



TAMIL NADU DHARMAPURI SCHOOL TEACHERS' EMOTIONAL INTELLIGENCE AND ATTITUDE COMPETENCIES: EVALUATIVE STUDY OF GENDER AND LOCAL EFFECT

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ABSTRACT:

The aim of this article is to examine teachers' need for soft skills and evaluate teachers' attitudes and emotional competencies in four schools of Dharmapuri Dt. Tamil Nadu. The article also attempts to evaluate and quantify the impact of gender and locale on the development of those skills in the a from entioned schools. Research shows that academically successful teachers have high levels of emotional competencies and emotional intelligence (Buchanan and al. 2009; Wang, et al, 1997). In order to be able to help students develop coping skills and emotional competencies teachers should be trained in Emotional Intelligence (EI) (Haertel & Walberg , 1997). For the purposes of this study, a total of 90 teachers employed by four schools of Dharmapuri District (Urban and Rural) in the state of Tamil nadu were asked to complete survey items with a 4-point Likert scale that measures levels of Emotional Intelligence, attitudes and competencies. Results show that the group under study possessed above average Emotional Intelligence. Besides, a negative relationship was found between teachers 'gender and locality and their Emotional Intelligence.



KEYWORDS : Emotional Intelligence, Attitude Competencies, Tamil Nadu Dharmapuri Schools, Gender, Urban, Rural.

INTRODUCTION :

Teaching is one of the oldest and respected professions in the world. Teaching is also one of the most demanding practices given that it requires continuous updates, innovations, and creatively to cope up with the ongoing changes of a competitive world. Accordingly, education must encompass social and emotional skills that will allow students to effectively deal with their life challenges (Buchanan, Gueldner, Tran, et al., 2009). They also examined instructional variables and their effect on student learning and found that some of the most influential learning factors were social and emotional factors, such as motivation, the ability to self-regulate, and application of self-control strategies. The education system faces a new kind of challenge, as students are in need of transversal skills learned through traditional classroom teaching (Care, et al. 2016). After the Covid-19 pandemic, more focus on the importance of emotional intelligence is required to face such adverse situation.

Schools are increasingly emphasizing mental health promotion given that lifelong mental disorders begin as early as age 14 and affect roughly 7.5 million children (Greenberg et al., 2003). Thus,

schools may take on the responsibility of providing mental health services regardless of whether they have sufficient resources to do so or not.

In today's competitive world, the burden of the educator is to prepare students to meet the raising academic standards. Generally, schools are at demand of marks and grade. This demand is increasing day by day so students and teachers are fortified by social-emotional competencies - to manage and cope with additional and future responsibilities. A constant exposure to negative emotionally charged events might reduce teacher's intrinsic motivation and feelings of self-efficacy leading to high rates of teacher burnout (Jennings & Greenberg, 2009). When teachers leave teaching, it is much more for reasons related to student behavior, classroom and school climate, and matters of character than it is for anything having to do with technical aspects of teaching and pedagogy (Elias and Arnold, 2006). Therefore, social and emotional competencies may serve as a buffer for teachers and enable them to successfully navigate high expectations through finding effective ways to regulate their emotions and prevent feelings of low self-efficacy and motivation. In this study, we analyses the Emotional and Attitude Intelligence of teachers in adverse situations in three schools in the district of Dharmapuri in the state of Tamil nadu.

The study is committed to a six-fold goal that includes:

- 1) Evaluating the level of emotional intelligence in teachers through its components.
- 2) Evaluating the level of attitude intelligence in teachers through its components.
- 3) Assessing the impact of gender on the Emotional Intelligence of teachers.
- 4) Assessing the impact of gender in the Attitude Intelligence of teachers.
- 5) Assessing the impact of locale the Emotional Intelligence of teachers.
- 6) Assessing the impact of locale on the Attitude Intelligence of teachers.

REVIEW OF RELATED LITERATURE

Classroom observations are being increasingly used in LMICs (Low and Low Middle Income Countries) to improve education quality through information about current teacher/classroom practices or measuring change in practices over time (Care et al, 2016).

Learning as an active process is rooted in the educational philosophy of social constructivism (Vygotsky, 1962), Teachers are role models for SEL (Social Emotional Learning) skills through daily demonstrations pro-social behaviors such as effective coping, problem solving, and decision-making processes in the classroom (Jennings & Greenberg, 2009).

Teachers with high SEC(Social Emotional Competences) have a greater awareness of their emotions and provide a good role model to students on appropriate social emotional skills. The ability to demonstrate these skills has been shown to relate to implementation quality of SEL programs (Buss, 2007). Variables with respect to Emotional Intelligence and attitude intelligence contribute to a positive classroom climate, which in turn results in greater student social, emotional, and academic outcomes.

Soft skills are character traits and interpersonal skills that characterize a person's relationship with other people(Kenton, 2022). Many educators feel that soft skills are not competency- based and therefore cannot be taught. Some even feel that soft skills are innate and one is born with or without them. Hard skills are the types of skills that students routinely get taught in school. These are skills that are easily quantifiable, which would fetch those marks and grade. They are eventually assessable. The degree of mastery over these skills can be certified because grades can easily be looked up. Soft skills are a lot harder to quantify, but remain incredibly important and schools need to communicate these topics to students accordingly, teachers should be aware that for each soft skill there is a core set of competencies that are necessary for successful skill development.

Many of the core competencies for soft skills have a foundation in emotional intelligence skills. Emotional intelligence is a learned ability to identify experience, understand, and express human emotions in healthy and productive ways. Emotional intelligence is known in educational settings as social/emotional learning. Emotional intelligence skills along with Attitude Intelligence form the base of competencies that all soft skills are built upon. Boyatzis (2008) found in his study that Emotional

Intelligence competencies can be developed in students. Singh (2003) found that different professionals need different levels of Emotional Intelligence for success. The result says that teachers need to be highly Emotionally Intelligent to be successful. Besides Emotional Intelligence and Attitude Intelligence with their components are assessed.

The most important of all soft skills is a positive attitude. To develop a positive attitude, there are some basic social/emotional competencies that are essential in order to succeed. Just as core emotional intelligence competencies are learned and developed, then specific competencies related to developing a positive attitude can be taught and learned. Figure 1 and 2 show the list of competencies of Emotional Intelligence and Attitudes that educators require to develop in order achieve a better academic performance of both, the teacher and student.

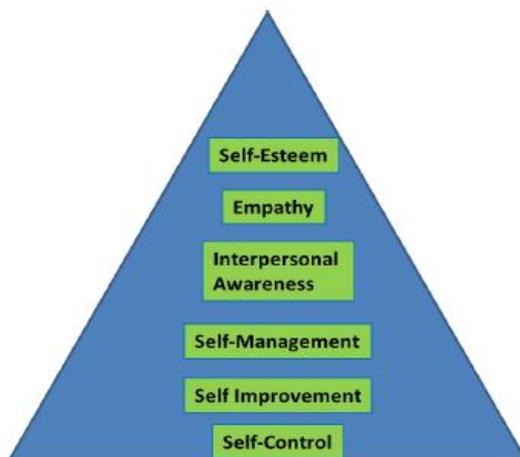


Figure 1: Emotional Intelligence Competencies



Figure 2: Attitude Competencies

An Emotionally Intelligent teacher will offer a better guide to engage students in learning, promote their success, and manage their classrooms. The greatest asset of education system will then be its Emotionally Intelligent teachers (Estrada et al, 2021). We need Emotionally Intelligent teachers to activate educational process. To do so, we need Emotionally Intelligent teacher educators to inculcate that quality in teachers. Teachers need to be equipped with skills to help their students to tackle new and more complex problems. Teacher in today's world, just having a bundle of knowledge will be equal to a book that is inactive and senseless. He must have knowledge along with a set of skills that

Emotional Intelligence provides, such as- empathy, self- control, optimism, stress tolerance, self- regard, flexibility, emotional awareness and so on. Since Emotional Intelligence is a set of abilities essential for the success of an individual, the purpose of imparting quality education is not possible without inculcation of Emotional Intelligence and its attributes in the learners. It enables an individual to handle his own emotions and actions, thereby handling his relationship with others smoothly by controlling their emotions.

In fact, most educators know about the importance of imparting Emotional Intelligence training to the students. But little effort is made to implement this Character development. The foundation of a society wherein, selfishness, violence and out of control emotions seem to tear apart the goodness of day to day life of people. Our children have to be taught the ability to read emotions in others value others' needs, care for fellow human beings, show compassion, and to exercise self-restraint. These are qualities that possess proven benefits and are relevant to and appreciated in all human societies. An individual who has control over urge of emotions will be able to take another person's perspective, which leads to tolerance and acceptance of differences. These capacities are crucial in an increasingly pluralistic democratic world. This can lead to the development of a community wherein people live together in mutual respect and peace. Working on the emotions for positive gain, and encouraging emotional growth of children in classroom has become more crucial now than ever before. The gender and locale of the teachers did not make any differential influence on their Emotional Intelligence. These variables are studying relationship with the grouping variables Gender and Locale of teachers. Studies made by Mayer and Geher (1996) show that the women respondents were emotionally more intelligent than their male counterparts. Finding whether being a male or female or being brought up in a rural or urban background made any differential attribution to their becoming emotionally less or more intelligent, is important in the pursuit of fruitful research in the area.

RESEARCH METHOD

A total of 90 teachers from three schools of Salem city Tamil Nadu form the Sample of the study. They had an average age of 32.4 years, 60 of them were females and 30 were males. Questionnaire of 25 items on Emotional Intelligence and 25 items on Attitude Intelligence were answered by the 90 teachers. The survey was conducted during the first week of September, 2022. The researcher visited each of the four schools for two days and administered to teachers of various subjects. Each item was rated based on a 4-point Likert scale which ranged from "1: every time, 2: often, 3: rarely, and 4: never. The emotional intelligence scale covered the dimension of self -esteem with 4 items, interpersonal awareness with five items, empathy with four items, self-management with four items, self-improvement with four items, and self-control with four items. Examples of statement to measure the self-esteem dimension were scale included " "And "Do your teaching evaluations match your satisfaction with your teaching method?" Similarly, the attitude competencies were measured on the basis of five dimensions using a 4-point Likert scale. Keeping your focus was measured with four items, doing your best with four items, responding to guidance with four items, controlling your emotions with four items and being flexible was measured with five items. Sample questions to measure keeping your focus included, "do you plan all the teaching activities beforehand?" And "do you penalize students' disruptive behavior ?"

School	Urban		Rural	
	Schoo I1	Schoo I2	Schoo I3	Schoo I4
Male	15	10	2	3
Female	20	20	10	10

RESULTS

Table 1: Mean and standard deviation of COMPONENTS OF EI AND AC

Variables	Gender	N	Mean	SD
Self-Esteem	Male	30	3.64	0.45
	Female	60	3.68	0.49
Empathy	Male	30	3.91	0.39
	Female	60	3.96	0.43
Interpersonal Awareness	Male	30	3.55	0.52
	Female	60	3.9	0.45
Self-Management	Male	30	3.85	0.49
	Female	60	3.91	0.50
Self-Improvement	Male	30	3.55	0.54
	Female	60	3.66	0.52
Self-Control	Male	30	3.66	0.54
	Female	60	3.89	0.50

Table 2 ATTITUDE COMPETENCIES

Variables	Gender	N	Mean	SD
Keeping your focus	Male	30	3.66	0.52
	Female	60	3.55	0.54
Doing your best	Male	30	3.85	0.49
	Female	60	3.94	0.51
Responding to guidance	Male	30	3.64	0.49
	Female	60	3.68	0.50
Controlling your emotions	Male	30	3.55	0.54
	Female	60	3.66	0.52
Being Flexible	Male	30	3.55	0.54
	Female	60	3.66	0.52

As per Table 1 and Table 2, it may be inferred that the male and female teacher do not differ in their Emotional Intelligence with regard to Gender. That is Emotional Intelligence on the basis of Gender is not significant. Teachers take their promise of profession and prove the same to be noble by applying their Emotional and Attitude Intelligence for the good of students.

The results are observed to be slightly above average. With respect to the factor Self Awareness, their performance seems to be high. The group under study seems to be high on this perspective of ability to read own emotions and others' and manipulate them accordingly. In the case of Self-Management and Social Awareness, the result is satisfactory. The group under study is cautious about the need of the day and work for the benefit of the nation by inculcating and imparting the Emotional and Attitude Intelligence to their students by being a role model which would be their prime success. The arithmetic mean value shows that male teachers performed slightly better than the female teachers. But the difference is not significant. So it may be said that the male and female teachers are emotionally intelligent on an average irrespective of the Gender. It may be because every teacher has realized their responsibilities of the hour. These findings disagree with those of Buck (1984) and Mayer

and Geher (1996) in which that female respondents performed better than male respondents in their Emotional Intelligence. The results also contradict

Bastian's (2005) findings in which few Gender difference in Emotional Intelligence, those significantly favoured females.

Table 3: EMOTIONAL INTELLIGENCE – Locale: Urban and Rural

Variables	Area	N	Mean	SD
Self-Esteem	Urban	65	3.55	0.49
	Rural	25	3.66	0.47
Empathy	Urban	65	3.85	0.48
	Rural	25	3.80	0.49
Interpersonal Awareness	Urban	65	3.66	0.49
	Rural	25	3.55	0.47
Self-Management	Urban	65	3.90	0.49
	Rural	25	3.88	0.47
Self-Improvement	Urban	65	3.66	0.47
	Rural	25	3.65	0.49
Self-Control	Urban	65	3.50	0.47
	Rural	25	3.66	0.46

Table 4 ATTITUDE COMPETENCIES

Variables	Gender	N	Mean	SD
Keeping your focus	Urban	65	3.66	0.47
	Rural	25	3.65	0.49
Doing your best	Urban	65	3.90	0.49
	Rural	25	3.88	0.47
Responding to guidance	Urban	65	3.55	0.49
	Rural	25	3.66	0.47
Controlling your emotions	Urban	65	3.50	0.47
	Rural	25	3.66	0.46
Being Flexible	Urban	65	3.55	0.49
	Rural	25	3.66	0.47

As per Table 3 and Table 4, the teachers of urban and rural area showed a minimum difference in their competencies. Arithmetic mean and standard deviation of both urban and rural areas are found to have a very negligible difference. This shows that the teachers are trained well and teachers are self-motivated irrespective of their locale. The arithmetic mean value shows that teachers in urban area performed slightly better than the teachers in rural areas. But the difference is not significant.

DISCUSSION AND CONCLUSION

An emotionally intelligent teacher will serve as an important role model for students, particularly as the extraordinary challenges of the classroom of the future become more evident. No significant differences were found for gender (male vs. female) or locale (urban teacher's vs rural teachers) on the emotional intelligence or attitudes of teachers surveyed in this study. So the results are reported based on the whole sample. Table 1 and 2 displays the means and standard deviations of the sample amongst the various measures with respect to the gender. Table 3 and 4 displays the same with

respect to locale (urban and rural teachers). The respondents tended to be more open and liberal towards students and their EI competencies unlike what was found in previous research conducted about teachers in the same area of Tamil Nadu. Excelling in academics is very essential. But when one gets into work with the help of cognitive abilities, social and emotional abilities are very important for survival in the system.

RECOMMENDATIONS.

- This study is done in the Salem District in schools with teachers who are fresher's and experienced; the results may vary through localities. Assessment and implementation of any kind of approaches in Emotional Intelligence, which are available in plenty, should follow considerations of local needs, goals, interests, and mandates with pre-existing instructional efforts. According to the area and the result found remedial measures (like seminars) should be taken as mounting social problems permeate everyday life of students and teachers.
- To have an Emotionally sound society training on the same can start at the entry point of teacher education courses itself, the level of emotional competence in students can be assessed and Innovative program me of emotional intelligence can be practiced so as to plan program me for them to improve in these skills.

Overall the surveyed teachers in this study perceived themselves as emotionally intelligent and equipped with the necessary attitude competencies to not only successfully produce long-term healthy students, but also to overcome challenges and adversities, such as the Covid-19 pandemic. Through the analysis of a sample of responses provided by 90 teachers employed by three different schools in Salem district Tamil Nadu, the study finds positive responses to most of questions suggesting that there awareness of emotional intelligence and attitude competencies and a growing understating of the impact of the two concepts on the students' learning and well-being. Evaluations of the gender and locale effects revealed minimal to no differences in understating and implementation of emotional intelligence and positive attitudes in the classrooms of the schools in question. The results from this study are expected to add to the literature on the importance of teachers' capabilities of controlling and promoting effective emotional reactions during stressful times in Tamil Nadu socio-economic and political context and the impact of the teacher's demographic profile.

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