



Emotional Intelligence of Teacher Trainees in Tanjavur

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Education is the overall development of personality of the human being. The teachers play a vital role in their goal. Emotionally Intelligent teachers facilitate their students with motivation, performance, innovation, team work, improved leadership qualities and effective use of time. Successful teachers are largely who can manage their negative feelings in an authentic, real and healthy way. The present study was conducted to investigate the emotional intelligence on a random sample of 309 teacher trainees in Tanjavur. For this study the researcher constructed the emotional intelligence scale, which has been used to measure emotional intelligence. The collected data were analyzed using 't' test. The results of this study revealed that when compared of gender and location of living are highly differ in their Emotional Intelligence. These revealed that they are always thinks about their home problems in their work place.

Keywords: Emotional Intelligence, Teacher Trainees, Gender Difference, Rural–Urban, Educational Development.



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1. Introduction

Emotional Intelligence is one of the most crucial skills for success in work, relationships, and overall well-being. It's often said that while IQ gets you hired, EQ gets our promoted and leads to a fulfilling life. It's the ability to perceive, understand, use, and manage emotions effectively in one and others. It's not about being "emotional," but about being "intelligent *with* emotions." Emotional intelligence is the bridge between feeling and thinking. It allows us to use emotions as valuable data to guide our decisions and

interactions, leading to a more authentic, connected, and successful life.

Daniel Golman's new concept of Emotional intelligence is about thinkers & experts in Education field started thinking on emotional involvement of teacher in his job. Teachers having the qualities like self awareness, self motivation, Empathy, emotional stability and activity of managing relation can invoke inspiration to students and the teaching of them will be ideal for students and such teachers will be surely satisfied in their service understand their emotional, social and adult problem.

Teaching is one of most influential profession in society. The importance of teacher in educational program of a country is too great. Teacher through teaching not only shaping to student but also shapes to behavior of human being, Society and nation. The teacher is called as 'architect of Nation' 'The maker of man' and the maker of history. No educational program can be success without the proper teaching of teacher. An emotionally intelligent teacher is the heart and soul of a successful educational program (Mangal, 2008). A teacher is a mechanism that brings about a positive social and behavioral change in students by presenting before them model behavior. Emotional intelligence plays an important role in this mysterious and magical person-building stream or process. The success of a teacher motivating the students and the students being motivated, learning in a happy psycho-social condition, soothing the irritant conflicts with a smiling face subduing anger that pains students and the teacher is proportionate to the caliber to handle emotional intelligence. Apart from designing and implementing the curriculum, there requires an emotionally intelligent teacher who can sense even a slight person-specific and class specific change and who can maneuver the teaching strategies accordingly. This is a herculean task as the workload of a teacher is never exhausted, but rather continues to pile up in spite of being cleared up now and then. The workaholic mind-set of individuals and the organization, aiming at economic and social prosperity demands of a teacher to be emotionally intelligent so that the students in no way get affected but still imbibe positive characteristics and develop their holistic personality.

2. Need & Significance of the Study

Involvement of trainee teachers in his job is very important for all round development of student. We are in a time when our prospects for the future are increasingly dependent on managing ourselves and handling our relationship more artfully. Even the persons with high intelligence cannot always be successful. Grades at school or high IQ cannot predict unerringly who will be successful and who will not be in real life. So it is necessary to find out the trainee teacher's Emotional intelligence.

3. Statement of the Problem

The topic selected for the present study is 'Emotional Intelligence of teacher trainees in Tanjavur'.

4. Objectives of the Study

- To find out the level of emotional intelligence of teacher trainees.
- To find out whether there is any significant difference in the emotional intelligence of teacher trainees with respect to gender.
- To find out whether there is any significant difference in the emotional intelligence of teacher trainees with respect to location of living.

5. Hypotheses of the Study

- **Ho1:** There is no significant difference between male and female teacher trainees in their emotional intelligence.
- **Ho2:** There is no significant difference between rural and urban location living teacher trainees in their emotional intelligence.

6. METHOD USED

In the present study the investigator has adopted the survey method.

6.1. Population and Sample

The population for the present study consisted of teacher trainees, who are studying B.Ed., course in Tanjavur district. The investigator has used the simple random sampling technique for selecting the sample from the population. The sample consisted of 309 teacher trainees in Tanjavur.

6.2. Tool Used

The researchers have adapted The "Emotional Intelligence scale" and some statements and dimensions were modified as suitable as secondary teachers which were developed by the researchers. Cronbach's Alpha was used to find out the tool value 0.798. This value revealed that the tool has high alpha scores. The statements majorly focus on secondary teachers' Emotional Intelligence to utilizing in the classroom practice.

7. Findings of the Study

The collected data were tabulated and the mean and standard deviation were calculated for the total sample and the sub samples. The difference between the mean score of sub groups were tested for significance by finding the t-value. The results of the test of significance are given in the tables.

Table-1: Preliminary statistics of the total sample

Mean score	SD	Number
85.07	6.87	309

The mean score of the total sample is 85.07 and standard deviation is 6.87, which is higher than the middle scale value of 70.8. It indicates that the selected samples have a slight above average emotional intelligence, but it not much high as the obtained mean score is remarkably less than the maximum scores which are 125.

Comparison of sub-group samples

Comparison of sub-group helps to identify the variable that shows significant differences. The sub-sample variables are gender, and location of living. Gender taken as male and female. Location of living the trainee teachers were urban and rural.

Table- 2: Sub-group of Emotional Intelligence of teacher trainees

Sub-sample		N	Mean	SD	Calculated value	Level of significance
Gender	Female	205	43.72	5.283	3.722	Significant difference
	Male	104	45.97	4.488		
Locale	Urban	180	112.31	11.735	2.193	Significant difference
	Rural	129	109.46	10.555		

Calculated t-value 3.722 is greater than the table value at 1% level of significance, hence there exist significant difference of emotional intelligence between male and female teacher trainees. Male teacher trainees' emotional intelligence is slightly higher than and female teachers.

Calculated t-value 2.193 is greater than the table value at 5% level of significance, hence there exist significant difference of emotional intelligence between urban and rural living teacher trainees. Urban living teacher trainees' emotional intelligence is slightly higher than the rural living teacher trainees.

8. Educational Implication

The study results revealed that teacher trainees in Thanjaur have only average level of emotional intelligence. To increase their emotional level provides separate emotional intelligence training. And give some of the practical approach in their curriculum.

As per the research compare with the male and female teacher trainees have the tendency of exhibit the fear at once. Rectify their mistakes immediately, motivating and understanding others

in an effective manner as well as appreciating others talent and skills easily are the fruitful emotional qualities of them. But male teacher trainees are not taking any keen interest to change their above said features. This result is similar to that of study done by [Merlin sasikala \(2019\)](#) revealed that the female teachers are more stressful than the male teachers.

9. Conclusion

Introducing emotions in schools would be a radical change! Yet schools do not change so readily. Those well-meaning people who have tried to introduce innovations in schools have come up against considerable resistance from teachers, students and parents alike. Without their active participation, no such far-reaching change is possible. It is conclude from the findings that Emotional Intelligence of teacher trainees in Tanjavur is average level. They should be sublimated through constructive activities. . Therefore work ethics, balanced work and healthy living must be stressed in the curriculum. Emotions should be concentrated or directed towards some good object or healthy ideas. Such a direction and concentration can lead to

development like justice, patriotism and moral qualities.

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