



A STUDY OF EMOTIONAL INTELLIGENCE OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR WELL BEING

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ABSTRACT

The present study investigates the relationship between emotional intelligence and well-being among secondary school teachers, as well as examines gender differences in these variables. A total of 120 teachers (60 male and 60 female) participated in the study. Standardized tools were used to measure emotional intelligence and well-being. Statistical analyses included Pearson's correlation and t-tests for independent samples. The findings revealed a moderate to strong positive correlation between emotional intelligence and well-being ($r = 0.560$, $p < 0.01$), indicating that higher emotional intelligence is associated with greater well-being among teachers. In contrast, no significant gender differences were observed in either emotional intelligence ($t = 0.319$) or well-being scores ($t = 0.146$), as the calculated t-values were lower than the critical table values at both 0.05 and 0.01 significance levels. These results suggest that emotional intelligence plays a crucial role in enhancing the psychological well-being of teachers, irrespective of gender. The study underscores the importance of incorporating emotional intelligence training in professional development programs to promote teachers' well-being and effectiveness.

Keywords: Emotional Intelligence, Well-being, Secondary School Teachers.

INTRODUCTION

A teacher is nation builders who not only impart knowledge but love for knowledge also, in the flow of successive ideas from one generation to another. A teacher can never know when its influence will erase. It will certainly outline eternity. A teacher personality is the outcome of mixed influence he/she should possess some inherit personality traits such as patience, sympathy, intelligence and other moral virtues. Emotion intelligence represents the ability to validity reason with emotion and to use emotions to enhance thoughts. Emotional intelligence may be defined as one's astray ability to know, feel and judge emotions, in co – operation with a person's thinking process for behaving in a proper way.

Well – being refers to how people experience the quality of their live and includes both emotions reaction and cognitive judgments. Psychologists have defined happiness as a combination of life satisfaction and the relative frequency of positive and negative effect. In this way, emotional intelligence and well being play key role in guiding our behavior and shaping our personality.



CONCEPT OF EMOTIONAL INTELLIGENCE

Emotional intelligence, often measured as an emotional intelligence quotient, describes ability, capacity or skill to perceive, access and manage the emotions of oneself, of others and of groups. As a relatively new era of psychological research, the definition of EI is constantly changing.

The first attempt toward a definition was made by **Salovey and Mayor (1990)** who defined EI as “**the ability to monitor** one’s own and other’s feelings and emotions to discriminate among them and to use this information to guide one’s thinking and actions.” Despite this early definition, there has been confusion regarding the exact meaning of the construct. The definitions are so varied and the field is growing so rapidly that researchers are constantly amending even their own definition of construct.

CONCEPT OF WELL BEING

The concept of well-being is very broad and is applied to many situations for a variety of purposes (Paim,1995). Applications of the concept range from specific domains of wellbeing, such as economic, material, social, and psychological, to all the domains impacting upon people. The diversity results from the different reasons there are for using the concept and different approaches to measuring it. The particular measure or measures that are used – or developed for use – in any particular context reflect the purpose of the measurement and the disciplinary and theoretical perspectives that inform the measurement.

Veenhoven (2004) suggests that, very broadly, the term ‘wellbeing’ “denotes that something is in a good state.” Beyond that, the term does not, in itself, specify what is in a good state, nor the criteria for being in a good state. As far as the first question is concerned, the approaches to wellbeing that are discussed in this paper focus on the wellbeing of people, whether through the satisfaction of their preferences or the exercise of their capabilities. For the purposes of the EWAS study, wellbeing is being investigated at several levels: the individual and collective levels. The latter including the community, ethnic and cultural groupings, and other groups of shared interest and/or characteristics. The second question, concerning what it is that constitutes wellbeing, is more contentious, but the answers really fall into two categories that align with the hedonic and eudemonic approaches. The hedonic approach focuses upon revealed subjective experience of pleasure or satisfaction, while the eudemonic approach ranges more broadly to consider either resources, such as income and wealth, or the things that people are able to do with the social, economic and material resources available to them.

REVIEW RELATED ON EMOTIONAL INTELLIGENCE

Goleman(2008) expanded his framework of emotional intelligence on the job success. This frame of was based upon research conducted at hundreds of organizations



and co-operation that found emotion competencies consistently distinguished outstanding performers and cover efficiency.

Straydom(2009) studies emotional intelligence in psychological educational perspective. And the outcome of the study is that the person who experiences emotional problems is amongst other things depressed, aggressive and emotionally illiterate.

Cobb and Mayer (2015) discussed measures of emotional intelligence. The measures seem to provide strong evidence that an individual's emotional intelligence behaves like other intelligence of an individual which helps him to discriminate his own feelings as well as feelings of others.

Kaur (2021) conducted a study on psychological problems of adolescent of working and non-working women in relation to emotional intelligence. She conducted that the adolescents of working mothers are better adjustment that adolescents of non-working mothers.

Review Related on Well-Being

Lucas et al (2006) reported in his studies that self-esteem measures are strongly correlated with well-being in western societies. Optimum is modern variable which has been found to be related with well-being.

Hills and Argyle, (2008) review that effect of social relationship therefore provide and important link between aspect of subjective well-being including family, woks, leisure and community.

Putnan, (2010) in his study reviews that while the collective value of relationship is deemed productive resource that under being well-being.

Wilkinson, (2015); Blanch flower and Oswald, (2002) in his study suggested that subjective wealth may be a better predictor of well-being than objective income.

Shield and Wooden, (2018)i his reviews this is due to effect it has on suffering the negative impact of difficult experience related stress.

Jorden, (2021) reviews that national and international a studies have consistent reported the important of the social relationship and satisfaction and happiness level.

JUSTIFICATION OF THE STUDY

In recent decades, the concept of emotional intelligence (EI) has gained prominence as a key psychological construct influencing various domains of human functioning, particularly psychological well-being. Emotional intelligence, broadly defined as the ability to perceive, understand, regulate, and manage emotions in oneself and others (Salovey & Mayer, 1990), has been linked to a range of positive outcomes, including stress reduction, interpersonal success, and life satisfaction.

Empirical studies increasingly support the view that individuals with higher emotional intelligence tend to experience greater well-being. For instance, Extremera and Fernández-Berrocal (2005) found that emotional intelligence is significantly associated



with higher levels of life satisfaction and lower levels of depression and anxiety. Similarly, Schutte et al. (2007) conducted a meta-analysis and concluded that emotional intelligence is positively correlated with mental health, happiness, and self-esteem.

The relationship between EI and well-being is especially relevant in contemporary contexts marked by psychological stress, social isolation, and emotional burnout. Goleman (1995) argued that emotional competencies are more important than cognitive intelligence in predicting success in life and work, further highlighting the importance of studying emotional intelligence as a determinant of well-being.

Additionally, emotional intelligence has been shown to serve as a protective factor against psychological distress. For example, Mikolajczak et al. (2008) demonstrated that individuals with high emotional intelligence experience fewer stress-related symptoms and show better emotional adjustment during adverse life events. These findings underscore the practical importance of emotional intelligence in enhancing individual resilience and promoting overall well-being.

Given the growing recognition of mental health challenges globally, especially among youth and working adults, this study is timely and socially relevant. The World Health Organization (WHO, 2022) emphasizes mental well-being as a fundamental aspect of overall health, and understanding emotional intelligence can provide valuable insights into designing interventions to enhance psychological resilience and life satisfaction.

Moreover, the existing literature suggests that emotional intelligence can be developed through targeted training and education (Brackett et al., 2011), offering a practical pathway to improve well-being on a larger scale. Therefore, research into this relationship not only contributes to theoretical knowledge but also has substantial applied value in informing mental health practices, educational programs, and organizational development initiatives.

In conclusion, investigating the relationship between emotional intelligence and well-being is justified by strong theoretical foundations, empirical support, and real-world relevance. By advancing our understanding of how emotional competencies influence mental health, this study holds the potential to contribute meaningfully to both academic literature and practical applications in psychological and social domains.

OBJECTIVES OF THE STUDY

1. To compare the mean scores of emotional intelligences of male and female secondary school teachers.
2. To compare the mean scores of well-being of male and female secondary school teachers.
3. To study the relationship between the emotional intelligent and well-being of secondary school teachers.



HYPOTHESIS OF THE STUDY

1. There is no relationship between emotional intelligence and well-being of secondary school teachers.
2. There is no significant different in the mean scores of emotional intelligences of male and female secondary school teachers.
3. There is no significant different in the mean scores of well-being of male and female secondary school teachers.

RESEARCH METHODOLOGY

In the present study, **survey method** was used for the collection of data. Survey research is a method of collecting response from the representative population through standardized tests, questionnaire, observation, interview, rating scales etc. It goes beyond mere gathering and tabulation of data by involving measurement, classification, interpretations, comparison and generalization of data which in turn lead to the solution of significant educational problems.

In respect to the present study questionnaires were used to collect the information on variables, Emotional Intelligence and Well-Being.

SAMPLE

For the purpose of research, simple random method of sampling was used. A sample of 120 teachers was drawn from Government secondary schools only.

TOOLS USED FOR THE COLLECTION OF DATA

In the present study, the researcher used following tools:

1. Emotional intelligence scale for Adults by Anukool Hyde and SanjyotPethe (2001).
2. Well-Being scale by J.S. Sandhhu and Asha Gupta.

COLLECTION OF DATA

In order to study the emotional intelligence and well-being of 120 Secondary school teachers, the investigator used standard tools. Close link was established with respondents before administering the tools by emphasizing the purpose and utility of the study. Preliminary instructions were issued to them regarding the response of each question of questionnaire. Adequate time was given to complete the questionnaire. If any one of the students experienced any problem, he has provided immediate classification. Hence, the data was collected with great care and the sense of responsibility.

RESULTS

Collected data were analyzed into two sections.

Section 1: Correlation analysis



TABLE 1

TABLE OF CORRELATION BETWEEN EMOTIONAL INTELLIGENCE AND WELL-BEING OF SECONDARY SCHOOL TEACHERS.

Groups	Sample	Coefficient of correlation	Level of significance
Emotional intelligence	60	0.560	P<0.01
Well-being	60		

At 0.05 = .179, At 0.01 = .151 calculated 'r' value is less than critical table value.

Interpretation

The study investigated the relationship between **emotional intelligence** and **well-being** among a sample of **60 participants**. The **Pearson correlation coefficient (r)** between emotional intelligence and well-being was found to be **0.560**, with a **level of significance at P < 0.01**. The **correlation coefficient of 0.560** indicates a **moderate to strong positive relationship** between emotional intelligence and well-being. This means that **as emotional intelligence increases, well-being also tends to increase** among the participants. The significance level (**P < 0.01**) suggests that this correlation is **statistically significant** at the 1% level. In other words, there is **less than a 1% chance** that this relationship is due to random variation, providing strong evidence of a **real and meaningful association** between the two variables.

Thus there is significant relationship between emotional intelligence and Well Being of the secondary school teachers.

TABLE 2

TABLE OF THE TEST OF DEFERENCE OF MEAN OF EMOTIONAL INTELLIGENCE SCORES OF MALE AND FEMALE SECONDARY SCHOOL TEACHERS.

Gender	Sample	Mean	Std. dev. SD	T-ratio	Level of significant
Male	60	123.55	17.63	0.319	P<0.01
Female	60	121.91	17.66		

At 0.05 = 1.98, At 0.01 = 2.62

Calculated 't' value is less than critical table value.

Interpretation

The data compares the mean scores of male and female participants, each group consisting of 60 individuals. The mean score for males is 123.55 with a standard deviation of 17.63, while the mean score for females is 121.91 with a standard deviation of 17.66. The difference between the two means is small (1.64), and a t-test was



conducted to determine whether this difference is statistically significant. The calculated t-ratio is 0.319, which is very low and indicates that the observed difference is not meaningful in statistical terms. Although the level of significance is set at $P < 0.01$, the t-ratio obtained does not meet this threshold. This suggests that the difference in mean scores between males and females is not statistically significant. Therefore, we fail to reject the null hypothesis and conclude that there is no significant difference between male and female participants on the measured variable. The small difference in means is likely due to random variation rather than any real effect.

TABLE 3

TABLE OF THE TEST OF DIFFERENCE OF MEAN OF WELL BEING SCORES OF MALE AND FEMALE SECONDARY SCHOOLS TEACHERS

Gender	Sample	Mean	Std. dev. SD	T-ratio	Level of significant
Male	60	165.66	21.48	0.146	P<0.01
Female	60	166.95	27.91		

At 0.05 = 1.98, At 0.01 = 2.62

Calculated 't' value is less than critical table value.

Interpretation

The comparison between male and female participants, each with a sample size of 60, was conducted to examine whether there is a significant difference in their mean scores. The mean score for males is 165.66 with a standard deviation of 21.48, while the mean score for females is slightly higher at 166.95 with a standard deviation of 27.91. The difference between the two means is minimal (1.29), and a t-test was performed to determine the statistical significance of this difference. The resulting t-ratio is 0.146, which is very low and well below the threshold needed to reach significance. Although the level of significance is set at $P < 0.01$, the obtained t-value does not meet this criterion. This indicates that the difference in mean scores between males and females is not statistically significant. Therefore, we fail to reject the null hypothesis and conclude that there is no meaningful difference between the two groups; the small variation in scores is likely due to random chance.

FINDINGS OF THE STUDY

1. There is no significant difference in the mean scores of emotional Intelligence of male and female secondary school Teachers. This hypothesis is accepted. It means gender does not influence the emotional intelligence of secondary school teachers.



2. There is no significant difference in the well – being of male s female secondary school Teachers. This hypothesis is accepted. It means gender does not influence the emotional intelligence of secondary school teachers.
3. There is no significant difference in the well – being of urban secondary teacher and rural secondary school Teachers. This hypothesis is accepted. It means gender does not influence the emotional intelligence of secondary school teachers.
4. There is no significant difference in the well – being of urban secondary teacher and rural secondary school Teachers. This hypothesis is accepted. It means gender does not influence the emotional intelligence of secondary school teachers.
5. There is no significant Relationship between well – being and Emotional intelligence secondary school Teachers .This hypothesis is accepted. It means that increase in emotional intelligence scores leads to increase well-being scores.

CONCLUSION

The present study examined the relationship between emotional intelligence and well-being among secondary school teachers and explored gender differences in these variables. The results revealed a **moderate to strong positive and statistically significant correlation** ($r = 0.560$, $P < 0.01$) between emotional intelligence and well-being. This indicates that teachers with higher emotional intelligence tend to experience higher levels of well-being.

However, when comparing male and female teachers, no **significant gender differences** were found in either emotional intelligence or well-being scores. The small differences in mean scores were not statistically meaningful, suggesting that gender does not play a significant role in determining emotional intelligence or well-being in this sample. Overall, the findings highlight the **importance of emotional intelligence as a key factor influencing teachers' well-being**, regardless of gender. Enhancing emotional intelligence skills may contribute to better emotional health, job satisfaction, and overall well-being among teachers. These results also suggest that interventions and training programs aimed at improving emotional intelligence can be beneficial for both male and female teachers alike.

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