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RESEARCH PAPER

Investigating the Relationship between Emotional Intelligence and Educator Performance in Government Academic Institutions of Uttarakhand, Considering Sex, Caste, and Location

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Abstract:

This study investigated the correlation between emotional intelligence (EI) and the academic performance of educators employed in academic institutions across Uttarakhand, India. Additionally, it explored potential variations in EI concerning gender, locality, and caste. Prompted by observations suggesting a link between emotional stability and teaching efficacy, the study aimed to assess the EI levels of educators, examine their academic achievements, analyze differences in EI based on gender, locality, and caste, scrutinize the relationship between EI and academic success, and determine if EI impacts academic performance considering gender, locality, and caste.

Using purposive sampling, 100 educators were selected randomly from educational entities such as SCERT, SIEMAT, DIETs and Samgra Shiksha. The Mangal inventory tool was utilized to gauge EI. The findings revealed that educators exhibited an average level of EI, with no significant disparity between male and female educators. Moreover, educators residing in rural areas demonstrated higher EI levels compared to their urban counterparts, while those from the general caste exhibited higher EI than educators from other castes. Furthermore, a noteworthy positive correlation emerged between EI and academic achievement.

The study concluded that while gender did not impact EI, rural location and membership in the general caste were associated with higher EI levels. Additionally, EI positively correlated with academic performance, suggesting its potential influence on educators' effectiveness. However, the study's applicability may be limited due to its specific sample and context. Thus, further research is recommended to delve into the causal nature of the observed relationships and explore additional potential mediating factors.

Keywords: Emotional intelligence (EI), Academic performance, Educators, Correlation, Academic achievement

Introduction:

In India, teachers hold a position of immense importance, considered "equal to God." They bridge the gap between knowledge and learners, playing a vital role in the educational process. As the "key" to this process, teachers transfer knowledge to educators, who then utilize it to modify their behavior and enhance their teaching skills. This empowers educators and ultimately shapes the future of the nation, as stated by the Indian Education Commission. The process of knowledge transmission by teachers, often conducted in classrooms, is fundamental to national progress, as echoed by both Rabindranath Tagore and an American commission. Since EI has gained popularity as a key to success, research linking it to academic achievement remains limited. Traditional studies focusing on



cognitive abilities and personality only explain a fraction (30%) of academic success, leaving a significant gap unexplored.

This study aims to investigate the role of EI in educators working within academic institutions. It specifically examines the link between their emotional intelligence and academic achievement. This aligns with the growing recognition of emotions and their management as crucial factors in life success and happiness, and emphasizing on the importance of educators' emotional intelligence.

Background:

The researcher observed microteaching and field teaching of trained educators on their campus. They noticed discrepancies in teaching effectiveness between educators with good academic backgrounds but emotional instability and those with weaker academic backgrounds but emotional stability. This discrepancy sparked questions:

- Does teaching effectiveness solely rely on academic background?
- Is there a relationship between emotional intelligence and academic achievement?

These questions became the driving force behind the present study, aiming to explore the potential role of emotional intelligence in educators' teaching effectiveness beyond just academic background.

Objectives: This study is aimed to

- Investigate the Emotional Intelligence (EI) levels of educators employed in academic institutions.
- Examine potential variations in EI based on Gender, Locality (place of birth) and Caste
- Analyze the relationship between emotional intelligence and academic achievement: Does EI have a statistically significant influence on the academic success of educators?

Review of Literature:

Most recent studies on EI in the context of teachers, both globally and in India reviewed to find the research gap in connection to this study. Rego, Sousa, Marques, & Cunha (2020); examined the relationship between emotional intelligence, job satisfaction, and teachers' well-being in Portugal. They found that EI was positively related to job satisfaction and well-being, suggesting the importance of EI in promoting teacher mental health. Yin (2015), analyzed the impact of teachers' emotional intelligence on their self-efficacy and job satisfaction. Findings indicated that EI significantly influences teachers' confidence in their abilities and their overall satisfaction with their profession. Oberle & Schonert-Reichl (2016); delved into the effects of a social-emotional learning (SEL) program on educators, including their own emotional intelligence. Participating teachers demonstrated significant improvements in EI, suggesting potential value in EI-focused professional development. Nair & Narayanan (2020), Explored the relationship between EI and burnout among university teachers in Kerala. Their findings showed that higher levels of EI were associated with reduced burnout, emphasizing the protective role of EI in managing work-related stress. Singh & Jha (2021); investigated EI and job performance of secondary school teachers. They found a strong positive correlation between EI and various aspects of teaching performance.

While these studies offer valuable insights, and leave scopes further the areas to explore like-

- long-term consequences of EI on teacher development and student outcomes could provide a richer understanding of its practical value.
- Investigating which specific aspects of EI (e.g self-awareness, emotion regulation) are most critical for teacher success.

Hypothesis:

1. There is no significant difference in the Emotional Intelligence (EI) of male and female educators.
2. Rural and urban educators do not differ significantly in their Emotional Intelligence (EI).
3. There is no significant difference in Academic Achievement of male and female Educationists.



Research Methodology:

Research Design:

Its non-experimental, correlational design aims to explore the potential relationship between emotional intelligence (EI) and various factors (gender, locality, caste) in educators, without manipulating any variables.

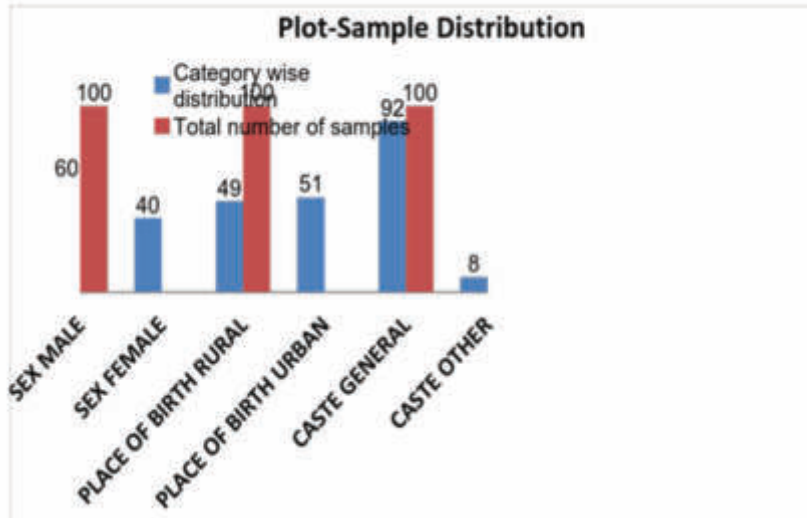
Sampling:

Purposive sampling: Initially, target educators working in specific institutions like SCERT, DIETs, and Samgra Shiksha in Uttarakhand. This ensures the sample belongs to the intended population of educators. From the initial pool of 250 educators, randomly selected 100 participants to ensure their selection is unbiased and represents the broader population of targeted educators.

Table 1.1 Sample Distribution

Category of sample	Type of Sample (Variable)	Category wise distribution	Total number of samples
SEX	MALE	60	100
	FEMALE	40	
PLACE OF BIRTH LOCALITY	RURAL	49	100
	URBAN	51	
CASTE	GENERAL	92	100
	OTHER	8	

Graph 1.1 Graphical representation of Sample Distribution



Data Collection:

Survey based self-administered questionnaire as the primary data collection tool used and the Mangal Emotional Intelligence Inventory (MEI) distributed for suitable choice for assessing participants' EI. It is a well-established and validated tool designed specifically for measuring different aspects of emotional intelligence.

To assess the Emotional Intelligence: A standardized tool of Emotional Intelligence i.e. Mangal Emotional Intelligence Inventory (EMII).



Table 1.2 Validity of MEII (factorial approach)

	Intra PA	Inter PA	Intra PM	Inter PM
Intra PA	...	0.716	0.501	0.437
Inter PA	0.716	...	0.452	0.480
Intra PM	0.501	0.452	...	0.476
Inter PM	0.437	0.480	0.476

Each part of MEII has 25 questions and the total number of questions in it is 100. Each dimension of the MEII has been scored separately and at last the score of each dimension is summed. The scoring of Emotional Intelligence is done with the help of 'Scoring Stencil' in which the correct answer gets 1 mark and the wrong answer gets 0 mark or no mark, So this is to collect the data regarding Emotional Intelligence of the Educationists.

Data Analysis:

- Descriptive statistics implemented to understand the central tendencies (mean, median) and variability (standard deviation) of EI scores and other variables.
- Inferential statistics like Independent samples t-test being used to compare the EI scores between two groups (e.g., male vs. female educators, Academic achievements).

Ethical Considerations:

It has been taken in care to obtain informed consent from participants before administering the questionnaire and maintain anonymity and confidentiality of participants' data. Though there are limitations as purposive sampling restricts generalizability to the broader educator population.

Analysis & Results:

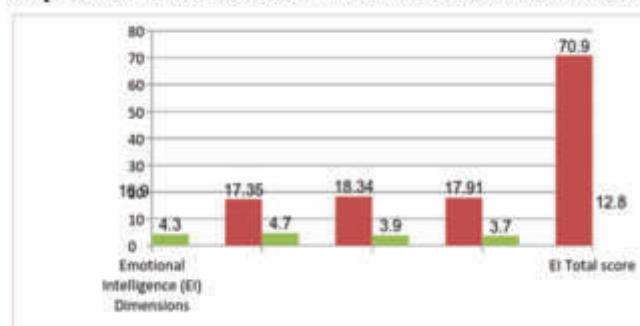
The first phase of our statistical analysis is to find out the Emotional Intelligence (EI) level of Educationists. This phase of analysis is moving towards to achieve the first objective of the study i.e. to assess the Emotional Intelligence of Educationists and second objective of the study i.e. to study whether there is any significant difference in the Emotional Intelligence of Educationists belonging to different subgroups on basis of sex, locality and caste.

Table 2.1 Dimension wise mean Emotional Intelligence scores of Educationists

SN	STATISTICS	SYMBOL	Emotional Intelligence (EI) Dimensions				EI Total score
			D1	D2	D3	D4	
1	Mean	M	16.9	17.35	18.34	17.91	70.9
2	Stand. Deviation	SD	4.3	4.7	3.9	3.7	12.8

So, the observation states that Educationists are having an average mean level (70.9) of Emotional Intelligence. The graph is representing the dimension wise and overall Emotional Intelligence score of the 100 Educationists.

Graph2.1: Dimension wise Mean and Standard Deviation of EI Score





When we observed below in table 2.2 that there is no significant difference in dimension wise and overall Emotional Intelligence scores of male and female Educationists they are showing almost similarity. Statistically it is found that there is no significant difference between EI scores of male and female Educationists. The computed value of 't' (1.56) is less than tabular value of 't' so here we have accept hypothesis 1 i.e. "there is no significant difference in Emotional Intelligence of male and female Educationists" at 0.01 confidence level which means male and female Educationists are similar in their inter-intra personal awareness and inter-intra personal management of emotions. The mean scores of female Educationists is higher than male Educationists but due to insignificance we can't state anything to it.

So the first hypothesis did not accept at any confidence level "there is no significant difference in Emotional Intelligence of male and female Educationists". So there is no significant difference between Emotional Intelligence of female and male Educationists.

Table 2.2: Dimension wise mean Emotional Intelligence scores of Males (60) and Female (40) Educationists.

EI-D	SU-GP	MEAN	DTD DEVA	SQR DEV	SQR DEV/N	T-RATIO
D1	MALE	16.7	4.3	18.49	0.555127613	1.05
	FEMALE	17.4	4.2	17.64	0.664078309	
D2	MALE	17	4.9	24.01	0.63258728	1.18
	FEMALE	17.2	4.4	19.36	0.695701085	
D3	MALE	18.6	3.4	11.56	0.438938113	0.78
	FEMALE	17.9	4.7	22.09	0.74313525	
D4	MALE	17.5	3.8	14.44	0.490577891	0.9
	FEMALE	18.6	3.6	12.96	0.569209979	
EI-TOT	MALE	69.7	13.1	171.61	1.691202728	1.56
	FEMALE	71.5	13.9	193.21	2.197782974	

The results in table 2.3 states that there is no significant difference in dimension wise and overall Emotional Intelligence scores of urban and rural Educationists; they are showing almost similarity. Statistically it is found that there is significant difference between EI scores of locality in Educationists. The computed value of total EI 't' (0.21) is less than tabular value of 't' so here hypothesis rejected 2 i.e. "there is no significant difference in Emotional Intelligence of urban and rural Educationists" at 0.01 confidence level

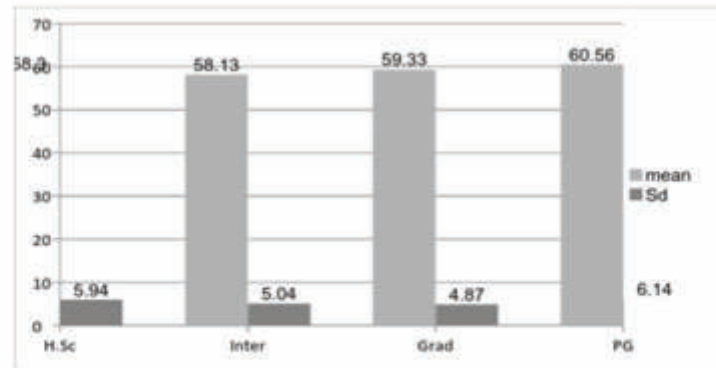
Table2.3: Dimension wise mean EI Scores of Rural (49) and Urban (51)

EI-D	SU-GP	MEAN	DTD DEVA	SQR DEV	SQR DEV/N	σ	T-RATIO
D1	URBAN	17.5	3.8	14.44	0.29469388	0.83171672	1.202332
	RURAL	16.5	4.5	20.25	0.39705882		
D2	URBAN	17.3	4.4	19.36	0.39510204	0.94090282	0.106281
	RURAL	17.2	5	25	0.49019608		
D3	URBAN	18.4	4.4	19.36	0.39510204	0.79705591	0.125462
	RURAL	18.3	3.5	12.25	0.24019608		
D4	URBAN	17.4	4.1	16.81	0.34306122	0.74605002	-1.34039
	RURAL	18.4	3.3	10.89	0.21352941		
EI-TOT	URBAN	70.7	14.1	198.81	4.05734694	2.73382836	0.219472
	RURAL	70.1	13.2	174.24	3.41647059		

By rejecting partially the 2nd hypothesis "rural and urban Educationists do not differ significantly in their Emotional Intelligence". We found that rural people are better than urban Educationists differing in their Emotional Intelligence.



Graph 3.1: Class wise Mean Academic Achievement Scores of Educationists. (100)



Class wise Distribution of Academic Achievement

Table 3.2: Class wise mean Academic Achievement Scores of Male (60) and Female (40)

Academic Achievement score%	Sub-Group	MEAN	Stan. Dev	t-ratio
10 th	Male	58.8	5.82	0.882
	Female	57.72	6.11	
12 th	Male	58.3	4.83	0.398
	Female	57.88	5.38	
Graduation	Male	58.95	4.82	0.950
	Female	59.9	4.95	
Post-Graduation	Male	60.24	5.64	0.619
	Female	61.05	6.87	
Total Score	Male	59.09	4.24	0.032
	Female	59.1	4.74	

The table 3.2 shows the values of mean Academic Achievement scores of male-female Educationists. Examining the table values we see that the female mean score (57.72) is less than male mean score (58.8) in class tenth which is shown by t-value 0882, significant at 0.01 confidence level and almost same in twelve. But at graduation and post-graduation Female Mean Score is at a higher side than male. In all, the Achievement Score mean is quite close at t-0.032 level. Here we partially reject and accept our hypothesis no 3 i.e. "There is no significant difference between Academic Achievement of male and female Educationists."

Discussion:

This study examined the emotional intelligence (EI) of educators in relation to their gender, location, and academic achievements. The findings revealed intriguing patterns. A significant difference in EI was observed between male and female educators, prompting the need for further exploration of underlying factors. Interestingly, rural educators exhibited higher EI than their urban counterparts, suggesting a need to understand the influence of different environmental contexts. The relationship



between EI and academic achievement wasn't straightforward, requiring further investigation to untangle the complex interplay of factors involved.

Conclusion:

1. This study reveals that rural educators exhibited higher EI compared to their urban counterparts. This may be attributed to differences in work environments, social interactions, and community dynamics.
2. General caste educators demonstrated higher EI than educators from other castes. The role of environmental factors shaping EI development requires further exploration.
3. While female educators displayed higher academic achievement, no significant difference was found in EI compared to male educators. Assigning gender-based explanations to this finding is inappropriate and could perpetuate harmful stereotypes. Similarly, attributing higher academic achievement in urban areas solely to factors like "competitive atmosphere" is oversimplifying and requires careful consideration of various complexities.

Suggestions:

The study acknowledges limitations in sample size and generalizability, highlighting the need for future research with broader samples and in-depth qualitative methods. Ultimately, this research paves the way for a more nuanced understanding of how emotional intelligence influences educators and their impact on the learning environment.

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