

Assessment of Emotional Intelligence of Primary School Teachers in West Bengal

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Abstract

This study is to assess the emotional intelligence (EI) levels of the primary school teachers in West Bengal through quantitative approach using the standardized questionnaire tool. The learner at primary level being emotional in nature, emotional intelligence plays an important role in class room teaching-learning process for the primary school teachers. In this study, after re-standardisation on locale samples, Teachers' Emotional Intelligence Inventory (TEII) by Dr. (Mrs.) Shubra Mangal (2004) is used to collect data from 500 primary school teachers, as a sample from the selected districts of West Bengal, India; using stratified random sampling technique. Both descriptive and inferential statistics are used to examine the EI due to gender, location, training and teaching experience variations. Results indicated that most of the teachers possess high degree of emotional intelligence and significant difference exists due to gender, location, training and teaching experience variations. This research suggests the need for EI training and development programs for primary school teachers in West Bengal, India, aimed at fostering a more supportive educational environment.

Keywords: *Emotional Intelligence, TEII, Professional development, academic improvement.*

1. Introduction

1.0 Background of the study

Emotional Intelligence plays an important role in shaping how human beings manage social complexities, make selections, and modify conduct. In recent years EI has been broadly studied as a determinant of private and professional success of a person.

1.1 Importance of E.I. in Education

In educational contexts, emotional intelligence is particularly important for the teachers. In teaching profession, EI is increasingly being considered as plus in teacher's qualifications and basis for making rapport with young learners. Teachers with high level of EI are more capable of managing classroom dynamics, setting up positive relationships with

students and teachers, maintaining a peaceful environment conducive to teaching. EI also contributes to teachers' potential to handle pressure, resolve conflicts, and make empathetic and knowledgeable selections that enhance learner's academic improvement.

1.2 Relevance to Primary School Teachers

Primary school teachers play a foundational position in children's cognitive, emotional, and social improvement. Their emotional responses, class-room management strategies, and interpersonal interactions can substantially impact younger learners (Skura et al., 2021). As such, it is important to assess how properly-equipped they are in terms of emotional intelligence, in particular while the society is going through growing academic expectations, diverse class room behaviours, and parental involvement.

1.3 Context in West Bengal

Despite the identified significance of EI in teaching, empirical studies analyzing the emotional intelligence of primary school teachers in India specifically in West Bengal are limited (Sanchez et al., 2021). West Bengal's academic portfolio is characterized by various socio-economic and cultural contexts, making it an essential region for studying emotional intelligence levels among primary school teachers.

1.4 Purpose of the study

This study aims to bridge the existing research gap by conducting an assessment of the emotional intelligence levels of the primary school teachers in West Bengal by employing a standardized questionnaire to the fields of educational psychology and teacher's professional development.

1.5 Statement of the Problem

The present study has been entitled as "Assessment of emotional intelligence of primary school teachers in West Bengal"

1.6 Objectives

The objectives of the study are

O₁: To find out the level of emotional intelligence of primary school teachers in west Bengal.

O₂: To find out the mean difference in emotional intelligence of primary school teachers due to gender variation.

O₃: To find out the mean difference in emotional intelligence of primary school teachers due to location variation.

O₄: To find out the mean difference in emotional intelligence of primary school teachers due to training variation.

O₅: To find out the mean difference in emotional intelligence of primary school teachers due to teaching experience variation.

1.7 Hypotheses

Based on the objectives the following null hypothesis has been framed

H₀₁: The emotional intelligence scores of the primary school teachers in west Bengal are not normally distributed.

H₀₂: There is no significant difference in levels of emotional intelligence of primary school teachers due to gender variation.

H₀₃: There is no significant difference in levels of emotional intelligence of primary school teachers due to location variation.

H₀₄: There is no significant difference in levels of emotional intelligence of primary school teachers due to training variation.

H₀₅: There is no significant difference in levels of emotional intelligence of primary school teachers due to teaching experience variation.

2.0 Literature Review

A number of studies highlighted the significance of emotional intelligence in teaching learning process and its impact on teachers' professional development and student's learning outcomes.

Tuli Bhattacharjee in 2023 explored the relationship between emotional intelligence, job performance, and teaching accuracy among pre-primary school teachers in Kolkata. The study highlighted the importance of emotional intelligence in teaching practices.

Binay Krishna Halder (2023) conducted a study on the emotional intelligence of head teachers in government and private primary schools. The study found that female head teachers have higher emotional intelligence than male head teachers. Antara dey in (2023) explored the relationship between emotional intelligence, social intelligence, teaching style, and professional commitment among secondary school teachers. The findings of the study highlighted the importance of emotional intelligence and social intelligence in teaching learning process.

Shen (2022) found that teachers' emotional intelligence significantly affects their instructional design and teaching techniques. The study conducted by Dipankar Chakraborty and Subrata saha (2022) found a significant positive correlation between emotional intelligence and job involvement among heads of higher secondary schools. The study revealed that emotional intelligence can predict 52.5% variance in job involvement. Fernandez et. al. (2022) discussed the interplay between emotional intelligence and academic motivation among primary school students, emphasizing the growing recognition of emotions as a key factor in educational achievement. The findings exhibit high correlation between emotional intelligence and motivation. Coskun et. al. (2021) examined the relationship between emotional intelligence and value adoption among primary school children. They conclude that teaching values through formal curriculum does not appreciably decorate emotional intelligence in younger learners. The study challenges assumptions within instructional practices and encourages a more incorporated technique to fostering socio-emotional development. A study by Kamboj et al. (2021) discussed how the intrinsic personal qualities, emotional intelligence and the resilient personality trait significantly influence the rate of psychological well-being of school teachers. They observed that emotional intelligence contributes to mental properly-being, with girl teachers showing higher ranges of emotional intelligence and resilience compared to their male counterparts.

Research conducted by Mérida et al. (2021) explores the interconnectedness between aggression, pressure, and emotional responses. The study highlights the importance of emotional regulation and mental resilience among educators when navigating tough interactions inside school environments. Gómez et al. (2021) highlighted how emotional intelligence—especially self-awareness, self-management, and empathy—are frequently associated with a success leadership practices in educational contexts. The findings showed that teachers who possess excessive emotional intelligence are better geared up to foster trusting relationships, which in turn beautify instructor satisfaction, engagement, and typical school performance. Skura et al. (2021) discussed the critical role of emotional intelligence and social competences in shaping teachers' experiences and effectiveness for teaching students with special educational needs. The study highlights the evolving demands of inclusive education, fostering emotional resilience and flexibility amongst teachers is critical for creating supportive environments.

Fu et al. (2021) found that teachers' emotional intelligence affects their work engagement and teaching creativity. Shanthini Kumar and Nishad Nawaz (2020) conducted a comparative study to assess emotional intelligence among primary school teachers. They found that primary school teachers have average emotional intelligence levels.

Study by Sharma (2019) emphasized that higher emotional and spiritual intelligence significantly enhance social and occupational adjustment, enabling teachers and working women to better adapt to their professional environments and interpersonal relationships.

Lavy and Eshet (2018) discovered that teachers' emotional intelligence influences their teaching effectiveness, burnout, and job satisfaction. Mehrotra (2017) further highlighted that emotional intelligence is an essential component of professional growth among NET-qualified teachers, fostering personal accountability and effective teaching practices. In the same vein, Ponmozhi and Ezhilbharathy (2017) reported that emotional intelligence levels among teachers were generally high, with gender emerging as a significant determinant.

Kar.et.al (2016) demonstrated that emotional intelligence strongly correlates with adjustment abilities among higher secondary students, suggesting its predictive role in life satisfaction and social adaptation. Charan kumar (2015) investigated the emotional intelligence of primary school teachers in the Warangal district. The study revealed that teachers' emotional intelligence is an essential aspect of their professional development.

Maheshwari and Balamulu (2015) conducted a study on the emotional intelligence of primary school teachers in the Warangal district. The study highlighted the importance of emotional intelligence for teachers' well-being and effectiveness.

2.1. Finding the research gap

Based on the conceptual and research based evidences related to this field, it is clear that the teachers themselves and also the educational administrators should have a clear understanding of the degree of possession of emotional intelligence. No such attempt has been made earlier to find out the level of emotional intelligence in educational field in west-Bengal with regard to primary school teachers. In this context, the investigator has conducted his study on "Assessment of emotional intelligence of primary school teachers in west Bengal"

2.2 Rationale of the study

Teachers play a predominant role in the educational frame work of the society. Students of primary level are emotional in nature. To meet the growing needs of the society, the teachers at primary level should not only be academically vibrant, but also be emotionally intelligent. It is essential that the primary school teachers should be versatile in intra-personal and inter -personal relations. They should have awareness of self and others and also be professionally oriented to make the learning environment more joyful and conducive.

3. Methodology

3.0 Research Design

This study employed cross-sectional survey design to assess the emotional intelligence levels of the primary school teachers in the state of West Bengal.

3.1 Samples and Sampling technique

The population of this study are primary school teachers working in schools under West Bengal Government. From this population, 500 primary school teachers were selected from Birbhum and Murshidabad districts of west Bengal, India, as a sample. Stratified random sampling technique is used.

3.2 Tool used

The tool used in the study is Teachers' Emotional Intelligence Inventory - (TEII) by Dr. (Mrs.) Shubra Mangal (2004). The scale consisted of total 180 items (both positive and negative) and rated on a five-point Likert scale having four dimensions. The scale is re-standardised on 298 locale sample with test-retest method. The reliability of the Re-standardised Scale is assessed with the use of the Cron-bach Alpha method, which yielded a score of 0.76. The table below shows the dimension wise no. of items.

Table 3.2.1: Dimension wise no. of items of TEII

Dimensions of the scale	Awareness of Self and Others	Professional Orientation	Intra-personal Management	Inter-personal Management
No. of items	61	41	23	55

3.3 Data Collection Procedure

Questionnaire technique of data collection was employed. Hard copies of the questionnaire had been distributed individually and collected. Prior to participation, all respondents were explained about the purpose of the test and their consent was taken. Anonymity of the respondent and the confidentiality of the data were ensured.

3.4 Statistical techniques

On completion of data collection, the responses were coded according to the norms of the Statistical Package for the Social Sciences (SPSS), version 26, for analysis. Both descriptive and inferential statistics have been used for interpretation of the data.

4. Results

4.0. Introduction

It employs descriptive and inferential statistics to derive meaningful insights from collected data.

4.1. Analysis and Interpretation

H_{01} : The emotional intelligence scores of the primary school teachers in west Bengal are not normally distributed.

Table 4.1.1: Normality test results:

Variables	N	Mean	S.D.	Skewness	Kurtosis	Shapiro- Wilk Test	Result
Emotional Intelligence	500	240.48	4.487	-.228	-.107	0.234	Normal

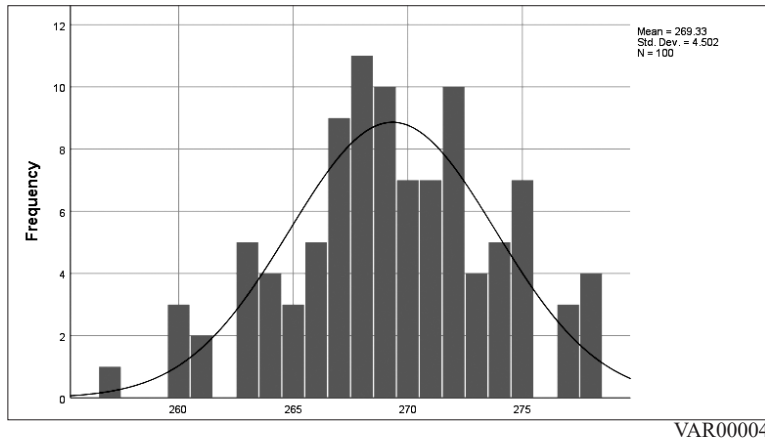


Figure 4.1.1: Showing the Normal Plot of Emotional Intelligence

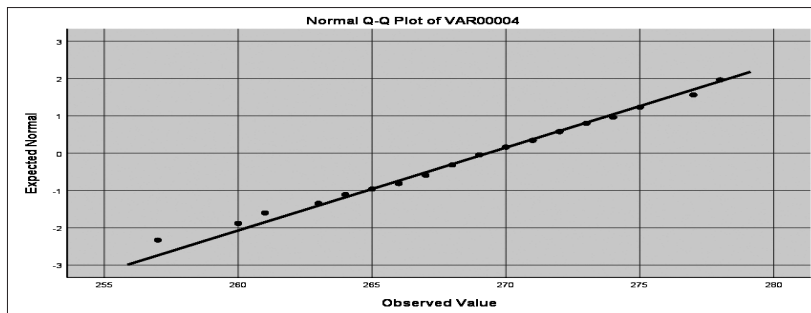


Figure 4.1.2: Showing the Q-Q plot of emotional intelligence

The Shapiro-Wilk test for Emotional Intelligence yielded a p-value of 0.234, which is significant at level of 0.05, suggested no significant deviation from normality in the distribution of emotional intelligence scores. The kurtosis value of -0.107 is close to zero, suggesting that the distribution is nearly normal, with no significant peak or flatness. Q-Q plot largely follow the 45-degree line suggested that the data is close to a normal distribution. Therefore, the data for Emotional Intelligence may be considered following a normal distribution. Thus, the data is suitable for further parametric statistical analyses. The normal mean score of emotional intelligence across all individuals became 240.48 with a general deviation of 4.487. This shows most of the teachers possess a high degree of emotional intelligence. Therefore, the null hypothesis is rejected.

H_{02} : There is no significant mean difference in the levels emotional intelligence of primary school teachers due to gender variation.

Table 4.1.2 Descriptive statistics of emotional intelligence in respect of gender

Variables	Gender	Mean	Grand Mean	S.D.	Std. Error	Lower Bound	Upper Bound
Emotional Intelligence	Male	282.194	376.935	10.107	5.153	272.077	292.310
	Female	471.676		15.750	5.065	461.731	481.621

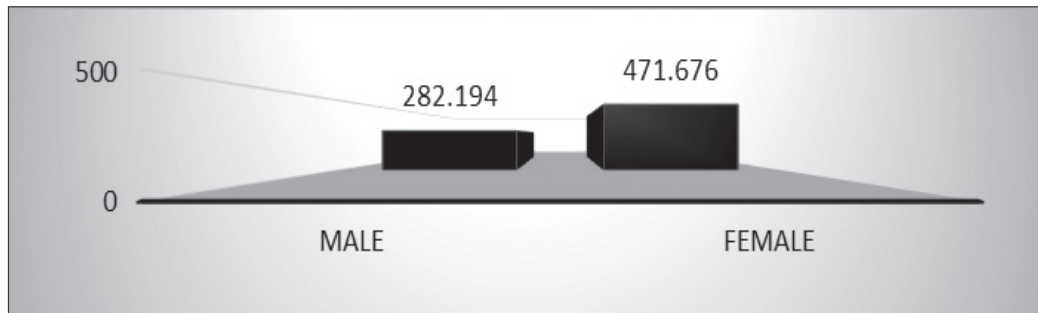


Figure 4.1.3: The graphical representation of emotional intelligence in respect to gender

The descriptive statistics of emotional intelligence among primary school teachers reveal a significant difference due in respect to genders. Male teachers had a mean emotional intelligence score of 282.194 with a standard deviation of 10.107, while female teachers scored substantially higher, with a mean of 471.676 and a standard deviation of 15.750. The standard errors for both groups are relatively low (5.153 for males and 5.065 for females), indicating that the sample means are reliable estimates of the population means, suggesting that female teachers exhibit significantly higher emotional intelligence than their male counterparts.

Table 4.1.3: The independent sample t test of emotional intelligence in respect of gender

Emotional Intelligence	Equality of Variances according to Levene Test			test for Identical of Average			
	Identical Variances Assumed	F-Value	Sig. Value	t-Value	df	Remark	Average Difference
		103.679	.000	-21.98	498	.000	-189.482

The independent sample t-test examining emotional intelligence among primary school teachers in relation to gender indicates a significant difference between male and female teachers. The Levene's test for equality of variances yielded an F-value of 103.679 with a significance value of .000, suggesting that the assumption of equal variances is violated. The t-test results, assuming unequal variances, show a t-value of -21.98 with 498 degrees of freedom and a significance level of .000, indicating a highly significant difference in emotional intelligence scores between genders. The average difference of -189.482 confirms that female teachers scored substantially higher than male teachers, demonstrating a pronounced gender-based variation in emotional intelligence within the sample. So, the null hypothesis is rejected.

H_{03} : There is no significant mean difference in the levels of emotional intelligence of primary school teachers due to location variation.

Table 4.1.4: The descriptive statistics of emotional intelligence in respect of locale

Variables	Locale	Mean	Grand Mean	S.D.	Std. Error	Lower Bound	Upper Bound
Emotional Intelligence	Urban	413.093	386.639	15.8	8.427	396.548	429.638
	Rural	360.186		16.7	6.189	348.035	372.336

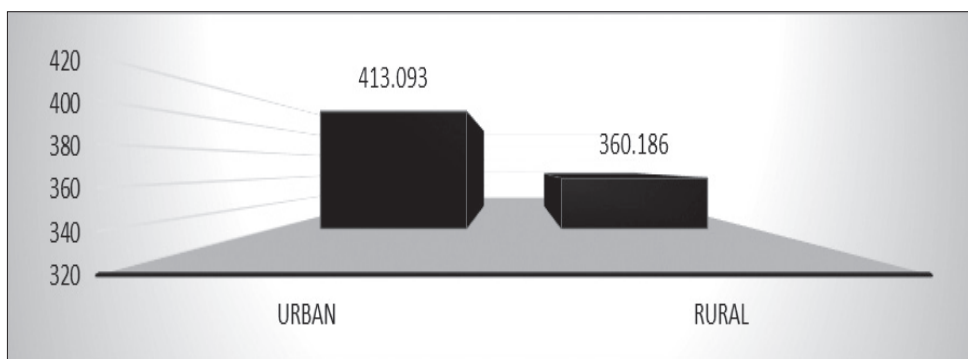


Figure 4.1.4: The graphical representation of emotional intelligence in respect of locale

The descriptive statistics of emotional intelligence among primary school teachers based on locale indicate that urban teachers scored higher than rural teachers. Urban teachers had a mean score of 413.093 with a standard deviation of 15.8, while rural teachers had a mean of 360.186 with a standard deviation of 16.7. The standard errors were 8.427 for urban teachers and 6.189 for rural teachers, suggesting reliable estimates of the population means, highlighting a clear difference in emotional intelligence, with urban teachers demonstrating higher levels than their rural counterparts.

Table 4.1.5: The independent sample t test of emotional intelligence of primary school teachers in respect of locale

Emotional Intelligence	Equality of Variances according to Levene Test			t test for Identical of Average			
	Identical Variances Assumed	F-Value	Sig. Value	t-Value	df	Remark	Average Difference
		3.117	.078	95.2	498	.000	52.908

The independent sample t-test for emotional intelligence among primary school teachers in respect of locale shows a statistically significant difference between urban and rural teachers. The Levene's test for equality of variances yielded an F-value of 3.117 with a significance of .078, indicating that the assumption of equal variances is reasonably met. The t-test results reveal a t-value of 95.2 with 498 degrees of freedom and a significance level of .000, confirming a highly significant difference in emotional intelligence. The average difference of 52.908 indicates that urban teachers scored substantially higher than rural teachers, demonstrating that locale has a pronounced effect on emotional intelligence within this sample and the null hypothesis is rejected.

H_{04} : There is no significant mean difference in the levels emotional intelligence of primary school teachers due to training variation.

Table 4.1.6: The descriptive statistics of emotional intelligence in respect of training variations

Variables	Training	Mean	Grand Mean	S.D.	Std. Error	Lower Bound	Upper Bound
Emotional Intelligence	Trained	250.958	226.663	10.86	5.654	239.857	262.059
	Untrained	202.368		7.99	10.785	181.194	223.542

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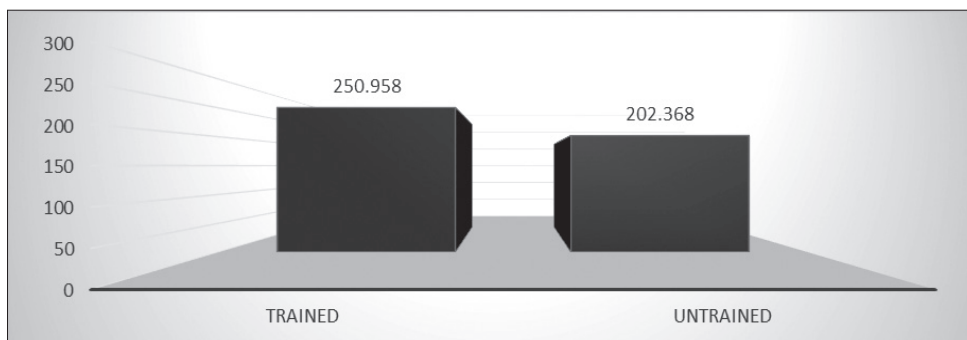


Figure 4.1.5: The graphical representation emotional intelligence of primary school teachers in respect of training variations

The descriptive statistics of emotional intelligence among primary school teachers based on training variations indicate that trained teachers scored higher than untrained teachers. Trained teachers had a mean score of 250.958 with a standard deviation of 10.86, while untrained teachers had a mean of 202.368 with a standard deviation of 7.99. The standard errors were 5.654 for trained teachers and 10.785 for untrained teachers, reflecting reasonably reliable estimates of the population means, suggesting that training has a substantial positive effect on the emotional intelligence of primary school teachers.

Table 4.1.7: The independent sample t test of emotional intelligence of primary school teachers in respect of training variations

Emotional Intelligence	Equality of Variances according to Levene Test			t test for Identical of Average			
	Identical Variances Assumed	F-Value	Sig. Value	t-Value	df	Sig Value	Average Difference
		15.923	.000	3.99	498	.000	48.590

The independent sample t-test for emotional intelligence of primary school teachers with respect to training variations indicates a statistically significant difference between trained and untrained teachers. The Levene's test for equality of variances yielded an F-value of 15.923 with a significance of .000, indicating that the assumption of equal variances is reasonably met. The t-test results show a t-value of 3.99 with 498 degrees of freedom and a significance level of .000, confirming a highly significant difference. The average difference of 48.590 demonstrates that trained teachers scored substantially higher in emotional intelligence than untrained teachers, highlighting the positive impact of training on this attribute. Therefore, the null hypothesis is rejected.

H_{05} : There is no significant mean difference in the levels of emotional intelligence of primary school teachers due to teaching experience variation.

Table 4.1.8: The descriptive statistics of emotional intelligence of primary school teachers in respect of teaching experience variations

Variables	Experience	N	Mean	Grand Mean	S.D.	Std. Error	Lower Bound	Upper Bound
Emotional Intelligence	0-10 Years	197	173.70	240.48	63.881	3.434	166.94	180.45
	10-20 Years	162	253.04		139.08	11.890	229.56	276.52
	Above 20 Years	141	347.46		151.341	9.909	327.91	367.00

The descriptive results show clear differences in emotional intelligence across experience groups among primary school teachers. Those with 0–10 years of experience reported the lowest average score ($M = 173.70$, $SD = 63.881$) displayed moderate and consistent level emotional intelligence. Teachers with 10–20 years of experience ($M = 253.04$, $SD = 139.08$), indicating comparatively stronger emotional intelligence level. Teachers with more than 20 years of experience possess high degree of emotional intelligence with mean score 347.46 and SD value 151.341

Table 4.1.9 The ANOVA results of emotional intelligence of primary school teachers in respect of variations in teaching experience

Variables	Groups	Sum of Square	df	Mean Square	F Value	Sig. Value
Emotional Intelligence	Between Groups	3823192.232	2	1911596.116	151.006	.000
	Within Groups	8886651.797	498	12659.048		
	Total	12709844.028	500			

The resulting F value of 151.006 is highly significant ($p = .000$), indicating that experience has a strong and statistically meaningful impact on teachers' emotional intelligence, confirming that differences observed in the descriptive analysis are not due to chance and the null hypothesis is rejected.

5. Discussion

5.0. Introduction

This section synthesizes research findings, highlights educational implications, and validates methodology.

5.1. Summary of the major findings

The study shows that most of the teachers possess a high degree of emotional intelligence.

The results reveal significant differences in emotional intelligence between male and female teachers. The analysis of locale indicates significant distinctions between teachers employed in rural and urban schools. The findings on training variations reveal that teachers with professional training demonstrate higher levels of emotional intelligence. Variation in teaching experience emerges degree of possession of emotional intelligence level is highest with the most experienced group of teachers.

5.2. The educational implications of the study

The study implies integrating emotional intelligence (EI) training into teacher education programme, offer workshops using role-plays, and case studies to develop self-awareness, empathy, intra-personal and inter -personal skills.

5.3. Conclusion

The study conducted among primary school teachers in the state of west- Bengal, India, reveals that the influence of demographic factors such as gender, location, training and teaching experience underscoring the contextual nature of the emotional intelligence. The study advocates for professional development and supportive environments, offering valuable implications for policymakers, administrators, and future research.

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