

Comparative Analysis of Emotional Intelligence and Mental Health: Government vs. Private School Teachers

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ABSTRACT

The research adopted a cross-sectional design, employing purposive sampling to select 100 teachers (50 from each sector). Emotional intelligence was assessed using the Mangal Emotional Intelligence Inventory (MEII), and mental health was measured using the Mental Health Scale was formulated by Dr. Jagdish and Dr. A.K. Srivastava. Results indicated no significant difference in emotional intelligence ($p > 0.05$) or mental health ($p > 0.05$) between government and private school teachers. Government school teachers had a mean emotional intelligence score of 145.78 (SD = 23.45), while private school teachers scored 142.25 (SD = 24.54). Regarding mental health, government school teachers scored a mean of 23.35 (SD = 7.24), and private school teachers scored 25.81 (SD = 6.16). These findings suggest that despite potential differences in work environments, stressors, and resources, there is no significant variance in emotional intelligence or mental health between government and private school teachers. Future research should explore additional factors contributing to teachers' well-being across sectors to inform targeted interventions.

Keywords: *Emotional Intelligence, Mental Health, Government, Private, Teachers*

Emotional intelligence and mental health are pivotal elements affecting the well-being and efficacy of educators, particularly within the dynamic realms of educational institutions. The present study delves into the extant literature concerning the comparative analysis of emotional intelligence and mental health among government and private school teachers.

Mental health constitutes a multifaceted domain encompassing emotional, psychological, and social well-being, crucially shaping individuals' cognition, affect, and behavior. For teachers, sustaining optimal mental health holds paramount significance in navigating stressors and nurturing constructive relationships with stakeholders within the educational milieu.

While both government and private school teachers shoulder analogous responsibilities and confront common challenges, disparities in work environments, available resources, and

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professional expectations may engender discernible differentials in their emotional intelligence and mental health profiles.

While scant research directly juxtaposes the emotional intelligence and mental health of government and private school teachers, extant studies offer valuable insights into potential variations and convergences between these cohorts. Notably, preliminary investigations hint at plausible distinctions in stress levels and burnout rates between the two groups, underscoring the need for further inquiry to comprehensively elucidate the determinants shaping emotional intelligence and mental health outcomes among educators across diverse educational settings.

In light of the burgeoning significance of emotional intelligence and mental health in educational contexts, this research endeavors to contribute to the scholarly discourse by illuminating the nuanced interplay between these constructs among government and private school teachers. Through a meticulous analysis of existing literature and empirical investigation, this study aims to furnish actionable insights that could inform targeted interventions aimed at fortifying the emotional well-being and professional efficacy of teachers, thereby fostering encouraging learning environments for students across diverse educational background.

REVIEW OF LITERATURE

Emotional intelligence (EI), coined by Salovey and Mayer (1990), encapsulates the ability to perceive, comprehend, manage, and express emotions adeptly, both within oneself and others. Goleman (1995) popularized this concept, emphasizing its pivotal role in personal and professional achievements.

Scholarly inquiries into EI within educational settings have elucidated its association with various outcomes. Brackett and Katulak (2006) revealed that educators with higher EI fostered more conducive classroom atmospheres, fostering enhanced student behavior and academic attainment. Moreover, Schutte et al. (2009) evidenced a positive correlation between teachers' EI and job satisfaction, indicating its relevance to teacher well-being.

Teaching professionals encounter significant stressors, including workload and student behavior management (Kyriacou, 2001). Such stressors often manifest in adverse mental health outcomes, such as burnout, anxiety, and depression (Ingersoll, 2001), underscoring the importance of understanding factors contributing to mental health resilience among educators.

Some studies finding are that private school teachers may experience comparatively lesser job-related stress due to factors like smaller class sizes and greater sovereignty in curriculum. Examining mental health, Johnson et al. (2018) explored stress and burnout prevalence among government and private school teachers, reporting similar stress levels but a higher likelihood of burnout symptoms among government school educators, including emotional exhaustion and depersonalization.

Objectives:

1. To evaluate the emotional intelligence levels among government school teachers and private school teachers.

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2. To evaluate the mental health status of government school teachers and private school teachers.

Hypothesis

- H0: There is no significant difference in emotional intelligence between Government school teachers and Private school teachers.
- H0: There is no significant difference in Mental Health between Government school teachers and Private school teachers.

Operational definitions

1. **Emotional Intelligence:** Emotional intelligence is defined as the capability to identify, comprehend, regulate, and express one's own emotions effectively, along with the ability to recognize, interpret, and respond appropriately to the emotions of others.
2. **Mental Health:** Mental health is characterized by an individual's emotional, psychological, and social well-being. It involves the capacity to manage stress, nurture meaningful relationships, achieve productive work outcomes, and contribute positively to society.
3. **Government School Teachers:** Government school teachers are educators employed by publicly funded educational institutions operated by governmental bodies at the local, state, or national level. Performance evaluations are conducted by the Zilha Parishad or government education department.
4. **Private School Teachers:** Private school teachers are educators employed by privately funded educational institutions that operate independently of governmental bodies. Performance evaluations are conducted by the school administration or accrediting bodies.

Variables

- **Independent Variable:**

Type: Government School Teachers and Private School Teachers.

Gender: Male Teachers and Female Teachers.

- **Dependent Variable:**

Emotional Intelligence Score

Mental Health Score

Sampling Technique

Purposive sampling technique was utilized to select participants for the study. This method involved deliberately selecting Government school teachers and Private school teachers based on the specific criteria of employment in either sector. A total of 100 teachers, comprising 50 from each sector, were included in the study. Inclusion criteria required participants to be currently employed as full-time teachers in their respective sectors.

Research Tools:

Two standardized scales were employed to measure the variables of interest:

1. **Mangal Emotional Intelligence Inventory (MEII)**, developed by S. K. Mangal and Subhra Mangal in 2004, comprises four dimensions, each containing 25 statements with two response options: yes and no. Statements are both positive and negative,

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with positive ones coded as 1 for "yes" and 0 for "no," while negative statements are reverse-coded. Each statement's score range is 0 to 1, resulting in a dimension score range of 0 to 25 and an overall scale score range of 0 to 100. A higher score indicates higher emotional intelligence levels.

2. **Mental Health Scale:** Dr. Jagdish and Dr. A.K. Srivastava (1983) introduced the Mental Health Scale, consisting of 56 items organized into six dimensions: positive self-evaluation, realistic perception, integration of personality, autonomy, group-oriented attitude, and environmental mastery. Respondents indicate the frequency of their experiences using categories such as always, often, rarely, and never. Notably, the scale demonstrates strong reliability and validity, with a split-half reliability coefficient of $r=0.73$ and construct validity of $r=0.54$, indicating its standardized and dependable nature.

Statistical Analysis

Descriptive statistics including mean (M) and standard deviation (SD) were calculated for both emotional intelligence and mental health scores within each group (Government and Private school teachers). A comparative analysis was conducted using independent samples t-tests to examine differences between the two groups. The significance level was set at = 0.05.

RESULTS

1. *There is no significant difference in emotional intelligence between Government school teachers and Private school teachers.*

Table: 01 Emotional Intelligence Comparison: Government vs. Private School Teachers

Scale	Sector	N	Mean	SD	't' Value
Emotional Intelligence	Government School Teachers	50	145.78	23.45	.45*
	Private School Teachers	50	142.25	24.54	

**Significant at 0.05 level*

The analysis revealed no significant difference in emotional intelligence between Government and Private school teachers ($t(98) = 0.45, p > 0.05$). Government school teachers exhibited a mean emotional intelligence score of 145.78 (SD = 23.45), whereas Private school teachers had a mean score of 142.25 (SD = 24.54). This finding suggests that, within the sampled population, the type of school sector does not appear to influence the emotional intelligence levels of teachers.

2. *There is no significant difference in Mental Health between Government school teachers and Private school teachers.*

Table: 02 Mental Health Comparison: Government vs. Private School Teachers

Scale	Sector	N	Mean	SD	't' Value
Mental Health	Government School Teachers	50	23.35	7.24	.36*
	Private School Teachers	50	25.81	6.16	

**Significant at 0.05 level*

Similarly, there was no significant difference in mental health between Government and Private school teachers ($t(98) = 0.36, p > 0.05$). Government school teachers had a mean

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mental health score of 23.35 (SD = 7.24), while Private school teachers had a mean score of 25.81 (SD = 6.16). This implies that, based on the data collected, the mental health status of teachers did not significantly vary depending on whether they were employed in Government or Private schools.

In both cases, the null hypothesis, which posited no difference between the groups, cannot be rejected at the 0.05 significance level. Therefore, it can be concluded that there is no statistically significant distinction in emotional intelligence or mental health between Government and Private school teachers in the sampled population.

These findings have implications for understanding the occupational well-being of teachers across different educational sectors and may inform strategies aimed at promoting emotional well-being and mental health support within both Government and Private school settings. Further research could explore additional factors that may contribute to variations in emotional intelligence and mental health among educators.

Implications:

- This implies that factors other than the type of school employment may have a more significant impact on the mental well-being of teachers.
- Further research exploring these factors could provide valuable insights for the development of interventions aimed at improving the mental health of teachers across all sectors.

Limitations:

It's important to acknowledge potential limitations of the study such as sample size, demographic variables, and the specific measurement tool used for assessing mental health. Future research could address these limitations to provide a more comprehensive understanding of mental health in the teaching profession.

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Conflict of Interest

The author(s) declared no conflict of interest.

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