

## A STUDY ON EMOTIONAL INTELLIGENCE OF D.EL.ED., TEACHERS

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### ABSTRACT

*Finding out the level of Emotional Intelligence of D.El.Ed., Teachers is the objective of the present study. D.El.Ed., Teachers' Emotional Intelligence is the dependent variable, while, Gender, Age, Type of College, Locality of college, Locality of the Teachers, Educational Qualification, Courses handling and Experience of the Teachers are taken as demographic variable for this study. D.El.Ed., Teachers working in Teacher Training institutions located in Rayalaseema region of Andhrapradesh are the sample for the present study. 428 Teachers were selected. Normative Survey method adopted for the present study. Emotional Intelligence Scale constructed and validated by Sandhya Mehta and Namrata Singh (2013) was used for the present study. Emotional Intelligence of entire sample is found to be in high level.*

**KEYWORDS:** *Emotional Intelligence, Teacher Training*

### INTRODUCTION

Emotional intelligence is the capacity to control one's emotional impulses, comprehend the thoughts and feelings of others, and sustain harmonious relationships. The capacity for impulse control is the foundation of character. The set of skills that emotional intelligence comprises has a long history, according to Goleman (1995): Character. Who will lead the charge to create a country founded on moral principles? By teaching pupils self-discipline and empathy, teachers play a crucial part in the development of character. Teachers who are going to teach their students these skills need to practise them as well. To put this into practise, teachers must first receive training in emotional intelligence. Therefore, it is crucial for teacher educators to understand the value of emotional intelligence in the classroom. In fact, most teachers are aware of the need of teaching emotional intelligence to their students. To put this into practise, though, not much is done.

There are numerous models of emotional intelligence that can be used, both inside and outside of the educational mainstream. According to Boyatzis, students can develop their emotional intelligence skills (2008). Singh (2003) asserts that the level of emotional intelligence needed to succeed varies depending on the occupation. According to the results, instructors need to have a high level of emotional intelligence in order to be successful.

We must exercise caution when imparting knowledge to students. In the tri-polar process of education, the relationship between the teacher, the student, and the curriculum is unbreakable. The reputation of a teacher at a school determines that institution's reputation. The leadership and instruction of the instructor determines the success of the students. The most significant causes of school discontent, failure, and dropout are social and emotional components. Teachers leave the classroom much more frequently for reasons related to student behaviour, the atmosphere in the classroom and school, and character concerns than for reasons related to pedagogical or technical issues (Elias and Arnold

2006). A more effective mentor will be a teacher with strong emotional intelligence. The most significant resource in the educational system will thereafter be emotionally intelligent teachers. We need emotionally intelligent teachers to drive the educational process, and we need emotionally intelligent teacher educators to instil that quality in educators. New difficulties are presented to the current generation.

To address these new and more complex concerns, teachers must be given the required abilities. In today's culture, holding a stack of knowledge is akin to owning an inactive book with no purpose. Along with information, he also requires a set of skills that emotional intelligence can supply, including empathy, self-control, optimism, stress tolerance, self-esteem, flexibility, emotional awareness, and other traits. Giving pupils a great education is difficult without establishing in them the traits of Emotional Intelligence because it is a collection of qualities essential to an individual's success. It gives someone the ability to manage their own emotions and behaviours, enabling them to maintain harmonious relationships with others by managing their emotions.

### **OBJECTIVE OF THE STUDY**

Finding out the level of Emotional Intelligence of D.El.Ed., Teachers is the objective of the present study.

### **Variables of the Study**

D.El.Ed., Teachers' Emotional Intelligence is the dependent variable, while, Gender, Age, Type of College, Locality of college, Locality of the Teachers, Educational Qualification, Courses handling and Experience of the Teachers are taken as demographic variable for this study.

### **Sample of the Study**

D.El.Ed., Teachers working in Teacher Training institutions located in Rayalaseema region of Andhrapradesh are the sample for the present study.

### **Sampling Method**

Random sampling method adopted for the selection of the sample. Data collected from 428 Teachers and subjected to analysis. These 428 Teachers belongs to 55 Teacher Training institutions.

### **Method of Study**

Normative Survey method adopted for the present study.

### **Tool used for the Present Study**

Emotional Intelligence Scale constructed and validated by Sandhya Mehta and Namrata Singh (2013) was used for the present study.

### **Analysis of Mean and SD of D.El.Ed., Teachers' Emotional Intelligence Scores**

The Emotional Intelligence scale has been administered to 428 D.El.Ed., Teachers. The data were collected from them. The mean and SD were calculated for the entire sample and its sub-sample and are given in Table No. 1.

**Table 1: The Mean and SD of D.El.Ed., Teachers' Emotional Intelligence Scores**

Demographic Variables	Sub Sample	N	Mean	SD
Gender	Male	247	243.19	30.728
	Female	181	243.76	31.109
Age	Below 30 Years	75	250.41	26.844
	30-40 years	283	241.13	31.037
	Above 40 years	70	245.24	33.218
Locality of college	Urban	140	239.54	28.150
	Rural	288	245.32	31.963
Locality of the Teachers	Urban	312	244.59	30.261
	Rural	116	240.29	32.323
Educational Qualification	M.Ed., Only	368	245.72	30.503
	M.Ed., with MPhil.,	37	231.73	30.921
	M.Ed., with MPhil., and Ph.D./SLET/NET	23	225.61	27.226
Courses handling	Foundation Courses	62	235.19	31.496
	Science courses	181	245.10	31.990
	Social Science courses	58	242.43	29.693
	Language courses	127	245.52	29.033
Experience	Below 5 years	131	235.44	27.439
	5-10 years	210	249.92	32.334
	Above 10 years	87	239.79	28.884
Entire Sample		428	243.43	30.854

The entire of sample D.El.Ed., Teachers' are having high level of Emotional Intelligence (M=243.43).

The mean value for the sub sample of gender of D.El.Ed., Teachers indicates that female Teachers are having higher level of Emotional Intelligence than Male Teachers.

The mean value for the sub sample of age of D.El.Ed., Teachers indicates that Teachers of age below 30 years are having higher level of Emotional Intelligence than teachers of age above 40 years and 30-40 years.

The mean value for the sub sample of locality of Collages of D.El.Ed., Teachers indicates that Teachers working in colleges located in rural are having higher level of Emotional Intelligence than teachers of colleges located in urban area.

The mean value for the sub sample of residence of D.El.Ed., Teachers indicates that Teachers residing in urban area recorded higher level of Emotional Intelligence than teachers residing in rural area.

The mean value for the sub sample of educational qualifications of D.El.Ed., Teachers indicates that Teachers working with M.Ed., only are having higher level of Emotional Intelligence than Teachers working with M.Ed., ,M.Phil., and Ph.D./SLET/NET and Teachers working with M.Ed., and M.Phil., degrees.

The mean value for the sub sample of handling courses of D.El.Ed., Teachers indicates that Teachers handling Science courses are having higher level of Emotional Intelligence than Teachers handling Foundation Courses, Social science Courses and Language courses.

The mean value for the sub sample of experience of D.El.Ed., Teachers indicates Teachers with experience 5-10 years recorded higher level of Emotional Intelligence than teachers with experiences of above 10 years and below 5 years.

## CONCLUSION

The present study conducted to know the Emotional Intelligence of D.El.Ed., Teachers, which was found to be in high level. Hence, to sustain the level of emotional Intelligence further, the other factors contributing towards Emotional Intelligence have to be identified and strengthened.

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