RESEARCH METHODOLOGY

3.1 Background of Research:

Research is a systematic investigation resulting in some formal record of procedures and the report of procedures and the report of conclusions and results. Research has been defined as “a formal systematic and scientific method of analysis”. Research has proved to be an essential and powerful tool in leading the human race towards progress. There would have been very little progress if not no progress in the world but for a systematic research endeavour.

Research has originally drawn its spirit and pattern from the Physical Sciences wherein constant efforts were made to understand the physical world around us. Research marks the use of rigorous and structured type of analysis of observed phenomena. The secret of cultural development has been research, pushing back the area of discovering new truths, which in turn lead to better ways of doing things and better products and conveniences to live and enjoy life at large.

3.2 Statement of the Problem:

The investigator has identified the Emotional Intelligence as the important variable, in building interpersonal relationships of teachers, to solve every day problems and to make decisions etc. and that there is an association of Emotional Intelligence skills with demographic variables such as age, gender, education, teaching experience etc.
3.3. Title of the Thesis:

The present study is entitled as “A Study on Emotional Intelligence Skills Among School Teachers working in Visakhapatnam District of Andhra Pradesh-India”.

3.4 Operational Definitions:

1. Aggression:

Aggression is one of the three potential problem areas assessed in Exploring and Developing Emotional Intelligence Skills (Nelson & Low, 1998). Aggression is a measure of the degree to which an individual employs a personal communication style of pattern that violates, overpowers, dominates, or discredits another person’s rights, thoughts, feelings, or behaviours (Nelson & Low 1998).

2. Anger Management:

Anger management is the ability to express anger in a constructive way in relationship to oneself and others. This skill is a conversion of aggression (Nelson & Low, 2003).

3. Assertion:

Assertion is one of the ten emotional intelligence skills assessed in Exploring and Developing Emotional Intelligence Skills (Nelson & Low, 1998). Assertion is the ability to clearly and honestly communicate personal thoughts and feelings to another person in a comfortable, direct, appropriate and straightforward manner, 1998).
4. **Change Orientation:**

Change orientation is one of the three potential problem areas assessed in Exploring and Developing Emotional Intelligence Skills (Nelson & Low, 1998). Change orientation is a measure of the degree to which an individual is satisfied and the magnitude of change needed or desired for developing personal and professional effectiveness (1998).

5. **Comfort:**

Comfort is one of the ten emotional intelligence skills assessed in Exploring and Developing Emotional Intelligence Skills (Nelson & Low, 1998). Comfort is the ability to judge appropriate social, emotional, and physical distance in verbal and nonverbal interactions with others and to impact and influence others in positive ways (Nelson & Low, 1998).

6. **Commitment Ethic:**

Commitment ethic is one of the ten emotional intelligence skills assessed in Exploring and Developing Emotional Intelligence Skills (Nelson & Low, 1998). Commitment ethic is the ability to complete tasks, projects, assignments and personal responsibilities in a dependable and successful manner, even in difficult circumstances (Nelson & Low, 1998).

7. **Decision Making:**

Decision making is one of the ten emotional intelligence skills assessed in Exploring and Developing Emotional Intelligence Skills.
Decision making is the ability to plan, formulate, initiate and implement effective problem solving procedures (Nelson & Low, 1998).

8. Deference:

Deference is one of the three potential problem areas assessed in Exploring and Developing Emotional Skills (Nelson & Low, 1998). Deference is a measure of the degree to which an individual employs a communication style of pattern that is indirect, self-inhibiting, self-denying, and ineffectual for the accurate expressions of thoughts, feelings, or behaviours (Nelson & Low, `998).

9. Drive Strength:

Drive strength is one of the ten emotional intelligence skills assessed in Exploring and Developing Emotional Skills (Nelson & Low, 1998). Drive strength is the ability to effectively direct personal energy and motivation to achieve personal, career and life goals (Nelson & Low, 1998).

10. Emotional Intelligence:

Emotional Intelligence is a confluence of developed skills and abilities to: 1) accurately know oneself, feel valuable, and behave responsible as a person of worth and dignity, (2) establish and maintain a variety of effective, strong and healthy relationships, (3) get along and work well with others, and (4) deal effectively with the demands and pressures of daily life and work (Nelson & Low, 1998).
11. Emotional Intelligence Skills:

Emotional intelligence skills are affective skills that are used in the competencies of interpersonal communication, personal leadership, self management, and intrapersonal development (Nelson & Low, 1998).

12. Empathy:

Empathy is one of the ten emotional intelligence skills assessed in Exploring and Developing Emotional Intelligence Skills (Nelson & Low, 1998). Empathy is the ability to accurately understand and constructively respond to the expressed feelings, thoughts, behaviours and needs of others (Nelson & Low, 1998).

13. Exploring and Developing Emotional Intelligence Skills:

Exploring and Developing Emotional Intelligence Skills is an assessment of emotional skills that can be learned and developed to improve performance and sense of well being (Nelson & Low, 1998).

14. Interpersonal Competency:

Interpersonal competency is a set of emotional skills pertaining to communication, including verbal and non verbal communication (Nelson & Low, 1998).

15. Intrapersonal Competency:

Intrapersonal competency is a set of emotional skills pertaining to self understanding (Nelson & Low, 1998).
16. Leadership:

Leadership is one of the ten emotional intelligence skills assessed in Exploring and Developing Emotional Intelligence Skills (Nelson & Low, 1998). Leadership is the ability to positively impact, persuade, influence others and in general make a positive difference (Nelson & Low, 1998).

17. Personal Leadership Competency:

Personal Leadership Competency is a set of emotional skills pertaining to the ability to create a climate for positively motivating others by knowing, understanding and respecting the needs, values, interests and goals of others (Nelson & Low, 1998).

18. Positive Change:

Positive change is a skill that is a reflection of an individual’s positive level of satisfaction with his/her current behaviour. This skill is a conversion of change orientation (Nelson & Low, 1998).

19. Profile of Emotional Skills:

Profile of emotional skills is one’s self assessed current level of development of the ten emotional skills in Exploring and Developing Emotional Intelligence Skills which need to be converted into emotional skills (Nelson & Low, 1998).

20. Self Esteem:

Self-esteem is one of the ten emotional intelligence skills assessed in Exploring and Developing Emotional Intelligence Skills (Nelson & Low, 1998). Self esteem is the ability, belief and skill to view
oneself as positive, competent and successful in achieving personal goals (Nelson & Low, 1998).

**21. Self Management Competency:**

Self management competency is a set of emotional skills pertaining to the managing of self including performance health, productivity and satisfaction (Nelson & Low, 1998).

**22. Stress Management:**

Stress management is one of the ten emotional intelligence skills assessed in Exploring and Developing Emotional Intelligence Skills (Nelson & Low, 1998). Stress management is the ability and skill to choose and exercise healthy self-control and self management in response to stressful events (Nelson & Low, 1998).

**23. Time Management:**

Time management is one of the ten emotional intelligence skills assessed in Exploriong and Developing Emotional Intelligence Skills (Nelson & Low, 1998). Time management is the ability to organize tasks into a personally productive time schedule and use time effectively for task completion (Nelson & Low, 1998).

3.5 **Objectives of the Present Study:**

The present study includes primarily studying emotional intelligence skills of teachers in Visakhapatnam district of Andhra Pradesh, India.

1. To study the distribution of Emotional Intelligence skills among teachers of Visakhapatnam District, Andhra Pradesh, India.
2. To study the association of Emotional Intelligence skills with demographic variables such as age, gender, education, experience, and geographic location etc.

3. To study the distribution and analysis of Emotional Intelligence skills (interpersonal skills, leadership skills, self Management skills, intra personal skills and potential problem areas) among teachers of Visakhapatnam District, Andhra Pradesh, India.

3.6 Variables of the Study:

The Investigator undertook this study on Emotional Intelligence skills among teachers and the association of demographic variable like age, gender, experience, marital status, education etc. Therefore, the Emotional Intelligence skills of teachers are dependent variables and Age, gender, experiences, marital status, education etc. are independent variables.

As the objectives of the study were to compare the Emotional Intelligence skills in Male and Female teachers in Government / Aided etc. and Missionary teachers respectively—and mean, S.D., C.R. values were used to analyse the independent variables and their effects on dependent variables.

The following variables are incorporated in the sample drawn from the teachers for the present investigation.

1. Age : Below 35 yrs / 35-45 yrs / Above 45 yrs
2. Gender : Male / Female
3. Designation : SGT/School Asst./HM/PET/TPT/HPT
4. Type of School : Govt. / Missionary / Private Aided / Unaided
5. Medium of Instruction : Telugu / English
7. Teaching Experience : Below 10 / 11-20/ Above 20 years
8. Academic Qualification :
   a) Graduation : B.A, / B.Com., / B.Sc.,
   b) Post Graduation : M.A., / M.Com., M.Sc.,
   c) Professional : TTC (D.Ed.,) / B.Ed./ M.Ed./PET / TPT / HPT

3.7. Hypotheses of the Present Study:

1. There will be no significant relationship between Assertion, Aggression, Deference, Inter Personal Communication Under Stress, Comfort, Empathy, Decision Making, Leadership, Personal Leadership, Drive Strength, Time Management, Commitment Ethic, Change Orientation, Self Management in Life and Career, Self Esteem, Stress Management, Intra Personal Development of Emotional Intelligence skills of teachers working in Visakhapatnam district of Andhra Pradesh.

2. There will be no significant correlation in between the areas viz; Inter Personal Communication under Stress, Personal Leadership, Self Management in Life and Career and Intra Personal Development of Emotional Intelligence skills of teachers working in Visakhapatnam district of Andhra Pradesh.

3. There will be no significant correlation in between the areas viz; Assertion, Aggression, Deference, Comfort, Empathy, Decision Making, Leadership, Drive Strength, Time
Management, Commitment Ethic, Change Orientation, Self Esteem, Stress Management of Emotional Intelligence skills of teachers working in Visakhapatnam district of Andhra Pradesh.

4. There will be no significant difference between socio economic variables of teachers i.e., (gender, age, designation, school management, medium, locality, teaching experience, general qualification and professional qualification) with respect to Assertion of Emotional Intelligence skills of teachers working in Visakhapatnam district of Andhra Pradesh.

5. There will be no significant difference between socio economic variables of teachers i.e., (gender, age, designation, school management, medium, locality, teaching experience, general qualification and professional qualification) with respect to Aggression of Emotional Intelligence skills of teachers working in Visakhapatnam district of Andhra Pradesh.

6. There will be no significant difference between socio economic variables of teachers i.e., (gender, age, designation, school management, medium, locality, teaching experience, general qualification and professional qualification) with respect to Difference of Emotional Intelligence skills of teachers working in Visakhapatnam district of Andhra Pradesh.

7. There will be no significant difference between socio economic variables of teachers i.e., (gender, age, designation, school management, medium, locality, teaching experience, general
qualification and professional qualification) with respect to Inter
Personal Communication under stress of Emotional
Intelligence skills of teachers working in Visakhapatnam
district of Andhra Pradesh.

8. There will be no significant difference between socio economic
variables of teachers i.e., (gender, age, designation, school
management, medium, locality, teaching experience, general
qualification and professional qualification) with respect to
Comfort of Emotional Intelligence skills of teachers working in
Visakhapatnam district of Andhra Pradesh.

9. There will be no significant difference between socio economic
variables of teachers i.e., (gender, age, designation, school
management, medium, locality, teaching experience, general
qualification and professional qualification) with respect to
Empathy of Emotional Intelligence skills of teachers working in
Visakhapatnam district of Andhra Pradesh.

10. There will be no significant difference between socio economic
variables of teachers i.e., (gender, age, designation, school
management, medium, locality, teaching experience, general
qualification and professional qualification) with respect to
Decision making of Emotional Intelligence skills of teachers
working in Visakhapatnam district of Andhra Pradesh.

11. There will be no significant difference between socio economic
variables of teachers i.e., (gender, age, designation, school
management, medium, locality, teaching experience, general qualification and professional qualification) with respect to Leadership of Emotional Intelligence skills of teachers working in Visakhapatnam district of Andhra Pradesh.

12. There will be no significant difference between socio economic variables of teachers i.e., (gender, age, designation, school management, medium, locality, teaching experience, general qualification and professional qualification) with respect to Personal Leadership of Emotional Intelligence skills of teachers working in Visakhapatnam district of Andhra Pradesh.

13. There will be no significant difference between socio economic variables of teachers i.e., (gender, age, designation, school management, medium, locality, teaching experience, general qualification and professional qualification) with respect to Drive Strength of Emotional Intelligence skills of teachers working in Visakhapatnam district of Andhra Pradesh.

14. There will be no significant difference between socio economic variables of teachers i.e., (gender, age, designation, school management, medium, locality, teaching experience, general qualification and professional qualification) with respect to Time Management of Emotional Intelligence skills of teachers working in Visakhapatnam district of Andhra Pradesh.

15. There will be no significant difference between socio economic variables of teachers i.e., (gender, age, designation, school
management, medium, locality, teaching experience, general qualification and professional qualification) with respect to Commitment Ethic of Emotional Intelligence skills of teachers working in Visakhapatnam district of Andhra Pradesh.

16. There will be no significant difference between socio economic variables of teachers i.e., (gender, age, designation, school management, medium, locality, teaching experience, general qualification and professional qualification) with respect to Change Orientation of Emotional Intelligence skills of teachers working in Visakhapatnam district of Andhra Pradesh.

17. There will be no significant difference between socio economic variables of teachers i.e., (gender, age, designation, school management, medium, locality, teaching experience, general qualification and professional qualification) with respect to Self Management in life and career of Emotional Intelligence of teachers working in Visakhapatnam district of Andhra Pradesh.

18. There will be no significant difference between socio economic variables of teachers i.e., (gender, age, designation, school management, medium, locality, teaching experience, general qualification and professional qualification) with respect to Self Esteem of Emotional Intelligence skills of teachers working in Visakhapatnam district of Andhra Pradesh.

19. There will be no significant difference between socio economic variables of teachers i.e., (gender, age, designation, school
management, medium, locality, teaching experience, general qualification and professional qualification) with respect to Stress Management of Emotional Intelligence skills of teachers working in Visakhapatnam district of Andhra Pradesh.

20. There will be no significant difference between socio economic variables of teachers i.e., (gender, age, designation, school management, medium, locality, teaching experience, general qualification and professional qualification) with respect to Intra Personal Development of Emotional Intelligence skills of teachers working in Visakhapatnam district of Andhra Pradesh.

3.8 Scope of the Study:

Emotional Intelligence (EI) has the ability to analyze emotions at work and the ability to use them appropriately. Emotional Intelligence can provide better work-place relationships. Many experts involved in research in this area of human psychology, are of the opinion that those individuals with a high level of Emotional Intelligence are likely to be more positive, understanding, co-operative, and friendly. They are able to adjust themselves to different situations and cope with stress better. High Emotional Intelligence paves way for better work approach that is goal directed and achievement oriented.

The Present Study deals with Emotional Intelligence Skills under four main heads. They are:

V. Interpersonal communication Under Stress : Assertion, Aggression, Deference
VI. Personal Leadership: Comfort, Empathy, Decision-making, Leadership

VII. Self Management in Life and Career: Drive Strength, Time Management, Commitment Ethic, Change Orientation

VIII. Intra-personal Development: Self Esteem, Stress Management.

Of these, three are identified as Potential problem areas. They are Aggression, Deference and Change Orientation. The study suggests the improvement of positive skills and dissuasion of problem areas. The study also shows the positive or negative impact of demographic factors on Emotional Intelligence skills of teachers.

3.9 Delimitations of the Present Study:
The present study is limited to school teachers in Visakhapatnam district of Andhra Pradesh State, India.

This study was limited to know the perceptions on Emotional Intelligence Skills of Teachers working in the schools of Visakhapatnam district of Andhra Pradesh.

3.10 Design of the Study:
The present study is designed to study the Emotional Intelligence skills and demographic variables among 464 teachers of both genders working in Visakhapatnam district of Andhra Pradesh, India by using Emotional Intelligence Skills instrument and well prepared demographic questionnaire. The Emotional Intelligence Skills instrument assess the four major areas like a) Interpersonal communication under stress
b) personal leadership c) self management in life and career and
d) interpersonal development. The demographic questionnaire provides
detailed information about age, gender, qualification and location etc.,

3.11. Sample Selection for the Study:

Kothari (1997) defined sample as a small proportion of population
selected for observation and analysis. The item selected constitutes
what is technically called a sample. The investigator selected the
sample based on random sampling procedures.

3.11.1 Sample distribution of Teachers:

Table 3.1
Age-wise distribution of the Teachers

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 35 years</td>
<td>111</td>
<td>23.92</td>
</tr>
<tr>
<td>35 - 45 years</td>
<td>217</td>
<td>46.77</td>
</tr>
<tr>
<td>Above 45 years</td>
<td>136</td>
<td>29.31</td>
</tr>
<tr>
<td>Total</td>
<td>464</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Table 3.2
Gender-wise distribution of the Teachers

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>196</td>
<td>42.24</td>
</tr>
<tr>
<td>Female</td>
<td>268</td>
<td>57.76</td>
</tr>
<tr>
<td>Total</td>
<td>464</td>
<td>100.00</td>
</tr>
</tbody>
</table>
### Table 3.3
**Designation-wise distribution of the Teachers**

<table>
<thead>
<tr>
<th>Designation</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary Grade Teacher</td>
<td>212</td>
<td>45.69</td>
</tr>
<tr>
<td>School Assistant</td>
<td>185</td>
<td>39.87</td>
</tr>
<tr>
<td>Head Master</td>
<td>23</td>
<td>4.96</td>
</tr>
<tr>
<td>PET</td>
<td>9</td>
<td>1.94</td>
</tr>
<tr>
<td>TPT / HPT</td>
<td>35</td>
<td>7.54</td>
</tr>
<tr>
<td>Total</td>
<td>464</td>
<td>100.00</td>
</tr>
</tbody>
</table>

### Table 3.4
**School Management-wise distribution of the Teachers**

<table>
<thead>
<tr>
<th>School Management</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>256</td>
<td>55.17</td>
</tr>
<tr>
<td>Missionary</td>
<td>103</td>
<td>22.20</td>
</tr>
<tr>
<td>Private Aided</td>
<td>73</td>
<td>15.73</td>
</tr>
<tr>
<td>Private Unaided</td>
<td>32</td>
<td>6.90</td>
</tr>
<tr>
<td>Total</td>
<td>464</td>
<td>100.00</td>
</tr>
</tbody>
</table>

### Table 3.5
**Medium-wise distribution of the Teachers**

<table>
<thead>
<tr>
<th>Medium</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telugu</td>
<td>322</td>
<td>69.40</td>
</tr>
<tr>
<td>English</td>
<td>142</td>
<td>30.60</td>
</tr>
<tr>
<td>Total</td>
<td>464</td>
<td>100.00</td>
</tr>
</tbody>
</table>
### Table 3.6
Locality-wise distribution of the Teachers

<table>
<thead>
<tr>
<th>Locality</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>276</td>
<td>59.48</td>
</tr>
<tr>
<td>Rural</td>
<td>188</td>
<td>40.52</td>
</tr>
<tr>
<td>Total</td>
<td>464</td>
<td>100.00</td>
</tr>
</tbody>
</table>

### Table 3.7
Experience-wise distribution of the Teachers

<table>
<thead>
<tr>
<th>Experience</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 10 years</td>
<td>175</td>
<td>37.72</td>
</tr>
<tr>
<td>11 - 20 years</td>
<td>201</td>
<td>43.32</td>
</tr>
<tr>
<td>Above 20 years</td>
<td>88</td>
<td>18.97</td>
</tr>
<tr>
<td>Total</td>
<td>464</td>
<td>100.00</td>
</tr>
</tbody>
</table>

### Table 3.8
Graduation-wise distribution of the Teachers

<table>
<thead>
<tr>
<th>Graduation</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A.,</td>
<td>232</td>
<td>50.00</td>
</tr>
<tr>
<td>B.Com.,</td>
<td>56</td>
<td>12.07</td>
</tr>
<tr>
<td>B.Sc.,</td>
<td>176</td>
<td>37.93</td>
</tr>
<tr>
<td>Total</td>
<td>464</td>
<td>100.00</td>
</tr>
</tbody>
</table>

### Table 3.9
Post Graduation-wise distribution of the Teachers

<table>
<thead>
<tr>
<th>Post Graduation</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.A.,</td>
<td>275</td>
<td>59.27</td>
</tr>
<tr>
<td>M.Sc.,</td>
<td>184</td>
<td>39.66</td>
</tr>
<tr>
<td>M.Com.,</td>
<td>5</td>
<td>1.08</td>
</tr>
<tr>
<td>Total</td>
<td>464</td>
<td>100.00</td>
</tr>
</tbody>
</table>
3.12 Methodology adopted for collecting data:

a) Selection of the method:

The study on “A Study on Emotional Intelligence Skills Among School Teachers working in Visakhapatnam District of Andhra Pradesh-India” is an exploratory research. The purpose of the research work is to gain familiarity with a phenomenon or acquire new insight into or in order to formulate a more precise problem. This study aims to explore the distribution and association of emotional intelligence skills among teachers. The method adopted in the study is survey method.

Data for the study were collected from the Teachers working in Government, Private and Missionary Schools in Visakhapatnam district of Andhra Pradesh in India. Teachers are working at Primary, Secondary and Higher Secondary levels of school education.
Before The Exploring and Developing Emotional Intelligence Skills Instrument was administered, briefing had been given about instrument and the value of emotional intelligence skills. An agreement to participate was collected to ensure that teachers who participated in the study know how their information would be used.

b) Selection of tool:

Tool is an important instrument to collect new data. For any type of research we need certain instruments to gather new facts or to explore new fields. The selection of suitable instruments or tools is a vital importance for successful research. Different tools are suitable for collecting various kinds of information for various purposes.

The exploring and developing emotional intelligence skills assessment was used for the purpose of the study. The instrument was developed by Darwin B., Nelson, Ph.D. and Gray R. Low, Ph.D. in 1998. This instrument evolved from an earlier version called the Personal Skills Map published CTB McGrew in 1983.

The Original Personal Skills Map instrument contained 300 items. The Exploring and Developing Emotional Skills Instrument currently contains two hundred thirteen items under four parts.

**Part - I: Inter Personal Communication Under Stress:** A set of Emotional Skills pertaining to Communication including verbal and non-verbal communication (Nelson & Low, 1998)
1. **Assertion:** One of the ten emotional intelligence skills assessed in Exploring and Developing Emotional Intelligence Skills (Nelson & Low, 1998). Assertion is the ability to clearly and honestly communicate personal thoughts and feelings to another person in a comfortable, direct, appropriate and straightforward manner (Nelson & Low, 1998).

2. **Aggression:** One of the three potential problem areas assessed in Exploring and Developing Emotional Intelligence Skills (Nelson & Low, 1998). Aggression is a measure of the degree to which an individual employs a personal communication style or pattern that violates, overpowers, dominates or discredits another person's rights, thoughts, feelings or behaviours. Aggression can be converted into the skill of anger management (Nelson & Low, 1998).

3. **Deference:** One of the three potential problem areas assessed in Exploring and Developing Emotional Intelligence Skills (Nelson & Low, 1998). Deference is a measure of the degree to which an individual employs a communication style or pattern that is indirect, self-inhibiting, self-denying and ineffectual for the accurate expressions of thoughts, feelings or behaviours. Deference can be converted into the skill of anxiety management (Nelson & Low, 1998).

**Part-II: Personal Leadership:** A set of emotional skills pertaining to the ability to create a climate for positively motivating others by knowing,
understanding and respecting the needs, values, interests and goals of others (Nelson & Low, 1998).

4. **Comfort:** One of the ten emotional intelligence skills assessed in Exploring and Developing Emotional Intelligence Skills (Nelson & Low, 1998). Comfort is the ability to judge appropriate social, emotional and physical distance in verbal and non-verbals interactions with others and to impact and influence others in positive ways (Nelson & Low, 1998).

5. **Empathy:** One of the ten emotional intelligence skills assessed in Exploring and Developing Emotional Intelligence Skills (Nelson & Low, 1998). Empathy is the ability to accurately understand and constructively respond to the expressed feelings, thoughts, behaviours and needs of others (Nelson & Low, 1998).

6. **Decision Making:** One of the ten emotional intelligence skills assessed in Exploring and Developing Emotional Intelligence Skills (Nelson & Low, 1998). Decision making is the ability to plan, formulate, initiate and implement effective problem solving procedure (Nelson & Low, 1998).

7. **Leadership:** One of the ten emotional intelligence skills assessed in Exploring and Developing Emotional Intelligence Skills (Nelson & Low, 1998). Leadership is the ability to positively impact, persuade, influence others and in general make a positive difference.

**Part III: Self Management Skills** :- A set of emotional skills pertaining to the managing of self, including performance, health, productivity and satisfaction
8. **Drive Strength:** One of the ten emotional intelligence skills assessed in Exploring and Developing Emotional Intelligence Skills (Nelson & Low, 1998). Drive strength is the ability to effectively direct personal energy and motivation to achieve personal, career and life goals (Nelson & Low, 1998).

9. **Time Management:** One of the ten emotional intelligence skills assessed in Exploring and Developing Emotional Intelligence Skills (Nelson & Low, 1998). Time management is the ability to organize tasks into a personally productive time schedule and use time effectively for task completion.

10. **Commitment Ethic:** One of the ten emotional intelligence skills assessed in Exploring and Developing Emotional Intelligence Skills (Nelson & Low, 1998). Commitment ethic is the ability to complete tasks, projects, assignments and personal responsibilities in a dependable and successful manner, even in difficult circumstances (Nelson & Low, 1998).

11. **Change Orientation:** One of the three potential problem areas assessed in Exploring and Developing Emotional Intelligence Skills (Nelson & Low, 1998). Change orientation is a measure of the degree to which an individual is satisfied and the magnitude of change needed or desired for developing personal and professional effectiveness. Change orientation can be converted into the skill of positive change (Nelson & Low, 1998).

12. **Self esteem:-** One of the ten emotional intelligence skills assessed in Exploring and Developing Emotional Intelligence Skills (Nelson & Low, 1998). Self-esteem is the ability, belief, and skill to view self as positive, competent and successful in achieving personal goals (Nelson & Low, 1998).

13. **Stress Management:** One of the ten emotional intelligence skills assessed in Exploring and Developing Emotional Intelligence Skills (Nelson & Low, 1998). Stress management is the ability and skill to choose and exercise healthy self control and self management in response to stressful events (Nelson & Low, 1998).

The Exploring and Developing Intelligence Skills Instrument is comprised of various situational statements under each of the four dimensions. After every situational statement, choices are given as to whether the statement means “more like or descriptive of you”, “sometimes like or descriptive of you”, “or less like or descriptive of you”. Scores are then tallied after every dimension and plotted on a profile chart at the end of the assessment. The score indicated whether each particular skill that is being measured needed to be developed, strengthened or enhanced and whether a low, normal or high score was obtained in the potential problem.
3.13. Validity:

Validity of the original version of the personal skill map, a three hundred item un-timed instrument, was established by completing scale by correlation for the personal skills and the Personal Orientation Inventory, which was developed by Shostram in 1962. The Edwards Personal Preference Schedule, which was developed by Edwards in 1953; the sixteen Personality Factory Questionnaire, which was developed by Cattel in 1953; and the Minnesota Multi-phasic Personality Inventory, which was developed by Hathaway and McKinlay in 1943. The findings suggest that the Personal Skills Map effectively discriminates personal skill levels of professional helpers, normal adults and clinical populations (Nelson & Low, 1979).

3.14. Reliability:

A reliability analysis using Cronbach’s alpha determined an alpha reliability coefficient of .64 indicating a consistency in responses among the thirteen scale items in the exploring and developing Emotional Intelligence skills (Nelson & Low, 1998) instrument. A .64 alpha coefficient demonstrates acceptability of research conducted in the behavioural sciences (Green, Salkind & Akey, 2000).

3.15. Statistical Techniques Used:

As the present study is more of qualitative in nature, collected data were analyzed using both qualitative and quantitative techniques. Quantitative data were analyzed with the simple statistical techniques.
The investigation has been carried out by the descriptive statistical analysis, such as calculating measures of central tendency like Mean and calculating measures of dispersion like Standard Deviation. For testing the null hypotheses, the ‘t’-test and Analysis of Variance have been used by the investigator. The ‘t’ test was used to test the null hypotheses when the data was correlated from matched groups. Analysis of (ANOVA) variance with Scheffe’s Post Hoc Test was used to find out the effect, if any, of the variables studied. The data were coded and prepared for analysis using the Statistical Package for Social Sciences (SPSS).

In this chapter the methodology of present investigation is enumerated. A clear idea about the methods adopted in the study, tool and samples selected, instrument and data analysis are discussed. Data pertaining to the Emotional Intelligence skills among teachers were presented in the form of tables and interpreted in the next chapter. The next chapter presents the analysis and interpretation of data.