



## EMOTIONAL INTELLIGENCE OF STUDENT TEACHERS

**D. Ponmozhi**, Ph.D. Research Scholar, Department of Education, Annamalai University.

**N. O. Nellaiyapen, Ph.D.** Dean and Head, Department of Education, Annamalai University,

### Abstract

*The present investigation has been undertaken in order to study the Emotional Intelligence of student teacher in Tamil Nadu state. By using the random sampling technique 622 student teachers were selected from various education colleges in Tamil Nadu state. Normative survey method was used. This study is intended to find out the levels of Emotional intelligence of student teachers and if there is any significant difference between the selected pairs of sub-samples. Emotional Intelligence scale constructed and validated by Hyde, Dhar, & Pethe, (2001) was used to collect the data. This study reveals that the majority of student teachers Emotionally Intelligence were high. There exists significant difference between sub samples related to email holders, and the type of college they studied.*

**Keywords:** *Emotional Intelligence, Student teachers.*



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**Introduction :** The term emotional intelligence (EI) was popularized by Goleman (1995) who claimed that emotional intelligence “can be as powerful, and at times more powerful, than I.Q.” There are a number of different definitions of emotional intelligence in the psychological literature, but in general, it is defined as an ability to identify, regulate, and manage emotions in the self and in others. Research indicates that higher levels of emotional intelligence are associated with a range of positive outcomes, such as better workplace performance, physical and mental health. Good teachers need a strong emotional intelligence.

Emotional intelligence (EQ) is emerging as a critical factor for sustaining high achievement, retention, and positive behavior as well as improving life success. Increasingly, schools and educational organizations are turning to EQ seeking a systemic solution to improve outcomes – both academic and social. It is also found that the faculty members who performed

superior in overall EI skills tended to achieve higher teaching effectiveness. Sutton & Wheatly (2003) have stated that emotional competency of teacher is necessary, both in general for their own well-being and for effectiveness and quality in carrying out teaching- learning processes in the classroom, and in particular for the socio-emotional development of students.

**Emotional intelligence :** Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth (Mayer & Salovey, 1997). Emotional intelligence is the ability to recognize, understand and manage emotions in ourselves and others. Emotional Intelligence is divided into the four clusters namely Self-Awareness, Self-Management, Social Awareness and Relationship Management (Daniel Goleman,2002 ). In short Emotional intelligence is the capacity to blend thinking and feeling to make optimal decisions.

**Need for the study :** Teaching is measured to be one of the stressful occupations, especially because it involves daily work based on social interactions. The teacher must make great endeavor to control not only his own emotions and also emotions of students, parents, administrators and colleagues. It is evident that the capability of student teachers to perform the work not only depends on their teaching skills, and intellectual capability (IQ) but also emotional intelligence (EI).So the researcher wants to test the emotional intelligence of the pupil teachers.

**Statement of the problem :** The problem selected for the present investigation is, “**A study on The Emotional Intelligence of student teachers**”.

**Objectives Of The Study :** This study has been conducted in order to find out the following:

1. To assess the level of Emotional Intelligence of student teachers.
2. To find the significant difference between the selected pairs of sub-samples in respect of their **Emotional Intelligence**

**Hypotheses :**

1. The level of Emotional Intelligence of Student teachers is high.
2. There is no significant difference between the selected pairs of sub-samples of student teachers in respect of their Emotional Intelligence.

**Materials And Methods :** Normative Survey Method has been used. By using Random Sampling Technique 622 student teachers are selected from Tamil nadu and used as subjects of

this study. The Emotional Intelligence Scale standardized by Hyde, A., et al (2001) has been utilized to collect the data from the above mentioned sample of the study. In the present study the word emotional intelligence mean the scores gained by sample subject on Emotional Intelligence Scale. The Emotional Intelligence scale comprises of ten factors viz; Self-awareness, empathy, self motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment, and altruistic behavior. As per the manual, the tool interpretation has been made i.e. **maximum score** indicates **high emotional intelligence** and **minimum score** indicates **low emotional intelligence**.

### **Analysis And Interpretation**

**Table-1 Percentage analysis of Emotional intelligence score of the total sample.**

S.No	Emotional Intelligence	Score	Percentage
1	Normal range	52-84	0
2	High	85 and above	99
3	Low	51 and below	0

The above table shows that 99% of student teachers emotional intelligence is high

**Table 2. Mean and Standard Deviation of Emotional Intelligence Score for Total Sample**

Variable	Mean	N	Std. Deviation
<b>Emotional Intelligence</b>	138.15	622	13.33

The above table shows the mean score and standard deviation of Emotional intelligence of student teachers, which are found to be 138.15 and 13.33 respectively. It is concluded that the student teachers Emotional intelligence is high. The result of present study is supported by Rajakumar and Soundararajan (2012).

**Table 3.t-test Results comparing sub samples means of student teachers in emotional intelligence.**

Variable	Sub samples	N	Mean	S.D	T- Value	df	p	decision
Locality	Rural	265	137.45	12.33	-1.14	602.42	0.25	NS
	Urban	356	138.67	14.04				
Gender	Male	146	138.90	14.79	0.72	216.74	0.47	NS

	Female	475	137.92	12.87				
Medium	Tamil	402	137.99	13.67	-0.40	619.00	0.69	NS
	English	219	138.44	12.74				
E-Mail	Holders	276	140.16	12.89	3.38	619.00	0.00	S
	Non Holders	345	136.54	13.50				
Computer Literacy	With	380	138.56	13.22	0.96	619.00	0.34	NS
	With out	241	137.50	13.54				
Parental Occupation	Salaried	265	138.06	12.74	-0.15	619.00	0.88	NS
	Self Employed	356	138.22	13.79				

An independent sample t test showed that the difference in score between urban and rural student teacher is statistically not significant.  $t(602.42) = -1.14, p = 0.25$ . Urban and rural student teachers are equally intelligent in handling their emotions.

The difference in score between male and female student teacher is statistically not significant.  $t(216.74) = 0.72, p = 0.47$ . Male and female student teachers are equally intelligent in handling their emotions. The result of present study is supported by Mahajan, M. (2011) and contradicted by Subramanyam, K. (2011).

The difference in score between Tamil and English medium student teacher is not statistically significant.  $t(619) = -0.40, p = 0.69$ . Student teachers studying in Tamil and English medium are equally intelligent in handling their emotions. The result of present study is supported by Basu, S. (2010).

The difference in score between E-Mail holder and non E-Mail holder student teacher is statistically significant.  $t(619) = -3.38, p = 0.001$ . E-Mail holders are more emotionally intelligent than non email holder student teachers.

The difference in score between computer literate and computer illiterate is not statistically significant.  $t(619) = 0.96, p = 0.34$ . Computer literate and computer illiterate are equally intelligent in handling their emotions.

The difference in score between salaried parent's children and self employed parent's children is statistically not significant.  $t(619) = -0.15, p=0.88$ . Salaried parent's children and self employed parent's children are equally intelligent in handling their emotions

**Table-4 Comparing Sub Samples Means of Student Teachers in Emotional Intelligence.**

Personal variable	Source of variation	Sum of squares	of df	Mean square	F value	decision
College type	Between Groups	3429.941	2	1714.971	9.93	S p=0.000
	Within Groups	106915.745	619	172.723		
	Total	110345.686	621			
Main subject	Between Groups	598.565	2	299.282	1.69	NS p=0.19
	With in groups	109747.122	619	177.297		
	Total	110345.686	621			
Parental income	Between groups	712.328	3	237.443	1.34	NS P=0.26
	With in groups	109633.358	618	177.400		
	Total	110345.686	621			

A one way ANOVA showed that the difference in emotional intelligence scores among the Government college, Government Aided college, Self financing college students were statistically significant,  $F(621)= 9.93, p=0.000$ . Government college students are more emotionally intelligent than the others.

The difference in emotional intelligence scores among the Arts, Science and Language student teachers were statistically not significant,  $F(621)=1.69, p=0.19$ . Arts, Science and Language student teachers are equally intelligent in handling their emotions.

The difference in emotional intelligence scores between the student teachers and parent income of twenty thousand, above twenty thousand, above forty thousand and above sixty thousand were statistically not significant,  $F(621)= 1.34, p=0.26$ . Student teachers are equally intelligent in handling their emotions. The result of present study is contradicted by Poornima,R.(2011).

**Conclusion:**

The student teachers emotional intelligence is high. The student teacher who is pursuing their teacher education program in Government College and having email ID are emotionally intelligent than other subsamples. According to research, individuals with higher levels of EI experience more career success, make more effective leaders, build stronger personal relationships, and enjoy better health. Emotional intelligence can be applied through a set of learnable skills that include identifying and changing emotions, motivating themselves, and empathizing with another person. Almost anyone can learn the EQ skills to build more successful relationships. The high level of EI among student teachers indicated that they had the ability to identify, assess and control the emotions of self, peers and students in their teaching profession. The duty of the teacher education institutions is only guiding and motivating them in appropriate direction. It was also inferred that the teachers would not compromise with their core values while imparting the quality knowledge.

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