



ISSN Print: 2394-7500  
ISSN Online: 2394-5869  
Impact Factor: 5.2  
IJAR 2016; 2(7): 321-325  
www.allresearchjournal.com  
Received: 26-05-2016  
Accepted: 27-06-2016

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## Emotional intelligence of prospective teachers

**S Jerslina and Dr. N Devaki**

### Abstract

Emotional Intelligence is as powerful, and at times more powerful than I.Q. While I.Q contributes only about 20% to success in life, the other forces contributes the rest. We can infer that emotional Intelligence, luck and social class are among those other factors. Unlike I.Q, emotional Intelligence may be the best predictor of success in life. Emotionally Intelligent people are more likely to succeed in everything they undertake in their lives. Unlike what is claimed about I.Q, we can teach and improve in children and any individual some crucial emotional competencies paving the way for increasing their Emotional Intelligence and thus making their life healthier, more enjoyable and successful in the coming days. This article speaks about the Emotional Intelligence of student teachers and also the domains of Emotional Intelligence and their scores. Percentage analysis was made to find their emotional Intelligence and their domains. This research paper enunciates the various domains of emotional intelligence among prospective teachers. Investigators adapted percentage analysis to find out the emotional intelligence of prospective teachers.

**Keywords:** Emotional Intelligence, prospective teachers

### Introduction

Emotional Intelligence, like general intelligence, is the product of one's heredity and its interactions with his environmental forces. Until recently, we have been led to believe that a person's general intelligence measured as I.Q. or intelligence quotient is the greatest predictor of success in any walk of life-academic, social, vocational or professional. Consequently, the I.Q scores are often made into use for the selection, classification and promotion of the individuals in various programmes, courses and job placements. However, researches and experiments conducted in 90s onwards have tried to challenge such over-dominance of intelligence and its measure I.Q by replacing it with the concept of Emotional Quotient (E.Q). These have revealed that a person's emotional intelligence measured through his E.Q may be a greater predictor of success than his or her I.Q. The word Emotional Intelligence was coined by Peter Salovey and John D. Mayer (1990). But it was popularized by Daniel Goleman.

### Need and Significance of the Study

Teachers with high emotional quotient know and manage their own emotional life well and understand and deal effectively with the feelings of others. They are skillful in relationships. Teacher Education as an area of interdisciplinary knowledge is not merely an application of new core disciplines, but a praxis of a content where theories and practical wisdom are generated continuously. In working towards holistic approach to education, the importance of an emotionally supportive environment in the classroom is created by a teacher. Emotionally healthy behavior is reflected in characteristic ways of thinking, identifying, managing and expressing feelings and choosing effective behaviours.

Emotional experience and expression are unique to each teacher and student. As the student teachers deal with students, they are in a position to have a personal rapport with them for which emotional intelligence plays a significant role. The teacher trainees should possess emotional quotient in order to handle the students in a healthy manner. Hence, the investigation at the level of Emotional Intelligence in student teachers is taken up for the study.

**Objectives**

The objectives of the study are as follows

1. To assess the Emotional Intelligence of the student teachers.
2. To compare the means of emotional intelligence with respect to gender.
3. To find the relationship between Dimensions of emotional Intelligence and gender.

**Hypotheses**

The hypotheses of this study are as follows

1. There is no significant difference in the mean scores of Emotional Intelligence with respect to Gender.
2. There is no significant difference in the mean scores of the Dimensions of Emotional Intelligence with respect to Gender.
  2. a. There is no significant difference in the mean scores of intrapersonal awareness with respect to Gender.
  2. b. There is no significant difference in the mean scores of inter-personal awareness with respect to Gender.
  2. c. There is no significant difference in the mean scores of intra-personal management with respect to Gender.
  2. d. There is no significant difference in the mean scores of inter-personal management with respect to Gender.

**Method Used For the Study**

Investigators had adopted survey method to study the Emotional Intelligence of the student teachers.

**Sample**

The investigators had taken 30 student teachers from the Department of Education, Gandhigram Rural Institute-

Deemed University as sample. The investigators randomly selected the samples.

**Tools Used**

For collecting data, “Mangal Emotional Intelligence Inventory” constructed by Dr. S.K. Mangal (2009) [7] was used which includes four major dimensions namely Intrapersonal awareness, Interpersonal awareness, Intra personal Management and Inter personal management.

**Statistical Techniques Used**

The present study contains mean and percentage analysis as its statistical tools.

**Description of the Tool**

Emotional Intelligence Inventory standardized by Dr. S.K. Mangal was used in this study. This inventory has been designed for use with English knowing 16+ years age of school, college & university students for the measurement of their emotional Intelligence (total as well as separately) in respect of four areas or aspects of Emotional Intelligence namely, intra-personal awareness(knowing about one’s own emotions) inter-personal awareness(knowing about other’s emotions), Intra-personal management(managing one’s own emotions) and inter-personal management(managing other’s emotions)respectively.

**Data Analysis**

**Hypothesis 1-Testing**

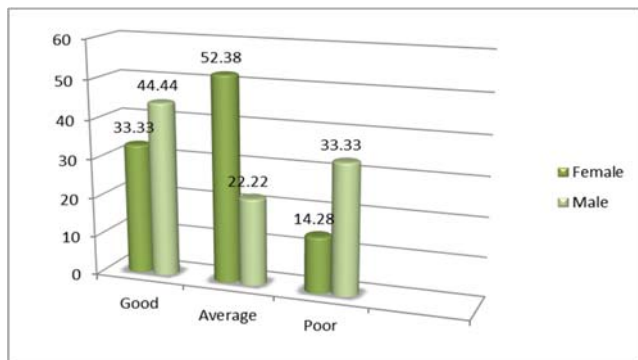
There is no significant difference in the mean scores of Emotional Intelligence with respect to gender.

**Table 1**

Range	Emotional Intelligence And Gender					
	Good		Average		Poor	
Number & % of Students	No. students	Percentage of Students	No. Students	Percentage of Students	No. Students	Percentage of Students
Female	7	33.33	11	52.38	3	14.28
Male	4	44.44	2	22.22	3	33.33

The table reveals that 33.33% and 44.44% of female and male student teachers respectively possess good emotional intelligence. 52.38% and 22.22% of female and male student teachers possess average emotional intelligence, 14.28 and 33.33% possess poor emotional intelligence.

The graph reveals that male student teachers possess (44.44%) higher ‘good emotional intelligence’ than female student teachers (33.33%). This reveals that there is difference in male and female student teachers in their emotional intelligence. The average emotional intelligence is found high (52.38%) among female student teachers than male teachers.



**Fig 1:** Emotional Intelligence and Gender

Hypothesis 1 predicts that “There is no significant difference in the mean scores of Emotional Intelligence with respect to Gender”. The data analysis reveals that there is difference in the mean scores of emotional intelligence with respect to gender. So the null hypothesis is rejected.

**Hypothesis 2-Testing**

There is no significant difference in the mean scores of percentage difference in interpersonal awareness with respect to gender.

Table 2

Range	Intra Personal Awareness					
	Good		Average		Poor	
	No. Students	Percentage of Students	No. Students	Percentage of Students	No. Students	Percentage of Students
Female	7	33.33	13	61.90	2	9.52
Male	4	44.44	4	44.44	1	11.11

Table -2 infers the relationship between Intra personal awareness and gender. Intra personal awareness is nothing but self-awareness. This self-awareness is very much needed for the pre-service student teachers. Before facing the students or going to work, one must need to analyze oneself. The positive and negative side of one’s own self should be analyzed before

going to do any job. It is inferred from the above table that the male student teachers possess higher score (44.44%) in ‘good intra personal awareness’ than the female (33.33%) student teachers. Whereas the female student teachers possess higher (61.90%) ‘Average intra personal awareness’ than the male (44.44%) student teachers.

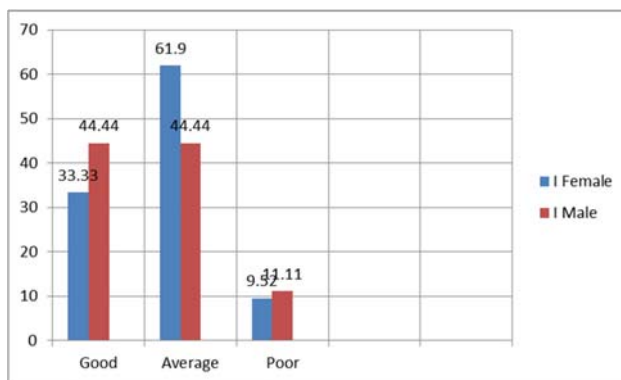


Fig 2: Intra-Personal Awareness and Gender

Hypothesis 2a says that “There is no significant difference in the mean scores of interpersonal awareness with respect to gender”. The analysis reveals that there is difference in the mean scores of interpersonal awareness with respect to gender. Hence, the null hypothesis is rejected.

**Hypothesis 2b Testing**

There is no significant difference in the mean scores of interpersonal awareness with respect to gender.

Table 3

Number & % of Students	Interpersonal Awareness					
	Good		Average		Poor	
	No. Students	Percentage of Students	No. Students	Percentage of Students	No. Students	Percentage of Students
Female	2	9.52	15	71.42	4	19.04
Male	1	11.11	6	66.7	2	22.22

Interpersonal awareness is, knowing about other’s emotions. A heart felt teaching is necessary than the knowledge felt teaching for the present student community. Table-3 reveals that the male prospective teacher got higher mean scores

(11.11%) in ‘good interpersonal awareness’ than the female. But in the ‘average inter personal awareness’ range the female score higher scores (71.42%) than the male.3

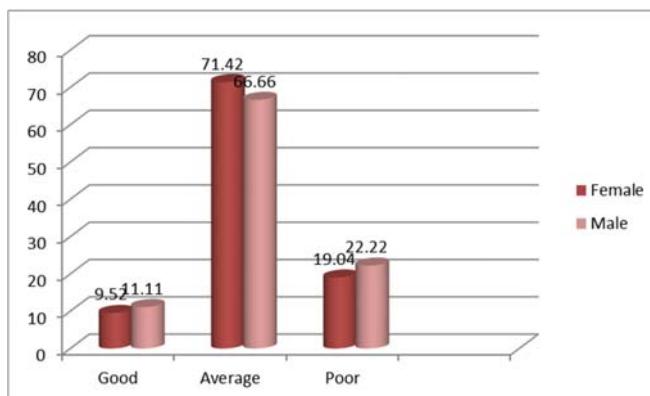


Fig 3

Figure-3 reveals that 71.42% and 66.66% of female and male prospective teachers got average interpersonal awareness respectively. 9.52% and 11.11% of female and male prospective teachers got good interpersonal awareness respectively. This awareness is very much needed for pre service teachers. They are in a position to interact with pupil and people. A caring classroom will produce more outcomes than an uncared one. Teaching profession deals with human beings not with machines. If these human beings are not treated well then there is no meaning in educating them. If the emotional mind of the students are not in a good position, one cannot educate them. To know the emotional mind, to know the students, the teacher must have empathy on them. The

present study reveals that all most all the student teachers are in average inter personal awareness. That means mostly all the student teachers filled with empathy which is very much need for the present student community. Hypothesis 2b tells that “There is no significant difference in the mean scores of interpersonal awareness with respect to gender”. This study proved that there is no difference in the scores of interpersonal awareness with respect to gender. So the null hypothesis is rejected in this case.

**Hypothesis 2c Testing**

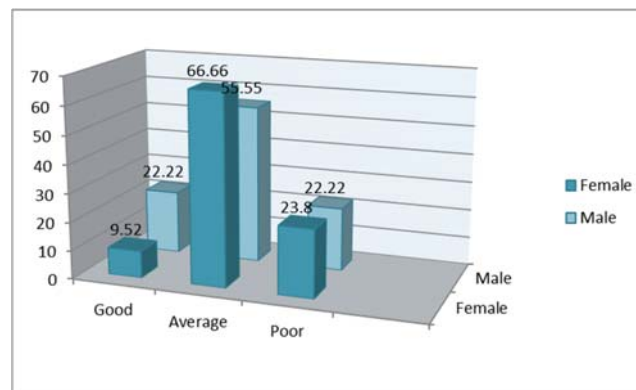
There is no significant difference in the mean scores of intrapersonal management with respect to gender.

**Table 4**

Number & % of Students	Intra Personal Management					
	Good		Average		Poor	
	No. Students	Percentage of Students	No. Students	Percentage of Students	No. Students	Percentage of Students
Female	2	9.52	14	66.66	5	23.80
Male	2	22.22	5	55.55	2	22.22

Intrapersonal management is termed as managing one’s own emotions. Table -4 infers that in female prospective teachers possess 66.7% average intrapersonal management. The male prospective teachers possess 55.55% average interpersonal

awareness. Both the gender possesses (female and male) 23.80% and 22.22% poor intra personal awareness respectively.



**Fig 4**

The above figure clearly depicts that the female prospective teachers got high score in average intrapersonal management (66.7%) and low score (9.52%) in good intrapersonal management compared to male prospective teachers (55.55%) & (22.22%).

This study proves that there is difference in the mean scores of intrapersonal management with respect to gender. Hence, the null hypothesis is rejected.

This hypothesis (2c) tells that “There is no significant difference in the mean scores of intrapersonal management with respect to gender.”

**Hypothesis 2d Testing**

There is no significant difference in the mean scores of interpersonal management with respect to gender.

**Table 5**

Number & % of Students	Interpersonal Management					
	Good		Average		Poor	
	No. Students	Percentage of Students	No. Students	Percentage of Students	No. Students	Percentage of Students
Female	3	14.28	18	85.71	0	0
Male	3	33.33	5	55.55	1	11.11

Inter personal management is known as managing others emotions. 85.71% and 55.55% of female and male prospective teachers possess average interpersonal management respectively. 33.33% and 14.28% of male and female prospective teachers scored good interpersonal management. Both the male and female student teachers predict a good

result in this interpersonal management. Since they are in a position to interact with the society, social skill is very essential for them.

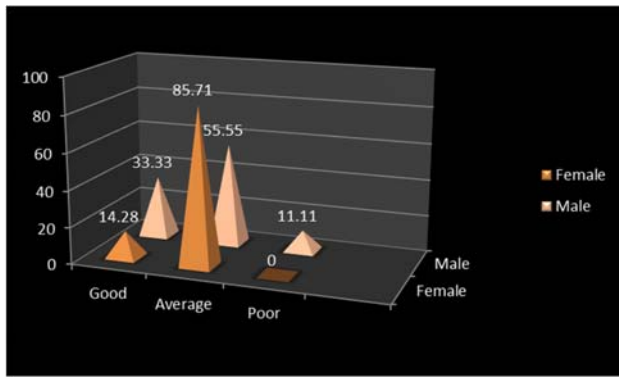


Fig5

The above figure reveals that male prospective teachers possess high score (33.33%) in good interpersonal management than the female teachers (14.28%). And female prospective teachers possess high score (85.71%) than the male prospective teachers (55.55%) in average Interpersonal management.

Hypothesis 2d states that “There is no difference in scores of inter-personal management with respect to gender.” This study reveals that there is difference in the scores of inter-personal management. So, the null hypothesis is rejected.

### Findings

The investigators tested the hypotheses through this study. The first hypothesis states like this

1. There is no significant difference in the mean scores of Emotional Intelligence with respect to Gender. But this was not correct according to the present study. There are variations in the scores of Emotional Intelligence on the basis of gender. Both the male and female candidates differ in their Emotional Intelligence scores.
2. There is variation in the percentage of scoring of Domains of Emotional Intelligence and gender.
3. There is difference in the scores of intrapersonal awareness with respect to gender.
4. There is difference in the scores of inter-personal awareness with respect to gender.
5. There is difference in the scores of intra-personal management with respect to gender.
6. There is difference in the scores of inter-personal management with respect to gender.

### Educational Implications

The present study reveals that comparing the mean scores of all domains, the prospective teachers got higher scores in inter personal management. As in the present scenario to handle the student community effectively social interaction, inter personal management is inevitable. The teacher is in a position to tackle the problems faced by the students, colleagues, the authorities, parents and society. Unless she/he possesses interpersonal management she/he cannot these problems easily. This study shows that both the gender score high mean scores in inter personal management. Female prospective teachers possess 85.71% average interpersonal management and male 55.55%.

Next to inter personal management, intra personal awareness stands in second place. In this domain the female and male prospective teachers possess 71.42% & 66.7% respectively in good and average range. Intrapersonal awareness is essential for the prospective teachers before facing the student community. It is a needed skill to reduce his/her personal bias.

The other two domains inter personal awareness and intra personal management stands third and fourth place.

Sreekala Edannur (2010) [2] predicted that the Emotional Intelligence are average irrespective of gender. In our present study, in all the domains, intra-personal awareness the average score is 61.90 & 44.44%, intrapersonal management the average is 71.42 & 66.7, inter personal awareness the average is 66.7 & 55.5 and inter personal management the average is 85.71 & 55.56. The above data predicts that the maximum score of the student teachers scores lies in average side.

### Conclusion

Lefkios Neophyton (2013) [3] states that Emotional Intelligence is not like IQ can be practiced. Teaching involves emotional labor. Emotional Intelligence ceases this depression. Teachers and students are not like machines. From this study we conclude that the student teachers differ in Emotional Intelligence and its domains scores. Almost all the Emotional Intelligence scores fall on average mode. To get good range score the prospective teachers should practice Emotional Intelligence trainings. The curriculum should contain extracurricular activities like art and crafts, physical education, dance and music. Apart from that the students should encouraged to learn collaboratively. Then definitely the prospective teachers will make an Emotionally Intelligent student community with an Emotionally Intelligent world.

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