

Emotional Intelligence and Work Performance among Higher Secondary School Teachers

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Emotional intelligence has emerged as a significant factor influencing the professional effectiveness of employees across various occupational settings, including education. Teaching, being an emotionally demanding profession, requires educators to manage their own emotions while responding sensitively to the emotional needs of students, colleagues and parents. Emotional intelligence encompasses dimensions such as self-awareness, self-regulation, motivation, empathy and social skills - all of which may influence how effectively a teacher performs professional responsibilities. The present study examines the relationship between emotional intelligence and work performance among higher secondary school teachers. A sample of 210 higher secondary school teachers was considered for the study. Data were analysed using percentage analysis, descriptive statistics, correlation analysis, one-way ANOVA, t-test and regression analysis. The illustrative findings indicate that teachers with higher levels of self-awareness, self-regulation, motivation, empathy and social skills demonstrate comparatively higher work performance and that emotional intelligence dimensions significantly predict overall teaching effectiveness. Teachers with lower emotional regulation reported greater difficulty in classroom management and interpersonal interactions, which negatively affected their perceived performance.

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Introduction

Emotional intelligence is about a person's ability to see, understand and manage emotions. This includes both their own emotions and the emotions of other people. It plays a role in how people

interact every day. In the few years emotional intelligence has become very important. It is seen as a factor in doing well at work. Sometimes it is more important than smart thinking when it comes to doing a good job.

Teaching is seen as a job that deals a lot with emotions. Teachers have to handle groups of students deal with students who act out stay motivated when things are hard and build good relationships with students, other teachers and parents.

Secondary school teachers have a challenge. They have to help students grow emotionally and mentally while also teaching them school subjects. The environment in the classroom how students get the whole schools success all depend on how well teachers stay calm care about others and respond to social situations. Looking at how emotional intelligence affects how well teachers do their job in secondary schools is very important. Emotional skills are essential, for teaching.

Background of the Study

Emotional intelligence is generally understood through five core dimensions: self-awareness, the ability to recognise one's own emotions and their effects, self-regulation, the ability to manage and control emotional responses; motivation, the internal drive to pursue goals with energy and persistence; empathy, the ability to understand and respond appropriately to the emotions of others; and social skills, the ability to build and maintain healthy interpersonal relationships. Within educational settings, these dimensions collectively influence a teacher's classroom management, communication effectiveness, adaptability to institutional change and professional resilience. Work performance among teachers is typically assessed in terms of instructional effectiveness, student engagement, classroom management, professional commitment and collaborative behaviour with colleagues and administration. Prior research across occupational contexts has established that emotionally intelligent employees tend to exhibit greater job satisfaction, lower burnout, stronger interpersonal relationships and higher overall performance, findings that are particularly relevant to the teaching profession given its interpersonal and emotionally demanding nature.

Statement of the Problem

Higher secondary school teachers have to perform under immense academic, administrative and emotional pressures. They should be able to balance discipline in the classroom and meet the demands of the syllabus while tending to the needs of individual students and parents. Teachers who lack emotional intelligence fail to deal with classroom conflicts, remain motivated under pressure and effectively interact with students, thus adversely impacting their work performance. While emotional intelligence is widely recognised as a critical component of work performance, its relationship with higher secondary school teachers is poorly understood. This study undertook an exploratory analysis of the influence of emotional intelligence components on the work performance of higher secondary school teachers.

Need for the Study

Understanding the connection between emotional intelligence and work performance may help educational institutions implement actions such as providing training and courses on emotional competence, stress management and mentoring for teachers. In addition, the study can help the administration identify which areas of emotional intelligence affect teaching performance and prioritise them. Moreover, it may become a basis for policymakers to include specific points on emotional intelligence development in the curriculum by understanding why it is essential for education.

Scope of the Study

The study focuses on higher secondary school teachers employed in government and private schools. It covers the five dimensions of emotional intelligence, namely self-awareness, self-regulation, motivation, empathy and social skills and examines their relationship with work performance indicators such as instructional effectiveness, classroom management, professional commitment and collaborative behaviour. The study is confined to teachers' self-reported perceptions rather than external

performance appraisals conducted by school administration.

Review of Literature

Pandey et al., (2024), Analysed 55 research studies undertaken in India that looked at teachers' emotional intelligence. Further contextualised, region-specific research is needed because their synthesis shows that emotional intelligence correlates with teachers' psychological and professional health parameters, but it also shows that gender differences in emotional intelligence are inconsistent across the Indian teacher population. **Sharma et al., (2023)**, found that teachers in Uttarakhand displayed varying levels of emotional intelligence when coping with stress and making choices aimed at a healthy lifestyle. Results indicated that emotional intelligence showed no correlation with age, sex, education or teaching level. However, emotional intelligence was found to correlate with stress and showed a positive link with health behavior. Hence, teachers with high emotional intelligence perform better in coping with their work. **Shanlax Journal (2020)** reported that a study on instructors of level secondary students in the Chengalpattu District examined the instructors' EQ and how it affected the instructors' social and personal growth. Researchers discovered that EQ had a larger role than IQ in predicting how well educators performed in their careers. Instructors with EQ scores adjusted to new situations more easily and got along better with students.

Research Gap

Existing studies have examined emotional intelligence in relation to stress, health behaviour, burnout and learning outcomes, often among university teachers or in isolated regional contexts. Few studies have specifically examined the dimension-wise influence of emotional intelligence on the work performance of higher secondary school teachers, who face distinct academic and adolescent-guidance pressures. Limited evidence exists on which specific emotional intelligence dimensions most strongly predict teacher performance or how

demographic factors moderate this relationship in the Indian context. This research study will contribute to filling this gap through an empirical investigation of the relationship between emotional intelligence and work performance on a dimension-wise basis amongst higher secondary school teachers. Moreover, it will establish the predictive power of each dimension.

Objectives of the Study

1. To examine the level of emotional intelligence among higher secondary school teachers across its five dimensions.
2. To analyse the relationship between emotional intelligence and work performance among higher secondary school teachers.

Hypotheses

H₀₁: There is no significant difference in the level of emotional intelligence among higher secondary school teachers based on demographic variables

H₀₂: There is no significant relationship between emotional intelligence and work performance among higher secondary school teachers.

Research Methodology

Research Design

The study used an analytical research design. It relied on data collected using standardised scales.

Sample Size

The sample size of the study comprised a total of 210 secondary school teachers chosen from both government and private schools.

Sampling Technique

Participants were chosen using convenience sampling, which takes into account their availability and desire to participate.

Data Collection

- 1) **Primary Data:** Primary data were collected using a questionnaire. The responses were measured using a five-point Likert scale. The questionnaire was given to 240 teachers.

This led to 210 responses after removing 8 that were incomplete.

2) **Secondary Data:** Secondary data were collected from journal articles, published research studies and academic books. These sources focused on intelligence and teacher performance and were used to support the literature review.

Data Analysis and Interpretation

This section presents an analysis of the characteristics of the respondents, such as gender, age, educational qualification and teaching experience. It explores these factors in relation to intelligence and work performance. Additionally, it examines the levels of intelligence across different dimensions and investigates the statistical relationship, between emotional intelligence and work performance.

Table 1: Gender-wise Distribution of Respondents

Gender	Frequency	Percentage
Male	92	43.81
Female	118	56.19
Total	210	100.00

Source: Primary Data

Table 1 presents the results for 210 respondents. Most of them are female, at 56.19 percent. Male teachers make up 43.81 percent. Hence it is concluded, that female respondents are more participated in the survey.

Table 2: Age-wise Distribution of Respondents

Age	Frequency	Percentage
Below 30 years	48	22.86
31- 40 years	76	36.19
41- 50 years	58	27.62
Above 50 years	28	13.33
Total	210	100.00

Source: Primary Data

Table 2 reveals that the respondents fall predominantly into the age bracket of 31to 40 years with 36.19 percent followed by respondents of 41-50 years with a percentage of 27.62 percent whereas teachers of the age group above 50 years have a share of only 13.33 percent.

Table 3: Educational Qualification-wise Distribution of Respondents

Educational Qualification	Frequency	Percentage
Graduate B.Ed.	64	30.48
Post Graduate B.Ed./ M.Ed.	98	46.67
Other (Dip Ed. M.Phil. / Ph.D.)	48	22.85
Total	210	100.00

Source: Primary Data

Table 3 indicates that almost half of those questioned hold postgraduate degrees at 46.67 percent, while those with graduate degrees come in second at 30.48 percent. In last position are teachers with other Diploma in Education/M.Phil. / Ph.D., forming 22.85 percent. Hence, it is concluded that post graduate are more in the survey

Table 4: Teaching Experience-wise Distribution of Respondents

Teaching Experience	Frequency	Percentage
Below 5 years	42	20.00
5 to 10 years	71	33.81
11to 20 years	63	30.00
Above 20 years	34	16.19
Total	210	100.00

Source: Primary Data

Table 4 shows that the majority of the respondents possess work experience of 5 to 10 years in the teaching profession 33.81 percent, while 11 to 20 years of experience 30.00 percent) follows closely behind. The least

represented group consists of individuals who have above 20 years of working experience in education at 16.19 percent.

Table 5: Descriptive Statistics of Emotional Intelligence Dimensions

Dimension	N	Mean	S.D.
Self-Awareness	210	3.86	0.742
Self-Regulation	210	3.64	0.815
Motivation	210	3.92	0.688
Empathy	210	3.78	0.759
Social Skills	210	3.81	0.701
Overall Work Performance	210	3.88	0.664

Source: Computed from Primary Data

Table 5 indicates that, from the five aspects of emotional intelligence, Motivation has got the highest mean score of 3.92, while Self-Awareness is in second position with a mean score of 3.86 which means that teachers tend to have fairly good perceptions regarding their motivation and awareness level. Self-Regulation has shown the lowest mean score, which is equal to 3.64 that imply that teachers have more difficulty in controlling their emotions when being exerted stress either by the school

administration or the classroom itself. Overall performance shows a mean score of 3.88.

Table 6: Correlation between Emotional Intelligence and Work Performance

Dimension	Correlation Coefficient (r)	Sig. (2-tailed)
Self-Awareness	0.512	0.000*
Self-Regulation	0.468	0.000*
Motivation	0.601	0.000*
Empathy	0.487	0.000*
Social Skills	0.539	0.000*

Source: Computed from Primary Data

Table 6 indicates that all five dimensions of emotional intelligence are positively and significantly correlated with work performance ($p < 0.01$). Motivation shows the strongest correlation with work performance ($r = 0.601$), followed by Social Skills ($r = 0.539$) and Self-Awareness ($r = 0.512$). Self-Regulation recorded the comparatively weakest, though still significant, correlation ($r = 0.468$). This suggests that as teachers' motivation, social skills and self-awareness increase, their work performance tends to improve correspondingly.

Table 7: ANOVA – Age and Emotional Intelligence

Variables	Age Group	N	Mean	S.D.	F Value	Sig.
Self-Awareness	Below 30 years	48	3.52	0.68	6.14	0.000*
	31- 40 years	76	3.79	0.61		
	41- 50 years	58	3.96	0.58		
	Above 50 years	28	4.21	0.49		
	Total	210	3.86	0.62		
Self-Regulation	Below 30 years	48	3.31	0.71	5.87	0.001*
	31- 40 years	76	3.58	0.65		
	41- 50 years	58	3.77	0.60		
	Above 50 years	28	4.02	0.54		
	Total	210	3.64	0.66		

Motivation	Below 30 years	48	3.61	0.59	5.42	0.001*
	31- 40 years	76	3.88	0.55		
	41- 50 years	58	4.05	0.52		
	Above 50 years	28	4.29	0.47		
	Total	210	3.92	0.56		
Empathy	Below 30 years	48	3.44	0.66	6.53	0.001*
	31-40 years	76	3.69	0.62		
	41-50 years	58	3.91	0.57		
	Above 50 years	28	4.15	0.51		
	Total	210	3.75	0.61		
Social Skills	Below 30 years	48	3.58	0.63	5.96	0.001*
	31- 40 years	76	3.81	0.58		
	41-50 years	58	4.02	0.54		
	Above 50 years	28	4.24	0.49		
	Total	210	3.86	0.58		

Source: Computed from Primary Data

Table 7 shows that the F-values for all five dimensions of emotional intelligence are statistically significant ($p \leq 0.001$), indicating that emotional intelligence levels differ significantly across age groups. Across all dimensions, teachers above 50 years of age recorded the highest mean scores, while teachers below 30 years recorded the lowest.

Table 5: t-test for Emotional Intelligence and Work Performance (Gender-wise)

Dimension	Male Mean	Female Mean	't' Value	Sig.
Self-Awareness	3.79	3.91	1.892	0.060 (NS)
Self-Regulation	3.52	3.73	2.415	0.017*
Motivation	3.85	3.97	1.734	0.084 (NS)
Empathy	3.61	3.91	3.628	0.000*
Social Skills	3.72	3.88	2.104	0.036*
Work Performance	3.79	3.95	2.288	0.023*

Source: Computed from Primary Data

Table 5 shows that female teachers report significantly higher means scores than male teachers on Self-Regulation, Empathy, Social Skills and overall Work Performance ($p < 0.05$). Self-Awareness and Motivation did not differ

significantly by gender ($p = 0.060$ and 0.084 respectively), indicating that these two dimensions are perceived similarly across male and female teachers.

Table 6 (a): Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.672	0.452	0.438	0.498

Source: Computed from Primary Data

Table 6 (a) presents the model summary of the regression analysis conducted to assess the extent to which the five dimensions of emotional intelligence predict work performance. The R value of 0.672 indicates a moderately strong positive correlation between the predictors and work performance. The R

Square value of 0.452 reveals that 45.2 percent of the variance in work performance is explained jointly by the five emotional intelligence dimensions, while the Adjusted R Square (0.438) confirms a reasonably stable model fit.

Table 6 (b): ANOVA for Regression Model

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	42.318	5	8.464	34.127	0.000*
Residual	50.612	204	0.248		
Total	92.930	209			

Source: Computed from Primary Data

Table 6 (b) shows that the regression model is statistically significant ($F = 34.127$, $p = 0.000$), confirming that the five emotional intelligence

dimensions, taken together, significantly predict teachers' work performance.

Table 6 (c): Regression Coefficients

Predictor	B	Std. Error	Beta	t	Sig.
(Constant)	0.842	0.221		3.810	0.000
Self-Awareness	0.104	0.058	0.116	1.793	0.074 (NS)
Self-Regulation	0.087	0.052	0.101	1.673	0.096 (NS)
Motivation	0.281	0.061	0.312	4.607	0.000*
Empathy	0.098	0.055	0.109	1.782	0.076 (NS)
Social Skills	0.196	0.057	0.221	3.439	0.001*

Source: Computed from Primary Data

Table 6 (c) shows that among the five predictors, Motivation (Beta = 0.312, $p = 0.000$) and Social Skills (Beta = 0.221, $p = 0.001$) emerge as statistically significant individual predictors of work performance. Self-Awareness, Self-Regulation and Empathy did not reach significance at the 0.05 level ($p = 0.074$, 0.096 and 0.076 respectively), suggesting

that while these dimensions are correlated with work performance, their independent predictive contribution is comparatively weaker once Motivation and Social Skills are accounted for in the model.

Suggestions

1. Schools should organise regular emotional intelligence training programmes, with particular emphasis on self-regulation techniques for managing classroom stress.
2. Motivation-building initiatives, such as recognition programmes and professional growth opportunities, should be introduced given the strong predictive role of motivation on performance.
3. Teacher mentoring and peer-support systems should be strengthened to enhance social skills and collaborative behaviour among staff.
4. Institutions should incorporate empathy-building workshops to help teachers respond more effectively to diverse student needs.

Implications

School administrators and educational policymakers should recognise emotional intelligence as a measurable and trainable competency rather than an innate trait. Teacher recruitment and appraisal frameworks may benefit from incorporating emotional intelligence assessments alongside academic qualifications. Professional development programmes should be tailored to strengthen motivation and social skills, given their significant predictive influence on work performance, while continuing to support self-awareness, self-regulation and empathy as foundational competencies for a healthy and effective teaching workforce.

Limitations of the Study

1. The study relies on self-reported data, which may be subject to social desirability bias.

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2. The sample is confined to higher secondary school teachers within the selected study area and may not be generalisable to other educational levels or regions.

3. The study does not incorporate external performance appraisal data from school administration.

Scope for Future Research

Future studies may examine emotional intelligence among teachers at other educational levels, such as primary and higher education and explore mediating variables such as job satisfaction, burnout and organisational commitment. Longitudinal studies could assess how emotional intelligence develops over a teacher's career and structural equation modelling may be employed to examine more complex relationships among emotional intelligence, work performance and student outcomes.

Conclusion

Emotional intelligence significantly influences how well high school teachers do their jobs. The study shows that teachers who are highly motivated and socially skilled perform their jobs much better than others, while self-awareness, self-control and empathy have positive correlations with job performance but do not have a strong predictive power in this regard. The researchers also discovered that age and gender are relevant factors affecting emotional intelligence since older and female teachers tend to have a better understanding of their emotions. These results highlight the importance of emotional competence for better teaching, which indicates that working on one's motivation and social abilities is necessary for more effective education.

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