Emotional Intelligence among School Teachers in Nazareth, Thoothukudi District, Tamilnadu, South India

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Abstract:

In recent years, there has been an increased interest in studying both the academic success of teachers and their emotional adjustment in schools. The pressure on teachers to produce cent percent result in board examinations places tremendous pressure and load on the teachers' shoulders. Unless the teachers have the skills to manage their emotions, they cannot excel in their duties (Jana, M. G., 2003). Like Intelligence Quotient (IQ), Emotional Quotient (EQ) / Emotional Intelligence (EI) has become a separate avenue in the field of Psychology (Usha, P. & Rekha. 2009) and this study is an attempt to exhibit the level of Emotional Intelligence (EI) of teachers from primary to higher secondary schools and to analyse the relationship between the profile variables and the level of emotional intelligence among the teachers. All the teachers residing in Nazareth form the population of the study. The stratified random sampling was adopted and 120 teachers were chosen as samples for the study. It is revealed that majority of the teachers are having an average level of emotional intelligence. The study also revealed that the there is significant relationship between the number of earning members in the family and Emotional Intelligence level and there is a significant increase in the percentages of respondents in the above average Emotional Intelligence level from one earning member families to more than three earning member families. The study also reveals that there is a significant relationship between the income of the spouse of the teachers and their Emotional Intelligence level.

Keywords: Emotional Intelligence, Emotional Quotient, Teachers

Operational Definition

Emotional Intelligence: Emotional Intelligence is the capacity for recognizing one's own feelings and those of others, motivating themselves and managing emotions well in themselves and in their relationships.

Introduction

Education plays a very significant role in developing an individual to his full potential by bringing out his latent talents and nurturing them (Sastry, 2009). Quality of education can be achieved only through effective and interactive methods of teaching. The teachers play a very important role in giving quality education. The new yardstick for performance is how well the teachers handle themselves and the students (Indu, H. 2009). So the concept of Emotional Intelligence (EI) has recently received considerable attention and has come to be regarded as a new measure of success in any profession and life. An emotionally competent teacher is likely to

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emphasize on responsible behavior on the part of his/her students by placing himself/herself as a role model (Umadevi, 2009). So in this study the researcher takes an attempt to measure the Emotional Intelligence of teachers and the relationship between the demographic factors and their Emotional Intelligence.

Defining Emotional Intelligence

According to Mayer and Salovey (1997) emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectivity that regulate emotions so as to promote emotional and intellectual growth. In Goleman's (1998) words Emotional Intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves and in our relationships. Emotional Intelligence describes abilities distinct from, but complementary to, academic intelligence or the purely cognitive capacities measured by IQ.

FIGURE 1.1 Defining Emotional Intelligence
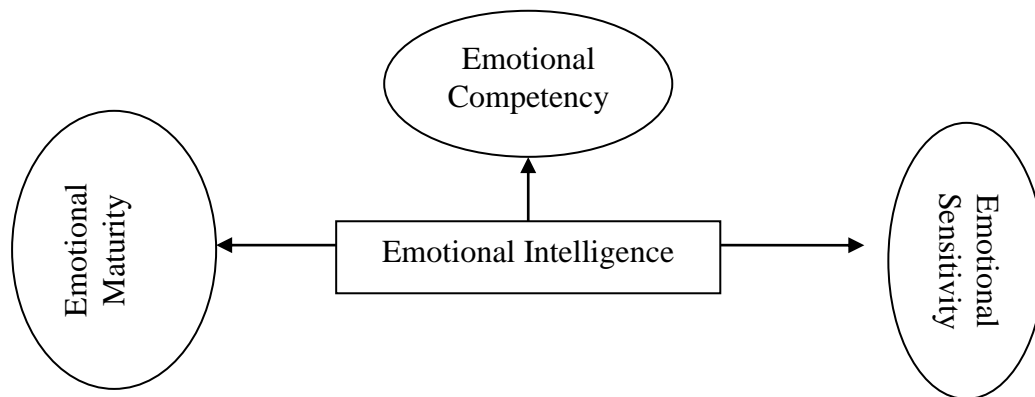
Singh (2006) also reports that the latest research in neurobiology has shown that human beings operate from two minds: the emotional mind and the rational mind. The harmony between the two minds is what constitutes Emotional Intelligence and is the key to a richer and more fulfilling life, as shown in figure 1.2.

Figure 1.2
The Human Mind
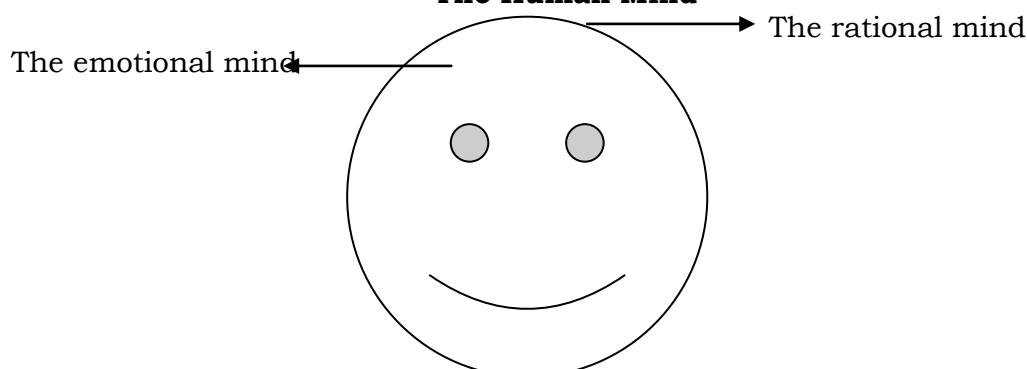
The emotional mind is the source of basic emotions: anger, sadness, fear, lust, surprise, disgust, and so on. Earlier species, including humans, operated exclusively from the emotional mind-the old sub-cortical limbic system lying beneath the grey matter, whereas the rational mind is centered in the neo-cortex, the outer part of the brain, and allows humans to plan, learn and remember.

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Historically, the subtler part of the brain, or the neo-cortex, developed about a million years ago.

Objectives of the Study:

The following are the objectives of the study:
i) To identify the level of emotional intelligence among the school-teachers.
ii) To find out the relationship between socio-economic profile and emotional intelligence of the school-teachers.

The Study Area

The scope of the study is confirmed to Nazareth, which comes under the administrative territory of Thiruchendur Taluk, Thoothukudi District in the state of Tamil Nadu, South India.

Methodology

Research Design

This research is descriptive in nature. Stratified random sampling method is adopted for the study. All the teachers residing in Nazareth form the population of the study. The stratified random sampling was done on the following basis.

Secondary Grade	36
B.T. Assistants	36
P.G. Assistants	36
Others	12
Total	120

Among the 120, sixty are male and sixty are female.

Data Collection

The data used in the study are both primary and secondary in nature. The secondary data were collected from the research journals, reports, books, technical books, Internet etc.

The primary data were collected using a questionnaire consisting two parts - Part I consists of items intended to exhibit the socio-economic profile information of the respondents. Part II measures the emotional intelligence related competencies that influences the level of emotional intelligence using an Emotional Competencies Scale (Samuel Thavaraj H, 2014). It is a 60-item (five point Likert type) scale consisting of 5 sub-scales (each consisting of 12 items) seeking to measure five components of emotional intelligence: self-awareness, self-regulation, self-motivation, empathy (social awareness) and social skills based on the Daniel Goleman (1998) study to measure the same for school teachers.

Emotional Intelligence among Teachers

Emotional Intelligence Index: The Emotional Intelligence of the Teachers is measured using the Emotional Intelligence Index.

$$\text{Emotional Intelligence Index} = \frac{\sum_{i=1}^{n} SEIV_i}{\sum_{i=1}^{n} MSEIV_i} \, x100$$

Whereas, SEIV - Score on Emotional Intelligence Variables

MSEIV   - Maximum Score on Emotional Intelligence Variables

i = 1 ....n   - Number of Emotional Intelligence Variables.

Table 1Emotional Intelligence Level among the Teachers

Level of Emotional Intelligence among the Teachers	Number of Respondents	Percentage
High Emotional Intelligence	Nil	----
Above Average	8	6.7
Average	97	80.8
Below Average	15	12.5
Low Emotional Intelligence	Nil	-----
TOTAL	**120**	**100**

Source: Primary data

Table 1 shows the distribution of respondents according to their level of Emotional Intelligence derived from the Emotional Intelligence Index. From this table it is understood that 6.7 per cent of the respondents are found to have above average-Emotional Intelligence score and 80.8 per cent of respondents are found to have the average-Emotional Intelligence score and 12.5 per cent of the respondents are found in the below average- Emotional Intelligence score.

From these findings, it is implied that a good majority of the teachers have the average Emotional Intelligence and only a very little percent has the Emotional Intelligence of above average. This may be due to the freedom they enjoy in the Government aided institution where they need not worry about the management, and the less work environment rather than the more work environment which may prevent them from the lessons learnt from different experiences. Furthermore they teach only to the homogenous group and the teachers themselves are also from the same area etc. This permanent homogeneity may prevent them from gaining more Emotional Intelligence through experience.

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Relationship between the Socio-Economic Profile and Emotional Intelligence among Teachers

Relationship between Age and Emotional Intelligence Level

Table 2 Relationship between age and Emotional Intelligence Level

Age Group	Below Average		Average		Above Average		p-value
	n	%	n	%	n	%	
20 to 30 Years	-	-	9	100	-	-	
31 to 40 Years	5	18.5	22	81.5	-	-	0.291
41 to 50 Years	7	11.1	51	81.0	5	7.9	
Above 50 Years	3	14.3	15	71.4	3	14.3	

Source: Primary data

Table 2 shows the relationship between age and the Emotional Intelligence level of the respondents. In the age group 20 to 30 years, all (9) members are found in the average level. While in the age group 31 to 40 years, 81.5 per cent are found in the average level and 18.5 percent are found in the below average level. In the age group 41 to 30 years, 81.0 percent of the respondents are found in the average level, 11.1 per cent are found in the below average level and only 7.9 per cent is found in the above average level. In the age group 50 year and above, 71.4 per cent is found in the average level, 14.3 per cent of the respondents are found in the below average level and also in the above average level. Since the p-value here is > 0.05 as per the Chi-square test, it is inferred that there is no significant relationship between the age group and the Emotional Intelligence level.

Relationship between Gender and Emotional Intelligence Level

Table 3 Relationship between Gender and Emotional Intelligence Level

Gender	Below Average		Average		Above Average		p-value
	n	%	n	%	n	%	
Male	7	11.7	47	78.3	6	10.0	0.155
Female	8	13.3	50	83.3	2	3.3	

Source: Primary data

Table 3 shows the relationship between gender and the Emotional Intelligence score. From the table 4.16 it is understood that 78.3 per cent of the male respondents are found in the average level, 11.7 per cent of the respondents are found in the below average level and 10 per cent of the respondents are found in the above average level. Among the females, 83.3 per cent of the respondents are found in the average level, 13.3 per cent of the respondents are found in the below average level and 3.3 per cent is found in the above average level. Though the questionnaires are distributed in equal proportions among the males and females, there is variation in their Emotional Intelligence level. Anyhow both males and females have the highest percentage of respondents in the average level. In fact only very little percent of the female respondents are from the above average level of Emotional Intelligence. Since the p-value (0.155) is > o.o5, it is inferred that there is no significant relationship between the gender and the Emotional Intelligence level.

Relationship between Marital Status and Emotional Intelligence Level

Table 4 Relationship between Marital Status and Emotional Intelligence Level

Marital Status	Below Average		Average		Above Average		p-value
	n	%	n	%	n	%	
Married	14	12.3	92	80.7	8	7.0	0.796
Unmarried	1	16.7	5	83.3	-	-	

Source: Primary data

Table 4 shows the relationship between marital status and the Emotional Intelligence score. From the table 4.17 it is understood that 80.7 per cent of the married respondents are found in the average level, 12.3 per cent of the respondents are found in the below average level and 7.0 per cent of the respondents are found in the above average level. Among the unmarried, 83.3 per cent of the respondents are found in the average level, 16.7 per cent of the respondents are found in the below average level and none are found in the above average level. Though the questionnaires are not distributed in equal proportions among the married and unmarried, there is not much variation in their Emotional Intelligence level. Anyhow both married and unmarried have the highest percentage of respondents in the average level. In fact only very little per cent of the married respondents are from the above average Emotional Intelligence level and no unmarried respondent is found in the above average level of Emotional Intelligence. Since the p-value (0.796) is > o.o5, it is inferred that there is no significant relationship between the marital status and the Emotional Intelligence level.

Relationship between Teaching Experience and Emotional Intelligence Level

Table 5 Relationship between Teaching Experience and Emotional Intelligence Level

Teaching Experience	Below Average		Average		Above Average		p-value
	n	%	n	%	n	%	
Below 5 Years	3	10.7	25	89.3	-	-	
5 to 10 Years	2	8.3	21	87.5	1	4.2	
10 to 20 Years	7	15.2	35	76.1	4	8.7	
20 to 30 Years	1	5.6	14	77.8	3	16.7	0.134
Above 30 Years	2	50.0	2	50.0	-	-	

Source: Primary data

Table 5 shows the relationship between the teaching experience and the level of Emotional Intelligence of the respondents. Among the teachers with less than five years of experience 89.3 per cent of the respondents are found in the average level, whereas 10.7 per cent of the respondents are found in the below average level. While among the respondents with five to 10 years' experience, 87.5 per cent is found in the average level, 8.3 per cent is found in the below average level and only 4.2 per cent of the respondents are in the above average level. Among the respondents with 10 to 20 years' experience, 76.1 per cent is found in the average level, whereas 15.2 per cent is found in the below average level and only 8.7 per cent of the respondents are in the above average level. Among the respondents with 20 to 30 years' experience, 77.8 per cent is found in the average level, whereas 5.6 per cent is found in the below average level and only 16.7 per cent of the respondents are in the above average level.

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Among the respondents with more than 30 years' experience, 50 per cent of the respondents are in the average level and 50 per cent is in the below average level.

Since the p-value here is > 0.05 as per the Chi-square test, it is inferred that there is no significant relationship between the experience of the respondents in teaching profession and the Emotional Intelligence level. This table indicates that, in all the four categories highest percent of the respondents are found in the average Emotional Intelligence level. It is also implied that there is an increase in the percentage of the respondents in the above average level, as the year of experience gets increased from five to 30 years. But this increase is not found among the respondents with more than 30 years' experience.

Relationship between Educational Qualification and Emotional Intelligence Level

Table 6 Relationship between Educational Qualification and Emotional Intelligence Level

Educational Qualification	Below Average		Average		Above Average		p-value
	n	%	n	%	n	%	
UG degree with B.Ed / M.Ed	2	7.7	22	84.6	2	7.7	
PG degree with B.Ed	5	18.5	20	74.1	2	7.4	
PG degree with M.Ed./M.Phil	4	20.0	15	75.0	1	5.0	0.820
Degree with/without Diploma	1	6.7	13	86.6	1	6.7	
Diploma	3	9.4	27	84.4	2	6.3	

Source: Primary data

Table 6 shows the relationship between educational qualification and the Emotional Intelligence score. Among the respondents with UG degree with B.Ed / M.Ed, 84.6 per cent is in the average Emotional Intelligence level, 7.7 per cent is in the below average Emotional Intelligence level and 7.7 per cent is in the above average level. While among the respondents with PG degree with B.Ed, 74.1 per cent is in the average Emotional Intelligence level, 18.5 per cent is in the below average Emotional Intelligence level and 7.4 per cent is in the above average level. Among the respondents with PG degree with M.Ed./M.Phil, 75 per cent is in the average Emotional Intelligence level, 20 per cent is in the below average Emotional Intelligence level and five per cent is in the above average level. Among the respondents with Degree with/without Diploma 86.6 per cent is in the average Emotional Intelligence level and 6.7 per cent is in the below average Emotional Intelligence level and 6.7 per cent is in the above average Emotional Intelligence level. Among the respondents with Diploma, 84.4 per cent is in the average Emotional Intelligence level, 9.4 per cent is in the below average Emotional Intelligence level and 6.3 per cent is in the above average level.

As per the Chi-square test, the p-value 0.820 is > 0.05. This shows that there is no significant relationship between the educational qualification of the respondents and the Emotional Intelligence level.

Relationship between Post Held and Emotional Intelligence Level

Table 7 Relationship between Post Held and Emotional Intelligence Level

Post Held	Below Average		Average		Above Average		p-value
	n	%	n	%	n	%	
Secondary Grade	7	19.4	26	72.2	3	8.3	
B.T Assistant	3	8.3	30	83.3	3	8.3	0.596
P.G Assistant	4	11.1	30	83.3	2	5.6	
Others	1	8.3	11	91.7	-	-	

Source: Primary data

The table 7 shows the relationship between the post held and the Emotional Intelligence score. Among the respondents who are secondary grade teachers, 72.2 per cent is in the average Emotional Intelligence level, 19.4 per cent is in the below average level and 8.3 per cent is in the above average level. Among the respondents who are B.T Assistants, 83.3 per cent is in the average Emotional Intelligence level, 8.3 per cent is in the below average level and 8.3 per cent is in the above average level. While among the respondents who are P.G Assistant, 83.3 per cent is in the average Emotional Intelligence level, 11.1 per cent is in the below average level and 5.6 per cent is in the above average level. Among the other respondents who are Physical Educators, Music teachers, Sewing teachers and art and craft teachers, 91.7 per cent is in the average Emotional Intelligence level, whereas 8.3 per cent is in the below average level.

As per the Chi-square test, the p-value 0.596 is > 0.05. This shows that there is no significant relationship between the post held by the respondents and the Emotional Intelligence level.

Relationship between Number of Earning Members in the Family and Emotional Intelligence Level

Table 8 Relationship between Number of Earning Members in the Family and Emotional Intelligence Level

Number of earning members	Below Average		Average		Above Average		p-value
	n	%	n	%	n	%	
One	5	41.7	7	58.3	-	-	
Two	8	8.9	77	85.6	5	5.6	
Three	2	14.3	10	71.4	2	14.3	0.031
More than three	-	-	3	75.0	1	25.0	

Source: Primary data

Table 8 shows the relationship between number of earning members in the family and the Emotional Intelligence score. From this table it is understood that highest percentage of respondents are found in the average Emotional Intelligence level in the four categories.

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Among the respondents from one earning member families, 41.7 per cent is in the below average Emotional Intelligence level and 58.3 per cent is in the average level. Among the respondents from two earning member families, 85.6 per cent is in the average Emotional Intelligence level and 8.9 per cent is in below average level and only 5.6 per cent is in the above average level. Among the respondents from three earning member families 71.4 per cent is in the average Emotional Intelligence level, 14.3 per cent is in below average level and 14.3 per cent is in the above average level. Among the respondents from more than three member-earning families, 75 per cent is in the average level, whereas 25 per cent is in the above average level.

As per the Chi-square test, the p-value 0.031 is < 0.05. This shows that there is significant relationship between the number of earning members in the families and the Emotional Intelligence level. There is a trend increase in the percentages of respondents in the above average Emotional Intelligence level from one earning member families to more than three earning member families.

Relationship between Type of School and Emotional Intelligence Level

Table 9 Relationship between Type of School and Emotional Intelligence Level

Type of School	Below Average		Average		Above Average		p-value
	n	%	n	%	n	%	
Primary School	-	-	5	100	-	-	
Middle School	1	4.3	18	78.3	4	17.4	0.249
Hr.Sec.School	14	15.2	74	80.4	4	4.3	

Source: Primary data

Table 9 shows the relationship between the type of school and the Emotional Intelligence score. All the teachers who are working in the primary school are in the average Emotional Intelligence level. Those who are working in the middle school and have average Emotional Intelligence level are 78.3 per cent, and among the middle school teachers 4.3 per cent is in the below average level of Emotional Intelligence and 17.4 per cent is in the above average level. Among the teachers who are working in the higher secondary section, 15.2 per cent is in the below average Emotional Intelligence level, 80.4 per cent is in the average level and 4.3 per cent is in the above average level.

As per the Chi-square test, the p-value 0.249 is > 0.05 and the relationship between the type of school and the Emotional Intelligence score is not significant.

Relationship between Monthly Income and Emotional Intelligence Level

Table 10 Relationship between Monthly Income and Emotional Intelligence Level

Monthly Income	Below Average		Average		Above Average		p-value
	n	%	n	%	n	%	
Rs.10001 to Rs.15000	2	14.3	12	85.7	-	-	
Rs.15001 to Rs.20000	3	10.0	27	90.0	-	-	0.571
Rs.20001 to Rs.25000	7	13.0	41	75.9	6	11.1	
Above Rs.25000	3	13.6	17	77.3	2	9.1	

Source: Primary data

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Table 10 shows the relationship between the monthly income and the Emotional Intelligence score. Among the respondents who have monthly income from Rs.10001 to Rs.15000, 85.7 per cent is from the average Emotional Intelligence level and 14.3 per cent is in the below average level. Among the respondents whose monthly income is from Rs.15001 to Rs.20000, 90 per cent is in the average level, 10 per cent is in the below average level of Emotional Intelligence. While among the respondents whose monthly income is from Rs.20001 to Rs.25000, 75.9 per cent is in the average level, 13.0 per cent is in the below average level of Emotional Intelligence, and 11.1 per cent is in the above average level. While among the respondents who earn more than Rs. 25000, 77.3 percent is in the average level, 13.6 is in the below average level and 9.1 per cent is in the above average level.

As per the Chi-square test, the p-value 0.571 is > 0.05 and the relationship between the monthly income of the respondents and the Emotional Intelligence score is not significant.

Relationship between Family Size and Emotional Intelligence Level

Table 11 Relationship between Family Size and Emotional Intelligence Level

Family Size	Below Average		Average		Above Average		p-value
	n	%	n	%	n	%	
Single	1	16.7	5	83.3	-	-	
Two	2	10.5	14	73.7	3	15.8	
Three	3	8.8	29	85.3	2	5.9	0.606
Four	5	12.2	33	80.5	3	7.3	
Above Four	4	20.0	16	80.0	-	-	

Source: Primary data

Table 11 shows the relationship between the family size and the Emotional Intelligence score. Among the respondents who are the singles, 83.3 per cent is from the average Emotional Intelligence level and 16.7 per cent is in the below average level. Among the respondents whose family size is two, 73.7 per cent is in the average level, 10.5 per cent is in the below average Emotional Intelligence level and 15.8 per cent is in the above average level. While among the respondents whose family size is three, 85.3 per cent is in the average level, 8.8 per cent is in the below average Emotional Intelligence level and 5.9 per cent is in the above average level. While among the respondents who are from four member families, 80.5 per cent is in the average level, 12.2 per cent is in the below average level and 7.3 per cent is in the above average level. Finally among the respondents who are from five member families, 80.0 per cent is in the average level and 20.0 per cent is in the below average level.

As per the Chi-square test, the p-value 0.606 is > 0.05 and the relationship between the family size of the respondents and the Emotional Intelligence score is not significant.

Relationship between Monthly Income of Spouse and Emotional Intelligence Level

Table 12 Relationship between Monthly Income of Spouse and Emotional Intelligence Level

Monthly Income of Spouse	Below Average		Average		Above Average		p-value
	n	%	n	%	n	%	
No Income	3	17.6	14	82.4	-	-	
Below Rs.5000	-	-	3	60	2	40	
Rs.5001 to Rs.10000	-	-	15	93.8	1	6.2	
Rs.10001 to Rs.15000	5	25.0	15	75.0	-	-	0.006
Rs.15001 to Rs.20000	1	4.5	21	95.5	-	-	
Rs.20001 to Rs.25000	2	9.5	17	81.0	2	9.5	
Above Rs.25000	4	21.1	12	63.2	3	15.8	

Source: Primary data

Table 12 shows the relationship between the monthly income of spouse and the Emotional Intelligence score. Among the respondents who have spouse with no income, 82.4 per cent is in the average level, 17.6 per cent is in the below average Emotional Intelligence level. Among the respondents who have spouse with income Rs.5000 and below, 60 per cent is in the average level and 40 per cent is in the above average Emotional Intelligence level. Among the respondents who have spouse with income from Rs. 5001 to Rs.10000, there 93.8 per cent is in the average level and 6.2 per cent is in the above average Emotional Intelligence level. Among the respondents who have spouse with income from Rs. 10001 to Rs.15000, 75.0 per cent is in the average level and 25.0 per cent is in the below average Emotional Intelligence level. Among the respondents who have spouse with income from Rs.15001 to Rs.20000, 95.5 per cent is in the average level and 4.5 per cent is in the below average Emotional Intelligence level. Among the respondents who have spouse with income from Rs.20001 to Rs.25000, 81 per cent is in the average level, 9.5 per cent is in the below average Emotional Intelligence level and 9.5 per cent is in the above average level. While among the respondents whose spouses earn more than Rs. 25000, 63.2 per cent is in the average level, 21.1 per cent is in the below average level and 15.8 per cent is in the above average level.

As per the Chi-square test, the p-value 0.006 is < 0.05 and the relationship between the family size of the respondents and the Emotional Intelligence score is significant.

Findings of the Study

The study reveals that there is no significant association between the socio-economic profile variables such as age, gender, marital status, teaching experience, educational qualification, post held, type of schools, monthly income and family size with the level of Emotional Intelligence among the teachers. The study also reveals that there is significant association between the income of the spouse and the number of earning members with the level of Emotional Intelligence among the teachers.

Conclusion

As teachers are considered as the second parent of the students studying in schools, the teachers play a vital role in shaping the behaviours of the future leaders. The teacher's ability to deal with emotional problems is a powerful factor in molding the minds. Emotionally intelligent teachers can produce emotionally intelligent citizens. A teacher who is able to carry out reasoning with regard to emotions and uses emotions to enhance reasoning will succeed in developing the Emotional Intelligence of pupils. An emotionally competent teacher is the heart and soul of any educational programme.

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