



A Study on Emotional Intelligence of Prospective Teachers Undergoing B.Ed in Thoothukudi District

KEYWORDS

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ABSTRACT

*Emotional Intelligence is the ability to know one's emotions, recognize feeling as they occur, manage moods, empathize with others and manage relationships. It 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. A representative sample comprised of 763 prospective teachers in various college of education. The survey method of research is adopted by the investigator. The Emotional Intelligence Scale (EIS) based on Daniel Goleman's emotional intelligence model, was constructed by the researcher and it indicated high reliability and validity. This scale was used for measuring emotional intelligence of prospective teachers in colleges of education. Statistical analysis such as percentage analysis, *t*-values and *F*-values were calculated. The present study shows that the level of emotional intelligent of prospective teachers in Thoothukudi district is average. This study also found that there is no significant difference in the emotional intelligence and its dimensions such as physical skill, intellectual skill, moral skill, and social skill except personal skill with respect to gender. There is no significant difference among the emotional intelligence-moral skill of the prospective teachers with respect to educational qualification. This research paper is an attempt to find out the emotional intelligence of prospective teachers in Thoothukudi district in terms of gender and educational qualification.*

Introduction

The concept of emotional intelligence has aroused great interest among researchers and professionals working in the field of mental health. Mayer and Salovey (1997) define emotional intelligence as the ability to recognize the meaning of emotions, reason and solve the problems based on them, thus pursuing a cognitive character. Emotional intelligence offered a new prospective in the study of emotions, which have gone from being considered distractions in human cognitive processes being received as vital factors that provide useful information for solving everyday problems. According to the model developed by Mayer and Salovey (1997), emotional intelligent can be conceived as a pyramid with four basic skills ability to i) perceive, appraise, and express emotions accurately, ii) access and generate feelings that facilitate thought, iii) understand emotions and emotional knowledge, iv) regulate emotions to promote emotional and intellectual growth.

According to Daniel Goleman (1995) "Emotional Intelligence is a set of skills, attitudes, abilities and competencies that determine the individual's behavior, reaction, state of mind coping style and communication style. These factors directly affect the level of success, satisfaction, ability to connect other people as well as the individual ability to cope with stress, level of self-esteem, perception of control and overall level of mental and emotional well-being". He also theorized that intelligence accounts for only about 20% of a person's success in one's professional and personal life. The balance 80% can be attributed to emotional intelligence. Research findings have proved that teachers with high emotional intelligence are better equipped to keep their students engaged in learning activities. They are able to spend more time with the students and monitoring students work. On the other hand, teachers with low emotional intelligence lack in perseverance and give negative feedback to stu-

dents (Gibson and Dembo, 1984).

Rationale for the Study

Teachers' goal is to provide an atmosphere where flow occurs easily and the students are totally engaged in learning. Here, teaching plays a vital role in developing emotional intelligence among students. It requires interacting with students colleagues. The emotional competence of a person knows how much of his/her potential is tapped for the job capabilities in a teaching profession. The prospective teachers in adopting better instructional strategies and provide extra educational treatment like guidance and counseling for the betterment of teaching. Prospective teachers can make learning very interesting and exciting by changing the attitude of the students.

The investigator finds a conspicuous gap to conduct a study among B.Ed., students. The present study is conducted with a view to assess the emotional intelligence of B. Ed, students from different colleges of education to find out whether gender and educational qualification of respondents make any significant differences in the their level of emotional intelligence. This study was carried out on the prospective teachers undergoing B.Ed. training in Thoothukudi district. Thus, studies dealing with how the prospective teachers in this region connected themselves emotionally to others and take other's perspectives are important. This study is an attempt to assess the level of emotional intelligence of the B.Ed., students in Thoothukudi district.

Objectives of the Study

- To find out level of emotional intelligence of prospective teachers undergoing B.Ed., in Thoothukudi district.
- To find the significant difference between the emotional intelligence and its dimensions of prospective teachers in terms of background variable gender.

- To find the significant difference among the emotional intelligence of prospective teachers undergoing B.Ed., in Thoothukudi district in terms of background variable educational qualification.

Hypotheses of the Study

In order to realize the objectives of the study, the investigator formulated the following hypotheses for testing.

- The level of emotional intelligent of prospective teachers in Thoothukudi district is average.
- There is no significant difference in the level of influence of emotional intelligence and its dimensions with respect to gender.
- There is no significant difference among the emotional intelligence of prospective teachers with respect to educational qualification.

Research Design

Methodology

The study was conducted through descriptive survey method of research and it is most suitable for the present study. The investigator has adopted the survey method of research to study the emotional intelligence of prospective teachers in Thoothukudi district.

Population for the Study

The population for the present study consisted of the prospective teachers undergoing B.Ed., programme in colleges of education in Thoothukudi district.

Sample of the Study

Considering the objectives of the study, the investigator used simple random sampling technique for this research. The sample was selected from Tamil Nadu Teachers Education University, Chennai affiliated colleges of education in Thoothukudi district. The sample is consisted of 763 prospective teachers undergoing B.Ed., training in Thoothukudi district.

Research Tools used for the Present Study

The investigator of the present study used the following tools for data collection. 1. Students Profile developed by the investigator.2. Emotional Intelligence Scale (EIS) constructed and standardized by Anukool Hyde, Saniyotpethe and Upinderdhar (2002).

This tool consists of 62 statements to evaluate the emotional intelligence of prospective teachers. The tool is taken as reliable. It is a five point scale tool. The weight is ranging from 5, 4, 3, 2, 1 (strongly agree to strongly disagree) for favorable positive items. In the case of unfavorable negative items range of weights is reversed that is from 1 (Strongly Agree) to 5 (Strongly Disagree). The individual with high score is considered to have high level of emotional intelligence and are likely to be high performance.

Statistical Techniques Employed

In pursuance of the objectives and hypotheses of the study, the researcher decided for analyzing data using following statistical techniques such as i) Percentage Analysis, ii) Differential Analysis ('t'-test), iii) Differential Analysis (F-test).

Major Findings and Discussion

On the basis of hypotheses testing results and analysis of result discussion, the following major findings of the study are given below:

Hypothesis -I: The level of emotional intelligence of prospective teachers in Thoothukudi district is average.

Table-1

Level of emotional intelligence of prospective teachers

Variable	Num- bers	Low		Medium		High	
		No.	%	No.	%	No.	%
Emotional Intelligence	763	111	14.55	528	69.2	124	16.25

The above table-1 shows that 14.55% of prospective teachers have low level of emotional intelligence, 69.20% of prospective teachers have medium level of emotional intelligence and 16.25% of prospective teachers have high level of emotional intelligence.

Hypothesis-2: There is no significant difference in the level of emotional intelligence and its dimensions with respect to gender.

Table- 2

Significance difference in the level of influence of emotional intelligence with respect to gender

S. No	Dimen- sions	Cat- egory	Num- ber	Mean	S.D	Calcu- lated t- Value	Tab- le value at 5% level	Re- marks
1	Physical Skill	Male	79	20.759	4.792	1.862	1.96	N.S
		Fe- male	684	21.826	5.046			
2	Intel- lectual Skill	Male	79	23.835	7.182	1.432	1.96	N.S
		Fe- male	684	22.633	5.96			
3	Moral Skill	Male	79	19.259	5.849	0.462	1.96	N.S
		Fe- male	684	18.937	4.86			
er4	Social Skill	Male	79	20.405	5.588	0.618	1.96	N.S
		Fe- male	684	20.822	6.376			
5	Personal Skill	Male	79	41.772	11.99	1.971	1.96	S
		Fe- male	684	38.965	11.93			

The above table-2 shows that there is no significant difference is observed between the male and female prospective teachers in the dimensions of their Physical, Intellectual, Moral and Social skills, because the calculated 't'-value for above dimensions are less than the table value. But, there is significant difference between male and female prospective teachers interms of personal skill.

Hypothesis-3: There is no significance difference among the level of influence of emotional intelligence and its dimensions among the prospective teachers with respect to educational qualification.

Table-3

Significance difference among the level of influence of emotional intelligence with respect to educational qualification

	Category	Mean value	Mean Differences	C.I	Remarks
1	B.A	18.593	0.902	1.108	NS
	B.SC	19.495			
2	B.A	18.593	0.843	2.084	NS
	M.A	17.75			
3	B.A	18.593	0.419	1.729	NS
	M.SC	19.012			

	Category	Mean value	Mean Differences	C.I	Remarks
4	B.SC	19.495	0.745	2.07	NS
	M.A	17.75			
5	B.SC	19.495	0.483	1.712	NS
	M.SC	19.012			
6	M.A	17.75	1.262	2.459	NS
	M.SC	19.012			

The above table-3 shows that there is no significant difference in the influence on moral skill of emotional intelligence between prospective teachers with respect to educational qualification.

Educational Implications

The research study can be usually employed in educational situations. The present study shows that the level of emotional intelligent of prospective teachers in Thoothukudi district is average. This may be due to the fact that the educational institutions providing adequate instructional and infrastructural facilities and organizing several programmes such as curricular, co-curricular activities, symposium, group discussion, workshop, puzzle test, brain-storming, quiz and yoga programs, sports events and so on. The present study may also useful to understand the concept of emotional intelligence and its various dimensions. This study also found that there is no significant difference in the emotional intelligence and its dimensions such as

physical skill, intellectual skill, moral skill, and social skill except personal skill with respect to gender. There is no significant difference among the emotional intelligence-moral skill of the prospective teachers with respect to educational qualification. Emotional intelligence in terms of moral skill, the male prospective teachers are slightly better than their counterparts. This may be due to fact that the male prospective teachers have more exposure than the female prospective teachers. Because, the male prospective teachers have more chance to interact with their friends, colleagues and peer members and also free from their home burden and responsibilities. The analysis of this study will help the prospective teachers to solve the problem concerning of educational field.

Conclusion

From the result it is evident that emotional intelligent is very important and essential for the prospective teachers, so it should be developed among teachers through our educational system. Finding of research shows that the atmosphere of institutions should be developed in such a manner, which helps in the development of emotional intelligence of prospective teachers. A prospective teacher should be intelligent in emotion and satisfied with profession because a teacher is the hope for an individual and the nation. Since teacher's emotional intelligence affect the children behavioral pattern, a teacher should understand his/her own emotion and attribute of pupil in the teaching learning process.

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