A Study on Emotional Intelligence of Teachers Working at Secondary Level

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Abstract

Emotional intelligence is one of the vital concepts that the researches are concentrating particularly in teacher education at present. The study is an attempt to identify the level of emotional intelligence of teacher's working at secondary level in Anantapuramu district. The investigator developed Emotional Intelligent Scale (EIS) consisting of four dimensions- self-awareness, self – management (self-regulation & motivation), social awareness and social skills, in line with the Denial Goleman's (1988) proposed five components of EI. The said tool was administered on a sample of 760 secondary school teachers randomly selected from the secondary schools of 8 selected mandals of Anantapuramu district. The study revealed that around 88 percentage of the secondary school teachers possess moderate and low levels of emotional intelligence (EI) paving the way for enhancing the EI of teachers through in-service training programms. Further, the study showed that the secondary school teachers are reflecting low level of EI on the aspects: able to defend themselves, when they got negative feedback in the work place ; able to stand for honesty and integrity, difficult to reach even small goals; never interfere with the feeling of others and help them to overcome; feel uneasy in the contextualising the curriculum to the diverse background of special needs students; always ignorant of the available infrastructure facilities in the schools; and always take active role in resolving the conflict in their schools. The results suggests the need for conducting EI training workshops to develop EI skills which play an integral role in academic management, interpersonal relationship, team building and overall qualities of teacher profession.

Concept of Emotional Intelligence

Emotional Intelligence refers to an ability to recognise the meanings of emotions and their relationships to reason and problem solving on the basis of them. The concept of this is popularised after publication of DanielGoleman's book on Emotional Intelligence: "why It Can Matter Than I.Q?" he introduced the importance of emotional quotient in workplace, noting that intelligence quotient is a less powerful predictor of outstanding leadership than emotional quotient.

Mayer and Salovey (1993) and their colleagues defined emotional intelligence as the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth.

Researchers have found that our emotional awareness and ability to handle feelings rather than our I.Q will determine our success and happiness in all walks of life. An employee with high emotional intelligence is able to respond appropriately to workplace stress and to emotional behaviour of his co-workers. Theses abilities greatly enhance job satisfaction (Dong: 2006), lead to high job performance, long term mental health, better outcomes in work groups, leadership qualities (Cote et al, 2003), and organizational success (Mount, 2006), protect people from stress and lead to better adaptation, moderates depression, hopelessness and suicidal ideation.

Thus, it was concluded that the study of emotional intelligence was quite important as it enabled human beings to respond appropriately to a variety of situations. It provided a critical edge in work, family, social and even spiritual settings, brings awareness over inner world into focus. It acted as a preventive measure against bad behavior, anxiety, frustration, boredom, depression-collectively taken as stress.

Denial Goleman (1988) identifies five components of EI. In the most generic framework, five domains of emotional intelligence cover together personal (self-awareness, self- regulation, and self- motivation) and social (social awareness and social skills) competences. They are

i). Self –Awareness
- Emotional awareness: recognition ones emotions and their effects.
- Accurate self – assessment: knowing ones strengths and limits.
- Self- confidence: sureness about ones self- worth and capabilities.

ii). Self- Regulation
- Self- control: managing disruptive emotions and impulses.
- Trustworthiness: maintaining standards of honesty and integrity.
- Conscientiousness: taking responsibility for personal performance.
- Adaptability: flexibility in handling change.
- Innovativeness: being comfortable with and open to novel ideas and information.

iii). Self- Motivation
- Achievement drive: striving to improve or meet a standard of excellence.
- Commitment: aligning with the goals of the group or organization.
- Initiative: readiness to act on opportunities.
- Optimism: persistence in pursuing goals despite obstacles and setbacks.

iv). Social Awareness
- Empathy: sensing others feelings and perspective, and taking an active interest in their concerns.
- Service orientation: anticipating, recognizing, and meeting customers' needs.
- Developing others: sensing what others need in order to develop, and bolstering their abilities.
- Leveraging diversity: cultivating opportunities through diverse people.
- Political awareness: reading a groups emotional currents and power relationships.

v). Social skills
- Influence: wielding effective tactics for persuasion.
- Communication: sending clear and convincing messages.
- Leadership: inspiring and guiding groups and people.
- Change catalyst: initiating or managing change.
- Conflict management: negotiation and resolving disagreements.
- Building bonds: nurturing instrumental relationships.
- Collaboration and cooperation: working with others toward shared goals.
- Team capabilities: creating group synergy in pursuing collective goals.

In brief, the five domains related to knowledge ones emotions; managing ones emotions; motivating oneself; recognizing and understanding others people's emotions; and managing relationships, i.e. managing the emotions.

Need of EI for Teachers

A teacher's occupation is considered as stressful because they need to carry out multifaceted tasks in order to achieve the given educational goals while establishing good relationship with others related in the teaching profession. Moreover, teachers with emotional intelligence enable them to establish satisfactory relationship with others because they are aware of their emotion and are less likely to lose control when they interact with others. Previous studies indicated that being a secondary school teacher is a stressful profession and many have left the teaching profession due to dissatisfaction. A person with high emotional intelligence is also said to function better as a worker citing reasons such as being able to be a team player, work under pressure and contribute to organisations productivity. It is becoming more evident that employers nowadays are no longer looking for employees with good grades but with EI.

A good number of researcheshas been done on the E.I of teachers at different levels in India and Abroad. Akomolafe (2011) made an attempt to study the interactive and relative effect of Emotional Intelligence and locus of control on burnout among the secondary school teachers and has suggested that secondary school teachers should be managed by capable and qualified counsellors for the desired results to be achieved; Edannur (2010) assessed the emotional intelligence level of teachers and educators of Barak Valley region in the Indian state of Assam. The result showed that the group under study possessed average emotional intelligence. The gender and locality of the teacher educators did not make any differential influence on their emotional intelligence; Latha(2012) designed to find out the emotional intelligence among prospective teachers. The sample of 200 B.Ed. trainees of Mandya city selected on the basis of gender, subject of study and type of institutions. All the B.Ed. trainees have high Emotional Intelligence. It was seen from the result that no significant difference between male and female B.Ed. trainees. The result also shows that no significant difference between Emotional Intelligence and Science and Arts B.Ed. trainees and Aided and Private college trainees; Suresh, and Rajalaxmi (2005) studied that there is no gender difference in emotional intelligence of teachers working in rural area and urban areas. Teachers from government schools are found to be better in their intelligence than teachers from aided and private schools.

Arvind Hans et al. (2013) conducted a study on emotional intelligence among teachers: A case study of private educational institutions in Muscat reveals that the teachers of private instructional institutions have excessive stage of Emotional Intelligence; Chan (2004) studied on perceived emotional intelligence and self-efficacy among Chinese secondary school teachers in Hong Kong.167 secondary school teachers in Hong Kong with a focus on emotional intelligence and burnout were studied. The study found not only a significant relationship between EI and burnout, but identified two specific areas of EI that were preventative: emotional appraisal and the positive regulation of emotions. These constructs impacted burnout in the area of emotional exhaustion; Frenzel, Goetz, Ludtke, Pekrun, and Sutton (2009) examined the relationship between emotional intelligence and job burnout among teaches. Over 1,500 middle grades mathematics students and 71 teachers reported on their enjoyment and enthusiasm in this longitudinal study. Teachers' enjoyment and student enjoyment were positively related. Teachers' enthusiasm was also a mediating factor for student enjoyment;Sutton and Wheatly (2003) study on teachers' emotions and teaching: a review of the literature and directions for future research, highlighted that emotional competence of primary teachers is necessary both

in general for their own well-being and for effectiveness and quality in carrying out teaching learning process in the classroom and in particular for the socio-emotional development of the students; Tunca (2010) aimed at determining the effect of primary school teachers' EI levels on their classroom management skillsprimary school teachers' general EI levels were at an average level, while their classroom management skills were at a rather high level. The study also concluded that primary school teachers' EI levels affected their classroom management skills.

The aforesaid literature clearly indicates that a teacher with EI will be an asset to the organisation in which he/she is working. To maintain quality of education coupled with humanity, particularly the world needs teachers with good EI. Studies that probe into the status of EI of teachers will pave way for developing the ways and means to enhance EI in the teachers. The present study is an attempt in this direction.

Objectives of the Study

i). To develop a tool to identify the number and percentage of teachers with low, moderate

andhigh level of EI,working at secondary level.

ii).To assess the level of EI of teachers working at secondary level on each aspect under the

each dimension of EI.

Methodology Used in the Study

Survey method is used in the study. For the purpose of the study, the investigator developed rating scale to assess the EI of teachers working at secondary level.

a).Description of Rating Scale to Assess the Emotional Intelligence of Teachers Working at Secondary School Level

To develop the Rating Scale to assess the Emotional Intelligence of Teachers working at secondary level, the researcher had gone through the various tools developed earlier, both in India and abroad and reviewed the extensive literature related to the emotional intelligence.

To assess the EI, various tools like observation, EI rating scales (Reddy &Poornima 2007, Poornima 2010 and VijayaAnuradha 2012), emotional control questionnaires (Roger and Naharian 1989), ability based scales (Gupta and Singh 2011), emotional quotient test (Chadha and Singh 2001) and emotional competencies scale (Sharma and Bharadwaj 1995,Gupta and Singh 2011)etc. are used by the researchers.Poornima (2010) developed an Emotional Intelligence Rating Scale (EIRS) to assess the emotional intelligence of special education teachers. This scale, based on certain emotional competencies from the Goleman's (2001) model of emotional intelligence, has 58 items was constructed using the four dimensions of emotional intelligence, i.e self-awareness, self-management, social awareness, and social skills.

Bar-On (1997) developed a self-reported Emotional Inventory (EQ-i) with 133 items. EQ-I has fifteen scales that can be divided into five larger groupings. The areas assessed are emotional self-awareness, assertiveness, self-regard, self-actualization, independence, empathy, interpersonal relationship, social responsibility, problem solving, reality testing, flexibility, stress tolerance, impulse control, happiness, and optimism. Salovey and Mayer (1990) used the 30 items self-report Trait Meta Mood Scale (TMMS) to measure the attitudes about emotions and mood regulations. The scale is divided into 3 sub-scales viz. attention to feelings, clarity in discrimination of feelings and mood repair. Mayer et al. (1999) used 402 items Multifactor Emotional

Intelligence Scale (MEIS) to measure the performance based emotional intelligence. It is designed comprehensively to assess the four branches, i.e perceiving, using, understanding and managing emotions of the emotional intelligence model developed by Mayer and Solovey (1997). Similarly, Mayer, Solovey and Caruso Emotional Intelligence Test (MSCEIT) developed by Mayer et al. (1999) is an ability –based test with 141 items to measure the four branches of emotional intelligence i.e identifying emotions, facilitating thought, understanding emotions, and managing emotions.

The tools developed by the earlier researchers (Reddy &Poornima 2007, Poornima 2010 and VijayaAnuradha 2012) are not cent percent adequate and hence, the researcher developed her own tool. The investigator developed a rating scale consisting of 56 items. These 56 items are arranged under different four dimensions i.e. Self-awareness, Self-management, Social awareness and Social management.These 56 items with four dimensions are given to a panel of experts with a request to point out the relevance and suitability of the items under each heading. Based on their suggestions, the items has been revised/ modified to communicate the concept effectively. At this stage, the number of items under each dimension are: Self- awareness- 12, Self- management -16, Social awareness- 10 and Social skills- 18, totaling 56 statements representing the EI aspects of the secondary school teachers.Against each statement 5 gradations were namely: Strongly Disagree (SD), Disagree (D), Undecided (UD), Agree (A) and Strongly Agree (SA) having the scores 1,2,3,4 and 5 respectively for positive statements and reverse order scoring for negative statements.

i) Self-awareness: self-awareness refers to the ability to understand one's own emotions as well as understanding the impact of ones emotions on specific situation & people and recognizing the impact of particular emotions. This dimension assesses the emotional competencies like emotional awareness, accurate self-assessment and self- confidence of secondary school teachers.

ii) Self-management: self-management refers to the ability to use awareness of one's emotions to stay flexible to positively direct behaviour and managing emotional reactions to specific situations and people. The items in this dimension measure self-control, trustworthiness, conscientiousness, achievement drive and initiative.

iii) Social awareness: social awareness refers to the ability to pick up accurately on emotions in other people and react to their emotions and understanding awareness are included in this dimensions.

iv) Social skills: social skills are the ability to use awareness of one's own emotions and the emotions of others to manage interactions successfully. This includes clear communication and effectiveness in handing conflicts. Developing others, conflict management, leadership, change catalyst, building bonds, team work and collaboration are the emotional competencies included in this dimension.

Thus, the final form of the Emotional Intelligence Rating Scale includes part-I and Pare-II. The demographic / personal characteristics of secondary school teachers like gender, age, marital status, community, educational qualification, nature of subjects the teachers handling, salary per month, type of school they are working-in, location of the school, and year of experience have been included in part-I of the rating scale. Where-in, specific directions for the respondents to fill the rating scale

followed by the 56 statements are given in part-II. To avoid the tendency of giving stereotyped responses, both positive and negative items are included in the rating scale. The distribution of statements in the final form of the rating scale is given hereunder.

Distribution of Statements in the Emotional Intelligence Rating Scale

Emotional Intelligence Dimensions	Serial Number of the Statements	Total Number of Statements
Self-awareness	1,2,*3,4,5,6,7,8,9,10,11,12	12
Self-management	*13,14,15,16,17,*18,19,*20,21,22,23,*24,25,*26,27,28	16
Social awareness	29,30,31,32,33,34,35,36,37, *38	10
Social skills	39,*40,41,42,43,44,*45,46,47,48,49,50,51,*52,53,54,55, *56	18
	Total =	**56**

* responses negative statements

To measure the emotional components of the teachers working at secondary schools, five gradations against each statement are given namely, Strongly Disagree (SD), Disagree (D), Undecided (UD), Agree (A) having the scores 1,2,3,4 and 5 respectively for positive items and reverse scoring for negative items.

Pilot Study

A pilot study has been carried out by the investigator to find out the suitability of the test items for the investigation. The pilot study aimed to find out the reliability and validity of the rating scale developed and used in the study. The Emotional Intelligence Scale was administered to 76 teachers (10% of the sample) working at secondary schools, randomly selected from the sample of the study.

Reliability of the Research Tool

The test reliability means the consistency with which a set of test scores measures what they do measure. It relates the accuracy with which skills and knowledge are measured (Slavin, 1987). If a tool is reliable, it reveals similar results in various situations. Reliability is a necessary condition for validity. Reliability co-efficient provides the most revealing statistical index of validity that is ordinarily available. Garrett (1966) describes four methods of establishing the reliability of a test. They are: i) Test-retest method, ii) Alternate or parallel forms, iii) Split-half method, and iv) Rational equivalence method or Kuder-Richardson method. Of these four procedures, the split-half method is regarded by many as the best of the methods for measuring test reliability (Garrett and Woedsworth, 1981). This method is used by many investigators because the data for calculating reliability are obtained from one occasion so that variations brought about by differences between the two testing situations are eliminated. The reliability of the EIS was established by using Split-half method and the obtained half test and whole test reliability of the EIS was high (0.60 and 0.75 respectively) and hence the tool used in the study is reliable.

Validity of the Research Tool

According to Best (1989), validity is the quality of a data gathering instrument or procedure that enables it to measure what it is supposed to measure. The validity of a test enables it to measure what it is supposed to measure. It refers to the degree to which extent the test scores predict some practical criterion measures. The index of reliability is sometimes taken as a measure of validity (Garrett and Woedsworth, 1981). Several kinds of validity are ascertained to the rating scales used in the study. They are;

a). Content Validity: The content validity shows the adequacy of the content of a test. This form of validity id estimated by evaluating the relevance of the test items individually and as a whole. The items in the rating scale are based on the review of related literature and the tools already available. Also, a logical examination of statements of the rating scale was done by the panel of exports. Their suggestions have been taken into account to enhance the contents and quality of items. In view of the changes made in the language, content, coverage and format of the items, it can be said that the rating scale used in this study possess content validity.

b). Face Validity: This is term used to characterize that appear to measure what the test desires to measure and appears to those it is meant, to experts, examiners, educationists and the like. That is, the test items should be related to the variable that is being measured. It is clear that all the items in the tool measure the specific variable under study i.e. emotional intelligence of teachers working at the secondary level.

c). Intrinsic Validity: Intrinsic validity shows, how well, the obtained scores measure the test's true score component. The square root of the reliability is the intrinsic validity of the tool. The obtained intrinsic validity of emotional intelligence rating scale (0.75) were high and hence the tool used in the study possessed intrinsic validity.

d). Criterion Validity: In a situation of some observable criterion, the tool validity can be investigated by seeing how good an indicator it is. This approach leads to two categories of validity i.e. predictive and concurrent validity. Predictive validity is concerned with how the total can forecast a future criterion and concurrent validity with how well it can describe a concurrent and predictive validity.

Sample of the Study

The locale of the study is the Ananthapuramu district of Andhra Pradesh state. There are four educational divisions in Ananthapuramu district- Anantapur, Dharmavaram, Gotty and Penukonda. In each educational division both government schools (ZPHS, Municipal Schools and Govt.Aided Schools) and private schools recognised by the Govt. of A.P are functioning. Ananatapuram educational division consists of 12 mandals, Dharmavaram with 20 mandals, Gotty having 16 mandals and Penukonda with 15 mandals. For the purpose of the study the investigator selected 2 mandals randomly from each educational division by using simple random sampling technique. Thus the total number of mandals selected from the 4 educational divisions are 8 mandals having the above said school.

There are 111 govt. schools and 210 private schools are functioning in the 8 selected mandals of the 4 educational divisions. In the second stage, from each mandal, 30% of the schools from government and 30% private schools were selected as sample of the study, by using simplerandom sampling technique. In each school there are 8

teachers on an average are working put together 760 teachers in all the selected 96 schools. Thus the total sample of the study is 760 teachers working in the secondary schools of Anantapuramu district.

Data Collection and Statistical Techniques Used

Data were collected by the investigator from the sample of the study by administering the EIS developed for the purpose.The collected data were analysed by using Mean, SD, Mean ±1 SD and Percentages and are presented.

Results and Discussion

The collected data was analysed by using appropriate statistical techniques such as number and percentage, mean, mean±1 SD. To find out the number and percentage of secondary school teachers coming under low, moderate and high levels of emotional intelligence,mean and standard deviation of emotional intelligence scores have been computed. By using mean± 1SD, the number and percentage of teachers coming under low, moderate and high level of emotional intelligence was calculated. In the second stage, to identify the level of emotional intelligence of secondary school teachers, mean and SD of the emotional intelligence scores have been computed for each statement. Mean ± 1SD is used to categorize the statements into low, moderate and high levels of emotional intelligence among secondary teachers. The results are presented in table -1 & 2.

Table- 1:Number and Percentage of Teachers Working in Secondary School with Low
Moderate and High Levels of Emotional Intelligence (EI)

EI Dimensions	Low		Moderate		High	
	No.	%	No.	%	No.	%
Self - Awareness (EI_1)	85	11.18	523	68.82	152	20.00
Self-Management (EI_2)	71	9.34	585	76.97	104	13.68
Social Awareness (EI_3)	113	14.87	590	77.63	57	7.50
Social Skills (EI_4)	145	19.08	485	63.82	130	17.11
Emotional Intelligence as a Whole (EIW)	139	18.29	527	69.34	94	12.37

Note: 1) The number and percentage of teachers with low, moderate and high levels of Emotional Intelligence has been calculated based on mean ±1 SD

The percentage analysis reveals that 69.34 percentage of secondary school teachers are with moderate level of emotional intelligence. Similarly, the percentage of people with low level of emotional intelligence is more (18.29%) compared to the percentage of teachers with high level of emotional intelligence (12.37%). This shows the need for providing emotional intelligence training to the teachers working at secondary level. Studies by Poornima (2009) on special education teachers and VijayaAnuradha (2012) on higher secondary teachers corroborate the results of the present study.

Table- 2:Mean Scores and Level of Emotional Intelligence of Secondary School Teachers

S. No (1)	Statements (2)	Mean (3)	Level (4)
I	**Self-Awareness**		
1	I am fully aware of myself to explain my own emotions.	4.30	H
2	I am able to defend myself when I get negative feedback in the workplace.	3.33	L
3	I am ignorant of my own feelings.	3.39	M
4	I am aware of my feelings and their impact on my own actions.	4.57	H
5	I recognise my strengths and weaknesses.	4.34	H
6	My introspection helps me to overcome many difficult situations	4.31	H
7	Even under severe criticism, I do what I believe in.	4.32	H
8	I have no hesitation to act according to my priorities.	4.58	H
9	I am comfortable in either good or even in bad situations.	4.16	M
10	I consider myself the good in a many situations.	4.53	H
11	I like my perspective to understand the things.	4.17	M
12	I am confident enough to do my job up to the expectations.	4.39	H
II	**Self- Management**		
13	It is much difficult for me to control my anger.	4.08	M
14	I maintain patience on many occasions.	3.96	M
15	I am flexible to change my ideas and goals based on new information to fit into the situations.	4.49	H
16	I have the presence of mind in any situation.	4.12	M
17	I can be calm and silent even under stressful situations in my school.	4.39	H
18	I am restless on occasions when new ideas and information are to be accepted.	4.18	M
19	I always prepare myself to accept my mistakes when it demands.	3.94	M
20	I feel impossible to fulfil my duties with responsibility and commitment in the school.	3.74	M
21	I am able to stand for honesty and integrity.	3.03	L

22	I involve in calculated risks to reach the goals in my school.	3.65	M
23	I initiate in such actions to create possibilities for future.	3.78	M
24	I reluctant to accept new tasks and assignments in the school.	3.56	M
25	I feel that my optimism is the motivator to overcome any hurdles and go ahead.	4.18	M
26	I feel difficult to reach even small goals.	3.14	L
27	I constantly stick to my own values despite there is significant risk.	3.69	M
28	I am well organized in my work.	4.55	H
III	**Social Awareness**		
29	I feel complete sad when I look at others sufferings.	3.64	M
30	I never interfere with the feelings of others and help them to overcome.	3.52	L
31	I am able to confront with the unethical actions of others.	3.50	M
32	I am capable of using teaching aids to cater to the special needs students in my school.	3.67	M
33	I am available to my students even after working hours in school, if they are in need.	4.26	M
34	I feel uneasy in contextualizing the curriculum to the diverse background of special needs students.	3.00	L
35	I have good understanding of the school values and unspelt out rules.	3.56	M
36	I always mind the financial constraints of the school and work accordingly.	3.75	M
37	I always conscious of forces that drive school and intended to work to meet the needs of job.	4.10	M
38	I always ignorant of the available infrastructure facilities in the school.	3.98	M
IV	**Social Skills**		
39	I encourage my colleagues to work even when things are unfavourable.	3.89	M
40	I never force the students to lean what they are lacking.	3.71	M
41	I always admire others for their success.	3.74	M
42	I am inclined to offer constant coaching or on-going mentoring to my colleagues.	4.05	M
43	I easily make new friends without any shy and hesitation.	3.38	M
44	It is easy to get along with others in work situations.	3.69	M

45	I feel uncomfortable to seek others help when it is needed.	3.73	M
46	I interact well with students and parents in offering guidance and counselling to them.	3.61	M
47	I maintain good relations and cooperation with the school personnel.	4.14	M
48	I can lead others and set myself as an example.	3.13	L
49	I have clear ideas to realise the vision of the school I am working.	3.58	M
50	I am always being away from conflict situations.	3.85	M
51	I always take active role in resolving the conflicts in my school.	3.21	L
52	I quarrel with others when situations are not favourable to me.	3.48	M
53	I adopt new techniques, methods and approaches in teaching to make learning more effective.	3.55	M
54	I am of the opinion that working with group leads to failure.	3.56	M
55	I establish and maintain good relationship with other professionals at work.	3.43	M
56	I never try to convince by appealing to the students and parents interest.	3.68	M

Note: Level of Emotional Intelligence – Low: 3.38 and below; Moderate: 3.39 to 4.27;

High: 4.28 and above

Gold and Roth (1993) identified teacher **self awareness** as a key component for managing stress and defined it as 'a process of getting in touch with their feelings and behaviours'. Increased self-awareness involves a more accurate understanding of how students affect the teachers own emotional processes and behaviours and how teachers affect students, as well. Teacher's self-awareness of primary emotions triggers and improves their chances of making rational decisions based on conscious choice, rather than unconscious emotional conditioning. Further, they should be aware of their own abilities and skills to carryout the multiple roles and responsibilities. Self-awareness of teachers helps to stay with confidence in establishing the objectives, plan and conduct the activities for a balanced programme of instruction.

From table-2 it is clear that, under the **self-awareness** dimension, the teachers working in secondary schools possess moderate level of self-awareness about the aspects; knowing their own feelings (S.No.3),feeling good about themselves (S.No.9) and in being happy with the way of looking at the things (S.No.11).The same teachers are showing high level of self awareness on the aspects - identifying and distinguishing their own emotions (S.No.1),knowing their feelings and its impact on actions (S.No.4), recognizing their own strengths and weaknesses (S.No.5), introspecting themselves to overcome difficult situations (S.No.6),continuing to act on their beliefs even under criticism (S.No.7), act according to their priorities clearly (S.No.8), considering themselves good in many situations (S.No.10) and confident in

delivering their duty upto the expectations of the job (S.No.12).Contrary to this, the teachers possess low level of self- awareness in only one aspect i.e. the teachers defending themselves while receiving negative feedback (S.No.2).

Self-regulation or Self-Management is the second of the three key areas of personal skills that make up Emotional Intelligence. Self-regulation is concerned with how one can control and manage one's own and emotions, inner resources, and abilities. It also includes the ability to manage impulses. Self-regulation also includes an element of taking responsibility for one's own actions, and ensuring the way to match the personal values.

The five elements make up self-regulation are: self-control, trustworthiness, conscientiousness, adaptability and innovation. Self-control is not masking or hiding emotions but recognising and controlling them appropriately. This means, not making rash decisions or over-reacting to a situation but remaining calm and rational. It leads to being able to make balanced decisions based on what is really important, and not just how we feel at the time. People who have good self-control generally remain calm even when stressed. They are able to think clearly under pressure and still make good decisions.

Trustworthiness and conscientiousness can be considered as two sides of the same coin, because both are about behaving 'well', in accordance with the personal values and code of ethics.Trustworthiness is the ability to maintain integrity, which means ensuring that what one do is consistent with personal values. People who are trustworthy act ethically. They build trust through their personal actions, and the way that their actions are consistent with their espoused values. They are also prepared to confront unethical actions and take a stand when necessary, even if that stand will be unpopular.**Conscientiousness** is taking responsibility for one's own personal performance, and making sure that it matches up to the ability and values. Daniel Goleman, author of several books on emotional intelligence, says that conscientious people: meet their commitments and keep their promises to others, take responsibility for setting and then achieving realistic objectives in their life and work and are careful about their work, organising themselves to make sure that they can achieve it.

Adaptability was defined by Daniel Goleman as being flexible in responding to change. Change is difficult for many of us to manage. Anyone who has had any close contact with children will recognise that change is unsettling and stressful for small children, and that being able to manage it is very much a learned skill. Without careful control and development of our personal adaptability and **resilience**, personal change can remain very stressful into adulthood. However, by understanding what is happening, and developing our ability to manage change, it is possible to greet change as an adventure, rather than as a problem. Adaptable people, those who have spent time developing their personal ability to manage and respond to change, tend to: Be able to manage multiple demands on their time and energy, prioritising effectively, and accepting rapid change when necessary; adapt their responses and the way that they operate to fit different situations effectively; and be flexible in how they see events, being able to see multiple perspectives.**Innovation** is being open to novel ideas and approaches. Daniel Goleman said that innovative people: look for new ideas from a wide range of sources; are prepared to consider new ways of solving problems, even if that's 'not the way that we've always done it round here'; generate their own

new ideas; and are prepared to see things from other perspectives, taking risks in their thinking. Personal development is concerned with our desire to become a better person by learning new skills and developing existing skills. It is a key part of both innovation and adaptability, because it is about being proactive and showing innovative, and learning new skills because we want to do so.

In the dimension **self - management**, the secondary school teachers possess moderate level of emotional intelligence on the aspects;difficulty in controlling their over anger (S.No.13),ability to maintain patience on many occasions (S.No.14),having presence of mind (S.No.16),feeling restless in accepting new ideas and information (S.No.18),ready to accept the mistakes when situation demands (S.No.19),impossible to do the entrusted duties with responsibility and commitment (S.No.20),ready to take calculated risks to reach the goals (S.No.22),initiating actions to create possibilities for the future (S.No.23),hesitate to take up new assignments (S.No.24), motivated by optimism to overcome any hurdles to go forward (S.No.25) and always acts on own values even at significant risks (S.No.27). Contrary to this, the teachers are showing low level of self-management with respect to the ability to maintain the standards of honesty and integrity (S.No.21), and sometimes it is difficult to reach even the smallest goals (S.No. 26).Further, the same teachers are exhibiting high level of self -management in certain aspects such as:having ability to change ideas and goals based on new information to fit into new situations (S.No.15),capable of behaving calmly even in stressful situations (S.No.17) and well organized in the work (S.No.28).

Social awareness gives the ability to understand and respond to the needs of others. This is the third domain of emotional intelligence proposed by Daniel Goleman. Improving social skills and gain the respect of others,understanding other people's feelings is central to emotional intelligence,get it wrong as uncaring and insensitive,getting it right is essential for success. According to Daniel Goleman,the competencies associated with being socially aware are: Empathy: understanding the other person's emotions, needs and concerns; Organizational Awareness: the ability to understand the politics within an organization and how these affect the people working in them; Service: the ability to understand and meet the needs of clients and customers. Awareness of social situations means carefully consider what people want, and plan to communicate with them in a way that is intended to meet that need. Great leaders and public speakers are skilled in this ability. It helps them build support.

Social awareness can be built by**:** Improving listening skills- pay close attention to interactions with other people, be aware of what others say, how they say and what they do; identify other people's emotional states- listen carefully to what they're saying and notice how they respond to external events, such as someone greeting them or asking them to do something; think about feelings- how does the other person's emotion make you feel and think before answer and give clear answers. Improving social awareness means improving experience of life, create opportunities for better work life balance, become aware of other people's emotions, and improve the ability to respond to change.

With regard to dimension of **social awareness**, the secondary school teachers are possessing moderate level of social awareness on certain aspects such as;unable to see the people suffering (S.No.29),ability to confront with the unethical actions of others

(S.No.31), capable of handling teaching aids to cater to the needs of special children (S.No.32),by making themselves available to the students even after the school hours, if the students are in need (S.No.33), able to understand the organizational values and unspelt rules in many situations (S.No.35),always work by understanding the organizational financial constraints and act accordingly (S.No.36), always works to meet the requirements of the job (S.No.37) andunaware of the infrastructure available in the school (S.No.38).Contrary to this, the teachers are showing low level of self-management with respect to;the interference in the feelings of others and helping them to overcome it (S.No.30) and,sometimes finds it difficult to relate the curriculum to the diverse backgrounds of special children (S.No.34).

Social skills is a very broad term but it is also used quite specifically in the context of Emotional Intelligence. In emotional intelligence the term 'social skills' refers to the skills needed to handle and influence other people's emotions effectively. This may sound like manipulation, but it can actually be as simple as understanding that smiling at people makes them smile back, and can therefore make them feel much more positive. Social skills can therefore be considered as the final piece of the emotional intelligence.

Emotional intelligence starts with understanding one's own emotions (**s**elf-awareness), then being able to manage them (self-regulation) and use them to achieve the set goals (self-motivation).Once the individual is able to understand and manage himself, then he starts to understand the emotions and feelings of others (empathy) and finally to influence them (**social skills**). The term 'social skills' covers a wide range of skills. Social skills, in the emotional intelligence sense, include: persuasion and influencing skills, communication skills, conflict management skills, leadership skills, change management skills, building bonds (rapport), collaboration and co-operation or team-working skills.

Persuasion and Influencing skills: Persuasion is the art of enthusing others, and winning them over to your ideas or proposed course of action. People who are persuasive or who have influence, read the emotional currents in a situation, and fine-tune what they are saying to appeal to those involved.

Communication skills: are vital to good emotional intelligence. One need to be able to listen to others, and also convey his own thoughts and, perhaps more importantly, feelings. Good communicators listen well to those around them, making sure that they understand what is said, and seek full and open sharing of information; are prepared to hear about problems, and don't just want to be told about good news; deal with difficult issues straight away, and don't allow problems to fester; register and act upon emotional cues in communicating, making sure that their message is appropriate.

Conflict management skills: Conflicts and disagreements can arise at any time, often seeming to appear out of thin air**.** The art of managing and resolving conflict is crucial both at home and at work. It starts by being aware of the importance of tact and diplomacy, and how these can be used to help to defuse difficult situations. Good conflict managers are able to bring disagreements into the open, and resolve them. They use sharing of emotions to encourage debate and open discussion, reducing the hidden currents and problems, and helping each party to recognise each other's feelings as well as logical position. They also try to obtain win-win solutions.

Leadership skills: It may sound strange to include leadership skills as part of social skills. Surely emotional intelligence is part of leadership, not the other way round. The answer is that leadership skills and emotional intelligence are inextricably linked. As said earlier, only those who are tuned into their own and others' emotions can hope to influence. Perhaps the key aspect of good leadership is influence, and being able to take others along with. Some people call that charisma, but it is more profound than that: it is good emotional intelligence. Good leaders will be able to articulate a vision, and enthuse others with it, not need to be in a formal leadership role to provide leadership, support and guide the performance of colleagues, while holding them accountable, and lead by example.

Change management skills: Effective change managers, often known as change catalysts, are those who make change happen without alienating everyone involved. Change is naturally quite stressful for all those involved. Good change catalysts, however, make it an exciting opportunity rather than a threat. Independently, they recognise the need for change and remove barriers. They challenge the status quo and champion change. They also lead from the front, modelling the desired change.

Building bonds (Rapport): It is vital to be able to build and maintain relationships with other people. Developing this skill will lead to better relationships, and a much better ability to work and get on in life. People who are good at this are great networkers, building and maintaining a strong network of contacts and connections. They are extremely good at building rapport, but also work on established relationships to keep them healthy. One hallmark of people who are good at this skill is that they have many friends among their work colleagues. It is very much about valuing others: being interested in them and wanting to know more about them.

Collaboration and Cooperation or Team-working: There are some people who work well with others, they build good and productive working and other relationships. This is a key social skill in emotional intelligence. These people tend to see the relationship as at least as important as the task in hand: they value people as much or more as the activity. They actively collaborate, sharing plans and ideas, and work together to build a better whole. In doing so, they promote a cooperative climate in which everyone is invited to contribute. They also actively seek out opportunities for collaborative working. When good team-workers are in a team, the team performs better. They draw other members of the team in, and help them to collaborate. They build a team identity and therefore foster commitment. They may do this from a leadership role, or they may be a subordinate, but having people like this in a team is crucial to success.

Under the **social skills** dimension, the teachers exhibit low level of social skills only in two aspects such as; lead others by setting an example (S.No.48) and like to be active partner in solving the conflicts in the school (S.No.51). Apart from this, the secondary school teachers are demonstrating moderate level of social skills with regard to; encouraging colleagues to work even when things are not favourable (S.No.39),do not insist the students to learn what they are lacking (S.No.40),appreciating others for their success (S.No.41),try to provide mentoring and coaching of colleagues (S.No.42),easy to make friends (S.No.43),not easy to get along with others in the work situations (S.No.44),difficulty in seeking help from others when it is needed (S.No.45), ready to provide guidance and counselling to the

students and their parents (S.No.46),maintaining good relations and co-operating with the school personnel (S.No.47),having clear ideas to realize the vision of the school (S.No.49),trying to move away from the conflicting situations (S.No.50),quarrel with others when things are not in favor (S.No.52),adopt new teaching techniques to make learning more effective (S.No.53), believing that working with group leads to failure (S.No.54), establishing and maintaining close relationship with other professionals at work (S.No.55) and not convinced by appealing to the students and parents interest (S.No.56).

From the above, it is concluded that, out of 56 statements reflecting the emotional intelligence of secondary school teachers, only 11 aspects (1,4,5,6,7,8,10,12,15,17 and 28) the teachers are reflecting with high level of emotional intelligence. Whereas, on 7 aspects such as: able to defend myself when I get negative feedback in the workplace (EI-1),able to stand for honesty and integrity, difficult to reach even small goals (EI-2),never interfere with the feelings of others and help them to overcome, feel uneasy in contextualizing the curriculum to the diverse background of special needs students, always ignorant of the available infrastructure facilities in the school (EI-4) andalways take active role in resolving the conflicts in my school (EI-5),their emotional   intelligence   is   at   low   level.   In   the   remaining 37aspects(3,9,11,13,14,16,18,19,20,22,23,24,25,27,29,31,32,33,35,36,37,38,39,40,41, 42,43,44,45,46,47,49,50,52,53,54,55 and 56), their level of emotional intelligence is at moderate level. This results reveals that the teachers should be sensitized about the low and moderate level of emotional intelligence aspects.

The study revealed that around 88percent of the secondary teachers possess moderate and low levels of emotional intelligence, and there is a need for enhancing and improving the emotional intelligence of teacher'sthroughin-service training. Researches indicate that social and emotional intelligence are associated with success in many areas of life, including effective teaching, student learning, quality relationships and academic performance. Integrated programmes should be introduced into schools and colleges that includes training on social and emotional skills for both teachers and students, and should receive backing from all levels of the authorities. Additionally, programmes should be field tested, evidence based, and focused on sound psychological or educational theory. EI training workshops for teachers should be organized to provide in-depth information about the EI skills which play an integral role in academic learning, decision making, classroom management, stress management, interpersonal relationships, team building, and overall quality of teaching profession. Further, the educational institutions should appoint teachers based on their EI skills, train teachers on EI skills and concepts, create norms and values that encourage people to demonstrate EI skills, and put performance management system in place, such as specifying performance goals.

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