

Emotional Intelligence Among School Teachers: Preliminary Evidence From Surat District In The Context Of Nep 2020

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Abstract:

In the 21st century, education is pivotal in shaping students' futures. The significance of teachers' emotional competencies has become increasingly pronounced, particularly within the framework of the National Education Policy 2020, which emphasises holistic development and socio-emotional learning. This study aims to evaluate the level of emotional intelligence among secondary and higher secondary school teachers in selected schools in Surat District using the Schutte Self-Report Emotional Intelligence Test (SSEIT), which is based on Salovey and Mayer's (1990) original model of emotional intelligence consists of the appraisal of emotion in the self and others, the expression of emotion, the regulation of emotion in the self and others, and the utilization of emotion in solving problems by providing preliminary evidence from 50 teachers. The data was collected through a standardised instrument to measure Emotional Intelligence. The results indicate moderate emotional intelligence among school teachers.

1.0 INTRODUCTION

Teachers play a vital role in shaping students' academic achievement and overall personality development. In the current educational era, teachers are expected not only to impart knowledge but also to provide emotionally supportive learning in classrooms. Therefore, emotional competencies have become extremely important for effective teaching and learning methods. Today's generation Z has a different perspective in every manner, as they are more expert in technology; a teacher has to be updated in this AI world technically, and even though many studies report about students' stress, behavioural challenges and mental health crises, emotionally intelligent teachers can make many miracles in a classroom and make a healthy bond with students. (Desai, 2025)

The National Education Policy (NEP) 2020 focuses on holistic development, social-emotional learning, and competency-based teaching, highlighting the importance of SEL (Socio-Emotional Learning), which includes empathy, self-awareness and interpersonal communication. The policy identifies teachers as key facilitators of learning, highlighting the importance of professionally competent and emotionally balanced teachers, as they have the skills to handle diverse classrooms and situations more empathetically. In this context, Emotional Intelligence has gained considerable importance in the education of our society.

Salovey and Mayer (1990) defined Emotional Intelligence as "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." Later, Daniel Goleman (1995) popularised the concept in education, leadership and workplace psychology, which emphasises that Emotional Intelligence includes self-awareness, self-regulation, motivation, empathy, and social skills.

Although Emotional Intelligence has been widely studied in educational research, limited studies have focused specifically on secondary and higher secondary school teachers in Surat district in the context of NEP 2020. Therefore, the present study attempts to assess the Emotional Intelligence of school teachers as vision proposed under NEP 2020.

2.0 LITERATURE REVIEW

Salovey and Mayer (1990) formally introduced the concept of Emotional Intelligence and defined it as the ability to perceive, understand, manage, and regulate emotions effectively. Later, Daniel Goleman (1995) popularised the concept of Emotional Intelligence and emphasized its importance in personal and professional success. According to Goleman, Emotional Intelligence includes self-awareness, self-regulation, motivation, empathy, and social skills.

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Nicola Schutte et al. (1998) developed the Schutte Self Report Emotional Intelligence Test (SSEIT) to measure Emotional Intelligence. The scale has been widely used in educational and psychological research and has demonstrated satisfactory reliability and validity.

N. Singh and R. Singh (2022) examined emotional intelligence among B.Ed. student-teachers at Manipur University. The study reported that the majority of participants demonstrated an average level of emotional intelligence, while variables such as gender, institutional type, academic stream, and locality failed to show significant differences in emotional intelligence.

The impact of emotional intelligence in a learner-centric environment in the context of NEP 2020. This study highlighted that emotionally intelligent teachers and mentors positively influence students' academic performance, communication, motivation, and learning environment. The findings further emphasised that the emotional intelligence competencies of mentors play a significant role in achieving the objectives of NEP 2020. Rahul and Rajkumar (2023). Preeti and Harish (2025) explored how NEP 2020 can help in the holistic development of prospective teachers. The study pointed out that the policy encourages intellectual, emotional, physical, and spiritual growth through multidisciplinary and value-based teacher education. It also highlighted the importance of socio-emotional learning, reflective practices, and teacher wellbeing in preparing effective future educators.

(Rafaila, 2015) While existing research highlights the impact of Emotional Intelligence (EI) on teacher performance, there remains a need to understand how specific EI domains (self-awareness, self-regulation, self-motivation, empathy, and social skills) influence teacher efficacy within the context of student engagement, instructional strategies, and classroom management. The four domains of emotional intelligence, self-awareness, self-regulation, self-motivation, empathy, and social skills, have a greater impact on teachers' job performance. (Mafuzah Mohamad*, 2016)

Although several studies have examined Emotional Intelligence among teachers, limited research has focused specifically on secondary and higher secondary school teachers in Surat district in relation to the vision of NEP 2020. Therefore, the present study aims to provide preliminary evidence regarding Emotional Intelligence among school secondary & higher secondary school teachers in Surat district.

3.0 OBJECTIVES OF THE STUDY

1. To assess the emotional intelligence of secondary & higher secondary school teachers of Surat district in the context of NEP 2020.
2. To examine the dimensions of emotional intelligence among school teachers.
3. To compare the emotional intelligence of school teachers based on Gender.
4. To analyse emotional intelligence in relation to teachers' teaching experience.

4.0 HYPOTHESIS

H₀₁: There is no significant difference in emotional intelligence among school teachers based on gender.

H₁₁: There is no significant difference in emotional intelligence among school teachers based on gender.

H₀₂: There is no significant relationship between emotional intelligence and teaching experience among school teachers.

H₁₂: There is a significant relationship between emotional intelligence and teaching experience among school teachers.

5.0 RESEARCH METHODOLOGY

Data

This study uses a quantitative approach. The Data were collected using a standardised tool, i.e., a questionnaire was filled out by fifty teachers of Secondary & Higher Schools of Surat District. The Sample was selected using cluster-cum-purposive sampling technique from selected areas of the Surat district.

Tool Used

The Researcher had used a standardised tool, the Schutte Self-Report Emotional Intelligence Test, which is based on Salovey and Mayer's (1990) original model of emotional intelligence. This model proposes that emotional intelligence includes appraisal of emotion in oneself & others, expression of emotion, regulation of emotion in oneself and others, and utilisation of emotion in solving problems. These branches include functions such as verbal and non-verbal appraisal and expression of emotion, and using emotions to motivate as part of the utilisation of emotions. It is a 33-item self-report inventory focusing on typical emotional intelligence. Respondents rate themselves on the items using a five-point scale, 5 being Strongly Agree, and 1 being Strongly Disagree.

The investigator obtained prior permission from the respective authors to use the standardised tools for the present study. The reliability of the instrument was assessed using Cronbach's Alpha. The obtained Cronbach's Alpha coefficient was 0.886, indicating a high level of internal consistency and reliability of the scale.

6.0 DATA ANALYSIS & INTERPRETATION

The study included 50 secondary and higher secondary school teachers from Surat District. Table 1 shows the descriptive statistics of the overall Emotional Intelligence scores obtained by summing all 33 item responses of the Schutte Self-Report Emotional Intelligence Test (SSEIT). The total Emotional Intelligence scores ranged from a minimum of 86 to a maximum of 159. The mean score was found to be 130.26 with a standard deviation of 14.99.

Table 1: Descriptive Statistics of Total EI Scores					
	N	Minimum	Maximum	Mean	Std. Deviation
Total	50	86.00	159.00	130.2600	14.98953

This indicates that the teachers possess a moderate to high level of Emotional Intelligence. The standard deviation suggests some variation in emotional intelligence scores among the teachers, but the scores were reasonably gathered around the mean.

In the context of NEP 2020, these findings suggest that teachers demonstrate emotional competencies that may support holistic development, socio-emotional learning, and effective classroom interaction envisioned in contemporary educational reforms.

Table 2 shows the level of Emotional Intelligence among secondary and higher secondary school teachers of Surat district.

50 teachers, 37 teachers (74%) were found to possess a moderate level of Emotional Intelligence, which constitutes the majority of the respondents. Further, 10 teachers (20%) demonstrated a high level of Emotional Intelligence, whereas only 3 teachers (6%) were found to have a low level of Emotional Intelligence.

Table 2: EI level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low EI	3	6.0	6.0	6.0
	Moderate EI	37	74.0	74.0	80.0
	High EI	10	20.0	20.0	100.0

Total	50	100.0	100.	0
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The findings indicate that mostly school teachers possess an acceptable level of Emotional Intelligence. This suggests that teachers are generally capable of understanding, managing, and regulating emotions effectively in educational settings. The moderate to high level of Emotional Intelligence among teachers may contribute positively toward maintaining healthy interpersonal relationships, managing classroom situations, and supporting the holistic educational goals emphasised in NEP 2020.

Table 3: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Perception	50	2.50	4.80	3.7460	.47818
Managing Own Emotions	50	2.67	5.00	4.0756	.56005
Managing Others Emotion	50	2.25	4.88	3.8850	.52963
Utilisation of Emotion	50	2.17	5.00	4.1733	.67676

Table 3 represents the descriptive statistics of the four dimensions of Emotional Intelligence among secondary and higher secondary school teachers of Surat district.

Among the four dimensions, Utilisation of Emotion obtained the highest mean score ($M = 4.17$, $SD = 0.68$), indicating that teachers were more capable of using emotions effectively in problem-solving, decision-making, and classroom situations. This was followed by Managing Own Emotions ($M = 4.08$, $SD = 0.56$), which suggests that teachers were able to regulate and control their own emotions effectively.

Further, Managing Others' Emotions recorded a mean score of 3.89 ($SD = 0.53$), reflecting teachers' ability to understand and manage the emotions of others in interpersonal situations. Comparatively, Perception of Emotion showed the lowest mean score ($M = 3.75$, $SD = 0.48$). However, the score still indicates a satisfactory level of emotional perception among teachers.

The standard deviation values reveal moderate consistency in responses across all four dimensions. Overall, the findings indicate that the teachers possess a satisfactory to high level of Emotional Intelligence across different emotional dimensions.

Table 4 : Ranks

	Gender	N	Mean Rank	Sum of Ranks
Total	Male	10	21.95	219.50
	Female	40	26.39	1055.50
	Total	50		

Table 4.1 Test Statistics

	Total
Mann-Whitney U	164.500
Wilcoxon W	219.500
Z	-.862
Asymp. Sig. (2-tailed)	.389
Exact Sig. [2*(1-tailed Sig.)]	.395^b

To compare Emotional Intelligence among school teachers based on gender, the Mann–Whitney U Test was employed, as the data were non-parametric in nature.

The results of the analysis revealed that the obtained Mann–Whitney U value was 164.50. The mean rank score of the male group was 21.95, whereas the female group obtained a mean rank score of 26.39. The obtained significance value was found to be 0.389.

Since the p-value was greater than 0.05, the difference in Emotional Intelligence between male and female school teachers of secondary & higher secondary was found to be statistically non-significant. Therefore, the null hypothesis stating that there is no significant difference in Emotional Intelligence among school teachers based on gender was accepted.

Since the data were non-parametric, a Kruskal–Wallis test was conducted to examine differences in emotional intelligence based on teaching experience among school teachers. The results revealed no statistically significant difference in emotional intelligence across the different experience groups, $H(3) = 5.126$, $p = .163$. Although teachers with 11–15 years (Mean Rank = 30.19) and 16 years and above experience (Mean Rank = 29.40) obtained relatively higher mean ranks compared to teachers with lower experience levels, the observed differences were not statistically significant.

Table 5 : Test Statistics

	Total
Kruskal-Wallis H	5.126
Df	3
Asymp. Sig.	.163

a. Kruskal Wallis Test

b. Grouping Variable: EX

Table 5.1 Ranks

	EXP	N	Mean Rank
Total	0-5	8	20.13
	6-10	14	20.32
	11-15	8	30.19
	16 and above	20	29.40
	Total	50	

To analyse Emotional Intelligence with respect to teachers' teaching experience, the Kruskal–Wallis Test was employed, as the data were non-parametric in nature.

The results revealed that the obtained Kruskal–Wallis H value was 5.126 with 3 degrees of freedom. The obtained significance value was found to be 0.163.

Since the p-value was greater than 0.05, the difference in Emotional Intelligence among teachers belonging to different teaching experience groups was found to be statistically non-significant. Therefore, the null hypothesis stating that there is no significant difference in Emotional Intelligence with respect to teachers' teaching experience was accepted.

The findings indicate that teachers' teaching experience does not significantly influence their level of Emotional Intelligence.

7.0 RESULTS & DISCUSSION

The present study was conducted to assess the Emotional Intelligence of secondary and higher secondary school teachers of Surat district in the context of NEP 2020. The collected data were analysed using descriptive and non-parametric statistical techniques through IBM SPSS Statistics.

The findings revealed that the majority of the teachers possessed a moderate level of Emotional Intelligence. Out of 50 respondents, 74% of teachers were found to have moderate Emotional Intelligence, while 20% demonstrated high Emotional Intelligence. Only 6% of the respondents were found to possess low Emotional Intelligence. These findings indicate that most teachers possess satisfactory emotional competencies required for effective teaching-learning processes.

Dimension-wise analysis of Emotional Intelligence revealed variations across the four dimensions. Among the dimensions, Utilization of Emotion obtained the highest mean score ($M = 4.17$, $SD = 0.68$), indicating that teachers were comparatively more capable of using emotions effectively in problem-solving, decision-making, and classroom situations. Managing Own Emotions also recorded a comparatively high mean score ($M = 4.08$, $SD = 0.56$), reflecting teachers' ability to regulate and control their emotions effectively.

Further, Managing Others' Emotions obtained a mean score of 3.89 ($SD = 0.53$), indicating satisfactory interpersonal emotional competencies among teachers. Perception of Emotion recorded the comparatively lowest mean score ($M = 3.75$, $SD = 0.48$). However, the score still reflected an adequate level of emotional perception among respondents. Overall, the findings suggest that teachers possess satisfactory Emotional Intelligence across all four dimensions.

To compare Emotional Intelligence based on gender, the Mann–Whitney U Test was employed. The obtained Mann–Whitney U value was 164.50 with a significance value of 0.389. Since the p-value was greater than 0.05, the difference in Emotional Intelligence between male and female teachers was found to be statistically non-significant. This indicates that both male and female teachers possess similar levels of Emotional Intelligence.

Further, the Kruskal–Wallis Test was used to analyze Emotional Intelligence with respect to teaching experience. The obtained Kruskal–Wallis H value was 5.126 with a significance value of 0.163. Since the p-value exceeded 0.05, no statistically significant difference was found in Emotional Intelligence among teachers belonging to different teaching experience groups. This finding suggests that teaching experience does not significantly influence teachers' Emotional Intelligence.

The findings of the study highlight the importance of Emotional Intelligence among teachers in maintaining emotionally supportive classrooms, positive interpersonal relationships, and effective educational practices. In the context of NEP 2020, emotionally intelligent teachers can contribute significantly toward holistic education, inclusive learning environments, and students' socio-emotional development.

8.0 CONCLUSION

The present study concludes that preliminary evidence from secondary and higher secondary school teachers in Surat district has a satisfactory level of Emotional Intelligence. The findings revealed that the majority of teachers demonstrated moderate to high Emotional Intelligence, indicating their ability to understand, manage, and utilise emotions effectively in educational settings.

The dimension-wise analysis showed that teachers scored comparatively higher in the utilization and management of emotions, reflecting their emotional competence in handling classroom situations and interpersonal relationships. The study further revealed that there was no significant change in Emotional Intelligence on the basis of gender and teaching experience in the Surat district.

The findings highlight the importance of Emotional Intelligence among teachers in promoting positive classroom environments, effective communication, emotional well-being, and holistic student development. In the context of NEP 2020, emotionally intelligent teachers can play a significant role in fostering inclusive, learner-centred, and emotionally supportive educational practices.

Therefore, the study emphasises the need to strengthen Emotional Intelligence among teachers through teacher education programs, workshops, seminars and professional development initiatives to achieve the broader educational goals envisioned in NEP 2020.

9.0 LIMITATION

The study was limited to secondary and higher secondary school teachers of Surat district only; therefore, the findings cannot be generalised to all teachers.

The sample size of the study was limited, which may affect the broader applicability of the findings.

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