

Influence of Gender, Age, and Experience on Secondary School Teachers Emotional Intelligence

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Abstract

The study sought to investigate the impact of gender, age, and experience on the emotional intelligence of secondary school teachers. A stratified random approach was used to gather data from 119 teachers from 15 public and private institutions in Bandipora District, Jammu and Kashmir. Data for this descriptive study were collected using the Hyde, Pethe, and Dhar-standardized and cross-validated Emotional Intelligence Scale (EQS). The findings revealed a substantial difference between the mean emotional intelligence scores of secondary school teachers and those of their age cohort. Nonetheless, there was no noticeable difference in emotional intelligence among teachers based on gender or experience.

Keyword - Emotional, intelligence, school teachers, age, gender

Introduction:

Empirically, the progress of a country is contingent upon the equitable education of young individuals (Nadaf & Siddiqui 2017). Therefore, education is regarded as a fundamental building block for the progress of any country. Absent robust educational underpinnings, no contemporary nation can possess the necessary resilience to withstand prolonged periods of hardship (Nadaf & Siddiqui 2017; War & Kharbiryumbai, 2024). The successful implementation of this development will be unattainable without the guidance of a competent educator. It is an educator who molds and forms the future of the nation inside the confines of the classroom. A competent teacher is the sole determinant of the kids' future. Consideration of the current state of any country reveals significant transformations that have occurred over the past three years due to the global impact of the epidemic, particularly in the field of education. The current epidemic necessitates the government to modify the education system in response to the needs of the pupils and the prevailing conditions. Every nation accomplishes the same, and India too succeeds in this regard. The objective of every nation was to establish the smart and virtual classroom as a digital center for the teaching-learning work. However, it should be noted that the significance of the instructor has not been lost. Nevertheless, the online platform greatly enhances the productivity of both students and teachers. However, it is incapable of substituting a teacher who responds to the conduct and psychological processes of children in the classroom. Therefore, we need a competent educator to provide instruction irrespective of the time period. There exist several variables that influence the conduct of instructors. Emotional Quotient (EQ) is a key determinant that greatly impacts many facets of our lives, particularly in the profession of teaching (Kanwal & Inam, 2020; Elsehely, 2023). Salovey & Mayer define 1990 The emotional quotient refers to an individual's ability to comprehend emotional information and apply that knowledge to enhance intellectual and

emotional growth. Emotional intelligence refers to an individual's ability to comprehend and regulate their own emotional condition, detect the feelings of others, and effectively handle their interactions with others based on this comprehension (Goleman, 1998). Subjectively significant events in a human being's existence give rise to complex psychophysiological processes known as emotions (Eisma and Stroebe, 2021). They have been the subject of psychological study for almost a generation (Berridge, 2018). Certain scholars argue that in order to be successful educators, to motivate students, and to create an optimal learning atmosphere, teachers must control, assess, and direct their emotions (Schonert-Reichl, 2017). Since the mid-1990s, there has been a significant increase in the study of teachers' emotions, leading scholars to focus more on the paramount importance of emotional intelligence in their profession (Yin, 2012; Nadaf, 2017; Nadaf & Siddiqui 2017; Maamari and Majdalani, 2019). Emotional intelligence enhances instructors' creativity, fosters innovative thinking, reduces stress levels, and improves their connections with the ward populations. Furthermore, it enables individuals to effectively engage and satisfy their physical, cognitive, affective, and metaphysical requirements (Singh, 2006). Emotional intelligence (EQ) has been the subject of extensive study in recent decades. The domain of emotional intelligence has expanded its range to encompass all aspects of life.

Literature Review

The present academic consensus on emotional intelligence consists of two primary components: ability emotional intelligence (ability EI) and trait emotional intelligence (trait EI). Emotional intelligence (EI) is defined in the first paradigm as a cognitive capacity that involves the comprehension and differentiation of emotional signals and information. This is in contrast to the second model, which regards EI as a personality characteristic associated with typical conduct. (Bernard and Parker, 2000; Lu et al., 2016). These two different models (Davis and Nichols, 2016; Sanchez et al., 2024) have developed the unique methodology and empirical basis for evaluating Emotional Intelligence (EI). This paper provides a concise overview of the studies conducted over the past ten years on the emotional intelligence of teachers. This study establishes a clear and positive correlation between Emotional Quotient and teacher performance (Harina, 2020), work engagement, job satisfaction (Amico, Geraci, Tarantino, Wijayati, Kautsar, & Karwanto, 2020), and occupational stress (Nagra & Kumar, 2015). Teachers demonstrate greater effectiveness when they possess the ability to identify, articulate, and regulate their emotions (Siddique, Taseer, & Siddique 2021; Bala, 2017) and use efficient classroom management strategies (Valente et al., 2020 ; Duan et al., 2024). Instructors with elevated emotional intelligence possess superior interpersonal abilities and are more adept at collaborating effectively with their colleagues (Kgosiemanga, & Khoza, 2022). Teachers who excel in handling classroom conflicts (Valente et al., 2020 ; Chen et al., 2024) and employing conflict resolution strategies (Skordoulis, Liagkis, Sidiropoulos, & Drosos, 2020) have a strong correlation between their emotional regulation skills and their job performance (Mohamad, & Jais, 2016), work engagement, job satisfaction, and life satisfaction (Merida-Lopez, & Extremera, 2021). Research indicates that teachers who shown exceptional abilities in identifying, understanding, articulating, classifying, and managing emotions in pupils showed greater levels of teacher effectiveness. Most teachers are inherently religious and derive great satisfaction from tending to others. Furthermore, their significant homogeneity helps to preserve positive social interactions with others (Baracsi, 2016). Furthermore, demographic factors demonstrated their impact on the emotional intelligence of instructors. Ponmozhi & Ezhilbharathy (2017) assert that there exists a substantial correlation between emotional intelligence and gender, age, and geography. The study conducted by Bose and Guha (2018) found significant differences in emotional intelligence (EQ) between rural and urban teachers, as well as between male and female secondary school teachers (Kothawade & Supardi, 2014). Convergent findings were reported by Choudhary & Choudhary, Laskar, Nisha, and Budhisagar in 2013. A study by Bose & Guha (2018) found that gender had no impact on the emotional intelligence (EQ) of instructors. Similar results were reported by Poonam (2015) and Mishra et al., 2013, indicating that secondary school teachers, regardless of gender, had the same emotional intelligence (Garg & Kapri, 2016). In contrast, Nadaf & Siddiqui (2017) and Nadaf (2018) have observed in their research that gender has a substantial impact on the emotional intelligence of respondents. Previous studies have shown that the EQ of teachers is influenced by several factors, including the type of school (Kamatchi et al., 2015) (Paul & Mondal 2012) (Garg & Kapri 2016), age (Ponmozhi, & Ezhilbharathy, 2017); (Bisht, & Dhull, 2015) (Supardi, 2014), and experience (Suvarna, 2015 and Kamatchi et al., 2015). Nevertheless, other researchers have shown that the type

of school (Ponmozhi & Ezhilbharathy, 2017; Kaur & Talwar, 2014; Beria & Beria, 2014 & Kothawade, 2014) and age (Nagra & Kumar, 2015; Sarvamangala, 2015) and experience (Sarvamangala, 2015; Nisha, 2013; Mishra & Laskar, 2013) do not have a substantial influence on the emotional intelligence (EQ) of secondary school teachers. In their study, Nagra and Kumar (2015) examined the impact of marital status on the Emotional Quotient of secondary school teachers. Therefore, in order to facilitate successful instruction, a teacher must exhibit emotionally intelligent conduct. In the school setting, particularly in the classroom and work environment, emotional intelligence (EQ) is of primary importance. Emotional intelligence (EQ) facilitates a deeper comprehension of classroom conduct and caters to the varied requirements of youngsters. Significantly, it enhances the empathic and cognitive abilities of a teacher. Emotional Quotient serves as a powerful tool for grasping the demands of children and society. Hence, for any adult or educator, emotional intelligence (EQ) is a fundamental attribute. The objective of the present study is to examine the impact of various demographic variables on the emotional intelligence (EQ) of teachers in Bandipora District.

Objectives:

1. To research secondary school teachers' emotional intelligence.
- 1.1 To evaluate the mean of emotional intelligence among secondary school male & female teachers.
- 1.2 To compare the mean scores of emotional intelligence of government and private secondary school teachers.
2. To assess the mean of emotional intelligence among secondary school teachers from public and private schools.
2. To calculate the impact of age and its interaction with the secondary school teachers' emotional intelligence.
3. Researching the impact of experience and its interaction with the secondary school teachers' emotional intelligence.

Hypothesis:

1. Secondary school instructors will not have average emotional intelligence.
- 1.1 There is no discernible difference in the mean of emotional quotient of secondary school instructors who are male or female.
- 1.2 There is no discernible difference in the mean of emotional intelligence of secondary school teachers from public and private institutions.
2. The relationship between age and emotional intelligence in secondary school teachers is insignificant.
3. The emotional intelligence of secondary school teachers is not much impacted by experience or its interaction.

Method and Materials:

The study employs a quantitative methodology and is descriptive in character. All data is in the form of numbers and analysed by statistical techniques. This study intends to describe and find the difference between demographic variables with emotional intelligence. The dependent variable in this study is emotional intelligence, whereas the independent factors are gender, kind of school attended, age, and experience. The population for the current research consisted of all secondary school teachers in the Bandipora District (Jammu & Kashmir). Teachers from both public and private (management) schools were included in the research. A sample of 125 instructors from 15 schools in the Bandipora District participated in the survey (Jammu & Kashmir). The data were gathered using a stratified random sampling approach. 15 schools were chosen at random from among all of the senior secondary/higher secondary schools in the Bandipora city.

However, when running the normality test, 6 cases were dropped due to extreme outlier cases. Therefore, 119 secondary school teachers make up the entire sample. Data was gathered using the Emotional Intelligence Scale (EQS), which was standardised and cross-validated by Anukool Hyde, Samjoyot Pethe, and Upinder Dhar. 34 statements or objects across ten variables make up this test. The assertions don't have any correct or wrong solutions. This scale is intended to help people understand how differently people react to certain circumstances. In-depth, the methodology employed in this study is a quantitative explanatory survey technique using average, t-test, and one-way ANOVA. This analysis will evaluate the degree to which the t and f variance affect the relationship between demographic factors and emotional intelligence.

Result and Discussion:

The description of EQ in Secondary schools of District Bandipore in this study was carried out by providing a questionnaire whose contents provided several statements. Among the five available alternatives—strongly agree (SA), agree (A), neither agree nor disagree (NAD), disagree (DA), and strongly disagree (SD)—respondents select one to rate on a scale of 1 to 5. Positive statements are scored as follows: (SA) receives a score of 5, (A) receives a score of 4, (NAD) receives a score of 3, (DA) receives a score of 2, and (SD) receives a score of 1. Data regarding teachers' emotional intelligence in secondary schools throughout Bandipora city after the SPSS 20 process is as follows:

Table No 1. Demographic variable with descriptive statistics

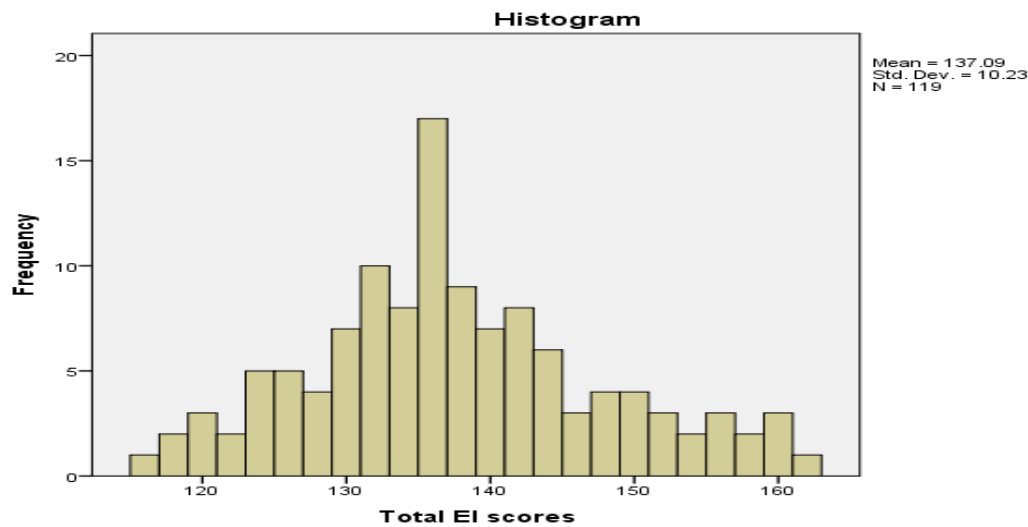
S. No	Variables	Categories	Frequencies	Percent	Total
1	Gender	Males	80	67.2	119
		Females	39	32.8	
2	Locality	Rural	90	75.6	119
		Urban	29	24.4	
3	Marital Status	Married	78	65.5	119
		Unmarried	41	34.5	
4	Type of School	Govt	92	77.3	119
		Private	27	22.7	
5	Age	24-33	48	40.3	119
		34-43	50	42.0	
		44-57	21	17.6	
6	Monthly income	Up to 20k	28	23.5	119
		20-40k	38	31.9	
		Above 40k	53	44.5	
7	Experience	1-5 yrs.	64	53.8	119
		6-10 yrs.	36	30.3	
		11-30 yrs.	19	16.0	

Interpretation of Table No 1

Table No 1 lists the demographic characteristics of the respondents, including gender, location, marital status, kind of education, age, monthly income, and experience. There are 119 instructors in all. The first demographic factor is gender, with 80 male instructors and 39 female teachers. The location is also a second demographic factor, with 29 instructors living in urban regions and 90 teachers living in rural areas. The third question is about the instructors' marital status; 78 of them were wed, while 41 of them were single.

Further, the fourth type is the school type, where 92 teachers were from government schools and 27 teachers were from private schools. Besides that, the fifth one is the age wherein 48 teachers belong to 24-33 years of age group; 50 teachers belong to 34-43 years of age group and 21 teachers belong to 44-57 years of age group. Likewise, the sixth one is monthly income, which was divided into three subgroups. In this category, 28 teachers belonged to the low-income group, 38 were from the average income group, and 53 were from the high-income group. The last demographic variable was experience, which was also sub-categorized into three categories. In this category, 64 teachers were from the low experience group, 36 were from the average experience group, and 19 were from the high experience group.

Table No 2: Measures of emotional intelligence include mean, median, standard deviation, variance, range, and lowest and maximum values.



Variable	N	Mean	Median	SD	variance	Range	Min	Max
EQ	119	137.09	136.00	10.230	104.661	45	116	161

Interpretation of Table No 2

Table 2 shows the overall Mean (137.09), frequency (119), median (136.00), std deviation (10.23), variance (104.661), range (45), minimum (116) and maximum (161) values of respondents. It is clear from the above table that the mean and median value does not vary so much. So, it can be interpreted that the data is normally distributed. It is further supported by graph no 1, which shows the normality of data.

Table No 3. Percentage of EQ scores of secondary school teachers of Bandipora District

Interval	Frequency	Percentage	Emotional Intelligence
152 and above	13	10.9	Very High
142-151	19	16.0	High
132-141	56	47.1	Moderate
122-131	24	20.2	Low
121 and below	7	5.9	Very Low
Total	119	100.0	

Source: primary data processed, 2020

Interpretation of Table No 3

Based on table 3, most of the EQ scores is at a score range of 132-141, namely 56 teachers or 47.0 % teachers have an average EQ, 24 teachers or 20.2% holds low EQ, 19 teachers or 16.0% are in the range of 142-151 means high EQ category and the least of the EQ scores is at the range of 121 and below, namely seven teachers or 5.9% have a deficient category of EQ. Furthermore, the EQ scores are 152 and above, namely 13 teachers or 10.9%, have a very high EQ. Thus, it can be interpreted that, in general, the teachers of secondary schools throughout the Bandipora city have average EQ scores.

Table No: 4 Comparison of mean scores of emotional intelligence of male and female secondary school teachers.

Variable	Gender	N	Mean	S. D	SEM	t	df	p
Emotional Intelligence	Male	80	137.24	11.800	1.319	.272	116.831	.786
	Female	39	136.79	5.948	.952			

Source: primary data processed, 2020

Interpretation of Table No 4

An independent sample t-test was conducted to compare the Emotional Intelligence scores for male and female secondary school teachers. There was no significant difference in scores for male teachers ($M=137.24$, $SD=11.800$) and female teachers, $M=136.79$, $SD=5.948$; $t(116.831) = .272$, $p=.786$ (two-tailed). The magnitude of the difference in the means (mean difference = .443, 95% CI: -2.780 to 3.665) was very small ($\eta^2=.0006$). Thus, our null hypothesis that there will be no significant difference in the mean scores of Emotional intelligence of Male and Female Secondary school teachers is not rejected.

Table No: 5 Dimension wise comparison of mean scores of emotional intelligence of male and female secondary school teachers

Dimensions of EQ	Gender	N	Mean	SD	SEM	t	df	p
Self-Awareness	Male	80	16.55	1.61	.18	-1.54	117	.12
	Female	39	17.00	1.19	.19			
Empathy	Male	80	19.76	2.47	.27	1.65	117	.10
	Female	39	19.03	1.79	.28			
Self-Motivation	Male	80	24.33	2.79	.31	.65	117	.51
	Female	39	24.00	1.87	.30			
Emotional Stability	Male	80	16.28	1.80	.20	2.96	91.434	.004*
	Female	39	15.36	1.46	.23			
Managing Relations	Male	80	15.79	1.87	.21	-1.45	117	.14
	Female	39	16.28	1.41	.22			
Integrity	Male	80	12.11	1.26	.14	.04	93.441	.96
	Female	39	12.10	.99	.15			
Self-Development	Male	80	8.04	.98	.11	-.49	80.171	.62
	Female	39	8.13	.92	.14			
Value Orientation	Male	80	7.99	1.15	.12	-1.66	94.739	.10
	Female	39	8.31	.89	.14			

Commitment	Male	80	8.40	1.26	.14	-1.27	96.98	.20
	Female	39	8.67	.95	.15			
Altruistic Behaviour	Male	80	8.00	1.03	.11	.45	97.19	.65
	Female	39	7.92	.77	.12			

Source: primary data processed, 2020

Interpretation of Table No 5

The Emotional Intelligence scores for male and female secondary school teachers were compared using a separate sample t-test. The emotional intelligence scores of male and female secondary school teachers who accept the emotional stability category did not significantly differ across any of the dimensions. EQ scores for male teachers ($M=16.28$, $SD=1.807$) and female teachers ($M=15.36$, $SD=1.460$) differed statistically at the $p.05$ levels for the emotional stability dimension of emotional intelligence; $t(91.434) = 2.965$, $p=.004$ (two-tailed). Due to the fact that men instructors had more emotional stability than their female colleagues, our null hypothesis is partially disproved. No statistically significant difference was discovered in the other dimensions.

Table No: 6 Comparison of mean scores of emotional intelligence of government and private secondary school teachers.

Variable	Type of School	N	Mean	S. D	SEM	t	df	p
Emotional Intelligence	Govt	92	136.55	9.999	1.042	-1.007	39.531	.320
	Private	27	138.93	10.979	2.113			

Source: primary data processed, 2020

Interpretation of Table No 6

The emotional intelligence scores of secondary school teachers from public and private schools were compared using an independent sample t-test. Government teachers' scores ($M=136.55$, $SD=9.999$) and private teachers' scores ($M=138.93$, $SD=10.979$) did not significantly vary; $t(39.531) = -1.007$, $p=.320$ (two-tailed). The size of the mean difference was very modest (eta square = 0.008), with a 95% confidence interval of -7.135 to 2.392. We did not reject our null hypothesis, which predicted that there would be no appreciable difference in the mean emotional intelligence scores of secondary school teachers from public and private institutions.

Table No: 7 comparisons of mean scores of emotional intelligence of secondary school teachers with respect to their age

Variable	Age	N	Mean	S. D	SEM	f	df	p
Emotional Intelligence	24-33	48	2.10	.805	.116	4.504	2,116	.013*
	34-43	50	1.66	.745	.105			
	44-57	21	2.05	.740	.161			

Source: primary data processed, 2020

Interpretation of Table No 7

To investigate how age affects levels of emotional intelligence, a one-way between-groups analysis of variance was performed. Considering the subjects' ages, three groups were created (Group 1: 24-33 yrs.; Group 2: 34-43 yrs.; Group 3: 44-57 yrs.). The EQ scores for the three age groups showed a significant difference at the $p.05$ levels: $F(2, 116) = 4.504$, $p=.013$. Although achieving statistical significance, there wasn't much of a difference in the mean scores across the groups. Using eta squared, the effect size was determined to be 0.03. The mean

scores for Group 1 ($M=2.10$, $SD=.805$) and Group 3 ($M=2.05$, $SD=.740$) were significantly different from Group 2 ($M=1.66$, $SD=.745$), according to post-hoc comparisons using the Tukey HSD test.

Table No: 8 comparisons of mean scores of emotional intelligence of secondary school teachers with respect to their experience

Variable	Experience	N	Mean	S. D	SEM	f	df	p
Emotional Intelligence	1-5 yrs.	64	2.00	.816	.102	1.898	2,116	.154
	6-10 yrs.	36	1.69	.786	.131			
	11-30 yrs.	19	2.00	.667	.153			

Source: primary data processed, 2020

Interpretation of Table No 8

In order to investigate the effects of experience on levels of emotional intelligence, a one-way between-groups analysis of variance was performed. Three groups of subjects were created based on their level of experience (Group 1: 1-5 yrs.; Group 2: 6-10 yrs.; Group 3: 11-30 yrs.). For the three experience groups, there was no statistically significant difference at the $p>.05$ EQ scores: $F(2, 116) = 1.898$, $p=.154$. Using eta squared, the effect size was determined to be .03. The mean scores for Group 1 ($M=2.00$, $SD=.816$) and Group 3 ($M=2.00$, $SD=.667$) were marginally different from Group 2 ($M=1.69$, $SD=.786$), according to post-hoc comparisons using the Tukey HSD test.

Major Findings:

- 26.9% of instructors in secondary schools have high emotional intelligence, while 37.0% of teachers possess average emotional intelligence.
- There was no discernible difference between male and female secondary school teachers' emotional intelligence mean scores.
- There was no discernible difference in the mean emotional intelligence scores of public and private school teachers.
- There were substantial age-related differences in the emotional intelligence of school instructors.
- Neither experience nor monthly pay have an impact on the emotional intelligence of secondary school teachers.

Discussion:

One of the main goals of the research was to find out how gender, age, experience, and kind of school affected the emotional intelligence of secondary school teachers. Research on the second objective found no difference in emotional intelligence between male and female educators. Emotional intelligence test results show no significant difference between male and female educators. Research by Bose and Guha (2018), Garg and Islam (2018), Dhull (2015), and Garg and Kapri (2016) all found no significant difference in the average emotional intelligence scores of male and female secondary school teachers, lending credence to this claim. This goes against what has been shown in previous studies by Nadaf (2018), Nadaf & Siddiqui (2017), Laxman (2014), and Supardi (2014), which found that male and female secondary school teachers had significantly different average emotional intelligence scores. More importantly, the findings did not show any difference in emotional intelligence between private and public school educators. Ponmozhi and Ezhilbharathy (2017), Kaur and Talwar (2014), Beria and Beria (2014), and Kothawade (2014) all came to the same conclusion: there was no significant difference in the average emotional intelligence scores of secondary school teachers working for public or private schools. On the other hand, research conducted by Ponmozhi & Ezhilbharathy (2017), Kamatchi et al., 2015, Paul & Mondal (2011), and Pragya & Umesh (2016) found that public and private secondary school teachers' average emotional intelligence scores exhibited a notable disparity. Teachers' emotional intelligence evaluations varied significantly by age group, according to the study. This finding is supported by research that found a substantial age-related variation in emotional intelligence among school teachers Ponmozhi & Ezhilbharathy (2017), Deepa & Poonam

(2015), and Supardi 2014). On the other hand, research by Sarvamangala (2015) and Nagra and Kumar (2015) disproves this idea by demonstrating that teachers' emotional intelligence does not change with age in secondary schools. Several factors contribute to the observed age-related disparities in emotional intelligence (EQ). Appointing a teacher at an early age makes the reasoning behind the decision obvious. That time is full of life, in his opinion, and he wants to interact with his pupils and colleagues. They become more self-aware and socially sensitive in these situations. He improves his cognitive and content-related abilities after a few years of adapting. Every year, the educational system sees the birth of new trends. Individuals require situational knowledge and intelligence in order to successfully adapt to the specific IT environment. However, they began to show signs of a loss in emotional intelligence during the Middle Ages. A teacher's social relations and compassionate nature make him vulnerable to potential disappointments. Because of this, their EQ is able to bounce back quickly. According to the results of the prior objective, secondary school teachers' emotional intelligence was unaffected by their years of experience. Research by Garg and Islam (2018) and Sarvamangala (2015) supports the idea that experience does not affect the emotional intelligence of secondary school teachers. Suvarna (2015) and Kamatchi et al., 2015 found that there was a significant difference in emotional intelligence between teachers with different levels of experience. However, there were only little differences found; teachers with different amounts of experience showed nearly identical levels of emotional intelligence, whereas those with medium experience showed lower levels.

Educational implications:

- It is imperative to widely implement emotional intelligence (EQ) courses in all schools to effectively identify disruptive behavior, provide students with practical skills for the classroom, and cater to the diverse needs of children.
- The requirement for emotional intelligence (EQ) training is higher among middle-aged and rural instructors as compared to other demographic groups. It possesses the capacity to significantly influence their role and behavior in the professional environment.
- Orientation programs and training courses focused on emotional intelligence are essential for improving students' exam results. Instructional professionals who possess elevated emotional quotients are more adept at handling classroom conflicts and fostering an enjoyable learning environment for their pupils.
- Due to variations in age and life experience, emotional intelligence (EQ) can impact the behavior of both children and adults.
- Education institutions located in remote locations might potentially gain advantages from increased access to and engagement with instructors who exemplify professionalism and achievement in their classrooms.

Conclusion:

When it comes to handling work and professional obligations, it's helpful to have a good emotional quotient. Learning is much more effective when conduct is demonstrated in real-life settings. Additionally, it changes the way in which students and teachers engage with one another. Better classroom management is possible when teachers have higher levels of emotional intelligence. There is a little to large amount of variation in terms of gender, geography, educational background, years of experience, and age bracket. Assimilating the traits of emotional intelligence in our teachers is the sole prerequisite. So that disputes in the classroom may be better handled and pupils' activities can be better supervised. Teachers that are emotionally intelligent are sensitive to their students' feelings and adept at managing their relationships with colleagues.

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