

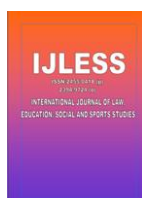


A Study on Managerial Skills and Emotional Intelligence of Secondary School Teachers of Belur Taluk

Dr. Chidananda A.L

Assistant Professor, Department of Studies and Research in Education, Karnataka State
Open University, Mukthagangothri-570 006, Mysore, Karnataka State

DOI: [10.33329/ijless.12.S2.236](https://doi.org/10.33329/ijless.12.S2.236)



Abstract

The teaching profession in the 21st century demands not only subject expertise but also strong managerial skills and emotional intelligence (EI) to address the complexities of classroom dynamics. This study investigates the relationship between managerial skills and EI among secondary school teachers of Belur Taluk. A sample of 200 teachers, equally representing rural and urban areas, was selected using simple random sampling. Standardized tools—the Managerial Effectiveness Scale and the Emotional Intelligence Scale—were administered. Data were analyzed using descriptive statistics and the t-test to determine differences between the two variables. Findings revealed that managerial skills were significantly higher than emotional intelligence among the respondents. The study highlights the importance of enhancing EI alongside managerial competencies for effective teaching. Educational implications suggest incorporating training programs, counseling support, and leadership development to strengthen teachers' overall effectiveness in fostering both academic and emotional growth among students.

Keywords: Managerial skills, Emotional intelligence, Secondary school teachers, Classroom management, Teacher effectiveness

Introduction

In the 21st century educational landscape, the roles of secondary school teachers go beyond instruction they act as leaders, mentors, and managers. Secondary school teachers play a crucial role not only in delivering curriculum but also in managing classrooms, handling diverse student needs, and maintaining effective communication with stakeholders (parents, colleagues, administration). These roles require both managerial skills and emotional intelligence (EI).

The contemporary educational landscape demands more than just pedagogical expertise from secondary school teachers; it increasingly necessitates a robust set of managerial skills coupled with high emotional intelligence. As educators, teachers are not only responsible for delivering curriculum but also for managing classroom dynamics, fostering a positive learning environment, resolving conflicts, and guiding student development. These responsibilities inherently involve aspects of management, such as planning, organizing, leading, and controlling, albeit within an educational

context. Simultaneously, emotional intelligence the ability to understand and manage one's own emotions, as well as perceive and influence the emotions of others plays a crucial role in effective communication, building strong relationships with students, colleagues, and parents, and navigating the emotional complexities inherent in the teaching profession. Therefore, a comprehensive understanding of how these two domains intersect and contribute to teacher effectiveness is paramount for enhancing the quality of secondary education.

While distinct concepts, managerial skills and emotional intelligence are deeply intertwined and mutually reinforcing in the context of secondary school teaching. Effective classroom management, for instance, requires not only organizational skills to plan lessons and activities but also emotional intelligence to understand student behavior, de-escalates tensions, and motivates learners. A teacher with strong emotional intelligence can better adapt their managerial strategies to individual student needs and classroom moods, leading to more positive outcomes. Similarly, leading students and guiding their learning pathways demands not just the ability to set goals and monitor progress (managerial), but also empathy, self-awareness, and social skills to inspire, encourage, and address individual emotional barriers to learning (emotional intelligence). In essence, emotional intelligence acts as a catalyst, enabling teachers to apply their managerial skills with greater nuance, sensitivity, and effectiveness, ultimately fostering a more supportive and productive educational environment.

Managerial skills for secondary school teachers can be broadly categorized into several key areas. Firstly, planning and organizational skills are essential for designing curricula, preparing lesson plans, managing classroom resources, and structuring learning activities efficiently. Secondly, leadership skills involve inspiring and motivating students, setting clear expectations, fostering a collaborative learning environment, and guiding student development both academically and personally. Thirdly, communication and interpersonal skills are vital for effective interaction with students, parents, and colleagues, including active listening, clear articulation, and conflict resolution. Fourthly, decision-making and problem-solving skills are crucial for addressing daily classroom challenges, adapting teaching strategies, and responding to unexpected situations. Finally, time management and resource allocation skills enable teachers to optimize their own productivity and make the most of available educational materials and support systems. Proficiency in these areas directly contributes to a well-managed and productive learning environment.

Emotional intelligence is a critical attribute for secondary school teachers, impacting various facets of their professional performance and well-being. Firstly, self-awareness allows teachers to understand their own strengths, weaknesses, and emotional triggers, leading to better self-regulation and more mindful responses in challenging situations. Secondly, self-regulation enables teachers to manage their emotions effectively, preventing burnout and maintaining a calm and composed demeanor even under pressure. Thirdly, motivation (intrinsic motivation and optimism) drives teachers to persevere, set high standards, and inspire their students. Fourthly, empathy is crucial for understanding students' diverse backgrounds, learning styles, and emotional states, allowing teachers to tailor their approach and provide individualized support. Finally, social skills facilitate effective communication, collaboration with colleagues, positive parent-teacher relationships, and the ability to build rapport with students, thereby fostering a supportive and inclusive classroom climate. High emotional intelligence ultimately enhances a teacher's ability to connect with students, manage stress, and create a conducive atmosphere for learning and personal growth.

Present Status of the Study

Researches on managerial skills and emotional intelligence have depicted that the two variables are different but related to one another due to the fact that a person cannot talk managerial skills in devoid of talking about a Emotional intelligence especially the secondary school teachers that is managing in

addition to handle that developed after the former. Thus the present study attempts to find out the significant difference between managerial skills and emotional intelligence.

Need for the Study

Teaching as profession has been regarded as one of the noblest professions by all countries at all times. The present century throws many a number of challenges before teachers. For working satisfactorily, the teachers should know how to solve problem, how to manage stress and conflicts. Here comes the role of emotional intelligence. A teacher is more productive if he/she has emotional intelligence. He/she can work as an emotional coach for his/her students and more intelligently help solve the problems of the students. Good education involves enabling the students to meet their emotional needs and this makes the teachers a better understanding of emotional intelligence and its relationship to leadership style can begin to address the gaps currently existing in the literature today and provide a more informed link between theory and practice. This understanding can also better inform the practitioners, and hence their leadership development programs and staffing within the reorganizations.

Objectives of the Study

1. To study the Difference, if any in the Managerial skills and Emotional Intelligence of the Secondary School teachers of Belur taluk.

Hypotheses of the Study

H1: There is a significant difference between Managerial Skills and Emotional Intelligence of Secondary school teachers of Belur taluk.

Variables of the Study

1. Managerial Skills
2. Emotional Intelligence

Sample of the Study

Simple random sampling technique was used to secondary school from which 200 teachers whom 100 Rural secondary school teachers and 100 Urban secondary school teachers were selected from the entire population in order to avoid investigator biases in selection subject represent the target population.

Tools used in the Study

In the present study Investigator used two standardized tools for measuring Managerial skills and Emotional Intelligence.

1. **Managerial Effectiveness Scale:** It was developed by Dr. Upinder Dhar, Dr. Shanthose Dhar and Preethi Jain.
2. **Emotional Intelligence Scale:** It was developed by Prof. Roquiya Zainuddin and Dr. Anjum Ahmed.

Statistical Techniques of the Study

Descriptive Statistics

The investigator calculated both mean scores by means of descriptive statistics- Mean, Median, Standard Deviation.

Inferential Statistics

The investigator employed 't'-test to find out the significant difference between managerial skills and emotional intelligence among teachers without and with respect to gender likewise the relationship 'r' between managerial skills and emotional intelligence amongst teachers was also calculated.

Analysis and Interpretation of the Data

Analysis and Interpretation of Objective One

The objective of the study was to study the Difference, if any in the Managerial skills and Emotional Intelligence of the Secondary School teachers of Belur Taluk.

A hypothesis had been formulated for this objective and data has been interpreted using descriptive and inferential statistics. 't' test was employed to test the hypothesis with the level of significance 0.05 with 398 degree of freedom.

Table-1: Showing the 't' value of score on Managerial Skills and Emotional Intelligence skills schools of Belur taluk.

GENDER	N	M	SD	't' value	't' table Value	RESULT
Managerial Skills	200	153.6	23.3	14.5	1.97	Significant at 0.05 Level
Emotional Intelligence	200	74	9.90			

To study this objective investigator had formulated a research hypothesis.

Hypothesis

H1: There is a significant difference between Managerial Skills and Emotional Intelligence of Secondary school teachers of Belur taluk.

The investigator changed the research hypothesis to null hypothesis.

H0: There is no significant difference Between Managerial Skills and Emotional Intelligence of Secondary School Teachers of Belur Taluk.

't' it was employed to test the null hypothesis at 0.05 level of significance at 1.97 degree of freedom the result had been given in table 4.14.

From the above table it is revealed that the 't' value for Managerial skills and Emotional Intelligence are significant at 0.05 level. It is also observed that mean scores of Emotional Intelligence are lower than that of Managerial skills. Hence it can be concluded that the Managerial effectiveness higher than that of Emotional Intelligence.

Major Findings of the Study

- Managerial skills are higher than Emotional Intelligence among teachers of Belur Taluk.

Educational Implications

- Teachers need a strong desire to be a success regarding in the development of Managerial skills.
- Teachers concentrate to improve the Emotional intelligence ability.
- The teachers should sense parental monitoring.
- Special counselling training need for teachers to maintain Emotional Intelligence.
- Teachers should minimize the emotional conflicts.

- Principal must help to the teachers to improve their Managerial skills.

Limitation of the Study

- The study was confined to secondary schools located at Belur taluk of both Government and privately owned.
- The study only investigating about difference between the Managerial skills and Emotional Intelligence of Secondary Teachers. (this study does not investigating about their academic achievement or others issue).

Suggestions for Further Research

- The present study was confined only to Belur taluk due to time constrain, so further study can be done including other taluks in the District.
- The present study was delimited to only a few schools, thus further studies could include more schools than the investigator did in the present study.
- The present study concentrated on Managerial skills and Emotional Intelligence of Secondary school teachers, further studies could include other aspects like job satisfaction, leadership, teaching effectiveness etc.
- Large study may be conducted on comparison bases of different districts.
- An experimental study can be conducted to see the effectiveness of Managerial skills and Emotional Intelligence on Secondary school teachers.

References

- [1]. Agarwal J.C.(2015), "Essential of Educational Psychology", Vikas Publication House, New Delhi.
- [2]. Buch M.B., "Fourth Survey of Research in Education Survey Books", 1983-1988, NCERT 1991,
- [3]. Gardner, H. (1983), "Multiple Intelligences: The Theory in Practice", Basic Books, New York.
- [4]. Best John W. (1983), "Research in Education", Prentice Hall of India Private Limited, New Delhi.
- [5]. Kothari C.R. (2011), "Research Methodology", New Age International Publishers, New Delhi.
- [6]. Koul Lokesh (1997), "Methodology of Educational Research", Vikas Publishing House Private Limited, New Delhi.
- [7]. Mangal S.K.(2016), "Advanced Educational Psychology", PHI Learning Private Ltd., New Delhi.
- [8]. Manju, Meta (2000), "Adolescent Psychology", Pointer Publishers, Jaipur.
- [9]. Maurice, Elias et. al (2000), "Emotionally Intelligent Parenting", Coronent Books, London.
- [10]. Rajpal, Kaur (2006), "Adolescent Psychology", Deep & Deep publications Pvt. Ltd., New Delhi.