



Exploring Prospective Teachers' Awareness of Intrapersonal Skills: A Comparative Study

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Abstract: This comparative study investigates the awareness of intrapersonal skills among prospective teachers, highlighting the significance of these skills for effective teaching and leadership. Intrapersonal intelligence, essential for self-identification and understanding of personal needs and aspirations, fosters a positive internal dialogue, resilience, and appropriate emotional responses. According to Hogan and Warrenfelz's domain model, intrapersonal skills, including adaptability and self-management, are critical for problem-solving and success in changing environments. Adaptability encompasses coping with uncertainty, handling work stress, and interacting with diverse personalities and cultures. Self-management involves autonomous work, self-monitoring, and continuous self-development. The study compares awareness levels across various demographics, including institution type (private vs. government), discipline (arts vs. science), and gender. Key findings indicate that prospective teachers from private institutions show a higher awareness of intrapersonal skills than government institutions. However, there is no significant difference in the awareness level of prospective teachers in the domains of discipline and gender. The study underscores the importance of fostering intrapersonal skills in teacher education programs to enhance future educators' self-regulation and adaptability, thereby improving their teaching efficacy and leadership potential.

Index Terms – Intrapersonal skills, self-management, adaptability, resilience, strategic thinking, emotional balance.

I. INTRODUCTION

Intrapersonal skills involve self-awareness of one's strengths and weaknesses. These skills function as a form of self-communication, reflecting internal processes within an individual. Intrapersonal skills help manage emotions and cope with various life challenges (Stephens, 2022). Intrapersonal skills, encompassing self-management, time management, self-development, self-regulation, adaptability, and executive functioning, are critical to personal and professional success. These skills enable individuals to effectively regulate their thoughts, emotions, and behaviors, fostering resilience, adaptability, and goal achievement. As the foundation of self-awareness and emotional intelligence, intrapersonal skills significantly impact one's ability to navigate challenges, manage stress, and maintain productivity. The importance of intrapersonal skills extends beyond personal development; they are crucial in professional settings, particularly in education. Teachers with strong intrapersonal skills are better equipped to manage classrooms, connect with students, and create supportive learning environments. These skills enhance teachers' ability to communicate effectively, set and achieve goals, and foster positive relationships with students and colleagues. Given the vital role of teachers in shaping future generations, understanding their awareness and proficiency in intrapersonal skills is essential. Prospective teachers, in particular, stand at a critical juncture where the development of these skills can significantly influence their future effectiveness and well-being. This study aims to explore the awareness of intrapersonal skills among prospective teachers, comparing different demographics and educational backgrounds to identify patterns and areas for improvement. This research seeks to contribute to the existing body of knowledge on teacher preparation and professional development by highlighting the significance of intrapersonal skills in the teaching profession. By examining the awareness and self-assessment of these skills among prospective teachers, this study aims to provide insights that can inform teacher education programs and policies, ultimately enhancing the quality of education and support provided to future educators.

II. REVIEW OF LITERATURE

Skills which include self-confidence, persistence, openness to change, the ability to overcome distractions, time management, resilience, and self-discipline, are crucial for both personal and professional success. They mirror aspects of emotional intelligence and are integral to self-communication and internal processes. Research has shown that intrapersonal skills play a significant role across various contexts and populations. For instance, Khalida and Zeenat (2011) found no significant difference in intrapersonal skills between students with and without learning disabilities. Nadafian, Mehrdad, and Mahmoodi (2015) reported no significant gender-based differences in teachers' interpersonal and intrapersonal intelligence. Sambaiah and Aneel (2016) emphasized the role of intrapersonal skills in personality development, while Anees and Vijayalaxmi (2017) demonstrated that an intervention program improved adolescents' self-esteem, self-control, and happiness. Further studies have highlighted the practical impacts of intrapersonal skills. Widjajaa and Juliani (2018) found that these skills significantly influence nurses' performance. Maryati, Khasanah, and Mafula (2019) linked intrapersonal skills to enhanced metacognitive awareness in vocational students. Gautami (2020) identified a strong correlation between intrapersonal skills and happiness among college students, while Masry and Alzaanin (2021) underscored the dynamic nature of intrapersonal skills in professional identity formation among pre-service teachers. Pranab and Asim (2021) noted significant influences of gender and academic stream on intrapersonal intelligence and decision-making abilities, and Guen (2022)

found that intrapersonal skills significantly impacted middle school students' academic achievement. Pieter et al. (2022) demonstrated that improving intrapersonal skills can help mitigate overthinking, particularly in the disruption era. Despite the extensive research on the importance and impact of intrapersonal skills, there is a need to further explore how these skills are perceived and developed among prospective teachers. This study aims to investigate the awareness and development of intrapersonal skills among prospective teachers, examining various demographic factors and their implications for teaching effectiveness and professional growth. By understanding how future educators perceive and cultivate these skills, this research seeks to contribute to the enhancement of teacher training programs and ultimately improve educational outcomes.

III. OBJECTIVES

- To find out the awareness level of prospective teachers about Intrapersonal skills
- To find out the difference between the awareness level of prospective teachers about intrapersonal skills with respect to the type of institution.
- To find out the difference between the awareness level of prospective teachers about intrapersonal skills with respect to the academic stream.
- To find out the difference between the awareness level of prospective teachers about intrapersonal skills with respect to gender.

IV. METHODS OF THE STUDY

- **Area of the study:** The study has been conducted in urban and rural areas of Ajmer district. The data has been collected from different B.Ed. colleges.
- **Sample of the study:** The sample consists of a total of 320 male and female prospective teachers with 80 from science and 80 from arts disciplines from rural and urban areas.
- **Tools used:** Awareness scale to assess the intrapersonal skills of prospective teachers (developed by the investigator).
- **Statistical Techniques used:** Data were analyzed using different statistical methods like Mean, SD, t-test.

V. PROCEDURE

As the present study was delimited to the State of Rajasthan only Ajmer district was purposively selected. All prospective teachers enrolled in Bachelor of Education (B.Ed.) colleges of Rajasthan were the population of the study. The data for the study was collected through a convenient sampling technique. The institutions that were easily accessible to researchers were visited for data collection. The data for the study was collected from the government and private B.Ed. College. Tool was given to the prospective teachers to be filled and after getting the data filled by the prospective teachers it was found that a few prospective teachers (12) left a few questions unanswered or did not fill the questionnaire. In the present study, only those respondent prospective teachers were included who responded to all the data collection tools in a complete manner.

VI. RESULTS

Table- 1 Comparison of Prospective Teachers with respect to Type of Institution

Institution	N	Mean	SD	Sig. (2-tailed)	Remarks
Govt.	160	161.88	15.389	.000	Significant
Private	160	169.70	13.479		

Graph- 1

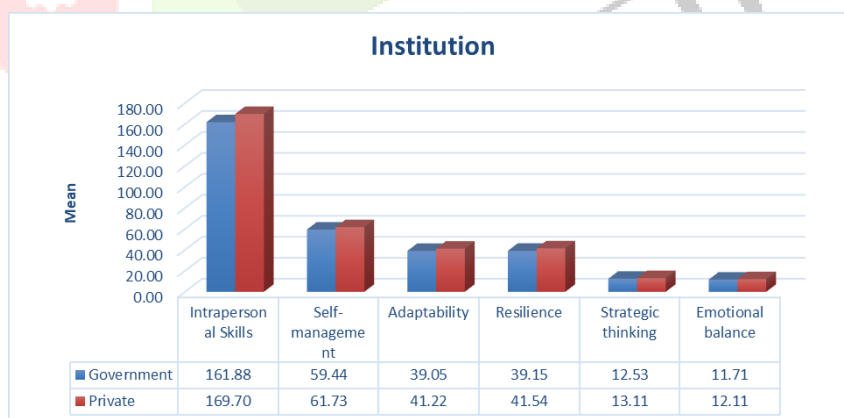


Table 1 makes it evident that the t-ratio value at the 0.05 threshold of significance, $p < 0.05$ (.000), was significant. It can be deduced from the independent sample t-test table that there was a significant difference in the intrapersonal skills of aspiring teachers according to the type of institution.

Hence, null hypothesis, stating that there exists no significant difference in the awareness level of prospective teachers about intrapersonal skills with respect to the type of institution is rejected. It showed that prospective teachers from government and private teacher training institutions have different intrapersonal skills.

Table-2 Comparison of Prospective Teachers with respect to Academic Stream

Academic Stream	N	Mean	SD	Sig. (2-tailed)	Remarks
Arts	160	165.84	14.729	.947	Not Significant
Science	160	165.73	15.243		

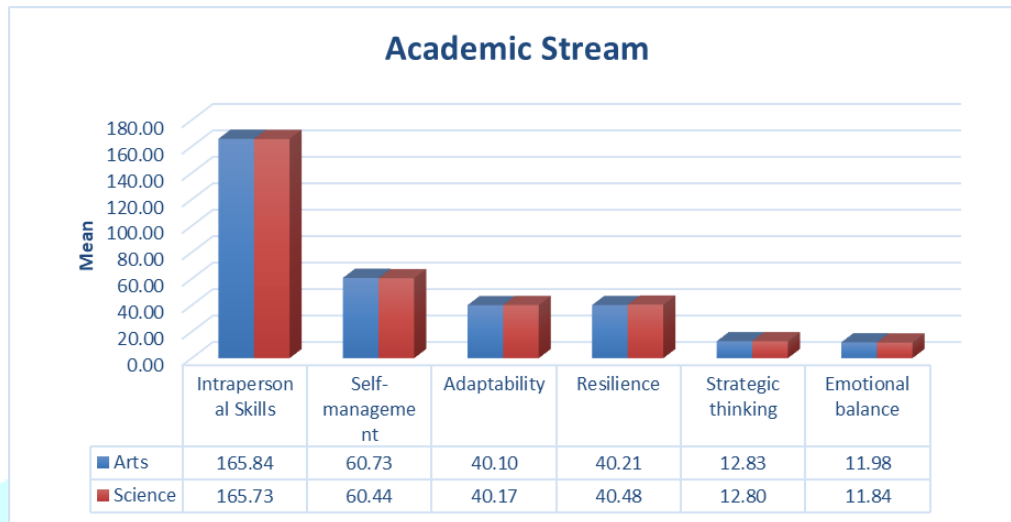
Graph- 2

Table No. 2 makes it evident that the t ratio value at the 0.05 threshold of significance ($p > 0.05$) (.947), was not significant. It can be deduced from the independent sample t-test table that there was no significant difference between the intrapersonal skills of aspiring teachers according to the academic stream.

Hence, null hypothesis, stating that there exists no significant difference in the awareness level of prospective teachers about intrapersonal skills with respect to the academic stream is accepted. It showed that prospective teachers from the arts and science stream did not differ significantly in intrapersonal skills.

Table- 3 Comparison of Prospective Teachers with Respect to Gender

Gender	N	Mean	SD	Sig. (2-tailed)	Remarks
Male	160	164.69	15.402	.189	Not Significant
Female	160	166.89	14.479		

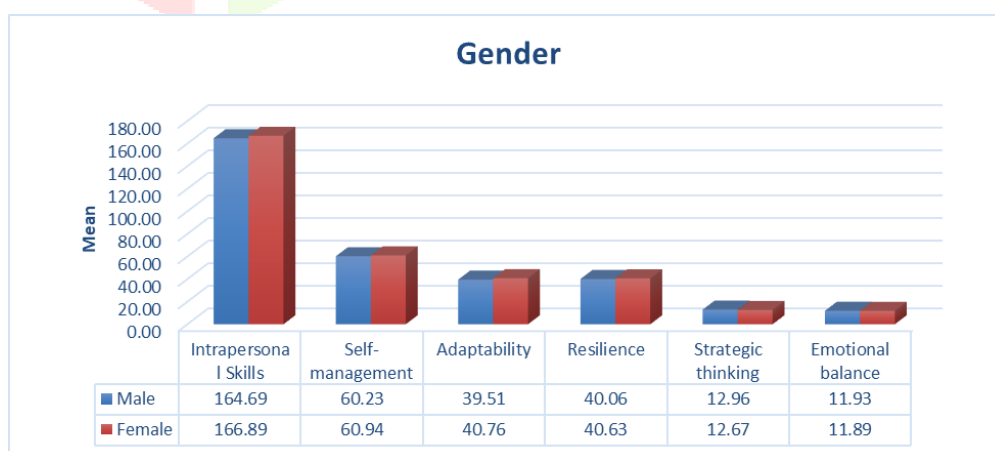
Graph- 3

Table No. 3 makes it evident that the t ratio value at the 0.05 threshold of significance ($p > 0.05$) (.189), was not significant. It can be deduced from the independent sample t-test table that there was no significant difference between the intrapersonal skills of aspiring teachers according to gender.

Hence, null hypothesis, stating that there exists no significant difference in the awareness level of prospective teachers about intrapersonal skills with respect to gender is accepted. It showed that male and female prospective teachers did not differ significantly in intrapersonal skills.

VII. DISCUSSION

In the present study, a significant difference was found in the attitudes of prospective teachers towards intrapersonal skills based on the type of institution. The findings revealed that prospective teachers at government and private institutions have markedly different levels of awareness regarding intrapersonal skills. This suggests that the institutional framework plays a significant role in shaping prospective teachers' perceptions of intrapersonal skills. These variations may be attributed to factors such as organizational culture, educational philosophies, and available resources.

According to the present study no significant difference was found between the science and arts streams' prospective teachers' awareness of intrapersonal skills. It indicates that science and arts education programs likely share common pedagogical approaches aimed at cultivating effective communication, collaboration, and relationship-building among both educators and students.

According to the present study, there was no significant difference between the intrapersonal skills of aspiring teachers according to gender. The results of the present study are in consonance with the study of Nadafian, Mehrdad, and Mahmoodi (2015) who found no significant disparity between male and female teachers regarding their intrapersonal intelligence. The absence of a significant difference in intrapersonal skills among aspiring teachers based on gender in the current study might stem from evolving societal norms and educational practices that prioritize equal opportunities and support for both men and women in teacher training programs.

VII. CONCLUSION

The findings of this study offer valuable insights into the complex dynamics influencing prospective teachers' awareness of intrapersonal skills. Firstly, the notable disparity in attitudes towards intrapersonal skills based on institutional type underscores the pivotal role of the institutional environment in shaping prospective teachers' perceptions. This highlights the necessity for customized interventions and support mechanisms to bolster intrapersonal skill awareness across diverse educational settings.

Secondly, the absence of a significant discrepancy between science and arts streams' prospective teachers' awareness of intrapersonal skills suggests a shared emphasis on pedagogical approaches aimed at nurturing effective communication and collaboration, regardless of disciplinary backgrounds. This underscores the significance of integrating intrapersonal skill development into teacher training programs, irrespective of subject specialization.

Lastly, the lack of a significant gender-based difference in intrapersonal skills among aspiring teachers reflects the evolving landscape of societal norms and educational practices toward gender equality within teacher training programs. However, the contrasting findings compared to prior research underscore the importance of considering sample characteristics and methodological variations when interpreting gender disparities in intrapersonal skills among prospective educators.

In summary, this comparative study provides valuable insights into the factors shaping prospective teachers' awareness of intrapersonal skills. It underscores the need for tailored interventions, interdisciplinary approaches, and contextual considerations to foster intrapersonal skill development among aspiring educators. Further exploration of the intersectionality of gender, institutional contexts, and pedagogical approaches holds promise for deepening our understanding and enhancing intrapersonal skill awareness in teacher training programs.

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