



# “A Study on Emotional Intelligence of Teacher Trainees at Secondary level”

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## ABSTRACT

The study purports to find out whether there is a significant difference in the Emotional Intelligence of Teacher Trainees. 100 Teacher Trainees were selected adopting simple random sampling technique. The data was collected by administering Emotional Intelligence Scale and data was analyzed adopting percentage analysis and t-test statistical technique. The study revealed that 77%, 11% and 12% of Teacher Trainees found to possess average, high and low level of Emotional Intelligence respectively. It is also found that there is no significant difference in the Emotional Intelligence of Teacher Trainees with respect to their gender, locality and stream of study.

## Introduction

Emotional Intelligence refers to the ability to identify and manage one's own emotions, as well as the emotions of others. Emotional the ability to identify and name one's own emotions; the ability to harness those emotions and apply them to tasks like thinking and problem solving; and the ability to manage emotions, which includes both regulating one's own emotions when necessary and helping others to do the same forms the Emotional Intelligence. There is no validated psychometric test or scale for Emotional Intelligence as there is for general intelligence factor. It is a way of describing interpersonal skills that go by other names. Despite this criticism, the concept of Emotional Intelligence sometimes referred to as emotional quotient or EQ has gained wide acceptance. In recent years, some employers have even incorporated Emotional Intelligence tests into their application and interview processes, on the basis is that high in Emotional Intelligence would make a better leader or coworker (The term 'emotional intelligence' was popularized in the mid 90s by the famous journalist Daniel Goleman's book, 'Emotional Intelligence: Why It Can Matter More Than IQ').

**Key words:** Emotional Intelligence and Teacher Trainees.

“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).

The teachers are the prospects to structure the minds of upcoming generations, hence, the expressive association between the teacher and the student has become essential as it continues forever. Nevertheless, a teacher has some limitations to communicate with students at an emotional level and they must possess a self-awareness that facilitates them to identify feelings by managing their own

emotions. Emotional intelligence helps in developing professional performance and also aids in growing a healthier connection, attain better success at work, and lead a rewarding living.

Today across the globe, both in educational and corporate race, the significance of emotional intelligence has become more sustainable with a positive enlargement. Now the different teacher training programs are developing their curriculum by keeping in mind the emotional intelligence as one of the most important factors to develop teaching professional.

#### **Need and Importance of study**

Teacher plays important role in the development of students and their characteristics influences the teaching learning process. Emotional Intelligence being a key research topic in the field of Management, Education and Psychology has shown significant correlation of Emotional Intelligence with various factors like creativity, Mental Health, Job satisfaction, Well Being and several aspects of Teaching (Frenzel et al., 2016; Kang, 2022). It is also found that Teacher's Emotional Intelligence has a significant impact on the teaching and learning process, and also influence student learning behaviors, engagement, and academic performance (Corcoran and Tormey, 2013; Latif et al., 2017).

Teacher Trainees as at the stage of training it is essential to develop an awareness about their Emotional Intelligence as they are the individuals who builds future citizens of the Nation. Although some studies have explored the Emotional Intelligence of teachers at different level and others have found impact of teachers it is an issue of worth studying.

Hence the present study was taken up to explore the emotional intelligence of teacher trainees.

#### **Statement of the problem**

**"A Study on Emotional Intelligence of Teacher Trainees at Secondary level"**

#### **Objectives**

- 1. To Measure the level of Emotional Intelligence of the Secondary Level Teacher Trainees.**
- 2. To compare Emotional Intelligence of the Secondary Level Teacher Trainees with reference to the following categories.**
  - Male and Female
  - Rural and Urban
  - Arts and Science

#### **Hypotheses**

- 1. Majority of the Teacher Trainees will possess average level of Emotional Intelligence.**
- 2. There is no significant difference between Emotional Intelligence of the Secondary Level Teacher Trainees with reference to the following categories.**
  - Male and Female
  - Rural and Urban
  - Arts and Science

#### **Operational Definitions**

Emotional Intelligence is the ability to know and manage one's own emotions, recognize them in other and to handle relationships. It consists of five different components Self Awareness, Self-Regulation, Motivation, Empathy and Social Skills.

In present study the Emotional Intelligence is represented by the total scores obtained by Teacher Trainees on the Emotional Intelligence Scale constructed and Validated by Pushpa M.,(2015)

#### **Design of the Study**

The present study is descriptive research in nature and survey method is used to collect the data.

#### **Sample of the study**

Following the random sampling technique, 100 Secondary Level Teacher Trainees were selected randomly from B.ed colleges affiliated to Tumkur University.

#### **Measuring Tools**

**Emotional Intelligence scale:** To measure the Emotional Intelligence of Teacher's Trainees Emotional Intelligence scale constructed by Pushpa M.,(2015) was utilized. The scale found to possess Cronbach Alpha coefficient of 0.708.

## Analysis

**Table-1: The level of Emotional Intelligence of Teacher Trainees.**

Sl. no	Classification	N	%
1	High Emotional Intelligence	11	11
2	Average Emotional Intelligence	77	77
3	Low Emotional Intelligence	12	12

11%, 77% and 12% of Teacher's Trainees possess High, Average and low level of Emotional Intelligence respectively.

**Table-2: The table shows mean, SD and t-value for Emotional Intelligence of Male and Female Teacher Trainees.**

Gender	N	Mean	SD	df	t-value	Remarks
Male	42	117.07	10.48	98	0.40	Null hypothesis is accepted at 0.5 level
Female	58	117.91	10.05			

The obtained t-value is 0.40 less than the 't' table value (2.01) at 0.05 level. Hence the null hypothesis is accepted. It means that there is no significant difference in Emotional Intelligence of Male and Female Teacher Trainees.

**Table-3: The table shows mean, SD and t-value for Emotional Intelligence of Rural and Urban teacher Trainees.**

Locality	N	Mean	SD	df	t-value	Remarks
Rural	42	117.10	12.17	98	0.38	Null hypothesis is accepted at 0.5 level
Urban	58	117.90	8.58			

The obtained t-value is 0.38 less than the 't' table value (2.01) at 0.05 level. Hence the null hypothesis is accepted. It means that there is no significant difference in Emotional Intelligence of Rural and Urban Teacher Trainees.

**Table-4: The table shows mean, SD and t-value for Emotional Intelligence of Arts and science Teacher Trainees.**

Subject	N	Mean	SD	df	t-value	Remarks
Arts	28	118.21	10.14	98	0.39	Null hypothesis is accepted at 0.5 level
Science	72	117.31	10.25			

The obtained t-value is 0.39 less than the 't' table value (2.01) at 0.05 levels. Hence the null hypothesis is accepted. It means that there is no significant difference in Emotional Intelligence of Arts and science Teacher Trainees.

## Findings

- 77%,12% and 11% of Teacher Trainees found to possess average, less and high Emotional Intelligence respectively.
- There is no significant difference between Emotional Intelligence of male and female Teacher Trainees.
- There is no significant difference between Emotional Intelligence of Rural and Urban Teacher Trainees.
- There is no significant difference between Emotional Intelligence of Arts and science Teacher Trainees.

## Educational Implications

The findings revealed that most of teacher trainees possess Average level of Emotional Intelligence which indicates necessity of enhancing it to higher level. The teacher education institutions and teacher educators should organize training programmes, self development programmes, personality development to enhance emotional intelligence.

To ensure emotional development, the concept of emotional intelligence should be included in the curriculum. The educational institution could give a thought of including Yoga and Meditation in

their curriculum for improving emotional intelligence and faculty members with a high level of emotional intelligence to inculcate and develop emotional skills for the students.

### Conclusion

In this arena of competition, the level of achievement has become the main factor for progress in the personal, educational, and social life of an individual. As teachers are considered as the second parent of the students, the teachers play a vital role in shaping the behavior of future citizens.

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