

## Assessment of Emotional Intelligence among Prospective Teachers

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**Abstract:** Emotional Intelligence [EI] refers to the ability to perceive, control and evaluate emotions. In this paper, the author has analyzed the emotional intelligence among the B.Ed. student teachers. The objective of the study is to assess the emotional intelligence among the B.Ed. student teachers with respect to the background variables. The sample comprised 360 B.Ed. student teachers studying in B.Ed. colleges from Chennai and Tiruvallur Districts of Tamilnadu. Emotional Intelligence Scale constructed and standardized by Anukool Hyde and Sanjyot Pethe and it was used for the collection of data. The investigator used descriptive analysis, t-test, and F- test for analysis of data. The study results reveals that the most of the student teachers have moderate level of emotional intelligence. Female student teachers have more emotional intelligence compared to male student teachers. It is concluded that there is no significant difference between Tamil and English medium B.Ed. student teachers with regard to overall emotional intelligence. The study reveals that there is no significant difference in overall emotional intelligence with respect to Locality. The Government aided college student teachers have more emotional intelligence compared to their counterparts.

**Keywords:** Emotional Intelligence, Prospective Teachers, B.Ed. Student Teachers, E.Q, Emotions, Teacher Education

### INTRODUCTION

Emotional intelligence is the ability to be aware of your emotions and the emotions of others and then to use that knowledge to help, to manage the expressions of emotions so that they foster success instead of cause roadblocks.

An emotionally intelligent person undertakes the difficult task of perpetuating his race and seeks to develop social happiness in life. It is far better to have a high emotional intelligence, if one wants to be valued as a productive member of the society. Greek philosopher Aristotle remarks- Anyone can become angry that is easy, but to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way is not that easy. Emotional intelligence links strongly with the concepts of love and spirituality. Bringing compassion and humanity to work and also to 'multiple intelligence theory' which illustrates and measure the range of capabilities people possess and the fact that everybody has the value. Intelligent quotient is the greatest predictor of success in any walks of life-academic, social, vocational, and professional.

Building one's Emotional intelligence has a lifelong impact[1]. Many parents and educators, alarmed by increasing levels of conflict in young school children from low self-esteem to early drug and alcohol use depression are rushing to teach students the skills necessary for Emotional Intelligence. And in corporations, the inclusion of Emotional Intelligence in training programs has helped employees cooperate better and motivate more, thereby increasing productivity and profits [2]. Unlike what is claimed of I.Q, we can teach and improve in children and in any individual, some crucial emotional competencies, paving the way for increasing their emotional intelligence and thus making their life more healthy – enjoyable and successful in the coming days. The achievement of the end results in terms better handling of mutual relationships is quite essential and significant in his life. It can only be possible through his potential of emotional intelligence and its proper development [3]. According to Mayar and Salovey [4], Emotional Intelligence may be defined as the ability to monitor one's own and other's feeling and emotions to discriminate among them, and to use this information to guide one's thinking and action.

According to Goleman [2] 'Emotional Intelligence' encompasses the following five characteristics.

1. **Self-awareness:** The ability to manage and take responsibility for one's own emotions, especially the responsibility for self - motivation and personal happiness.
2. **Mood management:** Frustration, tolerance and anger management, less aggressive, more positive feelings about self.
3. **Self-motivation:** More responsible, more self - controlled and improved scores on achievement tests.
4. **Empathy:** Better able to take another person's perspective, improved empathy and open about their feelings.
5. **Managing relationships:** Increased ability to analyze and understand relationships, better at resolving conflicts, more assertive and skilled at communication.

### Need and Significance of the Study

Emotional intelligence is needed for a student who learns is much more apt to succeed. The idea of Emotional intelligence has inspired research and curriculum development. Researchers have concluded that people who manage their own feeling well and deal effectively with others are more likely to live content lives. Happy people are more apt to retain information and do so more effectively than dis-satisfied people [3]. Teachers are the assets for a nation. They can contribute in the social upliftment of the society. They can improve the mental and emotional health of the children. Teachers are made and not born. They are trained to learn the fundamentals of teaching methodologies with the help of new teaching technology, so that they may prove to be effective teachers in the society after their training programme. Hence it is very important that teachers should have high emotional intelligence along with the academic and social intelligence. So there is a need to study the emotional intelligence of the teachers who are being groomed to be the future nation builders.

### Statement of the Problem

The present study the problem is stated as:

**“Assessment of Emotional Intelligence among Prospective Teachers”**

### Operational Definitions of Key Terms

**Emotional Intelligence (EI):** Emotional Intelligence is defined as the ability to monitor one's own and other's feelings and emotions to discriminate among others, and use this information to guide one's thinking and action. Emotional intelligence involves the ability to perceive accurately, appraise, and express emotions; the ability to access and or generate feelings when they facilitate thoughts, the ability to understand emotions and emotional knowledge and intellectual growth[4]. In the present study Emotional Intelligence is represented by student teachers scores on Emotional Intelligence Scale.

**Prospective Teachers:** Prospective Teachers are students admitted in B.Ed. Colleges for Pre-Service Teacher Education Programme.

### Objectives of the Study

The objectives of the study are:

- To assess the level of Emotional Intelligence of B.Ed. Student Teachers.
- To find whether there is any significant difference in Emotional Intelligence of Male and Female B.Ed. Student Teachers.
- To find whether there is any significant difference in Emotional Intelligence of Tamil and English Medium B. Ed. Student Teachers.
- To find whether there is any significant difference in Emotional Intelligence of Rural, Semi-Urban and Urban B. Ed. Student Teachers.
- To find out whether there is any significant difference in Emotional Intelligence of Government, Government Aided and Private College B.Ed. Student teachers.

### Hypotheses of the Study

The hypotheses of the study are:

- The level of Emotional Intelligence among B.Ed. Student Teachers is moderate in nature.
- There is no significant difference in Emotional Intelligence of Male and Female B.Ed. Student Teachers.
- There is no significant difference in Emotional Intelligence of Tamil and English Medium B. Ed. Student Teachers.
- There is no significant difference in Emotional Intelligence of Rural, Semi-Urban and Urban B. Ed. Student Teachers.
- There is no significant difference in Emotional Intelligence of Government, Government Aided and Private College B.Ed. Student teachers.

### Methodology of the Study

The present study was taken up to investigate to know the Emotional Intelligence of B.Ed. Student Teachers from Chennai and Tiruvallur Districts of Tamilnadu and to find whether there is any significant difference in Emotional Intelligence with respect to Gender, Locality and Medium of Instruction and type of B. Ed. College. This study is a descriptive study adopting survey method.

### Sample of the Study

The study was conducted on a sample of 360 student teachers from Chennai and Tiruvallur Districts B. Ed. colleges of Tamilnadu. List of the colleges in each district was collected from the Department of Higher Education. There are three categories of the colleges existing in Tamil Nadu viz. (i) Government colleges (ii) Government aided colleges and (iii) Self financing colleges. The selection of B.Ed. student teachers was done on the basis of random sampling technique.

### Tools Used

- Personal data sheet developed by the investigator.
- Emotional Intelligence Scale constructed and standardized by Anukool Hyde and Sanjyot Pethe.

### Procedure for Data Collection

Data for the study was collected by administering the Emotional Intelligence Scale to the selected sample by the investigator. The obtained data with respect to different back ground variables were tabulated and subjected to statistical analysis employing appropriate statistical techniques.

### Statistical Techniques Used for Analysis of Data

The obtained data was analyzed using

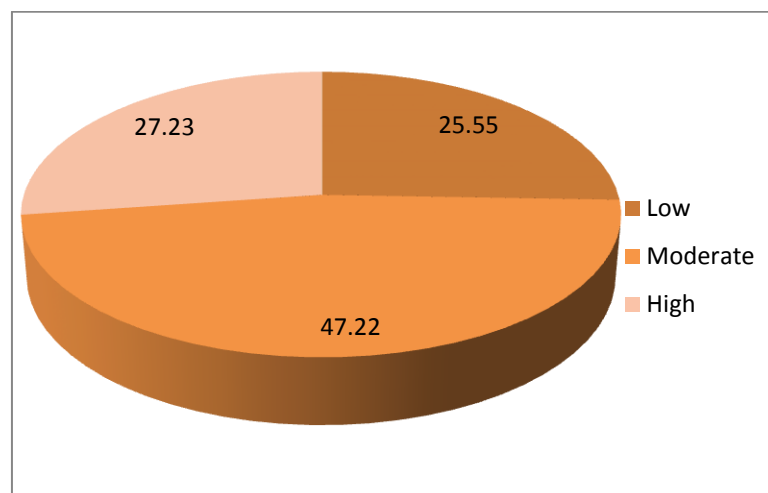
- Descriptive statistics: Percentage, Mean and Standard Deviation.
- Inferential statistics: 't' test and One way ANOVA.

### Data Analysis and Interpretation

**Table 1: Level of Emotional Intelligence among Prospective Teachers**

Level of Emotional Intelligence	Frequency	Percentage
Low	92	25.55
Moderate	170	47.22
High	98	27.23
Total	360	100.0

From Table 1, 25.55 % of student teachers belong to low level of emotional intelligence, 47.22% of student teachers belong to moderate level of emotional intelligence, and 27.23 % of student teachers belong to high level of emotional intelligence. Hence, the most of the student teachers have moderate level of emotional intelligence.



**Figure 1: Level of Emotional Intelligence among Prospective Teachers**

**Table 2: Emotional Intelligence of Student Teachers with respect to Gender**

Variable	Gender	Mean	Std. Deviation	't' value	P value
Emotional Intelligence	Male	128.94	17.68	3.003	0.003**
	Female	130.84	18.08		

\*\*denotes significant at 1 % level

Since p value is less than 0.01, the null hypothesis is rejected at 1% level with regard to Gender. Hence it is concluded that female student teachers have more emotional intelligence compared to male student teachers.

**Table 3: Emotional Intelligence of Student Teachers with respect to Medium of Instruction**

Variable	Medium of Instruction	Mean	Std. Deviation	't' value	P value
Emotional Intelligence	Tamil	129.61	17.93	1.774	0.076
	English	130.85	17.86		

Since p value is greater than 0.05, the null hypothesis accepted at 5% level with regard to Medium of Instruction. Hence it is concluded that there are no significant differences between Tamil and English medium student teachers with regard to overall emotional intelligence.

**Table 4: ANOVA for Significant Difference in Emotional Intelligence of the Student Teachers with respect to Locality**

Variable	Locality			F value	P value
	Urban	Semi urban	Rural		
Emotional Intelligence	Mean	130.24	129.26	1.445	0.236
	SD	18.96	17.96		

Since p value is greater than 0.05, the null hypothesis is accepted at 5% level with regard to Locality. Hence there is no significant difference between the localities with regard to overall emotional intelligence.

**Table 5: ANOVA for Significant Difference in Emotional Intelligence of the Student Teachers with respect to Type of Management**

Variable	Type of Management			F value	P value
	Government	Aided	Private		
Emotional Intelligence	Mean	128.93 <sup>a</sup>	132.06 <sup>b</sup>	6.596	0.001**
	SD	18.89	20.10		

\*\*denotes significant at 1 % level

Since p value is less than 0.01, the null hypothesis is rejected at 1% level with respect to type of management. Hence there are significant differences between government, aided and private college student teachers with regard to overall emotional intelligence. The Government aided college student teachers have more emotional intelligence compared to their counterparts.

### Major Findings of the Study

- The Study results reveals that the most of the student teachers have moderate level of emotional intelligence.
- Female student teachers have more emotional intelligence compared to male student teachers.
- It is concluded that there are no significant differences between Tamil and English medium student teachers with regard to overall emotional intelligence.
- The study reveals that there is no significant difference in overall emotional intelligence with respect to Locality.
- The Government aided college student teachers have more emotional intelligence compared to their counterparts.

### **Educational Implications of the Study**

The present study has many educational implications. It would help the educational administrator and educationists to know whether would be teachers have sufficient E.Q to become the effective teachers as only the emotionally matured teachers would be able to handle the young mind and to have patience to tolerate their nonsense activities and mould them into socialized human beings. As the B.Ed student teachers are future teachers who deal with the student at the transition stage who face lot of emotional problems. Hence it is better to train them itself at the preparation to have knowledge of their self and an understanding of the emotions that is make them emotionally intelligent and possess all the capacities to make use of the opportunities and available resources for student's welfare and also social welfare.

### **Conclusion**

This study was conducted to find out the emotional intelligence among student teachers in Tamil Nadu. Emotional intelligence is necessity for every B.Ed. teacher trainees. If we can develop the emotional competencies of the B.Ed. teacher trainees, which in turn helps them to develop the same among their students in the future. Inspirational subjects like art, literature, poetry and music help in developing an appreciation of the beautiful and sublime emotions in life. They should be included in the teacher education curriculum. Religious beliefs and an abiding faith in God help in tolerance and stability of emotions. There should be no suppression of emotions. They should be sublimated through constructive activities. Sports, games, dramatics, and other co-curricular activities are of great value. Skill, confidence and involvement in work as well as a healthy sense of humour are basic to emotional intelligence. Therefore, work ethics and balanced work and healthy living must be stressed in the curriculum. The concept of emotional intelligence may be incorporated in the teacher education curriculum to revitalize teacher education programme.

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