

EMOTIONAL INTELLIGENCE AMONG SECONDARY SCHOOL TEACHERS IN SENAPATI DISTRICT, MANIPUR

Irom Premchand Singh ¹✉ , Dr. Langonjam Chingkheinganba Meitei ² , Dr. Konjengbam Rashitombi Devi ³

¹ Research Scholar, Department of Education, Manipur University, Canchipur, India

² Faculty, Department of Education, Manipur University, Canchipur, India

³ Associate Professor, Department of Education, Imphal College, Imphal, India



Received 07 May 2025

Accepted 08 August 2025

Published 30 September 2025

Corresponding Author

Irom Premchand Singh,
premchandirom96@gmail.com

DOI

[10.29121/granthaalayah.v13.i9.2025.6586](https://doi.org/10.29121/granthaalayah.v13.i9.2025.6586)

Funding: This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Copyright: © 2025 The Author(s). This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

With the license CC-BY, authors retain the copyright, allowing anyone to download, reuse, re-print, modify, distribute, and/or copy their contribution. The work must be properly attributed to its author.



ABSTRACT

Teachers are the vital organ of the educational system. They play a dynamic role in bringing quality of education as well as development of the society. Teachers play a crucial role in fostering a well-developed society by providing explicit knowledge and guidance. Their behaviour, personality, and emotional management are vital in guiding students towards success. Emotionally intelligent teachers can overcome students' problems and identify strengths and weaknesses, thereby enhancing the teaching-learning process. Therefore, teachers are essential in fostering a well-rounded and emotionally intelligent society. The study focuses on the emotional intelligence of the secondary school teachers in Senapati district of Manipur. The investigators used Emotional Intelligence Scale EIS-HPD (2011) developed by Hyde, Anukool. et al. the objectives of the study are to study the level of emotional intelligence of the secondary school teachers, to study whether there exists significance difference on the emotional intelligence of secondary school teachers with respect to their gender, stream of teaching (arts and science) and difference of teaching experiences. Descriptive method of research was used in the study and the investigators employs stratified random sampling. The sample of the study was 105n (48 male and 57 female). The findings are that there exists an average level of emotional intelligence, there exists no significance difference on the level of emotional intelligence with reference to their gender, stream, and teaching experiences variation.

Keywords: Emotional Intelligence, Manipur, Secondary School, Teachers

1. INTRODUCTION

Food, clothing, and shelter are the basic needs of human survival. Still, education is also considered one of life's critical basic needs in this modern scientific society. Education fulfilled human needs such as the perfection of individuals, good citizens of society, reformation of society, progress and development of society, exploration of knowledge, and invention of new technology. Education is the most important invention of mankind. It is more important than man's invention of tools,

machines, space, craft, medicine, weapons and even language because language, too, was the product of his education [Borgohain \(2021\)](#). A man without education would still be living just like an animal [Singh \(2020\)](#). Education transforms man from a mere two-legged animal into a human [Borgohain \(2021\)](#). It helps him to behave like a man and prevents him from behaving like an animal [Borgohain \(2021\)](#) and [Das \(2003-2004\)](#).

Teachers are the vital organ of the educational system. They play a dynamic role in bringing quality of education as well as development of the society [Sarangi \(1992\)](#). The teacher in the emerging Indian society has a pivotal role in the social reconstruction and the transmission of wisdom, knowledge and experience from one generation to another [Das \(2003-2004\)](#). The National Policy on Education (1986) rightly said, "The status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers". Secondary Education Commission (1952-53). Rightly points out, that the most important factor responsible for the educational reconstruction is the teacher, his personal qualities, his educational qualification, his professional training and the place that he occupies in the school and the community (Secondary Education Commission. 1952-53).

2. REVIEW OF LITERATURE

[Suvarna \(2015\)](#), A study of Teacher effectiveness in relation to emotional intelligence and personality type of secondary school science teachers revealed a moderate positive correlation between teacher effectiveness and emotional intelligence.

[Paite \(2014\)](#). Emotional Intelligence and teacher effectiveness among high school teachers in Lunglei District of Mizoram, stated that there is a high positive correlation and marked relationship between emotional intelligence and teacher effectiveness [Anwar et al. \(2013\)](#).

[Abiodullah et al. \(2020\)](#). Emotional intelligence as a predictor of teacher engagement in classroom indicated emotionally intelligent teacher show care for students create emotional climate in classroom that develops the student learning environment and helps the teachers to become more effective to ensure academic achievement.

Ahsaan Siddique, Naveed Ahmad Taseer and Muhammad Siddique (2020) Teacher emotional intelligence and teacher effectiveness: A correlation study revealed that on the whole, in light of different researchers regarding emotional intelligence with the effective teaching-learning process, it was concluded that the emotional intelligence of teachers plays to the teacher effectiveness than any other factors. Teachers were more effective during the teaching process with a high level of emotional intelligence [Anwar et al. \(2013\)](#).

3. SIGNIFICANCE OF THE STUDY

To live a meaningful life in society, humans must have explicit knowledge. Knowledge can be gained from different perspectives, but we need a guide or mentor to get powerful and proper knowledge. In short, teachers give their students indefinite knowledge through teaching and learning. So, teaching is regarded as the noblest profession in the world. To gain powerful knowledge, we required an intelligent teacher. Teachers are considered to be the second parents of a child. Therefore, teachers' behaviour, personality, management of emotions, etc., play a vital role in bringing the students into well-developed citizens of society [National Council of Educational Research and Training \(2022\)](#). They should have inspired the

students. In the teaching-learning process, the teacher takes a significant role. Teachers should be equipped with high-potential resources [National Council of Educational Research and Training \(2022\)](#).

Emotionally intelligent teachers can overcome the students' problems. They can easily identify the strong and weak areas of the students. It helps the teacher in the modification and development of the teaching-learning process. So, teachers are significantly required to be emotionally intelligent in the field of teaching and learning to build a desired well-developed society.

4. OBJECTIVES

- 1) To study the emotional intelligence level of the Secondary school teachers in Senapati District of Manipur.
- 2) To study whether there exists significance difference on the emotional intelligence of secondary school teachers with respect to their gender.
- 3) To study whether there exists significance difference on the emotional intelligence secondary school teachers with reference to their stream of teaching (arts and science).
- 4) To study whether there is a significance on the level of emotional intelligence among the teachers with respect to their difference of teaching experiences.

5. HYPOTHESES

- 1) Secondary school teachers in Senapati district of Manipur have high level of emotional intelligence.
- 2) There exist no significant differences on the level of emotional intelligence among the teachers with respect to their gender variation.
- 3) There is a significance difference on the level of emotional intelligence among the secondary school teachers with respect to their stream of teaching (arts and science)
- 4) There exists a significance difference on the level of emotional intelligence among the teachers with difference to their teaching experiences.

6. METHOD OF THE STUDY

Investigators used descriptive method of research during the course of the study. Here this research method helped the researchers to describe the present level of emotional intelligence existing in the secondary school teachers.

7. POPULATION AND SAMPLE OF THE STUDY

Population of the present study is confined to all the Secondary schools situated in the Senapati district of Manipur. During the course of the research the investigators employed stratified random sampling method to help collect the required data from the field.

Table 1

Table 1 Sample of the Study.

Sl. No	School Name	Male	Female	Total
--------	-------------	------	--------	-------

1	Avant Garde Academy, Senapati	2	2	4
3	Brook Dale Higher Secondary School, Senapati	2	4	6
4	Daikho Va School, Senapati	10	11	21
5	Don Bosco Higher Secondary School, Senapati	10	12	22
6	Lao Radiant Higher Secondary School, Senapati	5	3	8
7	Little Angel School, Senapati	3	11	14
8	Saklim Christian English School, Senapati	9	9	18
9	Samaritan Public School, Senapati	7	5	12
Total		48	57	105

8. TOOLS USED

The investigators used Emotional Intelligence Scale EIS-HPD (2011) by Hyde, Anukool, Pethe, Sanjyot, Dhar, Upinder. IBM-SPSS, Z Score, Mean, SD, t-test, and ANOVA.

9. NORMS FOR INTERPRETATION OF THE SCALE

To meaningfully interpret and analyze the data collected, researchers use the Z-score specification. To determine the emotional intelligence of teachers, the initial scores obtained are converted to a standard score (z-score) by estimating the mean and standard deviation (σ).

OBJECTIVE 1: To study the emotional intelligence of the Secondary school teachers in Senapati District of Manipur.

Table 2

Table 2 The Emotional Intelligence of the Teachers.

Variable	N	Mean	Standard Deviation	Z Score Mean	Z SD
Teacher	105	136.6857	12.01226	0.000	1.000

The above table signifies the level of the Emotional Intelligence of secondary school teachers in Senapati District, Manipur. The total sample collected for the purpose of the study is 105, mean and SD are 136.6857 and 12.01226 respectively. The Z Score Mean and the Z Standard deviation (Z SD) of the teachers are 0.000 and 1.000 respectively. So, the Z Score mean indicated that the emotional intelligence level of secondary school teachers is average. Thus, the hypothesis 1 is rejected.

OBJECTIVE 2: To study whether there exists significance difference on the emotional intelligence of secondary school teachers with respect to their gender.

Table 3

Table 3 Emotional Intelligence of Secondary School Teachers with Respect to their Gender.

Variable	N	Mean	SD	df	SE	t value	P value	Result
Male	48	0.3730314	1.05096054	103	0.184839	3.718	0.336>0.05	Not significant
Female	57	-0.3141317	0.84286549					

The **Table 3** signifies the emotional intelligence of the secondary school teachers in Senapati District, Manipur with respect to gender differences. The mean and SD of male teachers are 0.3730314 and 1.05096054 and the mean and SD of the female teachers are -0.3141317 and 0.84286549 respectively. The degree of the freedom 103 and calculation of the t-value and P-value between the male and female

teachers is 3.718 and 0.336 respectively, which is greater than 0.05 significant levels. Therefore, there is no significant difference on the emotional intelligence between the male and female teachers of the secondary schools. Therefore, the hypothesis 2 is accepted.

OBJECTIVE 3: To study whether there exists significance difference on the emotional intelligence secondary school teachers with reference to their stream of teaching (arts and science).

Table 4

Table 4 Emotional Intelligence Secondary School Teachers with Reference to their Stream of Teaching (Arts and Science).

Variable	N	Mean	SD	df	SE	t value	P value	Result
Arts	66	-0.115106	0.94793624	103	0.200639	-1.545	0.600>0.05	Not significant
Science	39	0.1947948	1.66669413					

The above **Table 4** shows the emotional intelligences among the secondary school teachers in Senapati District, Manipur in reference to the gender variation. The mean and SD of arts teachers are -0.115106 and 0.94793624 and the mean and SD of science teachers are 0.1947948 and 1.66669413 respectively. The calculation of the t-value between arts and science teachers is -1.545 and 0.600 respective which is greater than the 0.05 significant levels. Therefore, there is no significant difference between the arts and science teachers. So, the hypothesis 3 is rejected.

OBJECTIVE 4: To study whether there is a significance on the level of emotional intelligence among the teachers with respect to their difference of teaching experiences.

Table 5

Table 5 Showing the Mean and SD of Teachers According to their Experiences of Teaching.

Variable	N	Mean	SD
5 years Below	66	0.0791399	1.00881747
10 years Below	17	-0.4145623	0.77300196
20 years Below	22	0.08929239	1.08675717
TOTAL	105	0.000	1.000

Table 5 signifies the emotional intelligence among the secondary school teachers in Senapati District, Manipur with respect to their total teaching experiences. The mean and SD of 5 years Below are 0.0791399 and 1.00881747 respectively. The mean ad SD of 10 years Below teaching experience are -0.4145623 and 0.77300196 respectively lastly the mean and SD of 20 years Below teaching experiences are 0.08929239 and 1.08675717 respectively. The total mean and SD are 0.00 and 1.00 respectively.

Table 6

Table 6 ANOVA Result of Teachers According to their Experiences of Teaching

Variable	Sum of Squares	df	Mean Square	f value	P value	Result
5 years Below	3.486	2	1.743	1.769	0.176>0.05	Not Significant
10 years Below	100.514	102	0.985			
20 years Below	104	104				

The above Table 6 implies the calculation of f values among the 5 years Below, 10 years Below, and 20 years Below teaching experiences is 1.769. The sum of square is 3.486, 100.514, and 104.000 respectively. With the degree of freedom of 2, 102 and, 104 respectively. The Mean Square are 1.743, and 0.985 correspondingly and the product value is 0.176 which is greater than 0.05 significant levels. Hence there is no difference in the emotional intelligence among the secondary school teachers concerning the variation of teaching experiences. Then the hypothesis 4 is rejected.

10. MAIN FINDINGS

Emotional intelligence is important to bring effective teaching learning process. The findings of the study are:-

- 1) The emotional intelligence level of secondary school teachers is average.
- 2) There is no significant difference on the emotional intelligence between the male and female teachers of the secondary schools.
- 3) There is no significant difference between the arts and science teachers.
- 4) There is no difference in the emotional intelligence among the secondary school teachers concerning the variation of teaching experiences.

11. CONCLUSION

Teachers are the future of a society and country at large Bhuvaneswari and Baskaran (2020). Making an exemplary citizen of the nation also depends on the teacher. Emotional intelligence plays a vital role to teachers in the process of teaching and learning. Teachers at the higher secondary schools are the one who deals with the young adolescents. These adolescents are fragile in nature, they are the future of a nation. Therefore, the teachers must have emotional intelligence to understand the "emotions" of the learners. In order to improve the emotional intelligence of the teachers they must also receive appropriate training.

CONFLICT OF INTERESTS

None.

ACKNOWLEDGMENTS

None.

REFERENCES

Abiodullah, M., et al. (2020). Emotional Intelligence as a Predictor of Teacher Engagement in Classroom. *Bulletin of Education and Research*, 42(1), 127-140.

Anwar, R. H., et al. (2013). Exploring the Relationship Between Emotional Quotient (EQ) and Teaching Success of University Teachers. *Journal of Independent Studies and Research – Management, Social Sciences and Economics*, 11(2), 83-98. <https://doi.org/10.31384/jisrmsse/2013.11.2.7>

Bhuvaneswari, G., and Baskaran, D. (2020). A Study on Emotional Intelligence of Higher Secondary School Teachers in Chengalpattu District. *Shanlax*

Borgohain, A. (2021). Role of Ethics and Values in Indian Higher Education. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 18(4), 3096–3101.

Das, B. N. (2003–2004). Principles of Education and Education in the Emerging Indian Society. *Ajanta Prakashan*.

Divya, C., and Mekala, T. (2016). The Impact of Modular Approach – Teaching/Learning Process of Second Language. *International Journal of English and Education*, 5(2), 61–67.

Joshi, P. (2021). Effect of Connectivism-Based Strategies on Critical Thinking Ability, Problem-Solving Ability, and Achievement in Science Among Secondary School Students [Doctoral dissertation, University of Mysore]. *Shodhganga@INFLIBNET*.

Ministry of Education. (1954). Report of the Secondary Education Commission, 1952–53. Government of India Press.

National Council of Educational Research and Training. (1986). National Policy on Education. <https://ncert.nic.in/pdf/nep/npe86.pdf>

National Council of Educational Research and Training. (2022). Voices of Teachers and Teacher Educators, 11(2). Ministry of Human Resource Development, Government of India.

Paite, V. (2014). Emotional Intelligence and Teacher Effectiveness Among High School Teachers in Lunglei District of Mizoram [Doctoral dissertation]. *Shodhganga@INFLIBNET*.

Sarangi, D. (1992). A Study of Four Year Integrated Teacher Education Programme in India [Doctoral dissertation, Maharaja Sayajirao University of Baroda]. *Shodhganga@INFLIBNET*.

Siddique, Ahsaan, et al. (2022). Teachers' Emotional Intelligence and Teaching Effectiveness: A Correlational Study. *Ilkogretim Online – Elementary Education Online*, 19(3), 2411–2417.

Singh, S. (2020). A Study of Parental Involvement, Home Environment, and Study Habits of Senior Secondary School Students in Relation to Their Academic Achievement in Haryana State [Doctoral dissertation, Tantia University]. *Shodhganga@INFLIBNET*. <http://hdl.handle.net/10603/326254>

Suvarna, V. D. (2015). Teacher Effectiveness in Relation to Emotional Intelligence and Personality Type of Secondary School Science Teachers [Doctoral dissertation]. *Shodhganga@INFLIBNET*.