

A STUDY ON EMOTIONAL INTELLIGENCE AMONG PROSPECTIVE TEACHERS

Dr.A.Stephen Harris Paul¹, Dr.K.Jemila²
Asst. Professor¹, Asst.Professor & Head²
PSN College of Education¹, Kay Pee Yes College of Arts & Science².
Tirunelveli¹, Kotagiri²
Tamil Nadu, India

Abstract: Emotional intelligence plays a key role in determining success in life and it becomes more and more important as people progress up the career ladder. Teachers play a vital role in redesigning the society through the development of a child given to them in schools. The child should learn joyfully without any stress with the help of the teachers. Pre-service teacher education programme tries to develop competent, committed, resourceful and effective teachers. An emotionally competent teacher is likely to emphasize on responsible behavior on the part of his/her students by placing himself/herself as a role model.

In this regard, the present study aims to identify the level of emotional intelligence among Prospective teachers. In this study survey method has been used. The populations for the present study consist of prospective teachers from Nagapattinam city. The investigator uses the stratified random sampling technique. The sample consisted of 256 student teachers from Nagapattinam city. The findings show that (i) the level of emotional intelligence is above average (ii) There is no significant relationship between gender and Emotional Intelligence of the respondents. (iii) There is no significant relationship between stream of study in B.Ed. and Emotional intelligence of the respondents. (iv) There is no significant relationship between nature of family and Emotional Intelligence of the respondents.

Keywords: Emotional Intelligence, Emotional Quotient, Nagapattinam, Prospective Teachers

INTRODUCTION

Every human being is born with innate potentials to excel in life. Education has to bring out the best from human beings. Education plays a very significant role in developing an individual to his full potential by bringing out his latent talents and nurturing them. (Sastry, 2009). Schools are living organisms of the society. There is a tendency to consider schools as organic whole that grow and develop within which all the factors of the students' actions and their knowledge are interrelated to interact with the surrounding environment.

The teachers should be competent to guide the learners to lead a healthy life without any frustration. An emotionally competent teacher is likely to emphasize on responsible behavior on the part of his/her students by placing himself/herself as a role model (Umadevi, 2009). Emotionally Intelligent teachers help students with improved motivation, enhanced innovation, increased performance, effective use of time and resources, improved leadership qualities and improved team work. Hence, it is essential to develop the emotional intelligence of student teachers during pre-service.

DEFINING EMOTIONAL INTELLIGENCE

Emotional intelligence (EI) refers to the ability to perceive, control and evaluate emotions. **Daniel Goleman** (1998) defines Emotional Intelligence as 'the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships.

EMOTIONAL INTELLIGENCE FRAME WORK

Goleman (2001) presented a new emotional intelligence model, refining the 1998 model which has the following emotional intelligence frame work. There are five dimensions / domains of EI and twenty emotional competencies.

Self-awareness: The ability to recognize and understand ones moods, emotions, and drives as well as their effects on others.

Self-regulation: The ability to control or redirect disruptive impulses and moods, the propensity to suspend Judgment, to think before acting.

Self-motivation: A passion to work for reasons that go beyond money or status, the propensity to pursue goals with energy and persistence.

Empathy: The ability to understand the emotional makeup of other people, skill in treating people according to their emotional reactions.

Social skills: Proficiency in managing relationships and building networks and the ability to find common ground and build rapport. (Singh, 2006)

REVIEW OF RELATED LITERATURE

Singaravelu (2010) investigated the level of emotional intelligence of the student teachers at primary level in Pondicherry region. The sample for the study consisted of 220 student teachers selected randomly from Pondicherry. It is concluded from the findings that the emotional intelligence of student teachers (pre-service) at primary level is high.

Indu (2009) in her study on *Emotional Intelligence of Secondary teacher trainees* used a descriptive survey method for data collection. The sample consisted of 502 teacher trainees studying in five different colleges of Education in Coimbatore district. The conclusion of the result says that majority of teacher trainees of Coimbatore district possess average Emotional Intelligence. It was seen from the results that male and female teacher trainees did not differ in their Emotional Intelligence.

SIGNIFICANCE OF EMOTIONAL INTELLIGENCE

The teacher's ability to deal with emotional problems is a powerful factor in molding the minds (Paul and Thavaraj, 2015). Emotionally intelligent teachers can produce emotionally intelligent citizens. A teacher who is able to carry out reasoning with regard to emotions and uses emotions to enhance reasoning with all succeed in developing the Emotional intelligence of pupils. The pre-service teacher education program tries to develop competent, committed, resourceful, effective and emotionally balanced teachers for the future development of the nation. An emotionally competent teacher is the heart and soul of any educational program. As the student teachers are at the threshold of entering the career of teaching, it is highly desirable that they understand their levels of Emotional intelligence, which will play a vital role in their survival and fitness in the profession.

STATEMENT OF THE PROBLEM

Teachers play a vital role in redesigning the society through the development of a child given to them in schools. The child should learn joyfully without any stress with the help of the teachers. Pre-service teacher education programme tries to develop competent, committed, resourceful and effective teachers. In this regard the following research question is to be answered. Is pre-service teacher emotionally balanced? Hence, the title 'A study on Emotional Intelligence among prospective teachers' is taken for research.

Prospective Teachers refers to those who are undergoing Bachelor of Education (B.Ed) in Colleges of Education in Nagapattinam City.

OBJECTIVES OF THE PRESENT STUDY

The objectives of the present study are:

1. To study the level of Emotional Intelligence among the prospective teachers.
2. To find the level of Emotional Intelligence among the prospective teachers with respect to gender.
3. To find the level of Emotional Intelligence among the prospective teachers with respect to stream of study in B.Ed.
4. To find the level of Emotional Intelligence among the prospective teachers with respect to nature of family.

HYPOTHESES OF THE STUDY

The null hypotheses are:

1. The level of Emotional intelligence among Prospective teachers is average.
2. There is no significant relationship between gender and Emotional Intelligence of the respondents.
3. There is no significant relationship between stream of study in B.Ed and Emotional intelligence of the respondents.
4. There is no significant relationship between nature of family and Emotional Intelligence of the respondents.

METHODOLOGY

This research is descriptive in nature. Stratified random sampling method is adopted for the study. Totally 256 respondents were selected, which included 66 boys and 190 girls. In the present study Emotional Intelligence is the independent variable. Gender, stream of study in B.Ed. and nature of family are demographic variable. The results are tabulated and analyzed using statistical tools like percentage analysis and chi-square test.

TOOLS

Tools used for the study is Emotional intelligence scale of Thavaraj H.S (2008), consists of 60 statements under five point scale of both the positive and negative statements divided into five dimensions.

ANALYSIS OF THE DATA

Hypothesis 1

The level of emotional intelligence among prospective teachers is average.

Table 1
Shows the level of emotional intelligence of prospective teachers.

Level	Range	N	Percentage
High	257-300	40	15.6
Above Average	208-256	193	75.4
Average	159-207	23	9
Below Average	110-158	-	-
Low	60-109	-	-

It is inferred from the table that the majority (75.4%) of respondents have above average level of emotional intelligence. Among the respondents 15.6 % have high level of emotional intelligence and 9% have average level of emotional intelligence. It can be concluded from the above table that the majority of respondents have above average level of emotional intelligence.

Hypothesis 2

There is no significant relationship between gender and Emotional Intelligence of the respondents.

Table 2
Relationship between gender and emotional Intelligence level

Gender	N	Average		Above Average		High		p-value*
		n	%	n	%	n	%	
Male	66	7	10.6	45	68.2	14	21.2	0.266
Female	190	16	8.4	148	77.9	26	13.7	

*Chi-square

The Chi-square test does not show any significant association of gender with the emotional intelligence score, where the p-value is 0.266 which is >0.05 (Table 2), which is kept as the level of significance. Hence the null hypothesis that says that there is no significant relationship between gender and the Emotional Intelligence level is accepted.

Hypothesis 3

There is no significant relationship between stream of study in B.Ed and Emotional intelligence of the respondents.

TABLE 3
Relationship between stream of study in B.Ed and EI level

Stream of study in B.Ed	N	Average		Above Average		High		p-value*
		n	%	n	%	n	%	
Bio Science	32	2	6.3	26	81.3	4	12.5	0.098
Computer Science	32	5	15.6	22	68.8	5	15.6	
Economics	32	6	18.8	17	53.1	9	28.1	
English	32	1	3.1	26	81.3	5	15.6	
History	32	3	9.4	25	78.1	4	12.6	
Mathematics	32	4	12.5	26	81.3	2	6.3	
Physical Science	32	2	6.3	27	84.4	3	9.4	
Tamil	32	-	-	24	75	8	25	

*Chi-square test

Table 3 shows the relationship between stream of study in B.Ed and the EI level of the respondents. The Chi-square test does not show any significant association of stream of study in B.Ed with the emotional intelligence score, where the p-value 0.098 is >0.05 (Table 3), which is kept as the level of significance. Hence the null hypothesis that says that there is no significant relationship between stream of study in B.Ed and the Emotional Intelligence of the respondents is accepted.

Hypothesis 4

There is no significant relationship between nature of family and Emotional Intelligence of the respondents.

Table 4
Relationship between the nature of family and EI score

Nature of Family	N	Average		Above Average		High		p-value*
		n	%	n	%	n	%	
Nuclear Family	184	16	8.7	138	75.0	30	16.3	0.875
Joint Family	72	7	9.7	55	76.4	10	13.9	

*Chi-square test

Table 4 shows the relationship between the nature of family and the EI level. Both nuclear and joint family respondents, have the highest percentage of respondents in the above average level. The Chi-square test does not show any significant association of nature of family with the emotional intelligence score, where the p-value 0.875 is >0.05 (Table 4), which is kept as the level of significance. Hence the null hypothesis that says that there is no significant relationship between the nature of family and the Emotional Intelligence of the respondents is accepted.

FINDINGS AND DISCUSSION

It is concluded from the findings that the emotional intelligence of prospective teachers is at above average level. There is a necessity to develop the emotional competencies of students' teachers, which in turn helps them to develop the same among their students. The concept of emotional intelligence may be incorporated separately in the teacher education curriculum to revitalize teacher education program.

Though statistically there is no significant relationship between the gender and the EI level, the findings show that the female respondents are high and above average EI level than the male respondents. The reason may be the emotional stamina the females develop by encountering problems from their childhood due to social and cultural partialities.

Though statistically there is no significant relationship between stream of study in B.Ed and EI level of the respondents, Economics respondents are higher at 'high EI' than the other subject respondents. Because, all Economics respondents are postgraduates. This is in consistent with the previous findings, which show that there is significant relationship between EI and Educational qualification. In addition to that the findings show that all Tamil respondents are at above average EI level, and this may be due to the emotional literacy training given to them through value education, moral stories, and literature stories in their degree programme.

Though statistically *there is no significant relationship between the nature of family and EI of the respondents*, the mean emotional intelligence score of joint family respondents is higher than that of the nuclear family respondents. This may be due to the fact that the guidance from their grandparents and the family members makes them to develop social awareness, social skills, etc. The findings show that both type of families have the highest percentage of respondents in *above average EI level* and a remarkable percentage of respondents are in *high EI level*.

EDUCATIONAL IMPLICATIONS

Students should be allowed to handle their emotions with their friends, family and others independently. Group activities and teamwork, which help children to develop control over their emotions and handling relationships, may be encouraged. Emotional Intelligence can be inculcated in pupils through co-operative learning, Transformational learning, and Self-science curriculum and by developing programs on Mastering Emotional Intelligence and customized leadership programs. Moreover introducing classes and lectures in human relations will be of more use.

An emotionally intelligent teacher can be a good role model to a student. One who is well aware of his /her own emotions and manages them successfully in a classroom will be able to perform his /her own role as a good teacher. She/He is able to carry out her /his classroom transaction without any emotional block out. She/He is capable of understanding her/his own feelings and their causes and recognizing the difference between feelings and action. Children with high Emotional Quotient (EQ) are more confident, are better learners, have higher self-esteem, have fewer behavioral problems, and are more optimistic and happier.

In conclusion, if more prospective teachers with better EI level are created in colleges of Education, definitely students who will become great leaders one day with better EI will be created in schools!

REFERENCES

- Paul and Thavaraj (2015)** Emotional Intelligence among School Teachers in Nazareth, Thoothukudi District, *IJEMR* – April 2015 - Vol 5, Issue 4
- Indu, H. (2009)** Emotional Intelligence of secondary teacher trainees, *Edutracks*, 8-9: 34-36.
- Sastry, M. V. (2009)** How Teachers can become more effective? *Edutracks*. 8-11: 20-23.
- Umadevi, M. R. (2009)** Relationship between Emotional Intelligence, Achievement motivation and Academic achievement. *Edutracks*. 8-11: 20-23.
- Singh, D. (2006).** *Emotional Intelligence at Work – A Professional Guide (III Ed.)*. New Delhi: Response Books. p.30.
- Bar-On, R. (1997)** Emotional Quotient Inventory (EQ – I Bar-On): Multi Health Systems, *Technical Manuel*. Toronto: Multi-Health Systems Inc.
- Mayer, J. D. and Salovey, P. (1990)** Emotional Intelligence. *Imagination, Cognition and Personality*, 9, 185-211.
