

Research Article

Assessment on Emotional Intelligence Among High School Teachers in Selected High Schools

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A B S T R A C T

Background: Emotional intelligence (EI) has gained increasing importance in both educational and corporate settings as a key determinant of sustainable personal and professional development. Globally, EI is recognized as a crucial factor in human development. Teachers with high emotional intelligence are better equipped to motivate students, understand their behavioral and psychological well-being, and manage stressful situations that may affect students' learning outcomes. Moreover, emotional intelligence enables teachers to effectively address challenges such as managing problematic student groups, handling overcrowded classrooms, and coping with low student motivation.

Aim: The present study aimed to assess the level of emotional intelligence and its components among high school teachers working in selected high schools of Kolar district.

Materials and Methods: A non-experimental descriptive survey research design was adopted for the study. The research was conducted in selected schools in and around Kolar district. A snowball sampling technique was used to select a sample of 60 school teachers who met the inclusion criteria. Data were collected using the Daniel Goleman Emotional Intelligence Questionnaire, consisting of 50 items, through a self-administered Google Form. Descriptive and inferential statistics were employed for data analysis.

Results: The findings revealed that the majority of teachers were aged 31–40 years, female, married, and working in private schools. Most participants had 5–10 years of teaching experience and had not received prior training in emotional intelligence. Regarding emotional intelligence, 53.3% of teachers had moderate levels, 36.7% had high levels, and only 10% had low emotional intelligence. The Chi-square analysis showed no significant association between emotional intelligence and most socio-demographic variables. However, a statistically significant association was found between emotional intelligence and previous training on emotional intelligence ($p < 0.05$).

Conclusion: The study concludes that school teachers may benefit from structured training programs emphasizing emotional intelligence as a core competency. Developing emotional intelligence can help teachers function effectively as mentors, leaders, and guides, enabling them to regulate their emotions, maintain positivity, and build healthy relationships with students, colleagues, administrators, and parents. Emotional intelligence plays a vital role in enhancing teachers' personal well-being and professional effectiveness.

Keywords: Emotional Intelligence, School Teachers, High Schools, Teacher Well-Being

Introduction

Emotional intelligence (EI) refers to the ability to perceive, understand, manage, and regulate one's own emotions as well as the emotions of others. The concept was first systematically introduced by Salovey and Mayer, who described emotional intelligence as a form of social intelligence that guides thinking and behavior.¹ Later, Goleman expanded the construct and emphasized its relevance in professional effectiveness, leadership, and interpersonal relationships.² Recently, emotional intelligence has emerged as a crucial psychological attribute contributing to personal well-being, job satisfaction, and organizational success.

In the field of education, teachers play a pivotal role not only in imparting academic knowledge but also in shaping students' emotional, social, and moral development. Teaching is widely recognized as a highly demanding profession that involves continuous emotional labor, classroom management challenges, role overload, and interactions with students, parents, and administrators.³ Teachers with high emotional intelligence are better able to cope with occupational stress, maintain emotional balance, and foster a positive learning environment.⁴

Emotionally intelligent teachers demonstrate greater empathy, self-awareness, self-regulation, motivation, and social skills, which are essential for effective classroom management and student engagement.⁵ Studies indicate that teachers' emotional intelligence positively influences students' academic achievement, emotional regulation, and classroom behavior.⁶ Conversely, low levels of emotional intelligence among teachers may result in increased stress, burnout, ineffective communication, and strained teacher-student relationships.⁷

In the Indian educational context, teachers often face additional challenges such as large class sizes, diverse student backgrounds, limited resources, and increasing administrative responsibilities. These challenges demand not only cognitive competence but also strong emotional and

social skills.⁸ Despite the growing recognition of emotional intelligence in education, empirical studies assessing the level and components of emotional intelligence among school teachers, particularly in semi-urban and rural districts like Kolar, remain limited. Therefore, assessing emotional intelligence among school teachers is essential to identify gaps and plan appropriate interventions.

Need for the Study

Teaching is an emotionally intensive profession that requires continuous interaction with students, colleagues, and parents, often under stressful conditions. Emotional intelligence enables teachers to manage their emotions effectively, respond constructively to students' needs, and maintain professional resilience.⁹ Teachers with higher emotional intelligence are more likely to experience job satisfaction, reduced burnout, and improved teaching effectiveness.¹⁰

Several studies have reported that emotional intelligence significantly contributes to teachers' mental health and overall well-being.¹¹ Inadequate emotional regulation among teachers can lead to emotional exhaustion, reduced motivation, and negative classroom climates, which may adversely affect students' academic and psychological outcomes.¹² Hence, assessing emotional intelligence levels among teachers is essential to identify those at risk and to design targeted training programs.

In the current educational system, teachers are increasingly expected to act as mentors, counselors, and role models in addition to their instructional responsibilities. Emotional intelligence plays a key role in enabling teachers to fulfill these multifaceted roles effectively.¹³ Understanding the components of emotional intelligence—such as self-awareness, self-regulation, empathy, motivation, and social skills—can help educators and policymakers design professional development programs that enhance teachers' emotional competencies.¹⁴

Kolar district is situated in the south-eastern part of Karnataka State, India, where teachers serve students from varied socio-economic and cultural backgrounds, emotional intelligence becomes even more crucial for managing diversity and fostering inclusive classrooms. However, limited research has been conducted to assess emotional intelligence among school teachers in this region. Identifying the existing levels of emotional intelligence and its components will provide baseline data for developing evidence-based interventions, training modules, and policy initiatives aimed at strengthening teachers' emotional and professional competencies.

Therefore, the present study is necessary to assess the level of emotional intelligence and its components among

school teachers working in selected schools of Kolar district, thereby contributing to improved teacher well-being, effective teaching–learning processes, and enhanced educational outcomes.

Review of Literature

Emotional intelligence has been widely recognized as a critical factor influencing teachers' professional competence, psychological well-being, and classroom effectiveness. Recently, research has increasingly focused on understanding the role of emotional intelligence in educational contexts, highlighting its relevance in managing occupational stress, enhancing teaching performance, and promoting positive teacher–student relationships.

A study conducted by Jennings and Greenberg examined the influence of emotional intelligence on classroom management among school teachers in the United States. The study was conducted in public schools among secondary school teachers using a cross-sectional design. A sample of approximately 250 teachers was selected through convenience sampling. The findings revealed that teachers with higher emotional intelligence demonstrated significantly better classroom management, improved teacher-student relationships, and lower classroom conflicts. Similarly, Brackett et al. (2020) reported that emotionally intelligent teachers experience lower levels of burnout and higher job satisfaction, which positively impacts their instructional quality and student engagement.

Recent empirical studies have also explored the relationship between emotional intelligence and teaching effectiveness. Agrawal and Gupta (2022) conducted a descriptive correlational study to examine the relationship between emotional intelligence and teaching effectiveness among secondary school teachers. A total of 200 teachers participated in the study. Data were collected using standardized Emotional Intelligence and Teaching Effectiveness questionnaires. The findings showed a significant positive correlation between emotional intelligence and teaching effectiveness. Teachers with higher emotional intelligence scores were found to be more adaptable, emotionally stable, and effective in handling classroom challenges. The study concluded that emotional intelligence plays a vital role in enhancing professional competence and teaching performance.

Research conducted in Asian educational settings supports similar findings. Li et al. (2022) conducted a study among secondary school teachers to assess the influence of emotional intelligence on work engagement and teaching creativity. The study included 320 teachers selected through random sampling. Data were collected using standardized emotional intelligence, work engagement, and creativity

scales. The findings revealed that emotional intelligence significantly predicted work engagement and teaching creativity. Teachers with higher emotional intelligence were more motivated, innovative, and capable of fostering student-centered learning environments.

Several studies have focused on the components of emotional intelligence among teachers. A study by Kaur and Singh (2021) conducted a cross-sectional study to assess the relationship between emotional intelligence and occupational stress among school teachers. The study was conducted among 150 school teachers selected through convenient sampling. Data were collected using a standardized Emotional Intelligence Scale and Occupational Stress Scale. The findings revealed that self-awareness and self-regulation were the most influential components of emotional intelligence in managing teaching-related stress. Teachers with higher levels of empathy and social skills demonstrated lower occupational stress and better interpersonal relationships. The study recommended incorporating emotional intelligence training into teacher professional development programs.

In the Indian context, research on emotional intelligence among school teachers remains limited, particularly in semi-urban and rural districts. A study by Sharma and Bhatnagar (2020) conducted a descriptive study among Indian school teachers to assess emotional intelligence and teacher burnout. The study included 180 teachers working in government and private schools. Data were collected using standardized emotional intelligence and burnout assessment tools. The findings indicated that the majority of teachers had moderate levels of emotional intelligence. Teachers with higher emotional intelligence reported lower levels of burnout and better psychological well-being. The authors emphasized the need for structured emotional intelligence training programs for teachers. Another study by Rao and Reddy (2023) conducted a correlational study among school teachers in India to examine the relationship between emotional intelligence and job satisfaction. The study was conducted among 250 teachers selected through purposive sampling. Data were collected using standardized emotional intelligence and job satisfaction questionnaires. The findings revealed that teachers with lower emotional intelligence levels were more likely to experience emotional exhaustion and job dissatisfaction. The study highlighted the importance of early assessment and intervention to improve teachers' emotional well-being.

Recent systematic reviews have further reinforced the importance of emotional intelligence in education. A meta-analysis by Dolev and Leshem (2021) conducted a systematic review and meta-analysis to evaluate the effectiveness of emotional intelligence training programs among teachers.

The review included studies conducted across different educational settings. The findings demonstrated that emotional intelligence training significantly improved teachers' emotional competencies, classroom management skills, interpersonal relationships, and overall professional effectiveness. The authors recommended integrating emotional intelligence training into teacher education and continuing professional development programs.

Overall, the review of literature highlights that emotional intelligence plays a vital role in enhancing teachers' emotional stability, professional performance, and interpersonal relationships. Despite growing evidence supporting its importance, there is a noticeable gap in region-specific studies assessing emotional intelligence and its components among school teachers in districts like Kolar. The present study seeks to address this gap by assessing emotional intelligence levels among school teachers, thereby contributing to the development of targeted training and intervention strategies.

Statement of problem: "A Descriptive Study to Assess the Emotional Intelligence among High School Teachers in Selected High Schools at Kolar."

Objectives of the Study

- To assess the level of Emotional Intelligence among high school teachers.
- To assess the components of Emotional Intelligence such as self-awareness, self-regulation, motivation, empathy, and social skills among high school teachers.
- To find the association between Emotional Intelligence and selected demographic variables of high school teachers such as age, gender, educational qualification, teaching experience, and type of school.

Methodology

- **Research Approach:** The present study adopted a quantitative research approach.
- **Research Design:** A non-experimental descriptive survey research design was employed for the study.
- **Variables of the Study:** Study Variable: Emotional Intelligence of school teachers Components of Emotional Intelligence: Self-awareness, Self-regulation, Motivation, Empathy, Social skills
- **Setting of the Study:** The study was conducted in selected government and private schools in and around Kolar district, Karnataka. The area was chosen based on feasibility, accessibility of participants, and familiarity of the researcher with the study setting.

Population: The population of the study consisted of all school teachers working in government and private schools in Kolar district.

Sample and Sample Size: The sample comprised 60 school teachers who fulfilled the inclusion criteria. The sample size was determined based on feasibility and time constraints.

Sampling Technique: A snowball sampling technique was used to select the study participants. Initially, a few teachers who met the inclusion criteria were identified, and they further referred other eligible teachers from their professional network until the required sample size was achieved. This technique was found appropriate due to ease of access and willingness of participants.

Inclusion Criteria

- School teachers working in government or private schools
- Teachers with a minimum of one year of teaching experience
- Teachers who were willing to participate in the study
- Teachers who could understand and respond in English
- Teachers who had access to the internet and were able to complete the Google Form

Exclusion Criteria

- Teachers who were on long-term leave during the data collection period
- Teachers who were not willing to participate
- Teachers who submitted incomplete questionnaires

Tool for Data Collection: Data were collected using the Daniel Goleman Emotional Intelligence Questionnaire. The tool consisted of 50 items designed to assess the five major components of emotional intelligence. Each item was rated on a Likert scale, reflecting the degree to which the respondent agreed with the statements.

Description of the Tool: The questionnaire comprised two sections:

- **Section A:** Demographic variables including age, gender, educational qualification, marital status, type of family, number of children, teaching experience, monthly income, type of school, area of residence, previous emotional intelligence training, workload and subject taught.
- **Section B:** Emotional intelligence items categorized under self-awareness, self-regulation, motivation, empathy, and social skills. Each item was scored on a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Total scores ranged from 50 to 250. Higher scores indicated higher emotional intelligence. Scores were categorized into low, moderate and high emotional intelligence according to the standardized interpretation guidelines adopted for the Daniel Goleman Emotional Intelligence Questionnaire.

Validity of the Tool: The Daniel Goleman Emotional Intelligence Questionnaire is a standardized and widely used instrument with established validity. Content validity was ensured by reviewing relevant literature and consulting experts in education and psychology. Minor modifications, if any, were made to suit the study population without altering the core structure of the tool.

Reliability of the Tool: The reliability of the instrument was established through previous studies. Internal consistency reliability was reported to be satisfactory. In the present study, reliability was reassessed using Cronbach's alpha, which indicated that the tool was reliable for assessing emotional intelligence among school teachers.

Data Collection Procedure: Formal permission was obtained from school authorities prior to data collection. The purpose of the study was explained to the participants, and informed consent was obtained electronically. The questionnaire was administered through a self-administered Google Form. Participants were assured of confidentiality and anonymity. Data collection was carried out over a period of two weeks.

Ethical Considerations: Ethical principles were strictly followed throughout the study. Participation was voluntary, and respondents were informed of their right to withdraw at any time without any consequences. Confidentiality of the data was maintained, and the collected information was used solely for research purposes.

Results and Analysis

Testing of Hypothesis

H0: There is no statistically significant association between emotional intelligence and selected socio-demographic variables among high school teachers.

Table 1 shows the distribution of teachers according to their socio-demographic variables. The majority of teachers were aged 31–40 years (40%) and were female (63.3%). Most participants were graduates (46.7%) and married (73.3%). A higher proportion belonged to nuclear families (60%) and had 1–2 children (70%). In terms of professional characteristics, most teachers had 5–10 years of experience (43.3%) and earned between ₹20,000–40,000 per month (50%). The majority were working in private schools (66.7%) and resided in urban areas (63.3%). Most teachers had no prior training in emotional intelligence (70%) and worked 6–8 hours per day (56.7%). Regarding subject specialization, the majority taught science (40%).

Table 2 shows the distribution of teachers according to their level of emotional intelligence. The majority of teachers (53.3%) had moderate emotional intelligence, followed by 36.7% who had high emotional intelligence, and only 10% had low emotional intelligence. This indicates that

most teachers possess an adequate level of emotional intelligence, which is essential for effective teaching, interpersonal relationships, and professional performance.

The above pie chart (Figure 1) shows that the majority of teachers (53.3%) had moderate emotional intelligence, followed by 36.7% with high emotional intelligence and only 10% with low emotional intelligence.

The overall emotional intelligence score among teachers in table 3 showed a mean of 185.4 with a standard deviation of 20.3. The distribution of scores indicates that most teachers scored within a moderately high range. The relatively moderate standard deviation suggests that the responses were fairly consistent among participants, with no extreme variations in emotional intelligence levels. These findings imply that the teachers possess adequate emotional competencies, including the ability to understand, manage, and regulate emotions effectively in both personal and professional settings. Overall, the results reflect a moderate to high level of emotional intelligence among the study participants.

Table 4 depicts the assessment of components of emotional intelligence among high school teachers. Among the five components, motivation obtained the highest mean score (4.1 ± 0.6), followed by empathy (4.0 ± 0.7), self-awareness (3.9 ± 0.7), and social skills (3.9 ± 0.8). Self-regulation recorded the lowest mean score (3.8 ± 0.8). The findings indicate that teachers possess adequate emotional intelligence across all domains, with motivation being the strongest component.

The bar chart (Figure 2) shows that the highest mean score was observed in the motivation domain (4.1), followed by empathy (4.0), self-awareness (3.9), and social skills (3.9). The lowest mean score was seen in self-regulation (3.8). Overall, the findings indicate that teachers demonstrated good levels of emotional intelligence across all domains, with particularly high motivation.

Table 5 shows the association between emotional intelligence and selected socio-demographic variables. The analysis revealed that most of the variables did not show a statistically significant association with emotional intelligence at the level of $p < 0.05$. However, previous training on emotional intelligence showed a significant association ($p = 0.03$), indicating that teachers who had undergone prior training demonstrated better emotional intelligence compared to those who had not received training. Cross-tabulation followed by Chi-square analysis was performed to determine the association between emotional intelligence levels and each socio-demographic variable. Statistical significance was determined at $p < 0.05$. Only previous emotional intelligence training showed a statistically significant association ($\chi^2 = 6.95$, $p = 0.03$), whereas all other variables were not statistically significant.

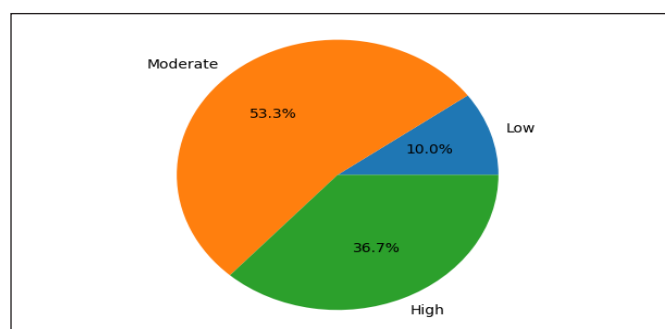
Since only previous emotional intelligence training showed a statistically significant association ($p = 0.03$), the null hypothesis was rejected only for previous emotional intelligence training and accepted for all remaining socio-demographic variables including age, gender, educational qualification, marital status, teaching experience, type of school, area of residence, workload and subject taught.

Table I. Distribution of Teachers According to Selected Variables (n = 60)

Sl. No	Variable	Category	Frequency (f)	Percentage (%)
1	Age	21–30 yrs.	18	30%
		31–40 yrs.	24	40%
		41–50 yrs.	12	20%
		>50 yrs.	6	10%
2	Gender	Male	22	36.7%
		Female	38	63.3%
3	Educational Qualification	Diploma	10	16.7%
		Graduate	28	46.7%
		Postgraduate	22	36.6%
4	Marital Status	Married	44	73.3%
		Unmarried	16	26.7%
5	Type of Family	Nuclear	36	60%
		Joint	24	40%
6	Number of Children	None	8	13.3%
		1–2	42	70%
		≥3	10	16.7%
7	Teaching Experience	<5 years	14	23.3%
		5–10 years	26	43.3%
		>10 years	20	33.4%
8	Monthly Income	<₹20,000	12	20%
		₹20,000–40,000	30	50%
		>₹40,000	18	30%
9	Type of School	Government	20	33.3%
		Private	40	66.7%
10	Area of Residence	Urban	38	63.3%
		Rural	22	36.7%
11	Previous EI Training	Yes	18	30%
		No	42	70%
12	Workload (Hours/Day)	<6 hrs.	10	16.7%
		6–8 hrs.	34	56.7%
		>8 hrs.	16	26.6%
13	Subject Taught	Arts	20	33.3%
		Science	24	40%
		Commerce	16	26.7%

Table 2. Distribution of Teachers Based on Level of Emotional Intelligence (n = 60)

Sl. No	Level of Emotional Intelligence	Frequency (f)	Percentage (%)
1	Low	06	10%
2	Moderate	32	53.3%
3	High	22	36.7%
Total		60	100%

**Figure 1. Distribution of Emotional Intelligence****Table 3. Overall Emotional Intelligence Scores (n = 60)**

Variable	Mean	SD	Minimum	Maximum
Total EI Score	185.4	20.3	140	230

Table 4. Assessment of Components of Emotional Intelligence among High School Teachers (n = 60)

Domain	Mean	SD	Interpretation
Self-awareness	3.9	0.7	Good
Self-regulation	3.8	0.8	Moderate to good
Motivation	4.1	0.6	High
Empathy	4.0	0.7	Good
Social Skills	3.9	0.8	Good

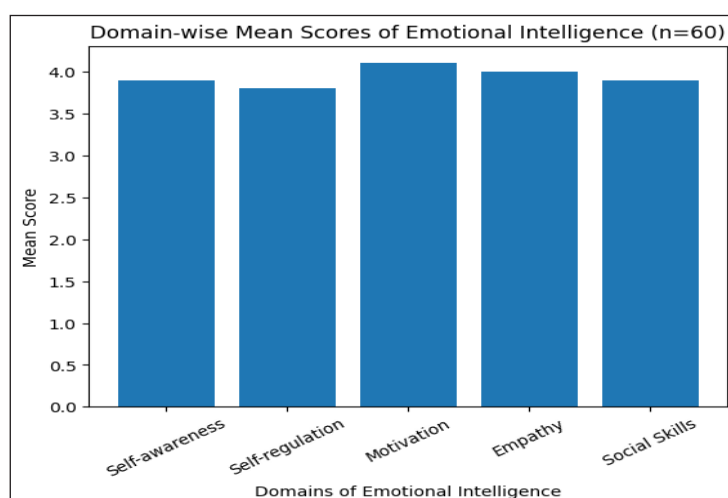
**Figure 2. Domain -wise Mean Scores of Emotional Intelligence**

Table 5. Association between EI Level and Selected Variables (n = 60)

Sl. No	Variable	χ^2 Value	df	p-value	Significance
1	Age	4.21	6	0.38	Not Significant
2	Gender	2.10	2	0.34	Not Significant
3	Educational Qualification	5.32	4	0.25	Not Significant
4	Marital Status	1.85	2	0.39	Not Significant
5	Type of Family	2.64	2	0.27	Not Significant
6	Number of Children	5.62	4	0.13	Not Significant
7	Teaching Experience	6.48	4	0.16	Not Significant
8	Monthly Income	4.90	4	0.29	Not Significant
9	Type of School	3.12	2	0.21	Not Significant
10	Area of Residence	2.78	2	0.24	Not Significant
11	Previous EI Training	6.95	2	0.03	Significant
12	Workload (Hours/Day)	3.88	4	0.42	Not Significant
13	Subject Taught	4.56	4	0.33	Not Significant

Discussion

The present study revealed that the majority of teachers were in the age group of 31–40 years, predominantly female, married, and working in private schools. Most had 5–10 years of teaching experience and belonged to nuclear families. These findings are consistent with a study by Kaur et al. (2021), which reported that the teaching workforce is largely composed of middle-aged female professionals with moderate experience levels.²² The present study showed that: 53.3% had moderate emotional intelligence, 36.7% had high emotional intelligence, and 10% had low emotional intelligence this indicates that most teachers possess an adequate level of emotional intelligence. These findings are supported by Sharma and Gupta (2020), who reported that the majority of teachers demonstrate moderate to high emotional intelligence, which positively influences teaching effectiveness.²³ Similarly, Patel (2022) found that emotional intelligence among teachers contributes significantly to classroom management and student engagement.²⁴ The highest mean score was observed in the motivation domain, followed by empathy and social skills. This is in line with Goleman (1995), who emphasized that motivation and empathy are key components of emotional intelligence in professional settings.²⁵ A study by Ramesh et al. (2023) also reported higher scores in motivation and interpersonal domains among teachers.²⁶ Association between Emotional Intelligence and Socio-Demographic Variables The present study found no significant association between emotional intelligence and most socio-demographic variables such as age, gender, education, and experience. However, a significant association was found with previous training on emotional intelligence ($p < 0.05$). This finding is supported

by Singh et al. (2021), who reported that training programs significantly improve emotional intelligence among teachers.²⁷ Similarly, Kumar and Roy (2022) highlighted that structured EI training enhances emotional awareness and regulation skills.²⁸

The findings indicate that although most teachers possess moderate emotional intelligence, there remains considerable scope for improvement, particularly in self-regulation. The significant association between previous emotional intelligence training and higher emotional intelligence suggests that emotional competencies can be developed through structured educational interventions rather than being innate characteristics alone.

Nursing Implications

- **Present implications:** Better classroom management, Improved teacher-student relationships, Reduced occupational stress, Better communication.
- **Future implications:** Reduced teacher burnout, Better student mental health, Improved academic performance, Development of emotionally healthy school environments Enhanced teacher retention.
- **Nursing Education:** Incorporate emotional intelligence training into teacher education programs Conduct workshops and seminars on emotional skills.
- **Nursing Practice:** Teachers can apply EI skills in classroom management and student interaction Improve interpersonal relationships in educational settings. Community Health Nurses and School Health Nurses can collaborate with educational institutions to organize emotional intelligence screening, counselling sessions, stress management workshops and resilience-building programmes for school teachers. Nurses

are trained in communication, counselling and behavioural assessment, making them well suited to facilitate emotional well-being initiatives within schools. Improving teachers' emotional intelligence may indirectly enhance students' psychological health, learning behaviour and overall school climate.

- **Nursing Administration:** Schools should organize regular EI training programs, develop policies to support emotional well-being of teachers. Nursing administrators play an important role in planning, implementing and evaluating school mental health promotion programmes. In collaboration with the School Education Department, Departments of Health and Family Welfare, and educational administrators, they can advocate for policies that incorporate emotional intelligence training into teacher induction programmes, continuing professional development, school health services and periodic teacher wellness assessments. Nursing administrators can also develop standard operating procedures for psychological support, stress management and referral systems within schools, thereby strengthening both teacher well-being and student outcomes.
- **Nursing Research:** Further studies can be conducted with larger samples; Experimental studies can assess effectiveness of EI training.

Recommendations

Conduct similar studies with larger sample size, implement interventional studies on emotional intelligence training, Comparative studies between government and private teachers, Longitudinal studies to assess long-term impact of EI

Limitations

Study limited to 60 teachers only, non-probability sampling limits generalization, Self-reported data may introduce bias.

Conclusion

The study concludes that: Teachers possess moderate to high emotional intelligence, Emotional intelligence is not significantly influenced by most demographic variables, and Training plays a crucial role in improving emotional intelligence. Thus, enhancing emotional intelligence through structured interventions can improve teaching effectiveness and professional well-being.

Conflict of Interest: None

Sources of Funding: None

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