

A STUDY ON SIGNIFICANCE OF EMOTIONAL INTELLIGENCE OF TEACHER EDUCATORS IN TIRUNELVELI DISTRICT

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ABSTRACT

The main objectives of the study were to find out the level of emotional intelligence of teacher educators and to find out the significant difference in emotional intelligence with regard to gender and location of Residence. The sample consists of 194 Teacher Educators working in various colleges of education in Tirunelveli district. Emotional Intelligence scale was used as tool to collect the data. The research reveals that the level of emotional intelligence of teacher educators was moderate and significant difference found between rural and urban area Teacher Educators in their Emotional Intelligence.

Keywords: Emotional Intelligence, Teacher Educators, Tirunelveli District

Introduction

Every human being needs to grow in their physical, spiritual, psychological, intellectual, emotional, and social domains. According to John Mayer and Peter Salovey, “The Emotionally Intelligent (EI) person is

skilled in four areas: identifying emotions, using emotions, understanding emotions, and regulating emotions.” (Obi, 2022).

The EI will help to handle the any feelings and to be attentive at any time. In this EI have comprises intrapersonal and interpersonal functions and it is main role to communicate with others such as: apply emotions to thinking, problem solving and control desires. For the improvement of students EI needs support and education (Petrovici & Dobrescu, 2014).

From the EI we can understand our own emotions and our neighbor people emotions and feelings. The main role of EI is the self-awareness to control or recognize our feelings and emotions (Serrat, 2017).

Teachers can give kids the emotional support system they need to feel more confident about themselves and the world. It is an essential component of education, not an optional or extra component. Typically, EI students are better equipped to deal with unpleasant emotions.

Significance of the study

Almost as vital as cognitive intelligence and a conscientious attitude is emotional intelligence. This is because emotionally intelligent kids are better able to handle unfavourable feelings that could interfere with their ability to study. EI can aid in developing enduring bonds with professors and fellow students. EI can give a competitive edge in the classroom now and pave the way for future career success.

Children and teenagers with EI enjoy stronger relationships and perform better academically. Schools serve as a platform for students' transition from childhood to maturity. They may be very emotional, socially supportive, dealing with stress at the time, and developing relationships based on their surroundings. EI adolescents have recommended transitioning from high school to higher education based on experience evidence.

A person must obtain specific professional certifications from a university if they wish to become a teacher. The teacher must have the information, skills, and talents necessary for him or her to accomplish a task to a satisfactory level. The demands of the student and society have changed, and the teacher must

meet those needs. As the most noble vocation in the world, teaching requires a teacher to experiment with her methods and strategies in order to create the greatest citizens possible from the "raw" kids she is given. The affective, psychomotor, and cognitive domains of students are to be developed by teachers for their entire growth. Teachers must also manage a variety of mundane activities. Knowledge of the subject matter alone cannot ensure effective instruction.

To accomplish the objectives of teaching, teachers must be able to do their tasks with proficiency. Education is a potent tool that offers in-depth knowledge, improved environmental acclimatisation, better abilities, and the development of specific competencies. Every society's standard of living is influenced by the standard of education, which in turn is influenced by the competence, morality, and quality of the teachers. Education is a lifelong process of applying knowledge, acquiring skills, instilling values, and, most importantly, enhancing a person's total personality. This in turn depends on the level of adequate skills that can provide efficient service and aid in the all-around growth of the next generation.

Objectives

1. To find out the level of emotional intelligence of teacher educators.
2. To find out the significant difference in the emotional intelligence of teacher educators with regard to gender and location of residence.

Hypotheses

1. There is no significant difference between male and female teacher educators in their emotional intelligence.
2. There is no significant difference between rural and urban area teacher educators in their emotional intelligence.

Methodology

The researcher has chosen survey method to study the emotional intelligence of teacher educators.

Population and Sample

The population of the study includes all the teacher educators working in colleges of education in Tirunelveli district. The investigator used simple random sampling technique to draw a sample of 194 teacher educators from the population.

Tool Used

Emotional Intelligence tool which was constructed and validated by the investigator (2021) was used as tool for the study. The tool was meant for teacher educators. There are 34 statements in the tool.

Data Analysis

The statistics employed in the study were percentage analysis and ‘t’ test. The analyses were presented in the following tables.

Table1

Levels of Emotional intelligence of Teacher educators

Category	Low		Moderate		High	
	N	%	N	%	N	%
Emotional Intelligence	27	13.9	137	70.6	30	15.5

Table1 shows that, 13.9% of the teacher educators have low, 70.6% of them have moderate and 15.5% of them have high level of emotional intelligence.

H₀1: There is no significant difference between male and female teacher educators in their emotional intelligence.

Table 2

Significant difference between Male and Female Teacher Educators in their Emotional Intelligence

Gender	Mean	SD	N	t	P	Remarks
Male	146.59	14.040	71	0.475	0.640	NS
Female	147.6	14.724	123			

At 5% level of significance the table value of 't' test is 1.96. NS – Not Significant

Since the P value is greater than 0.05 level of significance, the null hypothesis is accepted. Hence, there is no significant difference between male and female Teacher Educators in their emotional intelligence.

H₀2: There is no significant difference between rural and urban located Teacher Educators in their Emotional Intelligence.

Table 3

Significant difference between Rural and Urban area Teacher Educators in their Emotional Intelligence

Location of Residence	Mean	SD	N	t	P	Remarks
Rural	147.83	14.778	151	1.077	0.283	NS
Urban	145.14	13.176	43			

At 5% level of significance the table value of 't' test is 1.96 .NS – Not Significant.

Since the P value is greater than 0.05 level of significance, the null hypothesis is accepted. Hence, there is no significant difference between rural and urban area Teacher Educators in their Emotional Intelligence.

Findings

1. 13.9% of the teacher educators have low, 70.6% of them have moderate and 15.5% of them have high level of emotional intelligence.
2. There is no significant difference between male and female teacher educators in their emotional intelligence.
3. There is no significant difference between rural and urban area Teacher Educators in their emotional intelligence.

Interpretation

This study shows that teacher educators in the Tirunelveli District have a modest level of emotional intelligence. When it comes to emotional intelligence, teacher educators from rural and urban areas, as well as men and women, do not significantly differ from one another. As a result, increasing emotional intelligence can have a favourable impact on a teacher educator's ability to teach. The educational institutions should undertake psychological trainings at regular intervals to help teachers and educators increase their emotional intelligence. Yoga and meditation techniques can be utilised to help teacher educators increase their emotional intelligence.

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