

Influence of Emotional Intelligence of Secondary School Teachers on their Attitude towards the Teaching Profession

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ABSTRACT

Emotional intelligence has emerged as an important psychological construct that influences individuals' personal, social and professional effectiveness. In the teaching profession, emotional competencies such as self-awareness, empathy, emotional regulation and interpersonal skills play a vital part in managing classroom situations, maintaining positive relationships and fostering a supportive learning environment. The present study aimed to investigate the influence of emotional intelligence on the attitude of secondary school teachers toward the teaching profession. The study adopted a descriptive survey method. The population comprised secondary school teachers working in government, private aided and private unaided schools in Bangalore Urban and Rural districts. A sample of 132 teachers (66 male and 66 female) was selected using stratified random sampling. Standardized tools, namely the Attitude towards Teaching Profession Scale developed by Dr. Umme Kulsum and the Emotional Intelligence Scale developed by Hyde, Dethe and Dhar, were used for data collection. Statistical techniques such as mean, standard deviation, independent samples 't' test and Pearson's coefficient of correlation were employed for analysis. The findings revealed that gender and type of school management did not significantly influence teachers' attitudes toward the teaching profession. However, significant differences were observed among teachers with different levels of emotional intelligence. A significant positive correlation ($r = 0.500$, $p < 0.01$) was found between emotional intelligence and attitude towards teaching, indicating that teachers with higher emotional intelligence tend to possess more favorable professional attitudes. The study highlights the importance of developing emotional intelligence among teachers to enhance professional commitment, effectiveness and educational outcomes.

Keywords: Emotional Intelligence, Attitude towards Teaching Profession, Secondary School Teachers

1. Introduction

Teaching is widely recognized as a profession that demands not only intellectual competence but also emotional maturity and interpersonal sensitivity. Teachers constantly interact with students, parents, colleagues and administrators and these interactions require effective emotional regulation, empathy, motivation and social skills. In recent years, the concept of Emotional Intelligence (EI) has gained prominence as a crucial psychological construct influencing personal and professional success. Emotional intelligence refers to the ability to perceive, understand, manage and utilize emotions effectively in oneself and others (Goleman, 1995). Teachers possessing high emotional intelligence are better able to handle classroom stress, maintain positive relationships and create supportive learning environments.

Goleman (1995) emphasized that success in life depends more on emotional competencies such as empathy, self-control and communication skills than solely on cognitive intelligence. Individuals with high emotional intelligence tend to show greater resilience, persistence and professional satisfaction. In the context of education, emotionally intelligent teachers are more likely to demonstrate commitment, enthusiasm and a constructive attitude towards their profession. Hence, emotional intelligence may play a significant role in changing teachers' attitudes toward teaching, which in turn influences the quality of education delivered.

2. Review of Related Literature

Research on teachers' attitudes indicates generally favorable perceptions of the teaching profession. Napier (2012) investigated the relationship between knowledge and attitude towards educational research and found no significant relationship between increased knowledge and improved attitude. Trivedi (2012) reported that teachers at different educational levels showed positive attitudes toward teaching, with secondary teachers demonstrating stable and reliable attitudes. Similarly, Ghanti and Jagadesh (2009) observed that gender and type of school management did not significantly influence teachers' attitudes toward the profession. Ambasana (2011) also found that university teachers generally possessed a high professional attitude, with experience positively influencing professionalism.

Studies related to emotional intelligence highlight its importance in professional success and psychological well-being. Iqbal and Abbasi (2013) identified a significant negative relationship between emotional intelligence and job burnout among university professors, suggesting that emotionally intelligent individuals experience less occupational stress. Esmaili and Jamkhaneh (2013) reported a positive association between emotional intelligence and mental health among college students. Paul, Mondal and Bandyopadhyay (2012) found that factors such as age, experience, training and personality significantly influenced teachers' emotional intelligence levels. Shukla (2011) examined gender differences in emotional intelligence and emphasized its relevance in educational settings. Furthermore, Mary and Samuel (2010) revealed a significant positive relationship between emotional intelligence and attitude towards teaching among student-teachers, indicating that higher emotional intelligence is associated with more favorable professional attitudes.

Although these studies demonstrate the importance of both emotional intelligence and professional attitudes, few investigations have specifically explored their combined effect among secondary school teachers. This highlights the necessity for focused research in this area.

3. Rationale of the Study

The attitude of teachers toward the teaching profession significantly affects instructional effectiveness, classroom climate, student achievement and overall school functioning. Teachers with positive professional attitudes tend to show dedication, creativity and job satisfaction, whereas negative attitudes may lead to burnout, stress and reduced performance. Emotional intelligence has been found to help individuals cope with occupational stress and prevent job burnout (Iqbal & Abbasi, 2013). Therefore, understanding the relationship between emotional intelligence and teachers' attitudes is essential for enhancing teacher effectiveness and educational outcomes.

Secondary school teachers, in particular, face numerous academic and emotional challenges due to adolescent students' developmental needs and increasing curricular demands. Emotional competencies may help teachers manage these challenges more effectively. Although several studies have examined teachers' attitudes and emotional intelligence separately, limited research has explored how emotional intelligence directly influences teachers' professional attitudes. Hence, the present study seeks to fill this gap by

investigating the influence of emotional intelligence on secondary school teachers' attitudes toward the teaching profession and examining the role of demographic variables such as gender and school management.

4. Statement of the Problem

From the review of literature, it is evident that emotional intelligence contributes significantly to personal adjustment, professional competence and occupational satisfaction, while a positive attitude towards teaching enhances instructional effectiveness and commitment to the profession. However, limited empirical studies have examined how emotional intelligence influences the attitudes of secondary school teachers specifically. Considering the growing emotional demands placed on teachers and the need for quality education, it becomes essential to study whether emotionally intelligent teachers develop more favorable professional attitudes. Therefore, the present investigation is undertaken to examine the influence of emotional intelligence of secondary school teachers on their attitude towards the teaching profession and to determine the relationship between these two variables across selected demographic factors. The topic entitled **“Influence of Emotional Intelligence of Secondary School Teachers on their Attitude towards the Teaching Profession.”**

5. Objectives

The present study was undertaken with the following objectives:

1. To assess the level of attitude towards the teaching profession among secondary school teachers.
2. To study the level of emotional intelligence among secondary school teachers.
3. To compare the attitude towards the teaching profession between male and female secondary school teachers.
4. To compare the attitude towards the teaching profession among secondary school teachers working in government, private aided and private unaided schools.
5. To compare the attitude towards the teaching profession among teachers with different levels of emotional intelligence (low, moderate and high).
6. To find out the relationship between emotional intelligence and attitude towards the teaching profession of secondary school teachers.

6. Hypotheses of the Study

Based on the objectives, the following null hypotheses were formulated:

1. There is no significant difference in the attitude towards the teaching profession between male and female secondary school teachers.
2. There is no significant difference in the attitude towards the teaching profession between teachers working in government and private aided secondary schools.
3. There is no significant difference in the attitude towards the teaching profession between teachers working in private aided and private unaided secondary schools.

4. There is no significant difference in the attitude towards the teaching profession between teachers working in government and private unaided secondary schools.
5. There is no significant difference in the attitude towards the teaching profession between teachers with low and moderate levels of emotional intelligence.
6. There is no significant difference in the attitude towards the teaching profession between teachers with moderate and high levels of emotional intelligence.
7. There is no significant difference in the attitude towards the teaching profession between teachers with low and high levels of emotional intelligence.
8. There is no significant relationship between emotional intelligence and attitude towards the teaching profession of secondary school teachers.

7. Methodology

The present study adopted a descriptive survey method to examine the influence of emotional intelligence on the attitude of secondary school teachers towards the teaching profession. The population of the study comprised all secondary school teachers working in government, private aided and private unaided schools in the Bangalore Urban and Rural districts. From this population, a sample of 132 teachers was selected using the stratified random sampling technique to ensure proper representation of different types of school management and gender. The sample consisted of 66 male and 66 female teachers drawn from 14 secondary schools across the districts.

Standardized tools were used for data collection. Teachers' attitudes toward the teaching profession were measured using the Attitude towards Teaching Profession Scale developed by Dr. Umme Kulsum. Emotional intelligence was assessed using the Emotional Intelligence Scale (EIS) developed by Anukool Hyde, Sanjyot Dethle and Upinder Dhar. The scales were administered personally by the investigator and clear instructions were provided to ensure accurate responses. The teachers cooperated fully during the process.

For data analysis, both descriptive and inferential statistical techniques were employed. Mean and standard deviation were calculated to describe the data. The independent samples 't' test was used to determine significant differences in attitude scores with respect to gender, type of school management and levels of emotional intelligence. In addition, the coefficient of correlation (Pearson's r) was computed to examine the relationship between emotional intelligence and attitude towards the teaching profession. The level of significance was fixed at 0.05 and 0.01 levels.

8. Data Analysis and Interpretation

Data analysis is an essential step in research as it helps to organize, summarize and interpret the collected information in order to test the hypotheses and answer the research questions. In the present study, statistical techniques such as Mean, Standard Deviation, independent samples 't' test and Pearson's coefficient of correlation were used to examine differences in attitude towards the teaching profession and to determine the relationship between emotional intelligence and attitude among secondary school teachers.

The 't' test was applied to identify significant differences between groups, while correlation analysis was used to measure the strength and direction of the relationship between the two major variables. The results are presented and interpreted below.

Table-1

Attitude towards Teaching Profession scores of Male and Female Secondary School Teachers

Variable	N	Mean	S.D.	't' value	Level of Significance
Male	66	149.758	15.533	0.69	NS
Female	66	151.500	13.232		

NS – Not Significant ('t'=1.98)

Table 1 shows the comparison of attitude towards the teaching profession between male and female secondary school teachers. The mean score of female teachers (151.500) is slightly higher than that of male teachers (149.758). However, the obtained 't' value of 0.69 is not statistically significant. This indicates that there is no significant difference between male and female teachers in their attitude towards the teaching profession. Hence, gender does not appear to influence teachers' professional attitude and both groups exhibit similar levels of positive attitude towards teaching.

Table-2

Attitude towards Teaching Profession scores of Teachers Working in Different Types of School Management.

Type of Management	N	Mean	S.D.	't' value	Level of Significance
Government	44	151.909	13.735	0.70	NS
Private Aided	44	153.864	12.478	2.53	*
Private Aided	44	153.864	12.478		
Private Unaided	44	146.114	15.941	1.83	NS
Government	44	151.909	13.735		
Private Unaided	44	146.114	15.941		

NS – Not Significant | * Significant at 0.05 level ('t'=1.99).

Table 2 presents the comparison of attitude scores among teachers working in government, private aided and private unaided schools. Teachers from private aided schools show the highest mean score (153.864), followed by government school teachers (151.909), while private unaided school teachers show the lowest mean score (146.114). The comparison between government and private aided schools and between government and private unaided schools reveals no significant difference. However, a significant difference

is observed between private aided and private unaided schools at the 0.05 level. This suggests that school management type has a limited influence on teachers' attitudes, with private aided school teachers demonstrating relatively more favorable attitudes compared to private unaided teachers.

Table-3

Attitude towards Teaching Profession scores of Teachers with Different Levels of Emotional Intelligence

Emotional Intelligence Level	N	Mean	S.D.	't' value	Level of Significance
Low	58	142.603	15.324	6.13	**
Moderate	71	156.929	9.988		
Moderate	71	156.929	9.988	0.05	NS
High	3	156.667	8.083		
Low	58	142.603	15.324	2.77	**
High	3	156.667	8.083		

NS – Not Significant | ** Significant at 0.01 level

Table 3 shows the comparison of attitude towards the teaching profession among teachers with low, moderate and high levels of emotional intelligence. Teachers with moderate emotional intelligence have the highest mean attitude score (156.929), followed closely by those with high emotional intelligence (156.667), while teachers with low emotional intelligence have the lowest mean score (142.603). Significant differences are observed between low and moderate levels and between low and high levels at the 0.01 level. However, no significant difference is found between moderate and high emotional intelligence levels. These findings clearly indicate that teachers with higher emotional intelligence tend to possess more positive attitudes toward the teaching profession. Emotional intelligence thus appears to play a crucial role in changing teachers' professional outlook.

Table-4

Correlation between Attitude towards Teaching Profession and Emotional Intelligence

Variables	N	Df (N-2)	r value	Level of Significance
Attitude towards Teaching Profession and Emotional Intelligence	132	130	0.500	**

**Significant at 0.01 level

Table 4 presents the correlation between emotional intelligence and attitude towards the teaching profession. The obtained correlation coefficient ($r = 0.50$) is positive and statistically significant at the 0.01 level. This indicates a moderate positive relationship between the two variables. It implies that as emotional

intelligence increases, the attitude towards the teaching profession also becomes more positive. Therefore, emotional intelligence significantly contributes to the development of favorable professional attitudes among secondary school teachers.

The overall analysis reveals that demographic variables such as gender and most categories of school management do not significantly influence teachers' attitudes toward the teaching profession. However, emotional intelligence shows a strong and significant influence. Teachers with higher emotional intelligence demonstrate more positive professional attitudes and a significant positive relationship exists between the two variables. This emphasizes the importance of developing emotional competencies among teachers to enhance their professional commitment and effectiveness.

9. Findings of the Study

The analysis of data yielded several important findings regarding the attitude of secondary school teachers toward the teaching profession and its relationship with emotional intelligence. The comparison based on gender revealed that female teachers obtained a slightly higher mean attitude score than male teachers; however, the difference was not statistically significant. This indicates that both male and female teachers possess similar levels of positive attitude towards the teaching profession. Hence, gender does not appear to influence professional attitude.

With respect to the type of school management, teachers working in private aided schools showed relatively higher mean attitude scores compared to those working in government and private unaided schools. However, most of the group comparisons were not statistically significant except the difference between private aided and private unaided schools. This suggests that the nature of school management has only a marginal influence on teachers' attitudes.

When attitude scores were compared across different levels of emotional intelligence, significant differences emerged. Teachers with moderate and high levels of emotional intelligence demonstrated considerably more favorable attitudes toward the teaching profession than teachers with low emotional intelligence. Significant differences were found between low-moderate and low-high emotional intelligence groups, while no significant difference existed between moderate and high groups. This clearly indicates that emotional intelligence contributes positively to the development of professional attitude.

Further, the correlation analysis revealed a significant positive relationship ($r = 0.500$, $p < 0.01$) between emotional intelligence and attitude towards the teaching profession. This finding suggests that as emotional intelligence increases, teachers' professional attitude also becomes more positive.

10. Discussion of Findings

The present findings provide significant emphasizes into the role of emotional intelligence in changing teachers' professional attitudes. The absence of significant gender differences in attitude towards teaching is consistent with the findings of Ghanti and Jagadesh (2009), who reported that male and female secondary school teachers did not differ significantly in their professional attitudes. This similarity may be attributed to comparable training, responsibilities and work environments experienced by both genders.

Similarly, the minimal differences observed across types of school management largely align with earlier research. Ghanti and Jagadesh (2009) found no significant differences between government and private school teachers' attitudes, indicating that teachers generally maintain a positive professional outlook irrespective of institutional settings. However, the slightly higher attitude scores of private aided school teachers in the present study may be due to better organizational support, resources or job satisfaction.

The most important finding of the study is the significant influence of emotional intelligence on teachers' attitudes. Teachers with higher emotional intelligence displayed more favorable attitudes toward teaching. This result strongly supports the theoretical view proposed by Goleman (1995), who emphasized that emotional competencies such as empathy, self-regulation and social skills enhance professional effectiveness and life success. Emotionally intelligent teachers may be better able to manage classroom stress, maintain healthy interpersonal relationships and stay motivated in their profession.

The positive correlation between emotional intelligence and professional attitude also corroborates the findings of Mary and Samuel (2010), who reported a significant relationship between emotional intelligence and attitude towards teaching among student-teachers. Furthermore, Iqbal and Abbasi (2013) found that emotional intelligence reduces job burnout, suggesting that emotionally competent individuals cope better with professional challenges. Paul, Mondal and Bandyopadhyay (2012) also highlighted that teachers' emotional intelligence is influenced by personality, experience and training, which in turn affects their professional functioning. Thus, the present findings are in agreement with earlier studies and reinforce the importance of emotional intelligence in educational settings.

11. Conclusion

Based on the analysis and interpretation of data, it can be concluded that secondary school teachers generally possess a favorable attitude towards the teaching profession. Gender and type of school management do not significantly influence their professional attitudes. However, emotional intelligence plays a crucial role in changing teachers' perceptions and commitment toward their profession. Teachers with higher emotional intelligence exhibit more positive attitudes and greater professional dedication. The significant positive relationship between emotional intelligence and attitude clearly indicates that emotional competencies contribute substantially to teaching effectiveness and job satisfaction. Therefore, emotional intelligence emerges as an important psychological factor influencing teachers' professional behavior.

12. Educational Implications

The findings of the study have several important implications for educational practice and teacher development. Since emotional intelligence positively influences teachers' attitudes, teacher education programs should incorporate training aimed at developing emotional competencies such as self-awareness, empathy, emotional regulation, stress management and interpersonal skills. Workshops, counseling sessions and professional development programs may help teachers enhance these skills.

School administrators should also create supportive work environments that promote emotional well-being and reduce stress, thereby strengthening teachers' professional attitudes. Recruitment and training policies may consider emotional intelligence as an important attribute alongside academic qualifications. By nurturing emotional intelligence, schools can improve teacher satisfaction, classroom management and overall student outcomes.

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