



EVALUATION OF EMOTIONAL INTELLIGENCE OF ELEMENTARY TEACHER TRAINEES

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ABSTRACT The present investigation aimed at studying the level of Emotional Intelligence and whether Gender influences the Emotional Intelligence of Elementary Teacher Trainees. Normative Survey Method was adopted for the study. The sample of the study consisted of 526 - Elementary Teacher Trainees. Emotional intelligence of the Elementary Teacher Trainees was assessed by using Emotional Intelligence Inventory (EII) and was constructed and validated by Dr. P. Anna Raja and Antony Raja (2010). Using percentage analysis and 't'- test the data were analyzed. From the findings of the study it was found that the level of Emotional Intelligence and its dimensions Self-Awareness, Self-Management, Social-Awareness and Relationship-Management among the Elementary Teacher Trainees are moderate. The study also revealed that there is no significant difference exists between Male and Female Elementary Teacher Trainees in the mean scores of Emotional Intelligence and its dimensions Self-Awareness, Self-Management, Social-Awareness, and Relationship Management.

KEYWORDS : Elementary Teacher Trainees, Emotional Intelligence, Self-Awareness, Self-Management, Social-Awareness and Relationship-Management

INTRODUCTION

The word emotion comes from the Latin word 'remove' which means 'to move from'. The concept of emotional intelligence was formally introduced by Professors Peter Salovey of Yale University and John Mayer of the University of New Hampshire in 1990. The concept of emotional intelligence includes two – component terms, intelligence and emotion. Intelligence belongs to the cognitive sphere of mental functioning whereas emotions belong to the affective sphere of mental functioning. There are six essentially universal emotions – anger, fear, sadness, happiness, disgust and surprise – with most other emotions included within these six categories (Robbins and Judge, 2009). According to John D. Mayer and Peter Salovey “Emotional intelligence may be defined as the capacity to reason with emotion in four areas: to perceive emotion, to integrate it in thought to understand it and to manage it”. Emotional intelligence is an attempt to extend our understanding of intelligence by going beyond what we traditionally measure by intelligence test. Emotional intelligence is more important for a happy and productive life. People who are positive have been shown to live longer. An emotionally intelligent teacher may be able to establish a better connect with the students. The emotional connection between the teacher and the student is important as it stays forever. Highly emotional intelligent teachers tend to motivate their students better and understand their students' behavioural and psychological wellbeing. Self regulation is an important aspect of Emotional intelligence. Thus a more self-aware teacher can manage students more successfully. An emotionally intelligent teacher will show empathy towards students, parents, peers etc. Research indicates that social and emotional skills are associated with successes ineffective teaching, student learning, quality student teacher relationships and academic performance. The elementary teacher trainees are the prospective teachers of elementary classes. Hence, the elementary teacher trainees should be emotionally intelligent.

Need and Significance of the Study

According to modern psychologist, Emotional Intelligence is responsible for the success of a person. In order to survive in a fast changing and competitive world every person need to develop and nurture Emotional Intelligence. The prime function of education is to draw out the potentialities of the child and develop them to meet the challenging situation in life. Teachers play a vital role in shaping the students behaviour. Only the teacher who possesses all the skills and values can function effectively in a teaching situation. Good education involves more than teaching that enables to meet emotional needs and makes teachers task infinitely rewarding. The elementary teacher trainees, being the future elementary teachers need to be emotionally intelligent. In view of modern trends in elementary education, the investigator being a preceptor in District Institute of Education and Training, and teaching the elementary teacher trainees intended to study the Emotional Intelligence of elementary teacher trainees.

Statement of the problem

Highly Emotional Intelligent teachers tend to motivate their students better and understand their students' behavioural and psychological

well being and hence the present study is entitled as “Evaluation of Emotional Intelligence of Elementary Teacher Trainees”.

Objectives of the Study

The present study was designed to realize the following objectives:

- 1.To find out the level of Emotional Intelligence and its dimensions Self Awareness, Self Management, Social Awareness and Relationship Management of the Elementary Teacher Trainees.
2. To find out whether there is any significant difference exists between Male and Female Elementary Teacher Trainees in their Emotional Intelligence and its dimensions Self Awareness, Self Management, Social Awareness and Relationship Management.

Hypotheses of the Study

The following hypotheses were formulated for the study.

1. The level of Emotional Intelligence and its dimensions Self-Awareness, Self-Management, Social-Awareness, and Relationship Management of the Elementary Teacher Trainees is moderate.
2. There is no significant difference exists between Male and Female Elementary Teacher Trainees in their Emotional Intelligence and its dimensions Self-Awareness, Self-Management, Social-Awareness and Relationship Management.

Methodology

Normative survey method was adopted for the study.

Population and Sample

Population of this study constitute of Elementary Teacher Trainees of Tamilnadu state. The investigator selected 526 - elementary teacher trainees by simple random sampling technique from four District Institute of Education and Training (DIET), one Government Teacher Training Institute, seven aided and fourteen self finance Teacher Training Institutes (TTI) which are situated in Thoothukudi, Tirunelveli, Kanyakumari and Virudhunagar districts of Tamilnadu. The selection of the institutes was made on the basis of the type of Institutes and location of the institutions.

Tools used for the study

The research tool on Emotional Intelligence Inventory (EII) constructed and validated by Dr. P. Anna Raja and Antony Raja (2010) with the dimensions of Emotional Intelligence such as Self-Awareness, Self Management, Social Awareness and Relationship Management was used to collect the data.

Statistical Techniques used in the Study

Statistical techniques of mean, standard deviation and 't' – test were employed for the analysis of the data.

Statistical Analysis and Interpretation of the Data Hypothesis 1

The level of Emotional Intelligence and its dimensions Self-awareness, Self-management, Social-awareness and Relationship management of the Elementary Teacher Trainees is moderate.

Table 1
Level of Emotional Intelligence of the Elementary Teacher Trainees

Emotional Intelligence and its dimensions	Low		Moderate		High	
	No	%	No	%	No	%
Self-awareness	75	14.26	390	74.14	61	11.60
Self-management	91	17.30	361	68.63	74	14.07
Social-awareness	67	12.74	394	74.90	65	12.36
Relationship management	84	15.97	349	66.35	93	17.68
Total	77	14.64	372	70.72	77	14.64

It is inferred from the table -1, that 14.26% of the Elementary Teacher Trainees are in low level, 74.14% of them are in moderate level and 11.60% of them are in high level of Emotional intelligence in its dimension of Self-awareness, 17.30% of the Elementary Teacher Trainees are in low level, 68.63% of them are in moderate level and 14.07% of them are in high level of Emotional intelligence in its dimension of Self-management, 12.74% of the Elementary Teacher Trainees are in low level, 74.90% of them are in moderate level and 12.36% of them are in high level of Emotional intelligence in its dimension of Social-awareness, 15.97% of the Elementary Teacher Trainees are in low level, 66.35% of them are in moderate level and 17.68% of them are in high level of Emotional intelligence in its dimension of Relationship management and 14.64% of the Elementary Teacher Trainees are in low level, 70.72% of them are in moderate level and 14.64% of them are in high level of Emotional intelligence.

Hypothesis 2

There is no significant difference exists between Male and Female Elementary Teacher Trainees in their Emotional Intelligence and its dimensions Self-awareness, Self-management, Social-awareness and Relationship management.

Table - 2 Difference between male and female elementary teacher trainees in their emotional intelligence

Emotional Intelligence and its dimensions	Category	Number	Mean	S D	Calculated value of 't'
Self-awareness	Male	23	55.87	4.015	0.296
	Female	503	55.58	4.662	
Self-management	Male	23	28.39	3.846	1.402
	Female	503	29.34	3.126	
Social-awareness	Male	23	41.96	4.436	1.218
	Female	503	43.01	4.039	
Relationship management	Male	23	42.78	4.199	0.260
	Female	503	42.54	4.302	
Total	Male	23	169.00	13.853	0.507
	Female	503	170.47	13.553	

(At 5% level of significance, for the df (524,2) the table value of 't' is 1.964)

It is inferred from the above table – 2, that the obtained 't' values (0.296, 1.402, 1.218, 0.260 and 0.507) are less than the critical value (1.964) at 0.05 level. Therefore the null hypothesis is accepted. Hence, there is no significant difference between Male and Female Elementary Teacher Trainees in their Emotional Intelligence and all its dimensions of Self-Awareness, Self-Management, Social-Awareness, and Relationship Management.

Findings of the Study

1. The findings of the study revealed that the level of Self-Awareness, Self-Management, Social-Awareness, Relationship Management and Emotional Intelligence of the Elementary Teacher Trainees is found to be moderate.

2. The findings of the study showed that there is no significant difference between Male and Female Elementary Teacher Trainees in their Emotional intelligence and all its dimensions of Self-Awareness, Self-Management, Social-Awareness, and Relationship Management. Educational Implications of the Study.

The present study revealed that the level of Emotional Intelligence (70.72 %) and its dimensions Self-Awareness (74.14%), Self-Management (68.63%), Social – Awareness (74.90%) and Relationship-Management (66.35%) among the Elementary Teacher Trainees are moderate. Thus it is clear that the elementary teacher trainees have moderate ability to recognize and understand their own emotions and its impact on others. They have moderate knowledge about their emotion to better manage them and to build value-added relationship with others. Since elementary teacher trainees are the future teachers of elementary students, they should have the ability to take care of their students' emotional development. So it is a matter of great concern in the field of education. Since emotional development is a lifelong process, various activities, training and exercises which build their Emotional Intelligence level could be provided during their pre - service teacher education program.

Conclusion and Recommendations of the Study

The results of the present study revealed that the Elementary Teacher Trainees possess moderate level of Emotional Intelligence and its dimensions Self-Awareness, Self-Management, Social-Awareness and Relationship - Management. Teachers require a strong emotional intelligence for helping their students to regulate their emotions, mitigate their interpersonal conflicts and lead them for their emotional and social development. Being prospective teachers, the elementary trainees need to have a high level of Emotional Intelligence. Therefore it is essential to develop their Emotional Intelligence. The government and the policy makers should focus on research areas of Emotional Intelligence, Social and Emotional learning and Character Education. Teacher educators and Parents must be oriented with the knowledge of how Emotional Intelligence relates to success in order to enhance the Emotional Intelligence of Elementary Teacher Trainees.

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