

# Emotional Intelligence of Teachers During Pandemic Time 2020: A Review

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## Abstract

The present paper is the review of Emotional Intelligence of Teachers during Pandemic time 2020. Emotional intelligence refers to the capability of a person to accomplish and deal his or her emotions and possess the ability to control the emotions of others as well. Emotional intelligence is a very main skill in management. Emotionally intelligent teachers can build emotionally citizens. A teacher who is able to stand to carry out reasoning with felicitations to emotion and uses emotions to improve reasoning will succeed in developing the emotional intelligence of pupils. Emotionally accommodate teacher is the heart and soul of any educational programme. The quality of every school like government and private depends mainly on emotional stability like their five dimensions of teachers like self-awareness, self-regulation, motivation, empathy, social skills and social competency. This only lead them to handle the children and teaching learning process in the difficult situation.

**Keywords:** Emotional Intelligence, Pandemic time, Online Teaching.

## Introduction

The time of stressful situation can come at any time in any one's life. One needs to be emotionally stable in every situation. Teachers are the role model of the society. Responsibility of imparting education is on the shoulders of the teachers. Emotional Intelligence has been perceived as having different names such as social intelligence, interpersonal competencies and passion quotient. In the form of emotional intelligence, the key term that is human mind is setup for regulating the mind, body and other psychological habits us in understanding human behavior. The formation of thinking converts in mind as emotions psychological factor laboratories. Emotional intelligence involves all the human activities outer or inner way to creating fulfill the demand of our need and requirement to the whole species. This concept of Emotional Quotient is dynamic, yet measurable and quantifiable. It may be in harmony with some portion of other psychological concepts. It has its own independent identity a psychology existence. It is responsible for the success of a person.

## Review of Literature

Emotional intelligence is producing the power of men and women as the teacher role to complete the norms of work procedures. To create the ability and knowledge, analysis and their uses of in the right way and right time to the situational need main skills in management.

The word 'success' may have different meanings for different people and have different levels of satisfaction. Dilip Singh (2004) stated that whatever is the indicator of success one takes upon; one thing is very clear now that success in professional life depend not on intelligence and skills alone but also on emotional intelligence to a large extent. E.Q. is also an equally important determinant of success in personal and professional life.

Salovey and mayer (1995) described in the form of emotional intelligence to other person creating his/her power, strength to avoid the emotions as social ethics.

Goleman(1996) he describe that everyone can fulfill the changes of driving factor and forces to the achieving goal and make the complete communication to other stakeholder or system. some of the results that in the life of teacher have very enteric medicine to developing and creating personality, his thoughts, attitude and some of the factor that are effecting on those pattern of emotions may be far from the way of teaching ,communication by the process of walk, talk and chalk instructions.

Five Dimensions of the Emotional intelligence that identify the EI of teachers which further explain the behavior during the pandemic 2019.



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1. Self-awareness: the capacity to create emotions, positive, weaknesses, thoughts and aims for oneself and whole thinking process.
2. Self-regulation: the concept of self-regulation is control and to manages the entire situation according to his/her intension to the person has to adhere capacity make changes to the own and others.
3. Motivation: to prepare for the proposed aim that has decided earlier.
4. Empathy: think about the other person to the work and education in the entire world that should be welfare for all participant of the society.
5. Social skill and social competency: for the development of need and requirement of the promoting the thoughts that has taken to the aim.

**Need of the Study**

Particularly need to develop emotional skills because teachers are the people who handle human beings with emotions. So, a teacher should be emotionally intelligent amidst hectic life prevailing in the modern world. Besides, students at secondary levels are mostly adolescents and passing through a stage of stress, strains and mood swings. In order to be able to work with these students coming from entirely different background with a very high degree of emotional instability and individual difference, a teacher should understand them well and communicate with them. In the light of the above circumstances, a teacher needs to be equipped with Emotional Intelligence to do justice with his students and the profession. Teachers play an important role in online teaching during the COVID 19 pandemic. They lead the educational life of the country. The present study is aimed to find out the emotional intelligence of secondary school teachers of Mahendargarh district of Haryana state.

**Objective of the Study**

1. To study the levels of emotional intelligence of Secondary School Teachers.
2. To study the emotional intelligence of Secondary School Teachers with respect to gender.

**Hypothesis**

There is no significant difference between in the level of emotional intelligence of male and female secondary School teachers.

**Data Collection**

The entire school teacher who are teaching in Mahendragarh that are the population for this study whether that is government and private. Sixty teachers was selected at Secondary level in Government and Private Schools of Mahendragarh.

**Research Gap**

Researcher find that the present study emotional intelligence of school teachers the key of the build his own and other emotions as well as the need of the society and there like male and female. Researcher has taken some of variables but they can use or can say that gap between the male and female awareness, mental status, performance, ability and their co-curricular activities stress and adjustment etc. researches on emotional intelligence are not limited to countries . Despite many studies reflecting that the importance of emotional intelligence in

teaching learning environment, very few researches have investigated the effect of emotional intelligence on teacher effectiveness, mental health and job stress of secondary school teachers in India particularly when the teachers at this stage of education have to meet with different societal needs. No study corelates EI with COVID-19 Pandemic.

**Method used**

The researcher used quantitative approach for present study. The researcher used standardized questionnaire of Arunkumar& Prof. Suraksha Pal,Year 2016 to collect quantitative data. In depth questionnaire was taken from teachers to analyze emotional intelligence of Secondary Schools.

**Population**

For the purpose of research work in Haryana state Mahandergrah district is located in the western part of the Haryana, which consist five blocks namely Ateli, Nangal, Kanina, Mahendragarh, Nangal Caudhary, and Narnaul. The researcher has selected Mahendargarh block among all the five blocks as the field to collect the data. Mahendargarh block has selected by the researcher by using simple random technique with lottery method. Teachers are selected as a sample from both types of school (private and Government). As there are 65 private and 72 government schools in the Mahendargarh block. Researcher decided ten schools as a sample for study in which five schools belong to Government and five schools belong to private. Systematic sampling technique was applied for selecting schools for taking and asking information from the Teachers.

**Table No. 1 School wise selection of Teacher**

Sl. No.	Code of Schools	Number of Male	Number of Female
1	G 1	05	05
2	G 2	05	05
3	G 3	05	05
4	P 4	05	05
5	P 5	05	05
6	P 6	05	05
Total no. of Teachers		30	30

**Analysis of the objectives 1**

To study the level of emotional intelligence of Secondary School Teachers

**Table No.2 Level of emotional intelligence**

Sr. No.	Score	Size (N)	%	Description
1	80 to 289	3	5%	Low
2	290to 338	32	53.34 %	average
3	Above 338	25	41.66 %	High
Total		60	100	

In this table No. 2shows that nearly 5% of the sample of school teachers have low emotional intelligence. 53.34 % of the sample has average emotional intelligence and remaining of 41.66 % of the sample has high emotional intelligence. This study shows that school teachers differ in their levels of emotional intelligence. During the discussion for online teaching; every teacher is found very

enthusiastic and ready to deliver their lectures properly as per the the allotted timetable. Study indicates there are three levels of emotional intelligence that is low level, average level, and high level.

**Low level**

According to study 60 secondary school teachers 3 of them scored between 80-289 which is 5% of whole Sample. Therefore, the result of this interpretation is 5% of Teachers having low emotional intelligence.

2. Average level – according to this study that scored 290-338 that is 53.34% of the sample has average emotional intelligence.

**High Level**

According to this study who scored above 339 that is 41.66% of the high level of emotional intelligence.

**Analysis of objective 2**

To Study the Emotional Intelligence of secondary School Teachers with respect to gender

**Table No.3 Comparison of Emotional intelligence between male and female teachers**

Gender	N	Mean	SD	t-value	Significance
Male	30	322.77	27.46	-2.43	Significant 0.05
Female	30	340.43	28.82		

The above table shows that the calculated t-value is -2.43 which is more than table value at significance 0.05 levels i.e. -2.002 hence the hypothesis 'There is no significant difference between the mean score of emotional intelligence of teachers with respect to gender' is rejected. The mean scores of school teacher's male and female are 322.77, 340.43 respectively. The t-value -2.43 is found to be significant at 0.05 levels. The mean score of female teachers are higher than the male teachers of secondary school teachers. The differences are found between the emotional intelligence of male and female teachers. The emotional intelligence of male and female teacher is not same. It also reflects that female teachers are taking more interest in online teaching. Although during discussion it was found that male teachers are effectively using the online tools and developing their lectures.

**Findings**

The study shows that every teacher has self-awareness for online teaching. They keep the capacity to control their emotions, and weaknesses. Teachers develop positive thinking and cooperative behavior. Teachers are self-regulated. They are capable to control and to manages the entire situation according to his/her situation. Self-motivation factor

works here to prepare for the proposed aim that has decided by the school. They are very empathic and think about the other person to the work and education in the entire school that should be welfare for all participant of the society. Social skill and social competency were seen by their behavior and handling the children of their class.

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