



A Study on Intra and Interpersonal Management of Emotional Intelligence among Prospective Teachers in Srikakulam Dist

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Abstract: The main purpose of the study is to investigate the status of Emotional Intelligence of Prospective Teachers and the influence of gender, locality and stream of the study on their Emotional Intelligence. For this investigation sample (N=680) were taken from srikakulam Dist Andhra Pradesh. This sample consists both male and female from different colleges. The research tool is Managerial Emotional Intelligence Inventory {MEII} was used, and 't' test was applied to check the difference between variables. The result obtained through the study do showed significant difference between male and female, rural and urban students and Arts and Science Prospective Teachers, but shows no significant difference between the variables and the Prospective Teachers have high Intra personal management of Emotional Intelligence and less in Interpersonal management of Emotional Intelligence. There is no significant influence of gender, locality, and stream of the study on their emotional intelligence. Hence the null hypothesis is accepted.

Key words: Education, Emotional Intelligence, Mental Health, Intrapersonal Management.

Introduction

Education plays a very significant role in developing an individual to his full potential by bringing out his latent talents and nurturing them. The words of Bhartruhari high light the importance of education as could be seen from the English translation-“Education shapes a person.” It is secretly hidden wealth. It bestows prestige, happiness and enjoyment. It teaches everything like a teacher and helps abroad like a relative.

According to Bar- on (1997), Emotional Intelligence is defined as “An array of non-cognitive capabilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures.” He suggested that Emotional intelligence can make a unique contribution to a better understanding of people and also use their potential to succeed in various aspects of life.”

Mayer, Caruso, and Salovey (1999) found that higher emotional intelligence correlated significantly with higher parental warmth and attachment style, while others found that those scoring high in E.I. also reported increased positive

interpersonal relationships among children, adolescents, and adults (Rice, 1999; Rubin, 1999).

Emotional Intelligence is an attempt to extend the Prospective teachers understanding of Intelligence. When the Prospective teachers have a need to solve problems and make key decision, EQ comes to aid of IQ and it will keep them miles away from threats like frustration and anxiety. So it is a major factor that enables the Prospective teachers to lead a happy life.

EQ can be developed even in adult hood and can prove beneficial to one’s performance, physical and mental health and relationship. As a teacher plays an important role in shaping the pupil’s behavior, an emotionally balanced and strong teacher is the need of the hour. By improving Emotional Intelligence the Prospective teacher’s ability to think independently is increased and they develop as responsible teachers and complete citizens.

Need of the study

Prospective teachers have to perform multi-roles in their professional life. They experience more stress before and during their training period due to heavy work load. It is presumed that student teachers who

are emotional intelligent can successfully manage the stress due to overload. Teaching emotional and social skills is very important at school; it can affect academic achievement positively not only during the years they are taught, but also during the years that follow as well. There is a great need for persons in handling emotions and setting disagreement peacefully. Thus arises the need to have higher Emotional Intelligence among Prospective teachers so that a delicate balance is achieved between cognition and emotion. Therefore the need to recognize Emotional Intelligence among Prospective teachers student in the teacher education process is immerse.

Objectives of the study:

1. To determine the status of Emotional Intelligence of Prospective teachers and classify them.
2. To determine the status of Emotional Intelligence of Prospective teachers in different areas like.
 - a. Intrapersonal management.
 - b. Interpersonal management
3. To find out the influence of following variables on their emotional intelligence of Prospective teachers.
 - a. Gender
 - b. Locality
 - c. Stream of the study

Hypotheses

1. There is no significant difference in the status of Emotional Intelligence Prospective teachers.
2. There is no significant difference in the status of Emotional Intelligence of Prospective teachers in different areas like,
 - a. Intrapersonal management.
 - b. Interpersonal management
3. There is no significant influence of following variables on their emotional intelligence of Prospective teachers.
 - a. Gender
 - b. Locality
 - c. Stream of the study

Operational definitions of the key terms used in the study

The present investigatory problem “Emotional intelligence among prospective teachers.” consists of following key words.

1. Emotional Intelligence: In the present study, Emotional Intelligence means, *According to Goleman (1996)*

“Emotional Intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationship”. In this study following areas are taken.

- a. Intrapersonal management.
- b. Interpersonal management.

2. Prospective teachers: The students belonging to B. Ed course are considered as Prospective teachers.

Method of Investigation

The present study “Emotional Intelligence of Prospective Teachers” could be studied better by survey method only. As the main aim of the study is to determine the level or the status of Emotional Intelligence among Prospective Teachers in order to generalize with certainty. A cross section of the sample from the population would be useful to arrive at comprehensive status of phenomena in the current situations. Therefore survey method is more suitable and relevant to carry on the study.

Tools Employed

1. Mangal Emotional Intelligence Inventory {MEII}

Sample and Sampling Procedure

- A stratified random sampling is used to select the sample. A representative sample of 680 is selected from the population of Prospective teachers belonging to different Bed colleges in Srikakulam Dist, Andhra Pradesh.
- In tact classrooms of Prospective teachers are randomly selected from the randomly chosen Colleges.

Scheme of Analysis:

1. To analyze the level of Emotional intelligence of student teachers and classify them. Mean, standard deviation, skewness, kurtosis will be computed.
2. To analyze the influence of variables on Emotional Intelligence ‘t’ values will be calculated.

3. The mean, percentage of mean and S.D of different areas and their order of merit will be computed.

Analysis of Data

The collected data was analyzed with the help of statistical techniques to test the objectives.

Objective-1

To determine the status of Emotional Intelligence of Prospective teachers and classify them

Table – 1: Showing number, mean, standard deviation, skewness and Kurtosis of Emotional Intelligence of Prospective teachers

S.No	N	Mean	% of mean	S.D	skewness	kurtosis
1	680	64.11	94.27	11.11	0.18	0.72

Table – 2: Showing the classification of Emotional intelligence

S.No	Score Range	Category	n	%	Order of merit
1	75 and above	High	121	18	2
2	53-75	Moderate	439	64	1
3	Below53	Low	120	18	2

Interpretation:

The table 4.1.1 shows mean score and percentage of mean of Emotional Intelligence of prospective teachers are found to be 64.11. The Present day Prospective teachers in Srikakulam district in Andhra Pradesh, have sufficient Emotional intelligence, skewness is found to be 0.18 ,which shows positive skewness. The distribution of scores is slightly leptokurtic.

Classification of Emotional intelligence

The Emotional Intelligence is classified into low moderate and high according to the scores obtained by the sample and numbers and percentage in each category is presented in the table -2. From this Table, it is interpreted that out of 680 prospective teachers, 64% have moderate, 18% of the students have high and 18% of the students have low emotional intelligence.

Objective – 2

To determine the status of Emotional Intelligence of Prospective teachers in different areas like.

1. Intrapersonal management.
2. Interpersonal management.

Table – 3: Showing the mean, percentage of mean and S.D of different areas and their order of merit of categories

S.No	Categories	Mean	Mean%	StdDev	Order of merit
1	Intra personal management	16.628	25.94	3.866	1
2	Inter personal management	15.428	24.06	3.407	2

Interpretation

The Table 3 reveals that the percentage of mean in the category of Intrapersonal management is found to be the highest i.e. 25.94. When compared to other category. The percentage of mean in the category interpersonal management is found to be the lowest is 24.06. Emotional intelligence follows the order of merit with respect to different

categories. The first place goes to the category Intrapersonal management and lastly interpersonal management.

It is understood that the interpersonal management of Emotional Intelligence is less in prospective teachers and needed much care, where as comparing to intrapersonal management in prospective teachers is high.

Objective – 3

To find out the influence of following variables on their emotional intelligence of Prospective teachers

- a. Gender
- b. Locality
- c. Stream of the study

Table -4: Showing the mean, S .D, ‘t’ values of different variables of prospective teachers.

S.No	Variables		N	Mean	Std. Dev.	‘t’ and value
1	Gender	Male	282	63.64	11.69	0.91 NS
		Female	398	64.44	10.68	
2	Locality	Urban	526	64.66	10.77	2.23 NS
		Rural	154	62.25	12.06	
4	Stream of the study	Arts	499	63.84	10.98	1.016 NS
		Science	181	64.83	11.47	

N.S Not significant

Interpretation

The table –4 explains the significant differences observed between the Prospective teachers with respect to different variables. No significant difference is found between male and female Prospective teachers in their emotional intelligence. The analysis infers that there is no significant difference between the Emotional intelligence of urban and rural Prospective

teachers. No significant difference between the arts and science students in their Emotional intelligence. There is significant influence of emotional intelligence among gender, locality, and stream of the study. Hence the null hypothesis is accepted.

Tenability of the Study

1. The first hypothesis stated that there is no significant difference in the status of Emotional Intelligence Prospective teachers. But there is a significant difference in the status of Emotional Intelligence Prospective teachers. The hypothesis is not accepted.
2. The second hypothesis stated that there is no significant difference in the status of Emotional Intelligence of Prospective teachers in different areas like Intrapersonal management and Interpersonal management. But the interpersonal management of Emotional Intelligence is less in prospective teachers. Intrapersonal management of Emotional Intelligence is high in prospective teachers. The hypothesis is not accepted.
3. The third hypothesis stated that there is no significant difference in the level of emotional intelligence of Prospective teachers with references to Gender, Locality, and Stream of the study.
 - a. No significant difference is found between male and female Prospective teachers in their emotional intelligence. The hypothesis is accepted.
 - b. There is no significant difference between the Emotional intelligence of urban and rural Prospective teachers. The hypothesis is accepted.
 - c. No significant difference between the arts and science students in their Emotional intelligence. The hypothesis is accepted.
4. There is no significant influence of gender, locality, and stream of the study on their emotional intelligence. Hence the null hypothesis is accepted.

Findings of the Study

- The Present day Prospective teachers in Srikakulam District in Andhra Pradesh, have Emotional intelligence.

- Most of the Prospective teachers have moderate Emotional intelligence, less of them have high and less Emotional intelligence.
- The interpersonal management of Emotional Intelligence is less in prospective teachers.
- Intrapersonal management of Emotional Intelligence is high in prospective teachers.
- No significant difference is found between male and female Prospective teachers in their emotional intelligence.
- There is no significant difference between the Emotional intelligence of urban and rural Prospective teachers.
- No significant difference between the arts and science students in their Emotional intelligence.
- There is no significant influence of gender, locality, and stream of the study on their emotional intelligence .Hence the null hypothesis is accepted.

Educational Implications

- There is necessity to develop the emotional competencies of the student teaches, which in turn helps them to develop the same among their students.
- Sports, games, dramatics and other co- curricular activities are of great value.
- Strategic competency in teaching can be developed in teachers by means of emotional intelligence.
- The concept of emotional intelligence may be incorporated in the teacher education curriculum to revitalize teacher education program.
- The creative abilities of the student teachers should be developed through art and craft, drawing and painting, drama and recitation.
- Teacher trainees and teachers need to be sensitized towards the concept of Emotional Intelligence through

various learning programmers and packages.

- This program will be beneficial and helpful to student teachers in improving their Emotional Intelligence. It will be also useful in improving student teacher's performance in college.

Suggestions for further study in the Area of Emotional Intelligence

The present study, suggest the following studies for further future trends of research in the area of Emotional Intelligence of student teachers.

- Present study is limited to a sample (680) of B.Ed students. But, more samples can be taken to conduct similar study for more generations and establishment of norms for the tool.
- Similar study can be taken on the D.Ed students, M.Ed students, Medical, Engineering and MBA students.
- Study on the Emotional Intelligence aspects of the exceptional children.
- Comparative study of Emotional Intelligence of college students can be compared with professional students.
- Emotional Intelligence of Juvenile delinquents; unemployed educated youth can be studied.

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