



# EMOTIONAL INTELLIGENCE AMONG SCHOOL TEACHERS IN TIRUNELVELI DISTRICT

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## Abstract

The present study is entitled as “Emotional Intelligence among School Teachers in Tirunelveli District”. This paper focuses on the teaching learning process by evaluating the Emotional Intelligence among School Teachers in Tirunelveli District. The study focuses on the emotional intelligence of high school teachers, who should have the skills and knowledge to assess each student's behavior, response, mental condition, coping mechanism, and communication style. The ability of high school teachers to manage stress, intellect, self-analysis, the school environment, and interpersonal relationships by adopting the notion is also something that has to be looked at. The researcher's goal is to investigate school instructors' emotional intelligence. The research was a survey type, which consists of simple random sampling of 760 high school teachers from 50 high and higher secondary schools in Tirunelveli district. The investigator has constructed and validated the Emotional Intelligence Scale (EIS) by self under the guidance of his research guide. The interpretation of data was done with statistical methods in percentage analysis, mean, standard deviation, and ‘t’-test. The result showed that there is significant relationship between the Emotional Intelligence among School Teachers in Tirunelveli District.

**Key Terms:** *Emotional Intelligence and High school teachers*

## INTRODUCTION

High school teachers are in a position to face significant hurdles in order to live given the current situation, which presents numerous challenges for all professionals. To equip ourselves with various life skills is a difficult undertaking. One must comprehend and interact with others in a social setting while accurately sensing their emotions. High school students are now being snatched away by unethical technological advancement. The main responsibility of high school instructors is to have an accurate understanding of the thoughts and actions of their charges. Instead of working with adults, teachers must deal with impressionable children. They have heated blood and are extremely sensitive at this period, taking things for granted. They are to be molded shaped with right attitude by the teachers who are flexible in sharing emotions (Joseph F. Callahan, 1977).

## SIGNIFICANCE OF THE STUDY

An emotionally intelligent teacher is the heart and soul of a successful educational program (Mangal, 2007). A teacher is a mechanism that brings about a positive social and behavioral change in a student by presenting before him model behaviour and emotional intelligence plays a major role in this mysterious and magical person-building stream of process. The success of teacher motivating the students and the students being motivated, learning in a happy psycho-social condition, smoothing the irritant conflicts with a smiling face subduing anger that pains students and the teacher is proportionate to the caliber to handle emotional intelligence. Apart from designing and implementing the curriculum, there requires an emotionally intelligent teacher who can sense even a slight person-specific and class-specific change and can maneuver the teaching strategies accordingly. Therefore the investigator wants to study the emotional intelligence of school teachers.

## OBJECTIVES

1. To find out whether there is no difference between the mean scores of emotional intelligence of high school teachers concerning the sub-variables of population variable, namely gender.
2. To find out whether there is no difference between the mean scores of emotional intelligence of high school teachers concerning the sub-variables of population variable, namely locality.
3. To find out whether there is no difference between the mean scores of emotional intelligence of high school teachers concerning the sub-variables of population variable, namely medium of instruction.

## HYPOTHESES

- H<sub>0</sub>1:** There is no difference between the mean scores of emotional intelligence of high school teachers concerning the sub-variables of population variable, namely gender.
- H<sub>0</sub>2:** There is no difference between the mean scores of emotional intelligence of high school teachers concerning the sub-variables of population variable, namely locality.
- H<sub>0</sub>3:** There is no difference between the mean scores of emotional intelligence of high school teachers concerning the sub-variables of population variable, namely medium of instruction.

## DELIMITATION OF THE STUDY

1. The study is limited to high school teachers in Tirunelveli district only.
2. The investigator has proposed to choose only 760 teachers as sample for the study.

## METHOD USED

The investigator has adopted survey method in this study to find out the “Emotional Intelligence among School Teachers in Tirunelveli District”.

## POPULATION AND SAMPLE

The population of the present study consists of teachers those who are working in high schools of Tirunelveli district, Tamilnadu. The investigator has used simple random sampling technique for selecting the sample. The sample consists of 760 high school teachers.

## TOOLS USED

For the present study the investigator developed the tool emotional intelligence.

## Emotional Intelligence Scale (EIS)

The investigator for her study decided to construct the following tool on emotional intelligence. Items were planned to prepare under various dimensions. It was planned to prepare the tool on the basis of Likert like five point and five point rating scales.

### Preliminary Draft

The investigator prepared 60 items for the EIS. The items were edited and carefully worded with instructions which indicate briefly the nature and purpose of the tool. The distributions of items for various dimensions in the preliminary draft were as follows in table - 1

**Table 1**

**Dimensions–wise Distribution of Items in Emotional Intelligence Scale (EIS)**

Sl. No.	Dimensions of Emotional Intelligence	Preliminary Draft		
		List of Items	No. of items	%
1.	Self-awareness and Empathy	1 - 15	15	25.00
2.	Professional Interest	16 - 30	15	25.00
3.	Intrapersonal Skills	31 - 45	15	25.00
4.	Interpersonal Skills	46 - 60	15	25.00
<b>Total</b>			<b>60</b>	<b>100.00</b>

### Nature of Items

- i. *Emotional Intelligence Scale (EIS)*: It consists of 29 positive items and the remaining 31 items are negative.

### Establishing the Validity

“Validity refers to the degree to which evidence and theory support the interpretation of test scores entailed by proposed uses of test” (Best and Khan, 2006). The validity of the tool has been found in different methods. For the present study, the investigator established the face and concurrent validity for the tool.

### Establishing the Reliability

According to Sharma (2004), “Reliability refers to whether a test is internally consistent (i.e.) consistency of scores obtained throughout the test when administered one or how accurately is the test measuring at a particular time”. In the present study, the investigator employed split-half method for establishing reliability for the tool. The split half reliability was 0.79

### Scoring Procedure

The scoring was done with the key which was prepared by the investigator for tool. In the Emotional Intelligence Scale (EIS), both positive and negative items are present in this scale. It is a five point scale. The respondent has to choose any one from the given five responses namely, i) Strongly Agree, ii) Agree, iii) Undecided, iv) Disagree and v) Strongly Disagree. Thus the maximum score obtained by a sample was 235 and the minimum score obtained by a sample was 47.

**STATISTICS TECHNIQUES USED**

Percentage analysis, mean, standard deviation and 't' test were used in this study.

**ANALYSIS OF DATA****SELF-AWARENESS AND EMPATHY DIMENSION OF EMOTIONAL INTELLIGENCE****Table-4**

*Mean, SD and 't' scores of self-awareness and empathy dimensions of emotional intelligence concerning population variables namely gender, locality and medium of instruction of high school teachers.*

Population Variable		N	Mean	SD	't'	Df	Sig.	Remarks	
<b>SELF-AWARENESS AND EMPATHY</b>	Gender	Male	321	27.87	8.77	0.327	758	0.744	NS
		Female	439	28.07	8.03				
	Locality	Rural	402	27.71	8.67	0.960	758	0.33	NS
		Urban	358	28.29	7.96				
	Medium of Instruction	Tamil	466	27.71	8.74	1.156	758	0.248	NS
		English	294	28.42	7.66				

Row 1 of table-4 shows that there is no significant difference in the mean scores of self-awareness and empathy dimensions of emotional intelligence between the male and female high school teachers, where  $t_{(760)} = 0.327$ ,  $p > 0.05$ .

Row 2 of table-4 reveals that there is no significant difference in the mean scores of self-awareness and empathy dimensions of emotional intelligence between the rural and urban high school teachers, where  $t_{(760)} = 0.960$ ,  $p > 0.05$ .

Row 3 of table-4 reveals that there is no significant difference in the mean scores of self-awareness and empathy dimensions of emotional intelligence between the Tamil and English medium high school teachers where  $t_{(760)} = 1.156$ ,  $p > 0.05$ .

Hence, the framed hypothesis there is no difference between the mean scores of self-awareness and empathy dimensions of emotional intelligence of high school teachers concerning the sub-variables of population variables, namely gender, locality and Medium of instruction is accepted.

**PROFESSIONAL INTEREST DIMENSIONS OF EMOTIONAL INTELLIGENCE****Table-5**

*Mean, SD and 't' scores of professional interest dimensions of emotional intelligence concerning population variables namely gender, locality and medium of instruction of high school teachers.*

Population Variable		N	Mean	SD	't'	Df	Sig.	Remarks	
<b>PROFESSIONAL INTEREST</b>	Gender	Male	321	38.15	11.29	1.332	758	0.183	NS
		Female	439	39.24	11.12				
	Locality	Rural	402	37.90	11.56	2.307	758	0.021	S
		Urban	358	39.77	10.64				
	Medium of Instruction	Tamil	466	37.53	11.46	3.891	758	0.000	S
		English	294	40.75	10.45				

Row 1 of table-5 shows that there is no significant difference in the mean scores of professional interest dimensions of emotional intelligence between the male and female high school teachers, where  $t_{(760)} = 1.332$ ,  $p > 0.05$ .

Row 2 of table-5 shows that there is significant difference in the mean scores of professional interest dimensions of emotional intelligence between the rural ( $M=37.90$ ;  $SD=11.56$ ) and urban ( $M=39.77$ ;  $SD=10.64$ ) schools high school teachers where  $t_{(760)} = 2.307$ ,  $p < 0.05$ . The calculated 't' value reveals that the urban high school teachers have a higher mean score (39.77) of professional interest dimensions of emotional intelligence than the rural high school teachers (37.90).

Row 3 of table-5 shows that there is significant difference in the mean scores of professional interest dimensions of emotional intelligence between the Tamil ( $M=37.53$ ;  $SD=11.46$ ) and English ( $M=40.75$ ;  $SD=10.45$ ) medium high school teachers where  $t_{(760)} = 3.891$ ,  $p < 0.05$ . The calculated 't' value reveals that the English medium high school teachers have a higher mean score (40.75) of professional interest dimensions of emotional intelligence than the Tamil medium high school teachers (37.53).

Hence, the framed hypothesis there is no difference between the mean scores of professional interest dimensions of emotional intelligence of high school teachers concerning the sub-variables of population variables, namely locality and Medium of instruction is substantially rejected except gender.

**INTRAPERSONAL SKILLS DIMENSIONS OF EMOTIONAL INTELLIGENCE****Table-6**

*Mean, SD and 't' scores of intrapersonal skills dimensions of emotional intelligence concerning population variables namely gender, locality and medium of instruction of high school teachers.*

		Population Variable	N	Mean	SD	't'	Df	Sig.	Remarks
<b>INTRAPERSONAL SKILLS</b>	Gender	Male	321	26.95	10.47	0.887	758	0.375	NS
		Female	439	27.61	10.00				
	Locality	Rural	402	26.86	10.24	1.349	758	0.178	NS
		Urban	358	27.86	10.14				
	Medium of Instruction	Tamil	466	26.83	10.19	1.708	758	0.088	NS
		English	294	28.12	10.19				

Row 1 of table-6 shows that there is no significant difference in the mean scores of intrapersonal skills dimensions of emotional intelligence between the male and female high school teachers, where  $t_{(760)} = 0.887$ ,  $p > 0.05$ .

Row 2 of table-6 reveals that there is no significant difference in the mean scores of intrapersonal skills dimensions of emotional intelligence between the rural and urban high school teachers, where  $t_{(760)} = 1.349$ ,  $p > 0.05$ .

Row 3 of table-6 reveals that there is no significant difference in the mean scores of intrapersonal skills dimensions of emotional intelligence between the Tamil and English medium high school teachers where  $t_{(760)} = 1.708$ ,  $p > 0.05$ .

Hence, the framed hypothesis there is no difference between the mean scores of intrapersonal skills dimensions of emotional intelligence of high school teachers concerning the sub-variables of population variables, namely gender, locality and Medium of instruction is accepted.

**INTERPERSONAL SKILLS DIMENSIONS OF EMOTIONAL INTELLIGENCE****Table-7**

*Mean, SD and 't' scores of interpersonal skills dimensions of emotional intelligence concerning population variables namely gender, locality and medium of instruction of high school teachers.*

		Population Variable	N	Mean	SD	't'	Df	Sig.	Remarks
<b>INTERPERSONAL SKILLS</b>	Gender	Male	321	34.52	12.99	2.025	758	0.043	S
		Female	439	36.52	13.76				
	Locality	Rural	402	34.77	13.29	1.97	758	0.050	S
		Urban	358	36.68	13.60				
	Medium of Instruction	Tamil	466	34.49	13.35	3.057	758	0.002	S
		English	294	37.54	13.46				

Row 1 of table-7 shows that there is significant difference in the mean scores of interpersonal skills dimensions of emotional intelligence between the male (M=34.52; SD=12.99) and female (M=36.52; SD=13.76) gender high school teachers where  $t_{(760)} = 2.025$ ,  $p < 0.05$ . The calculated 't' value reveals that the female high school teachers have a higher mean score (36.52) of interpersonal skills dimensions of emotional intelligence than the male high school teachers (34.52).

Row 2 of table-7 shows that there is significant difference in the mean scores of interpersonal skills dimensions of emotional intelligence between the rural (M=34.77; SD=13.29) and urban (M=36.68; SD=13.60) High school teachers where  $t_{(760)} = 1.97$ ,  $p < 0.05$ . The calculated 't' value reveals that the urban high school teachers have a higher mean score (36.68) of interpersonal skills dimensions of emotional intelligence than the rural high school teachers (34.77).

Row 3 of table-7 shows that there is significant difference in the mean scores of interpersonal skills dimensions of emotional intelligence between the Tamil (M=34.49; SD=13.35) and English (M=37.54; SD=13.46) medium high school teachers where  $t_{(760)} = 3.057$ ,  $p < 0.05$ . The calculated 't' value reveals that the English medium high school teachers have a higher mean score (37.54) of interpersonal skills dimensions of emotional intelligence than the Tamil medium high school teachers (34.49).

Hence, the framed hypothesis there is no difference between the mean scores of interpersonal skills dimensions of emotional intelligence of high school teachers concerning the sub-variables of population variables, namely gender, locality and Medium of instruction is rejected.

**EMOTIONAL INTELLIGENCE TOTAL****Table-8**

*Mean, SD and 't' scores of emotional intelligence concerning population variables namely gender, locality and medium of instruction of high school teachers.*

		Population Variable	N	Mean	SD	't'	Df	Sig.	Remarks
<b>EMOTIONAL INTELLIGENCE</b>	Gender	Male	321	127.49	38.92	1.379	758	0.16	NS
		Female	439	131.45	39.21				
	Locality	Rural	402	127.25	39.55	1.99	758	0.49	S
		Urban	358	132.61	38.47				
	Medium of Instruction	Tamil	466	126.57	39.54	2.885	758	0.00	S
		English	294	134.85	37.94				

Row 1 of table-8 shows that there is no significant difference in the mean scores of emotional intelligence between the male and female high school teachers, where  $t_{(760)} = 1.379$ ,  $p > 0.05$ .

Row 2 of table-8 shows that there is significant difference in the mean scores of emotional intelligence between the rural ( $M=127.25$ ;  $SD=39.55$ ) and urban ( $M=132.61$ ;  $SD=38.47$ ) schools high school teachers where  $t_{(471)} = 1.99$ ,  $p < 0.05$ . The calculated 't' value reveals that the urban high school teachers have a higher mean score (132.61) of emotional intelligence than the rural high school teachers (127.25).

Row 3 of table-8 shows that there is significant difference in the mean scores of emotional intelligence between the Tamil ( $M=126.57$ ;  $SD=39.54$ ) and English ( $M=134.85$ ;  $SD=37.94$ ) medium high school teachers where  $t_{(471)} = 2.885$ ,  $p < 0.05$ . The calculated 't' value reveals that the English medium high school teachers have a higher mean score (134.85) of emotional intelligence than the Tamil medium school high school teachers (126.57).

Hence, the framed hypothesis there is no difference between the mean scores of emotional intelligence of high school teachers concerning the sub-variables of population variables, namely locality and Medium of instruction is substantially rejected except gender.

**RESULTS AND DISCUSSION**

- It is found that there is no difference between the mean scores of self-awareness and empathy dimensions of emotional intelligence of high school teachers concerning the sub-variables gender, locality and medium of instruction.
- It is found that the urban high school teachers have a higher mean score (39.77) of professional interest dimensions of emotional intelligence than the rural high school teachers (37.90) and also found that the English medium high school teachers have a higher mean score (40.75) of professional interest dimensions of emotional intelligence than the Tamil medium high school teachers (37.53).



- It is found that there is no difference between the mean scores of intrapersonal skills dimensions of emotional intelligence of high school teachers concerning the sub-variables gender, locality and medium of instruction.
- It is found that the female high school teachers have a higher mean score (36.52) of interpersonal skills dimensions of emotional intelligence than the male high school teachers (34.52) and the urban high school teachers have a higher mean score (36.68) of interpersonal skills dimensions of emotional intelligence than the rural high school teachers (34.77) and also found that the English medium high school teachers have a higher mean score (37.54) of interpersonal skills dimensions of emotional intelligence than the Tamil medium high school teachers (34.49).
- It is found that the English medium high school teachers have a higher mean score (134.85) of emotional intelligence than the Tamil medium school high school teachers (126.57) and also found that the urban high school teachers have a higher mean score (132.61) of emotional intelligence than the rural high school teachers (127.25).

## RECOMMENDATIONS

This study helps to policy makers to know about the emotional intelligence of high school teachers. It helps to improve the stress management, intelligence, self-analysis, school environment, interpersonal relationship and social approach among the school teachers. The policy makers and school management must arrange workshops and organize talks, so that the teachers can get proper guidance regarding their emotional intelligence. The findings of this study will help to identify the teachers to understand their personal qualities (such as self-awareness and empathy, personal interest, intrapersonal skills and interpersonal skills) that may play a role in their educational performance.

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