

ADVANCE SOCIAL SCIENCE ARCHIVE JOURNAL
Available Online: https://assajournal.com
Vol. 5 No. 01 Jan-Mar 2026.Page#. 8624-8629
Print ISSN: 3006-2497 Online ISSN: 3006-2500
Platform & Workflow by: Open Journal System
https://doi.org/10.5281/zenodo.23862281

Emotional Intelligence in the Field of Education: Descriptive Analysis

Dr. Mirat ul Aroos
Institute of Education and Research, University of the Punjab, Lahore
miratularoos12@gmail.com

Abstract

The primary goal behind conducting this study was to explore the Emotional Intelligence of Secondary School Teachers. The quanative survey method was used to explore the factors of variable. The population of study was all male and female teachers of district Lahore public secondary schools of Punjab Province in Pakistan. Random sampling technique was used. The sample of the study was consists of 100 teachers. One adopted instruments on 5-point Likert type scale were used for data collection. After taking the permission by author the researcher adopt a scale based on emotional intelligence developed by Schtte Self-Report Emotional Intelligence Test 1998 (SSEIT). After validation of the instrument, the reliability was measured by calculating Cronbach's alpha .919. Collected data were analyzed by using the Statistical Packages for Social Sciences (SPSS) version 21.0. at .05 level of significance. Descriptive statistics (frequency, percentage, mean and standard deviation) were used for analysis. The study recommended that teachers should pay attention to share the emotions with students in an appropriate way.

***Keywords**: Emotional Intelligence, Secondary School Teachers, District Lahore*

Introduction

Emotional intelligence entails monitoring one's own and others' emotions, discriminating between them, and using this information to guide thinking and behaviors (Salovey & Mayer, 1990). Emotional intelligence refers to our ability to understand and express ourselves, sustain relationships, deal with obstacles, and use emotional information effectively and meaningfully.

It predicts success in both personal and professional spheres. Leaders with high emotional intelligence (EI) and excellent leadership skills are generally in great demand. Research suggests that emotional intelligence (EI) improves performance by recognizing and managing emotions in ourselves and others (Abdul & Ehiobuche , 2011). Emotional intelligence (EI) is becoming increasingly seen as a crucial aspect of effective leadership. These emotional talents enhance one's ability to build.

Literature Review

Emotions

The term emotion comes from the Latin word "mover," which means "to move." Emotions play a significant role in human conduct and goal-setting. It also gave origin to the word "motivation" (Sparrow & Knight, 2006). According to Zyda (2012), emotions are cognitive information triggered by external or internal events that influence reactions, thoughts, and situations. According to Pert (1997), emotions do not originate in the brain as previously thought. Emotions arise from physiological responses in the human body, including the heart, immune system, and primary nervous system.

Emotional intelligence

Mayer and Salovey (1997) define emotional intelligence as the ability to recognise, analyse, manage, and adapt to one's own and others' emotions. Emotional intelligence can be defined

broadly as the ability to effectively communicate emotions (Goleman, 1995), while others (Caruso, 2000) focus on cognitive aspects such as emotions' impact on judgement and memory. Academics consider emotional intelligence as both an aptitude and a trait (Goleman, 1995). According to IsHak et al. (2013), stress, anxiety, and school failure are becoming more prevalent in early schooling. Enns, Eldridge, Montgomery, & González (2018) suggest that greater responsibility and autonomy, academic work load, and emotional management abilities may contribute to this phenomenon.

Accordingly, correct acquisition and emotional utilization is closely linked to academic success, stressing the importance of content understanding versus rote learning (Dolev and Leshem, 2017). Therefore, it is necessary to encourage the development of the students' Emotional Intelligence given its great impact both at an educational level and at a social level. Emotional skills promote mental processes and also contribute to the concentration and to the control of stressful situations, as well as contributing to self-motivation and to carry out the students' academic tasks and studies successfully.

Emotional Intelligence is increasingly important in education due to its impact on students' psychological well-being, better understanding of their surroundings, and ability to deal with daily challenges. This concept establishes a constant and continuous educational process that promotes students' overall growth. (Petrides, 2016).

Factors /Dimensions of Emotional Intelligence

- Following are factors /dimensions of Emotional Intelligence:
- Perception of emotions
- Managing emotions in self
- Social skills
- utilizing of emotions

Objective of the Study

- To find out the level of Emotional Intelligence (perception of emotions, ii managing emotions in self, iii social skills and iv utilizing of emotions) of Secondary School Teachers**.**

Research Questions

- What is the level of Emotional Intelligence dimension (perception of emotions, ii managing emotions in self, iii social skills and iv utilizing of emotions) of Secondary School Teacher?

Delimitations of the study

This study was delimited to Government secondary school teachers of Lahore, Punjab Province.

Research Methodology

The nature of study was descriptive and survey method was used to collect the data. It was quantitative research. Emotional intelligence scale as data collection tool was used. The population of this study consisted of all public school teachers of Lahore. Random sampling technique was used to collect the data from teachers. The respondents to the survey were 100 (40 male and 60 female). The data was collected through a survey instrument entitled "Schtte Self-Report Emotional Intelligence Test 1998 (SSEIT) questionnaire. This instrument was developed Schtte in 1998.A structured questionnaire were adopted for the study. This instrument was consists of 4 principles of Emotional Intelligence. These principles are (a) perception of emotions, ii managing emotions in self, iii social skills and iv utilizing of emotions. Validity of the instrument was insured by the expert opinions. The reliability of the instrument was 0.961 which were checked by applying Cronbach's Alpha.

Data Analysis and interpretation

Demographic variable

Table 1: Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-25	1	1.0	1.0	1.0
	26-30	10	10.0	10.0	11.0
	31-35	32	32.0	32.0	43.0
	36-40	22	22.0	22.0	65.0
	41-45	22	22.0	22.0	87.0
	46–or above	13	13.0	13.0	100.0
	Total	100	100.0	100.0	

Collected data were analyzed by SPSS software.

The age of teachers 20-25 were only 1 teacher and 26-30 age were 10 teachers,31-35 age of teachers were 32, 36-40 were 22 teachers, 41-45 were 22 teachers and 13 teachers were above 46.

Table 2: Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	40	40.0	40.0	40.0
	Female	60	60.0	60.0	100.0
	Total	100	100.0	100.0	

Total teachers were 100 and 40 were male and 60 were female.

Table 3: Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BA	10	10.0	10.0	10.0
	BSC	14	14.0	14.0	24.0
	MA	38	38.0	38.0	62.0
	M.SC	32	32.0	32.0	94.0
	M.PHIL	6	6.0	6.0	100.0
	Total	100	100.0	100.0	

Qualification of teachers was as under.10 teachers were B.A, 14 teachers were B.SC, 38 were MA, 32 were M.SC and 6 were M.PHIL.

Table 4: Teaching experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5Years	10	10.0	10.0	10.0
	6-10Years	26	26.0	26.0	36.0
	11-15Years	24	24.0	24.0	60.0
	16-20Years	21	21.0	21.0	81.0
	21-25years	16	16.0	16.0	97.0
	26-or above	3	3.0	3.0	100.0
	Total	100	100.0	100.0	

Table 5: Descriptive analysis

Summary of Individual Items related to Perception of emotions

	N	Mean	Std. Deviation
EM5	100	3.02	1.137
EM9	100	3.47	1.150
EM15	100	3.46	1.132
EM18	100	3.46	1.167
EM19	100	3.36	1.115
EM22	100	3.75	.968
EM25	100	3.51	1.124
EM29	100	3.49	1.124
EM32	100	3.52	1.123
EM33	100	3.48	1.141
Valid N (list wise)	100		

Table 6: Summary of Individual Items related to managing own emotions in self

	N	Mean	Std. Deviation
EM2	100	3.34	1.094
EM3	100	3.65	1.038
EM10	100	3.34	1.121
EM12	100	3.39	1.109
EM14	100	3.38	1.108
EM21	100	3.37	1.125
EM23	100	3.40	1.119
EM28	100	3.35	1.132
EM31	100	3.40	1.119
Valid N (list wise)	100		

Table 7: Summary of Individual Items related to social skills

	N	Minimum	Maximum	Mean	Std. Deviation
EM1	100	2	5	3.39	.790
EM4	100	1	5	3.35	1.149
EM11	100	1	5	3.37	1.116
EM13	100	1	5	3.38	1.108
EM24	100	1	5	3.39	1.118
EM26	100	1	5	3.38	1.117
EM30	100	1	5	3.43	1.139
Valid N (list wise)	100				

Table 8: Summary of Individual Items related to utilizing of emotions

	N	Minimum	Maximum	Mean	Std. Deviation
EM6	100	1	5	3.34	1.148
EM7	100	1	5	3.85	.968
EM8	100	1	5	3.37	1.143
EM17	100	1	5	3.40	1.128
EM20	100	1	5	3.38	1.126
EM27	100	1	5	3.39	1.118
Valid N (list wise)	100				

Discussion

The aim of the study is to investigate the emotional intelligence of teachers at secondary school level. The analysis of the results shows that teachers have less awareness regarding the emotional intelligence. Besides, teachers were not disagree with them, however, their practice are less about the emotional intelligence at public schools. Besides, teachers were not disagree with them, however, their practice are less about the emotional intelligence factors at secondary school level. From the four factors (Perception of emotions, utilizing of emotions, Managing emotions in self, Social skills), teachers were aware with readiness to learn, motivation to learn and orientation to learning for their studies. Emotion perception as part of our social cognition is the ability to appreciate the affective information conveyed by the face, body posture, voice, and contextual information, allowing us to adapt and properly respond to environmental situations (Bornhofen & McDonald, 2008). Social skills are in general considered to be essential for the processes of social adjustment and functioning of individuals, whether they have psychiatric disorders or not (Angélico, 2004).

Social skills can be defined as "different classes of social behavior within the individuals repertoire to deal appropriately with demands of interpersonal situations" (Del Prette & Del Prette, 2001, p. 31), considering the situation in its wide meaning, including culture variables (Argyle, Furnahm & Grahan, 1981). Such concept comprehends the descriptive aspect of the verbal and non-verbal behavior displayed by the individual before different demands of the interpersonal situations. It is necessary to distinguish this concept from that of social performance, which refers to displaying a behavior or sequence of behaviors in a certain social situation.

Conclusion

The objective of the present study was to explore emotional intelligence of secondary school teachers. It is concluded that there is mostly teachers qualification was B.A, B.SC and very rarer were PhD. It is also showed that there is no differences of opinions existed between the opinions of male and female teachers about emotional intelligence in terms of gender.

Reference

Abdul, L. A., &Ehiobuche, C. (2011). Emotional Intelligence And Managerial Competence. Insights to a Changing World Journal, (4).

Argyle, M., Furnham, A., & Graham, J. A. (1981). *Social situations*. Cambridge University Press.

Bornhofen, C., & Mcdonald, S. (2008). Emotion perception deficits following traumatic brain injury: A review of the evidence and rationale for intervention. *Journal of the International Neuropsychological Society*, *14*(4), 511-525.

Dolev, N., & Leshem, S. (2017). Developing emotional intelligence competence among teachers. *Teacher development*, *21*(1), 21-39.

Enns, A., Eldridge, G. D., Montgomery, C., & Gonzalez, V. M. (2018). Perceived stress, coping strategies, and emotional intelligence: A cross-sectional study of university students in helping disciplines. *Nurse education today*, *68*, 226-231.

Goleman, D., &Cherniss, C. (2001).Emotional intelligence in the workplace. New York.

Lin, J., Spraragen, M., &Zyda, M. (2012). Computational models of emotion and cognition. Advances in Cognitive Systems, 2, 59-76.

Pert, C.B. (1997).Molecules of Emotion., New York: Prentice-Hall.

Petrides, K. V., Mikolajczak, M., Mavroveli, S., Sanchez-Ruiz, M. J., Furnham, A., & Pérez-González, J. C. (2016). Developments in trait emotional intelligence research. *Emotion review*, *8*(4), 335-341

Salovey, P., & Mayer, J. D. (1990).Emotional intelligence. Imagination, cognition and personality, 9(3), 185-211
Sparrow, T., & Knight, A. (2006).Applied EI: The importance of attitudes in developing emotional intelligence. Sussex: Jossey-Base.