

## Emotional Intelligence Among High School Teachers in Cuddalore District

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### Abstract:

*This study aimed at finding out the emotional intelligence of high school teachers. The sample comprised of 304 high school teachers. The tools used were Test of emotional intelligence of high school teachers by Dr. Shubhra Mangal and Personal Data sheet. The researcher used Mean, Standard Deviation, and t test for the analysis of the scores obtained. It was found that the emotional intelligence of high school teachers*

**Keywords:** Emotional intelligence, High school teachers

### I. INTRODUCTION

In the overall development of an individual, emotional development forms an important component. Emotions are learnt to be expressed as per social demands. This learning starts from early childhood and continues into adulthood. Adolescence is a crucial stage, where intense emotions are experienced and manifested. The transition from high school to university is a stressful period for most young adults. The students face the task of modifying existing relationships with family and friends. Monitoring and moderating the changes to one's favour and progress is possible with the timely intervention by teachers and parents.

"Emotional Intelligence" has become a major topic of interest in scientific circles as well as in the lay public since the publication of a best seller by the same name in 1995 (Goleman). Despite this heightened level of interest in this new idea over the past decade, scholars have been studying this construct for the greater part of the twentieth century; and the historical roots of this area can actually be traced back to the 19th century. In this chapter an attempt is made to highlight the procedure and findings of some of the researches conducted earlier that have a bearing on the present study.

### II. NEED AND SIGNIFICANCE OF THE STUDY

The childhood and adolescence are critical windows of opportunity for setting down the essential habits that will govern our lives. Deficiencies in cognitive and emotional intelligences heighten a spectrum of risks from depression or a life of violence to eating disorders and drug abuse. There are many paths to success in life, and many domains in which other aptitudes are rewarded. People who are emotionally adept are at an advantage in any domain of life. Male and Female in our Indian Culture differ in recurring skills and experience through the opportunities provided to them in the families and societies. The preferences given to male and female differ. Hence there arises a chance for them to develop cognitive and emotional intelligence in a different way in the lifetime.

The transition from high school to higher education is a stressful experience for most students. Many serious decisions pertaining to selection of the course of study, the career, the life partner, the life style and the life goals can be taken up with the help of successful regulation of emotion and dealing with them effectively. How best the emotional balance and emotional management are gained is an important topic of study by educational researchers. These factors prompted the investigator to find the status of emotional intelligence of school teachers as they are the agents of social change.

### III. OBJECTIVES OF THE STUDY

1. To study the emotional intelligence among high school teachers in Cuddalore district.
2. To study the relationship between emotional intelligence and teacher's performance.

### IV. HYPOTHESES OF THE STUDY

1. There is no significant relationship between the different factors of teachers' emotional intelligence with total emotional intelligence.
2. There is no significant relationship between the different components of emotional intelligence with teacher performance.

### V. METHODOLOGY

Normative survey method is used for the present study

### VI. SAMPLE

The present study is carried out in the schools of Cuddalore district in Tamil Nadu State. A total of 304 high school teachers from Cuddalore constituted the sample. Random sampling technique was used in the selection of the sample.

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### VII. TOOL USED

Tools are the instruments that are employed to gather new facts. The selection of tools for a particular study depends upon various considerations such as objectives of the study. The amount of time in the investigator’s disposal, availability of suitable tests, personal competence of the investigator to administer, to score and interpret the test, results etc. Keeping these points in view, the investigator in order to collect the data, used the Emotional intelligence scale constructed by Shubhra Mangal.

### VIII. RESULT AND DISCUSSION

The data collected from the sample were analysed statistically using SPSS ver.16 and result was present in the Table 1 and 2

**Table -1** Mean and Standard deviation of the whole sample of teachers in their emotional intelligence

Research variable	N	Mean	SD
emotional intelligence	304	590.81	76.57

From table 1 it is evident that the whole sample mean is 590.81 and Standard deviation is 76.57. Hence it is inferred that the teachers exhibit moderate amount of emotional intelligence.

**Table-2** correlation coefficient between the various components of emotional intelligence with teacher performance

Variable A (Total emotional intelligence)	Variable B (components of emotional intelligence)	N	r-value	Level of significance at 0.05
Total emotional intelligence	Awareness of self and others	304	.148	Significant
	Professional Orientation		.086	Not Significant
	Intrapersonal Management		.916	Significant
	Interpersonal Management		.301	Significant

From the table 2 it is found the calculated r – value with Total emotional intelligence Vs. Component Awareness of Self and others = 0.148, Total emotional intelligence Vs. Professional orientation = 0.086, Total emotional intelligence vs. Intrapersonal management = 0.916, total emotional intelligent vs. Interpersonal management=0.301. Hence, the null hypothesis is rejected. Thus, there is significant relationship between the different factors of emotional intelligence with teacher performance.

### IX. RECOMMENTATIONS FOR FURTHER STUTY

1. A similar study for college students could be replicated.

2. Using more research variables the emotional intelligence could be studied in depth.
3. Emotional literacy training workshops could be arranged and validated.

### X. CONCLUSION

Thus it is found that emotional intelligence directly influences the teacher’s performance. With reference to the background, it is found form this study that locality of teachers, different standard teaching teachers, teachers experience, qualification of teachers and the type of generation of learners influences the emotional intelligence of high school teachers.

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