



Emotional Intelligence and Social Intelligence Of Special School Teachers

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ABSTRACT

Teaching in special education settings necessitates advanced emotional competence owing to the intricate emotional and behavioral requirements of pupils. This study investigates the emotional intelligence and job efficacy of special school teachers in Kerala, while also analyzing variations across certain socio-demographic characteristics. Employing a descriptive and comparative research approach, data were gathered from 606 special school instructors via a structured questionnaire. The present paper attempts to explore the influence of social and emotional intelligence on social science teachers. The main objective of the study is to find out the relationship between the social and emotional intelligence of social science teachers and their students' educational achievements. The study is review-based, and some of empirical researchers own observations. The social science teachers have been accepting that social and emotional intelligence is a powerful tool and technique. It is not only for better education of students but also to make them good people.

Keywords: Social and Emotional Intelligence, Special School Teachers, Students and Academic Achievements.

Introduction

Social intelligence is essential for unlocking the skills of effective communication, dialogue, and teamwork to create an optimal and productive work environment (Garcia-Bulle: 2019). According to psychologists, social intelligence has developed after having experienced people and learning from their successes and failures in social settings. Emotional intelligence is the ability to identify and manage your emotions and the emotions of others. Emotional intelligence emphasizes motivation, empathy, self-awareness, self-control, social skills, and empathy (Salgar&Maraje: 2014). Social science as a subject emphasizes relationships, and social intelligence is also the ability of individuals which help them create strong relationships. The main advantages of demonstrating high emotional intelligence can be visible in daily life, according to the researchers. People who approach activities of daily living with emotional intelligence will probably face lesser limitations when it comes to adapting to challenges. It is because of that justification that such abilities should be included in the emotional intelligence conceptual framework. People's concerns and how they frame them will almost certainly be further linked to individual's internal experience than the issues discussed by someone else. An example posed to illustrate their point was that of the focus an individual might regarding their career options.

Review of Related Literature

In the early nineties, Yale psychologist, Peter Salovey, and his colleague John Mayer of the University of New Hampshire christened interpersonal and intrapersonal intelligence with the name emotional intelligence. However, it was with psychologist Daniel Goleman that the topic of emotional intelligence aroused more attention. (Martin & Boeck, 1997). According to Silva (2001), the term emotional intelligence was originated by Wayne Payne in 1985, but it was Daniel Goleman who in 1995 popularized it through his book titled Emotional Intelligence. Sofia Campos et al. 683 Silva (2001) states that emotional intelligence (EI) or Emotional Quotient (EQ) was initially understood as social intelligence by Thorndike and defined as the ability to relate to other people. Later it was better defined as the ability to handle emotions in four key areas: to perceive and express emotion, to assimilate and integrate emotions in thought, to understand and reason with emotion, to regulate and manipulate one's own emotions and those of others in different contexts. In short, emotional intelligence includes the ability to monitor one's own emotions and the emotions of others. Intelligence has been defined

and studied in different ways. According to Silva (2001), in a more familiar sense, intelligence is defined as individual skills used to learn and reason. Different individuals have different aptitudes, capabilities, and distinct cognitive abilities. On the other hand, in a broader sense, intelligence can be defined as the ability or capacity to solve problems. Emotional intelligence includes qualities such as understanding one's own emotions, the ability to put oneself in the place of others and the ability to control one's emotions in order to improve one's quality of life (Boeck and Martin, 1997). The acronym EQ stands for Emotional Quotient and refers to the level of a person's emotional intelligence. Emotional intelligence is formed by emotional needs, impulses, and a person's true values, and therefore, states that emotional intelligence will guide all our social behavior. As previously mentioned, in 1995 Daniel Goleman wrote a book titled Emotional Intelligence because in his view there was a need to make the meaning of the term known to the general public since there was little information on this subject. In his book, Goleman describes various types of emotional intelligence and how it has been proven in several studies. It is more significant than IQ in the areas of emotional health, success in relationships, and in the professional performance itself. Emotional intelligence, as well as intellectual intelligence, is primarily a function of the brain. This is set up largely in the central limbic system, which dominates feelings and impulses. Yet, despite its large genetic component, certain emotional competencies can be acquired through experience and training (Rego and Cunha, 2007). Goleman (1995) defined emotional intelligence as the capacity for self-control, zeal, persistence, and the ability to motivate ourselves, despite frustrations. According to Martin and Boeck (1997) great intelligence is not a sufficient tool for success. But through emotional intelligence we have a scientific explanation for the fact that there are gifted children who do not achieve success in life, contrary to what happens with mediocre students. Actually, there are other values that arise from the individual's emotional profile that shape the agendas of personal triumph and self-satisfaction, such as understanding one's feelings and emotions, optimism, and ability to express emotion. These aspects are very important in an analytical intelligence and logical thinking. Despite these new proposals intelligence, Martin, and Boeck (1997) identified a number of skills which are essential to emotional intelligence. The first is concerned with the fact that the individual recognizes their own emotions because the person knows how they feel and why can master their emotions, moderate them and control them. In truth, knowing how to control emotions is another basic ability. We cannot choose our emotions, we cannot just turn them off or avoid them, but the power is in our hands to guide them. The fact that we cannot control our emotions intelligently depends largely on our emotional intelligence. Another skill refers to knowing how to use existing potential. A high EQ alone does not make us geniuses, but knowing how to put oneself in others' shoes is a fundamental ability of emotional intelligence. Thus, empathy requires the willingness to admit emotions, listen carefully and be able to understand the thoughts and feelings that are not expressed verbally.

Emotional intelligence

Emotional intelligence also reflects an ability to use intelligence, empathy, and emotions to enhance understanding of interpersonal dynamics. However, substantial disagreement exists regarding the definition of EI, with respect to both terminology and operationalization. Currently, there are three main models of EI: The *ability model* defines EI in terms of cognitive and emotional abilities; the *mixed model*, introduced by Daniel Goleman, comprises a variety of emotional competencies, sometimes being regarded as a form of trait EI, the *trait model* defines EI as comprising traits within a personality trait theory framework. Different models of EI have led to the development of various instruments for the assessment of the construct. While some of these measures may overlap, most researchers agree that they relate to different constructs.

Social intelligence

Social intelligence refers to an individual's ability to understand and navigate social interactions, encompassing both verbal and nonverbal communication. It involves interpreting cues like tone, body language, and emotions to grasp the underlying meaning of interactions. This understanding extends to self-awareness about one's own thoughts and feelings, as well as comfort levels in various social settings. Historically, the concept gained traction in the early 20th century through the work of psychologists like Edward Lee Thorndike and later Howard Gardner, who integrated social intelligence into his theory of multiple intelligences. Daniel Goleman further distinguished social intelligence as the capacity to manage the emotions of others, highlighting its physiological roots and its impact on overall well-being. Research indicates that strong social intelligence correlates with better mental and physical health, as social connections can enhance recovery from illness and longevity. Additionally, social intelligence can be cultivated, making it vital for personal development, especially in children, as they learn to form relationships and navigate social norms. This topic is particularly relevant for individuals with autism spectrum disorder, who may face challenges in social interactions and benefit from targeted social skills training.

Special school teacher

A special education teacher helps children with special needs learn the same information and skills as other children in a school learn. Although the work can be challenging at times, it can also be satisfying to help children reach their full potential and see them prosper. If you love teaching and having a positive impact on children's lives, you may want to consider this career option. In this article, we answer, "What is a special education teacher?", explain the steps for how to become one and answer some frequently asked questions about this profession. These teachers often develop Individualized Education Programs (IEPs) to set goals and track each student's progress. Furthermore, special educators coordinate with other teachers and counsellors to prepare lessons and write reports. They also regularly communicate with the parents of students about their child's progress.

Population and Sample

The population taken for the survey was special school teachers. A sample of 500 teachers was Chosen randomly from the special schools in Tamil Nadu.

Tool Used

The Emotional intelligence social intelligence scale was developed by the investigator and guide.

Objectives of the Study

The study delineated the following specific objectives

To study the nature of the relationship existing between Emotional Intelligence and Teaching Effectiveness of Male Special School Teachers.

To study the nature of the relationship existing between Emotional Intelligence and Teaching Effectiveness of Female Special School Teachers.

To study the nature of the relationship existing between Emotional Intelligence and Teaching Effectiveness of Urban Special School Teachers.

To study the nature of the relationship existing between Emotional Intelligence and Teaching Effectiveness of Rural Special School Teachers.

To study the nature of the relationship existing between Emotional Intelligence and Teaching Effectiveness of Government Special School Teachers.

To study the nature of the relationship existing between Emotional Intelligence and Teaching Effectiveness of Govt.Aided Special School Teachers.

Research Hypotheses

After conducting a thorough review of literatures from various sources, the researchers have formulated the following research hypotheses,

There is no significant relationship existing between Emotional Intelligence and Teaching Effectiveness of Male Special School Teachers.

There is no significant relationship existing between Emotional Intelligence and Teaching Effectiveness of Female Special School Teachers.

There is no significant relationship existing between Teaching Emotional Intelligence and Teaching Effectiveness of Urban Special School Teachers.

There is no significant relationship existing between Emotional Intelligence and Teaching Effectiveness of Rural Special School Teachers.

There is no significant relationship existing between Emotional Intelligence and Teaching Effectiveness of Government Special School Teachers.

There is no significant relationship existing between Emotional Intelligence and Teaching Effectiveness of Govt-Aided Special School Teachers.

Analysis of Data

Table 1

Level of self-perception, self-regulation, self-drive, empathy, social motive and emotional intelligence of special school teachers.

Variable	Special School Teachers	Low		Moderate		High	
		No.	%	No.	%	No.	%
Self-perception	500	131	26.2	292	58.4	77	15.4
Self-regulation		118	23.6	292	58.4	90	18
Self-drive		84	16.8	337	67.4	79	15.8
Empathy		73	14.6	279	75.8	48	9.6
Social motive		114	22.8	233	46.6	153	30.6
Emotional intelligence		82	16.4	333	66.6	85	17

Low = Below 40; Moderate = Between 40-60; High = Above 60 from the 'T' Scores) It is inferred from the above table that 26.2%, 58.4% and 15.4% of special school teachers have low, moderate and high level of self-perception respectively. 23.6%, 58.4% and 18% of special school teachers have low, moderate and high level of self-regulation respectively. 16.8%, 67.4% and 15.8% of special school teachers have low, moderate and high level of self-drive respectively. 14.6%, 75.8% and 9.6% of special school teachers have low, moderate and high level of empathy respectively. 22.8%, 46.6% and 30.6% of special school teachers have low, moderate and high level of self-motive respectively. 16.4%, 66.6% and 17% of special school teachers have low, moderate and high level of emotional intelligence respectively.

Delimitations

The study is restricted to the special school teachers in Tamil Nadu only.

Though there are many data collection techniques, the investigator has used a questionnaire for a survey to measure the emotional intelligence of special school teachers.

Selected dimensions such as self-perception, self-regulation, self-drive, empathy, social motive only selected.

The sample will be delimited to 500 special school teachers in special schools.

Recommendations and Educational Implications

Regular in-service training programmes should be organized for special school teachers to enhance their emotional intelligence components such as self-perception, self-regulation, empathy, and social motive.

Since female teachers showed higher emotional intelligence than male teachers, special orientation and counseling sessions may be provided to support male teachers in developing emotional awareness and regulation skills.

Senior special school teachers with more than ten years of experience may be encouraged to mentor novice teachers, as experienced teachers demonstrated higher emotional intelligence levels.

Workshops on stress management, emotional balance, and coping strategies should be conducted regularly to reduce emotional exhaustion and burnout among special school teachers.

Emotional intelligence competencies may be considered as one of the criteria in teacher appraisal systems to promote emotional competence alongside academic performance.

Educational Implications

Enhanced emotional intelligence among special school teachers can lead to a positive and emotionally supportive classroom environment, benefiting students with special needs.

Teachers with high emotional intelligence can manage challenging behaviors more effectively through empathy, patience, and emotional regulation.

Emotional intelligence strengthens trust and emotional bonding between teachers and students, which is crucial in special education settings.

Developing emotional intelligence helps teachers cope with stress, increasing job satisfaction and reducing teacher attrition in special schools.

Emotionally intelligent teachers are better prepared to implement inclusive educational practices and collaborate effectively with parents and multidisciplinary teams.

Suggestions for Further Study

Future research may compare emotional intelligence between special school teachers and general school teachers to identify contextual differences.

Experimental studies may be conducted to assess the effectiveness of emotional intelligence training programmes on teacher performance and well-being.

Long-term studies may examine how emotional intelligence develops over time among special school teachers across different career stages.

Further studies may explore the relationship between emotional intelligence and variables such as job satisfaction, resilience, burnout, or teaching effectiveness.

Future research may adopt qualitative or mixed-method designs to gain deeper insights into the emotional experiences and challenges faced by special school teachers.

Conclusion

Emotional intelligence is a crucial attribute for special school teachers, influencing their ability to manage emotional challenges and foster supportive learning environments. Teachers with higher emotional intelligence demonstrate greater empathy, resilience, and adaptability, which are essential for effective special education. Promoting emotional intelligence through structured training and professional development can enhance teacher effectiveness and well-being. The study underscores the need to prioritize emotional intelligence as a core component of special teacher education and educational policy.

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