

# Mindfulness and Emotional Intelligence for Educators and Leaders

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**Abstract-**This study was conducted to investigate the difference of Emotional intelligence in Secondary school teachers. The main purpose of this research is to increase knowledge of the relationship between emotional intelligence and secondary school teachers, and highlight the need for psychosocial support for secondary school teachers. A total of 120 samples of secondary school teachers at different schools, were taken from Surat city and surrounding rural area (Gujarat). Their samples were taken along with the data collected with the help of 'Teachers emotional intelligence scale' this scale was constructed by P. N. Ashraf and S. Jamal (2021). The data was used to obtain the emotional intelligence measurement of the subjects. The collected data was statistically analyzed with the help of ANOVA and L.S.D. The results show that there is significant difference in emotional intelligence between male and female secondary school teachers. ( $F=24.52$ ). There is no significant difference in emotional intelligence between rural and urban secondary school teachers. ( $F=2.35$ ). There is no significant difference in emotional intelligence between gender and residential area. ( $F=1.14$ ). The findings show that two hypotheses were accepted and one hypothesis was rejected. According to the findings, Emotional intelligence of female teachers is found to be better as compared to male teachers. Gender has a notable effect on emotional intelligence; residential area and the interaction between gender and residential area do not significantly impact emotional intelligence among secondary school teachers.

**Key Words:** Emotional intelligence, Secondary School Teachers, Gender, Residential area, Rural, Urban

## I. INTRODUCTION

For many years, psychologists struggled with an important question: How can we truly understand a person and help them become capable in social life? Is it their intelligence, their personality, or something

else? In the field of psychology, this question was repeatedly explored. The main reason was that many academically bright students, who score very high marks, often fail to achieve success in real life. Many talented people are unable to handle practical situations effectively. After long-term research, psychologists discovered that apart from intelligence, another factor plays a major role in shaping a person's success. This factor is known as emotional intelligence.

Experts who have examined emotional intelligence closely have concluded that it is strongly connected to a person's social skills. Through various studies and observations, researchers have shown that emotional intelligence significantly contributes to success in real-life situations. People who succeed in life typically possess a high level of emotional intelligence. According to these findings, emotional intelligence helps individuals manage their own behavior and maintain healthy relationships with others. Thus, emotional intelligence is considered essential for proper adjustment, good emotional intelligence, and overall success in life.

### What is Emotional Intelligence?

Emotional Intelligence (EI) is the ability to understand, use, and manage your own emotions in positive ways. It helps you handle stress, communicate well, empathize with others, overcome challenges, and resolve conflicts. People with good emotional intelligence can recognize their own feelings as well as the emotions of others, and they use this understanding to behave wisely in different situations. According to Daniel Goleman (1995) "Emotional intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions effectively in

ourselves and in our relationships.” According to Mayer, Salovey & Caruso (2000) “Emotional intelligence is the ability to perceive emotions, integrate emotion into thought, understand emotions, and manage them.” Peter Salovey & John D. Mayer (1990) “Emotional intelligence is the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and actions.”

#### Review of Literature

Kavitha Mittal (2011) conducted a study on Emotional Intelligence of Teacher Trainees about Anxiety. The major findings were male and female teacher trainees did not differ significantly in their emotional intelligence. Bhuvaneswari G. (2020) conducted A Study on Emotional Intelligence of Higher Secondary Teachers (Chengalpattu). the major findings were no significant difference between males and females, significant difference between rural and urban teachers. Teachers in urban areas had higher emotional intelligence than teachers in rural areas. Dey A. and Roy N.R (2022). Conducted A Study of Emotional Intelligence of Teachers in Relation to Gender and Teaching Experience. The results of this study show that female teachers were significantly more emotionally intelligent than male teachers. Thilagavathy (2013) conducted Adjustment and Emotional Intelligence of High School Teachers in Tiruvarur District. Found that there is no significance difference of emotional intelligence between urban and rural teacher but significance difference exist between male and female teacher where as Gangal and Singh (2012) conducted A study of Emotional Intelligence of Teacher Trainee of Meerut City. Established that male and female, rural and urban teacher trainee do not differ significantly in reference to their emotional intelligence. Thus, it is seen that the studies conducted come up with different results and it is becoming difficult to make generalizations.

## II. METHODOLOGY

### (1) Objectives

The present study was, hence, undertaken with the following objectives.

- 1) To study of emotional intelligence among male and female secondary-school teachers.

- 2) To study of emotional intelligence among rural and urban secondary-school teachers.

### (2) Hypothesis

The following things of hypothesis have been formulated for the investigation, here, researcher builds a null hypothesis.

- 1) There is no significant difference in emotional intelligence between male and female secondary-school teachers.
- 2) There is no significant difference in emotional intelligence between rural and urban secondary-school teachers.
- 3) There is no significant difference in emotional intelligence between gender and residential area.

### (3) Participants

Total participants of 120 secondary-school teachers at different schools. Were randomly selected from Surat city and surrounding rural area (Gujarat). The care was taken that the socio-economic levels of all subjects remain almost the same. The average age of participants was 25-50 years.

Table No. – 1 A Table of Sample Distribution

Independent Variable	Male	Female	Total
Rural	30	30	60
Urban	30	30	60
Total	60	60	120

### (4) Design

The experimental design for this study was 2 x 2 factorial designs. The first independent variable was Gender (Male & Female). The second independent variable was use of Residential Area (Rural & Urban). The dependent variable was emotional intelligence score.

### (5) Measuring Instruments

For collecting the pertinent data, the following measuring instruments were used.

#### (a) Personal Information Schedule

The main purpose of this schedule is to collect certain pertinent data regarding the variables of the study, the various information such as, gender, age, residential area, work experience are collected through this schedule.

#### (b) Teacher Emotional Intelligence Scale (TEIS)

The inventory was developed by P. N. Ashraf and S. Jamal (2021). To measure the emotional intelligence. Here is the information about the inventory. The TEIS comprises 37 items categorized into five dimensions: (I) Understanding Oneself, (II) Self Control, (III) Empathy, (IV) Social Skills, and (V) Achievement Orientation. This instrument was administered to secondary school teachers. Each question has five options. It is sequence in this Strongly Agree, Agree, Uncertain, Disagree & Strongly Disagree to get target group has to choose any one option after data collection. It is analyzed and finds the solution.

#### Reliability

Reliability of the scale was established by calculating the Cronbach Alpha value, which was found to be highly significant at 0.86. Furthermore, split-half reliability was assessed for the same scale. The reliability coefficient determined through Spearman Brown was 0.72, and the Gutman split-half coefficient yielded a value of 0.71.

#### Validity

To establish the validity of the scale, expert opinions were sought, and item-total correlation and interterm correlation were examined, following the recommendations of Tucker (1946). The scale demonstrated validity, with item-total correlations ranging from 0.16 to 0.64.

approached individually to all participants. The 'Emotional intelligence scale' was given to the participants when participants fill up the scale, these were collected. The scoring was done according to the manual.

A very smooth, cooperative and fresh environment was created for collecting the data, the investigator approached individually to all participants. The 'Teacher Emotional Intelligence Scale' was given to the participants when participants fill up the scale, these were collected. The scoring was done according to the manual.

The Teacher Emotional Intelligence Scale has five areas (I) Understanding Oneself, (II) Self Control, (III) Empathy, (IV) Social Skills, and (V) Achievement Orientation. To ask him to tick mark (✓) before the question if they agree with this Teacher Emotional Intelligence Scale is to measure the five options, Strongly Agree, Agree, Uncertain, Disagree & Strongly Disagree. The inventory consists of 37 questions, each of which is scored 5, 4, 3, 2, and 1, respectively. The maximum is arrived at 185 and minimum score of 37 in this Inventory. It is interpreted that higher the area of value attained, the quantum of Emotional intelligence is higher and the lower the area of value attained, the quantum of Emotional intelligence is lower.

#### (6) Procedure

A very smooth, cooperative and fresh environment was created for collecting the data, the investigator

#### (7) Statistics

Here in this study ANOVA and L.S.D. was conducted as a statistical technique to prove the objective.

### III.RESULT

Table No – 1 Summary of analysis of variance for emotional intelligence in secondary school teachers

Source of Variation	Sum of Square	df	Mean Sum of Square	'F' Ratio	Level of Significant
A (Gender)	1968.30	1	1968.30	24.52	0.01
B (Residential Area)	34.13	1	34.13	2.35	NS
A x B	70.53	1	70.53	1.14	NS
Wss	9310.20	116	80.26		
Tss	11383.17	119			

NS = Not Significant

Table No-2 Showing the means and 'F' value of gender variable for emotional intelligence

Gender	N	Mean	'F' Ratio	Level of Significant
Male	60	164.87	24.52	0.01
Female	60	172.97		

Table No-3 Showing the L.S.D. difference of gender variable for emotional intelligence

No	Pair	Difference of Mean	Level of Significant
1	A <sub>1</sub> Vs A <sub>2</sub>	8.10	0.01

Table No – 4 Showing the means and 'F' value of residential area variable for emotional intelligence

Residential area	N	Mean	'F' Ratio	Level of Significant
Rural	60	169.45	2.35	N.S
Urban	60	168.38		

N.S. = Not Significant

Table No-5 Showing the L.S.D. difference of residential area variable for emotional intelligence

No	Pair	Difference of Mean	Level of Significant
1	B <sub>1</sub> Vs B <sub>2</sub>	1.07	N.S

N.S. = Not Significant

Table No-6 Showing the means and 'F' value of gender and residential area variable for emotional intelligence

No	Variable	N	Mean		'F' Ratio	Level of Significant
			A <sub>1</sub>	A <sub>2</sub>		
1	B <sub>1</sub>	120	164.63	174.27	1.14	N.S
2	B <sub>2</sub>	120	165.10	171.67		

N.S. = Not Significant

Table No-7 Showing the L.S.D. difference of gender and residential area variable for emotional intelligence

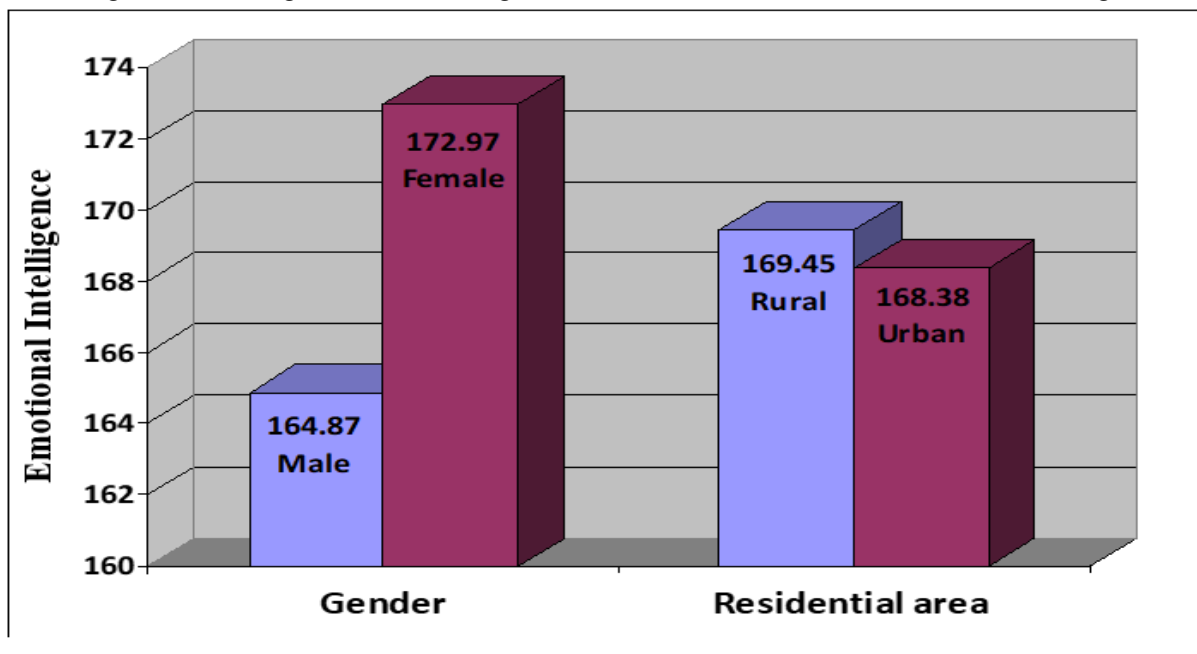
No	Pair	Difference of Mean	Level of Significant
1	A <sub>1</sub> B <sub>1</sub> VS A <sub>1</sub> B <sub>2</sub>	0.47	N.S
2	A <sub>1</sub> B <sub>1</sub> VS A <sub>2</sub> B <sub>1</sub>	9.63	0.01
3	A <sub>1</sub> B <sub>1</sub> VS A <sub>2</sub> B <sub>2</sub>	7.03	0.01
4	A <sub>1</sub> B <sub>2</sub> VS A <sub>2</sub> B <sub>1</sub>	9.17	0.01
5	A <sub>1</sub> B <sub>2</sub> VS A <sub>2</sub> B <sub>2</sub>	6.57	0.01
6	A <sub>2</sub> B <sub>1</sub> VS A <sub>2</sub> B <sub>2</sub>	2.60	N.S

N.S. = Not Significant

L.S.D. Level 0.01 = 5.94

0.05 = 4.53

Figure – 1 Showing the mean score of gender and residential area variable for emotional intelligence



#### IV.DISCUSSIONS

The chief aim of the present research was to examine emotional intelligence among secondary school teachers. The derived result shows that out of three hypotheses, two hypotheses have been accepted and one hypothesis are not accepted.

Table No-2 show the comparison of emotional intelligence scores between male and female secondary-school teachers. The mean emotional intelligence score for male teachers is 164.87, whereas the mean score for female teachers is 172.97. This indicates that female teachers, on average, demonstrate higher emotional intelligence than their male teacher's counterparts. The calculated F-ratio is 24.52, which is statistically significant at the 0.01 level. This means that the difference in mean emotional intelligence scores between males and females is highly significant. Since the obtained F value is much greater than the critical F value at the 0.01 level, the null hypothesis (which states that there is no significant difference in emotional intelligence between male and female secondary-school teachers) is rejected. Thus, the findings clearly suggest that gender plays a significant role in determining emotional intelligence, and female teachers possess significantly higher emotional intelligence than male teachers in the present study sample. These findings are supported by a number of earlier research studies. For instance, Mayer and Salovey (1997) suggested that women generally display stronger emotional perception and regulatory skills, which often results in higher emotional intelligence scores. Similarly, Goleman (2005) emphasized that females tend to excel in interpersonal competencies such as empathy, social awareness, and relationship management-factors that directly contribute to higher EI. Singh (2010) found that female school teachers exhibited significantly higher levels of emotional intelligence than male teachers. In another study, Sharma and Kaur (2014) reported that female educators showed better emotional understanding, self-control, and social sensitivity than their male counterparts. Furthermore, Rani and Devi (2017) observed that female secondary school teachers scored higher than males on dimensions like empathy, adaptability, and emotional regulation.

Table No-4 presents the comparison of emotional intelligence scores between rural and urban secondary-school teachers. The mean emotional intelligence score of rural teachers is 169.45, while that of urban teachers is 168.38. Although the rural teachers show a slightly higher mean score, the difference between the two groups is very small. The calculated F-ratio is 2.35, which is not significant at any conventional level (0.05 or 0.01). Since the obtained F value is lower than the critical F value, the null hypothesis stating that there is no significant difference in emotional intelligence between rural and urban secondary-school teachers cannot be rejected. Thus, the results indicate that residential area (rural or urban) does not have a significant influence on emotional intelligence of secondary-school teachers in the present study. Both groups possess almost similar levels of emotional intelligence, suggesting that geographical background does not play a major role in shaping emotional intelligence among secondary-school teachers. This finding is consistent with several previous research studies. For instance, Kumar and Mishra (2016) found that emotional intelligence does not vary significantly based on residential background, stating that both rural and urban teachers experience similar professional demands that contribute equally to the development of EI. Likewise, Joseph and Abraham (2015) reported no meaningful rural-urban differences in emotional intelligence among secondary school teachers, suggesting that EI is more strongly shaped by training, personal experiences, and teaching responsibilities than by geographical location. Patel & Trivedi (2020) also supported this conclusion, stating that emotional intelligence is linked more to psychological factors and professional exposure than to rural or urban upbringing.

The difference in an emotional intelligence between gender and residential area was not significant. Therefore, the hypothesis is accepted. The obtained F-ratio of 1.14 is very small and falls below the critical value required for statistical significance at the 0.05 level. This clearly indicates that the combined influence of gender and residential area does not produce any meaningful difference in the emotional intelligence of secondary school teachers. In other words, the way gender interacts with residential background does not significantly affect teachers' emotional intelligence scores. The patterns of

emotional intelligence among male and female teachers remain similar across rural and urban settings. Thus, the interaction effect is considered non-significant, suggesting that emotional intelligence is relatively stable and not dependent on the combined demographic factors examined.

#### V.CONCLUSIONS

- 1) The difference in emotional intelligence between male and female secondary school teachers was significant.
- 2) The difference in emotional intelligence between rural and urban secondary school teachers was not significant.
- 3) The difference in emotional intelligence between gender and residential area was not significant.

Overall, out of the three hypotheses, two were accepted and one was rejected. The results emphasize that while gender has a notable effect on emotional intelligence, residential area and the interaction between gender and location do not significantly impact emotional intelligence among secondary school teachers.

#### VI.LIMITATIONS OF STUDY

- 1) The study area is limited. That is, the sample taken in the study is limited to surat city and surrounding rural area, Gujarat.
- 2) The study was limited to secondary school teachers only. Therefore, the results of this research cannot be made applicable to any other people or any other city.
- 3) The average age of participants was 25-50 years.
- 4) This study used a sample of 120 participants, so the results may differ if a larger or smaller sample is used.
- 5) The sample size is small. In future studies larger sample size should be studied for generalizability.
- 6) There may be limitations prevailing because of statistical analysis in research.

#### VII.IMPLICATIONS FOR FURTHER RESEARCH

The present research was carried out to study the emotional intelligence of secondary school teachers

and to find out which elements affect their emotional intelligence. Because of these effects, changes can be brought about through advice. The research carried out may not be a standard of evaluation. There are many aspects of it, viz., educational, family, work experience, work timing, work place, etc. The research can be carried out by selecting each aspect from different aspects. The essence of the research in the present study is on secondary school teachers, and the subject of their emotional intelligence is at the center. This type of research can be conducted on employees of any city, state, or district. The study effects found on people by taking different subjects other than emotional intelligence can be carried out. The subject of emotional intelligence can be broadened. The research can be taken up regarding finding out the quantum of emotional intelligence by selecting different variables, viz., different professional groups, gender, caste, type of family, level of education, different age groups, etc.

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