stress management, adaptability, and positive thinking. Students possessing strong intra-personal management skills can remain calm under pressure, cope effectively with academic challenges, overcome setbacks, and make rational decisions. This dimension enhances emotional stability and contributes to better academic performance and psychological well-being.



Inter-Personal Management

Inter-personal management refers to the ability of secondary school students to establish and maintain positive relationships with peers, teachers, family members, and others. It includes effective communication, cooperation, teamwork, conflict resolution, leadership, empathy, and social responsibility. Students with strong inter-personal management skills interact respectfully with others, resolve conflicts peacefully, collaborate effectively in group activities, and contribute positively to the school environment. This dimension promotes social adjustment, mutual respect, and harmonious relationships within the school community.

Together, these four dimensions—Awareness of Self and Others, Professional Orientation, Intra-Personal Management, and Inter-Personal Management—provide a comprehensive understanding of emotional intelligence among secondary school students. They enable students to understand and regulate their emotions, interact positively with others, develop responsible attitudes toward learning and future careers, and achieve personal, social, and academic success.

3. NEED AND SIGNIFICANCE OF THE STUDY

In the contemporary educational landscape, secondary school teachers encounter numerous professional challenges, including increased workload, administrative responsibilities, classroom management, and students' diverse emotional and behavioural needs. These demands can significantly influence teachers' well-being, job satisfaction, and instructional effectiveness, making emotional intelligence an essential professional competency rather than merely a desirable attribute. Emotional intelligence enables teachers to regulate their emotions, respond empathetically to students, manage interpersonal relationships effectively, and create a positive and supportive learning environment. Therefore, examining the emotional intelligence of secondary school teachers is important for understanding its role in enhancing teaching effectiveness, classroom management, and teacher–student relationships. The findings of this study are expected to increase awareness of the significance of emotional intelligence in the teaching profession, provide empirical evidence for incorporating emotional intelligence into teacher education and professional development programmes, and offer valuable insights to policymakers and school administrators for designing supportive school environments that promote teachers' emotional well-being. Ultimately, the study recognizes that effective teaching is an integration of intellectual competence and emotional capability, and that strengthening teachers' emotional intelligence can contribute to improved educational practices, enhanced student learning experiences, and the overall quality of secondary education.

4. REVIEW OF LITERATURE

The existing body of literature highlights the growing importance of emotional intelligence in enhancing teachers' professional competence and educational outcomes. **Rahman (2024)** investigated the influence of teachers' emotional intelligence on student motivation and reported that emotionally intelligent teachers significantly contribute to higher levels of student engagement and academic motivation. **Kundu (2024)** explored the relationship among emotional intelligence, mental health, and teaching efficacy in Indian school teachers, concluding that higher emotional intelligence is associated with better psychological well-being and enhanced teaching effectiveness. Similarly, **Bhatia (2022)** established a positive relationship between emotional intelligence and teacher effectiveness, emphasizing that emotional competencies play a crucial role in improving instructional practices and educational outcomes. A **Comparative Analysis (2024)** of government and private school teachers revealed significant institutional differences in emotional intelligence and mental health, indicating the influence of school environments on teachers' emotional functioning. **Pandey (2024)** examined emotional intelligence among Indian teachers and provided valuable cultural and contextual insights into the development and application of emotional competencies in educational settings. Furthermore, **Andhale (2023)** investigated the association between emotional intelligence, teachers' attitudes, and organizational climate, demonstrating that supportive institutional environments contribute positively to teachers' emotional competencies and professional performance. Collectively, these studies underscore the significance of emotional intelligence in teaching and provide a strong empirical basis for the present study on the emotional intelligence of secondary school teachers.



5. OBJECTIVES OF THE STUDY

1. To compare the emotional intelligence of male and female secondary school teachers.
2. To compare the emotional intelligence of government and private secondary school teachers.
3. To compare the emotional intelligence of secondary school teachers with respect to their academic qualification (Graduation and Post Graduation).
4. To compare the emotional intelligence of secondary school teachers with respect to their professional qualification (B.Ed. and M.Ed.).

6. HYPOTHESES:

1. There would be no significant difference between the male and female secondary teachers in their Emotional Intelligence.
2. There would be no significant difference between the government and private secondary teachers in their Emotional Intelligence.
3. There would be no significant difference between the Emotional Intelligence of secondary school teachers related to their qualification whether Graduation or Post Graduation
4. There would be no significant difference between the Emotional Intelligence of secondary school teachers related to their professional qualification whether B.Ed. or M.Ed.

7.METHODOLOGY

The present study adopted a descriptive survey research design to investigate the emotional intelligence of secondary school teachers. The study was conducted among teachers working in government and private secondary schools located in and around Krishna District, Andhra Pradesh. A total of 132 secondary school teachers were selected using an appropriate sampling technique for the study.

Data were collected using a researcher-constructed Emotional Intelligence Questionnaire consisting of 102 statements. The instrument comprised two sections. The first section elicited socio-demographic information such as age, gender, school management, teacher–pupil ratio, academic qualification, and professional qualification. The second section assessed the emotional intelligence of secondary school teachers using a five-point Likert scale with response categories: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1).

The reliability of the instrument was established using Cronbach's alpha, and the coefficient obtained was 0.89, indicating high internal consistency and reliability of the questionnaire. The collected data were coded, tabulated, and analysed using appropriate descriptive and inferential statistical techniques, including the independent-samples *t*-test, to examine differences in emotional intelligence across the selected demographic variables.

8. DATA ANALISYS

Objective-1: To compare the emotional intelligence of male and female secondary school teachers.

Hypothesis-1: There would be no significant difference between the male and female secondary teachers in their Emotional Intelligence.

Table 1. Mean difference between the male and female secondary teachers in their Emotional Intelligence.

Gender	Subjects	Mean	S.D	p-value	t(130)
Male	49	350.95	46.10	0.018	2.391*
Female	83	333.55	36.67		

*Significant at 0.05 level.

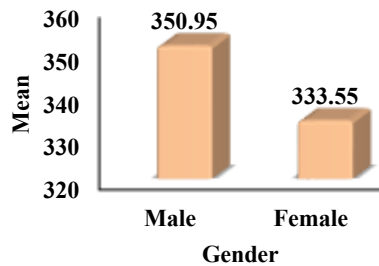


Figure 1. Mean difference between the male and female secondary teachers in their Emotional Intelligence

Interpretation

The results of the independent-samples *t*-test indicated a statistically significant difference in emotional intelligence between male and female secondary school teachers, $t(130) = 2.39, p = .018$. Male teachers ($M = 350.96, SD = 46.10$) scored significantly higher on emotional intelligence than female teachers ($M = 333.55, SD = 36.67$). Since the obtained *p*-value (.018) is less than the .05 level of significance, the null hypothesis stating that there would be no significant difference in the emotional intelligence of male and female secondary school teachers is rejected. These findings suggest that gender has a statistically significant influence on the emotional intelligence of secondary school teachers in the present study.

Objective-2: To compare the emotional intelligence of government and private secondary school teachers.

Hypothesis-2: There would be no significant difference between the government and private secondary teachers in their Emotional Intelligence.

Table 2: Mean difference between the government and private secondary teachers in their Emotional Intelligence.

School Type	Subjects	Mean	S.D	p-value	t(130)
Govt	84	342.66	44.70	0.329	0.980 ^{NS}
Private	48	335.37	33.95		

NS= Not Significant at 0.05 level.

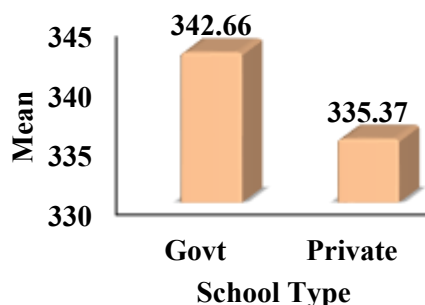


Figure 2. Mean difference between the government and private secondary teachers in their Emotional Intelligence

Interpretation

The results of the independent-samples *t*-test revealed that there was no statistically significant difference in emotional intelligence between government and private secondary school teachers, $t(130) = 0.98, p > .05$.



Government school teachers ($M = 342.67$, $SD = 44.70$) obtained slightly higher mean emotional intelligence scores than private school teachers ($M = 335.38$, $SD = 33.95$); however, this difference was not statistically significant. Therefore, the null hypothesis stating that there would be no significant difference in the emotional intelligence of government and private secondary school teachers is accepted. The findings indicate that the type of school management does not have a significant influence on the emotional intelligence of secondary school teachers in the present study.

Objective-3: To compare the emotional intelligence of secondary school teachers with respect to their academic qualification (Graduation and Post Graduation).

Hypothesis-3: There would be no significant difference between the Emotional Intelligence of secondary school teachers related to their qualification whether Graduation or Post Graduation.

Table 3: Mean difference between the Emotional Intelligence of secondary school teachers related to their qualification whether Graduation or Post Graduation

Academic Qualificatrion	Subjects	Mean	S.D	P-value	t(130)
Graduation	77	343.32	45.82	0.276	1.095 ^{NS}
Post graduation	55	335.38	33.34		

NS= Not Significant at 0.05 level

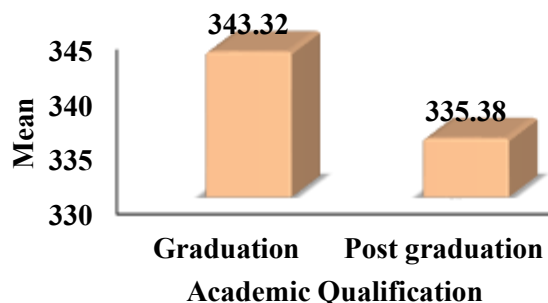


Figure 3. Mean difference between the Emotional Intelligence of secondary school teachers related to their qualification whether Graduation or Post Graduation

Interpretation

The results of the independent-samples t -test indicated that there was no statistically significant difference in emotional intelligence between secondary school teachers with graduation and those with post-graduation qualifications, $t(130) = 1.10$, $p = .276$. Teachers with graduation qualifications ($M = 343.32$, $SD = 45.82$) obtained slightly higher mean emotional intelligence scores than teachers with post-graduation qualifications ($M = 335.38$, $SD = 33.34$); however, the difference was not statistically significant. Since the obtained p -value (.276) is greater than the .05 level of significance, the null hypothesis is accepted. These findings indicate that academic qualification (graduation or post-graduation) does not have a significant influence on the emotional intelligence of secondary school teachers.

Objective-4: To compare the emotional intelligence of secondary school teachers with respect to their professional qualification (B.Ed. and M.Ed.).



Hypothesis-4: There would be no significant difference between the Emotional Intelligence of secondary school teachers related to their professional qualification whether B.Ed. or M.Ed.

Table 4: Mean difference between the Emotional Intelligence of secondary school teachers related to their professional qualification whether B.Ed. or M.Ed.

Professional Qualification	Subjects	Mean	S.D	p-value	t(48)
B.Ed.	43	333.13	34.81	0.183	1.339 ^{NS}
M.Ed.	89	343.33	43.65		

NS= Not Significant at 0.05 level

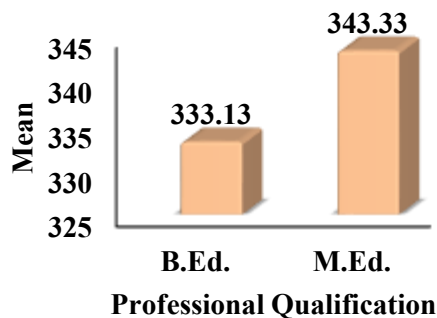


Figure 4. Mean difference between the Emotional Intelligence of secondary school teachers related to their professional qualification whether B.Ed. or M.Ed.

Interpretation

The results of the independent-samples *t*-test revealed that there was no statistically significant difference in emotional intelligence between secondary school teachers with B.Ed. and M.Ed. professional qualifications, $t(48) = 1.34$, $p = .183$. Teachers with M.Ed. qualifications ($M = 343.34$, $SD = 43.66$) obtained slightly higher mean emotional intelligence scores than teachers with B.Ed. qualifications ($M = 333.14$, $SD = 34.81$); however, this difference was not statistically significant. Since the obtained *p*-value (.183) is greater than the .05 level of significance, the null hypothesis is accepted. These findings indicate that professional qualification (B.Ed. or M.Ed.) does not have a significant influence on the emotional intelligence of secondary school teachers.

9. FINDINGS

1. Male secondary school teachers exhibited significantly higher emotional intelligence than female secondary school teachers ($t(130) = 2.39$, $p = .018$).
2. There was no significant difference in emotional intelligence between government and private secondary school teachers ($t(130) = 0.98$, $p > .05$).
3. There was no significant difference in emotional intelligence between graduate and post-graduate secondary school teachers ($t(130) = 1.10$, $p = .276$).
4. There was no significant difference in emotional intelligence between secondary school teachers with B.Ed. and M.Ed. professional qualifications ($t(48) = 1.34$, $p = .183$).

10. DISCUSSION

The present study examined the differences in emotional intelligence among secondary school teachers with respect to gender, school management, academic qualification, and professional qualification. The findings revealed that male secondary school teachers demonstrated significantly higher emotional intelligence than



female teachers. This difference may be attributed to variations in professional responsibilities, workplace experiences, social expectations, coping strategies, and opportunities for emotional regulation. However, emotional intelligence is influenced by multiple personal and contextual factors, and gender alone cannot be considered the sole determinant. The finding is consistent with studies that have reported gender-based differences in emotional intelligence among teachers, although previous research has shown mixed results across different educational settings.

The study further found no significant difference in emotional intelligence between government and private secondary school teachers. Although government school teachers obtained a slightly higher mean score, the difference was not statistically significant. This finding suggests that emotional intelligence is more closely related to individual personality traits, emotional awareness, interpersonal skills, and professional experiences than to the type of school management. Both government and private school teachers perform similar instructional, administrative, and student-support responsibilities, which may contribute to comparable levels of emotional intelligence.

Similarly, no significant difference was observed between graduate and post-graduate teachers in terms of emotional intelligence. This indicates that higher academic qualifications do not necessarily enhance teachers' emotional intelligence. While postgraduate education may improve subject knowledge and research competence, it does not automatically develop emotional awareness, empathy, self-regulation, or interpersonal skills. Emotional intelligence is generally shaped through life experiences, professional interactions, reflective practices, and continuous personal development rather than through academic qualifications alone.

The findings also revealed no significant difference in emotional intelligence between teachers possessing B.Ed. and M.Ed. professional qualifications. Although teachers with M.Ed. qualifications obtained a marginally higher mean score, the difference was not statistically significant. This suggests that advanced professional qualifications primarily strengthen pedagogical knowledge, educational research skills, and instructional competencies but may not substantially influence emotional intelligence. The development of emotional intelligence depends largely on teaching experience, emotional maturity, workplace interactions, and ongoing professional development programmes focusing on socio-emotional competencies.

Overall, the findings indicate that among the variables studied, only gender showed a significant difference in emotional intelligence, whereas school management, academic qualification, and professional qualification did not significantly influence the emotional intelligence of secondary school teachers. These results highlight the importance of integrating emotional intelligence training into teacher education programmes and in-service professional development initiatives to enhance teachers' emotional competencies irrespective of their educational background or institutional setting.

11. EDUCATIONAL IMPLICATIONS

1. **Emotional intelligence training** should be incorporated into both pre-service and in-service teacher education programmes to strengthen teachers' self-awareness, emotional regulation, empathy, and interpersonal skills.
2. Since no significant differences were found based on **school management, academic qualification, and professional qualification**, emotional intelligence development programmes should be implemented uniformly for all secondary school teachers, regardless of their background.
3. Teacher education institutions should organize **regular workshops, seminars, and counselling sessions** focusing on stress management, emotional resilience, communication skills, and conflict resolution to enhance teachers' emotional competence.
4. School administrators should create a **supportive and emotionally positive school climate** that encourages collaboration, effective communication, and healthy teacher–student relationships, thereby promoting emotional well-being and professional effectiveness.
5. Educational policymakers should integrate **emotional intelligence assessment and training** into teacher professional development policies, recognizing emotional competence as an essential component of effective teaching, classroom management, and students' holistic development.



12. CONCLUSION

The present study concludes that secondary school teachers generally possess comparable levels of emotional intelligence irrespective of their school management, academic qualification, and professional qualification, as no statistically significant differences were observed across these variables. However, a significant difference was found with respect to gender, with male teachers demonstrating higher emotional intelligence than female teachers in the present sample. These findings suggest that emotional intelligence is influenced more by individual characteristics and professional experiences than by educational qualifications or institutional background. Therefore, promoting emotional intelligence through systematic teacher education, continuous professional development, and supportive school environments is essential for enhancing teachers' personal well-being, classroom effectiveness, and the overall quality of secondary education.

REFERENCES

- Andhale, B. (2023). A study of emotional intelligence of the secondary school teachers: In relation to their attitude toward science and organizational climate. College of Education, DYPVP. Retrieved from <https://coed.dypvp.edu.in/documents/july-2023/addpapers/17-Dr-Bhausahab-Andhale-116-141.pdf>
- Bhatia, I. S. (2022). Emotional intelligence and teacher effectiveness of secondary school teachers. *International Journal of Trend in Scientific Research and Development*, 6(5), 1073-1080. <https://www.ijtsrd.com/papers/ijtsrd50606.pdf>
- Comparative analysis of emotional intelligence and mental health: Government vs. private school teachers. (2024). *Indian Journal of Positive Psychology*. Retrieved from <https://ijip.in/articles/emotional-intelligence-and-mental-health/>
- Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.
- Goleman, D., Boyatzis, R. E., & McKee, A. (2002). *Primal leadership: Learning to lead with emotional intelligence*. Harvard Business School Press.
- John D. Mayer, Peter Salovey, & David R. Caruso (2004). Emotional intelligence: Theory, findings, and implications. *Psychological Inquiry*, 15(3), 197–215.
- Kundu, A. (2024). Relationship between mental health and teaching efficacy of Indian school teachers: A moderated mediation model of autonomy and emotional intelligence. *Journal of School and Educational Psychology*, 4(1), 11–29. <https://doi.org/10.47602/josep.v4i1.71>
- Pandey, M. (2024). Research on emotional intelligence among Indian teachers. *Indian Journal of Psychiatry*. Retrieved from <https://pmc.ncbi.nlm.nih.gov/articles/PMC10831234/>
- Rahman, M. H. (2024). Influence of teachers' emotional intelligence on students' motivation for academic learning. *Cogent Education*, 11(1). <https://doi.org/10.1080/2331186X.2024.2327752>