

Emotional Intelligence of Student Teachers at Secondary Level in the Pre Teaching Practice Period

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ABSTRACT

The present study intends to find out the level of Emotional Intelligence of student teachers at secondary level. The concept of Emotional Intelligence adds depth to the meaning of intelligence and intelligent behaviour. It addresses the emotional, personal, social and survival dimensions of intelligence, highly important in daily functioning. Emotional Intelligence is concerned with understanding oneself and others, relating to people, and adapting to and coping with one's surroundings. All these factors increase one's ability to be more successful in dealing with environmental demands and managing stress. Student teachers experience much stress before and during the preparatory stage of the teaching practice. So, student teachers need a high level of Emotional Intelligence to manage stress effectively.

1. Introduction

Emotional Intelligence refers to the ability to recognise the meanings of emotions and their relationships, and to reason and solve problems on the basis of them. Emotional intelligence is involved in the capacity to perceive emotions, and manage them (Mayer and Salovey, 1997). They viewed Emotional Intelligence as an ability and thus termed it as the ability model of Emotional Intelligence. Ability model places Emotional Intelligence within the sphere of an intelligence, in which emotion and thought interact in meaningful and adaptive ways. Thus Emotional Intelligence is viewed as a kind of intelligence like verbal or spatial intelligence, except that it operates with emotional content.

Goleman (1998) viewed the construct as a set of emotional competencies that determines the extent of Emotional Intelligence and developed a framework of competencies. Goleman described emotional competence as "a learned capacity based on the Emotional Intelligence that results in understanding performance at work". Five dimensions or domains such as Self awareness, Self regulation, Motivation, Empathy and Handling relationships or Social skills are attributed to this framework which altogether consist of 25 competencies. Out of these five domains, first three domains constitute the personal competence which determines how one manages oneself and the last two domains constitute the social competence which determines how one handles relationships.

Bar-On (2002) defined Emotional intelligence as an array of non-cognitive competencies and skills that influences one's ability to succeed in coping with environmental demands and pressures.

The concept of emotional intelligence adds depth to the meaning of intelligence and intelligent behaviour. It addresses the emotional, personal, social and survival dimensions of intelligence, highly important in daily functioning. This intelligence is less cognitive and is concerned with understanding oneself and others, relating to people, and

adapting to and coping with one's surroundings. These factors increase one's ability to be more successful in dealing with environmental demands. Thus, Emotional intelligence is tactical and immediate, and as such reflects a person's "common sense" and ability to get along with the world.

Emotional intelligence was found to contribute to success in important realms of life, such as education, work, and relationships (Goleman, 1995; Salovey & Mayer, 1990). Ability to cope with Stress is highly related to the level of Emotional Intelligence (George, 2000). Emotional Quotient (EQ) training programme was found to improve and assure success in teaching and learning activities (Tucker, Sojka, Barone and Mc Carthy, 2000). Emotional intelligence minimizes the negative stress consequences (Montes-Berges et.al., 2007). Low emotional intelligence was found to be associated with high stress (Naidoo and Pau, 2008). All these studies on the relationship between Emotional Intelligence and Stress in different samples reveal the importance of Emotional Intelligence in controlling stress.

Thus Emotional Intelligence is essential for the wise functioning and development of individual. It is indispensable for the intelligent interaction between the individual and the environment and for coping with environmental demands and stress successfully. Teaching has been considered one among the most stressful professions (Clarke and O'Connor, 1990; Gold and Roth, 1993). Teachers need a high degree of Emotional Intelligence in managing stress evolving from professional as well as personal life experiences.

Student teachers, during their teacher training have to attend practice teaching as a part of the teacher education curriculum. Research findings reveal that teaching practice period is considered to be the most stressful period by student teachers during the entire teacher training program (MacDonald, 1993; Campbell-Evans & Maloney, 1995; Capell, 1997; D'Rozario & Wong, 1996; Elkerton, 1984; Morton, Vesco, Williams, & Awender, 1997). They experience much stress during the preparatory stage of the teaching practice also due to the heavy workload, limited time for preparatory

works along with regular classes of the college. So student teachers also need a high level of Emotional Intelligence to manage the stress effectively.

Hence, an appraisal of the level of emotional intelligence of student teachers will be helpful for the teacher educators to devise and give necessary training to student teachers to deal effectively with stress before and during the teaching practice period.

2. Objectives of the Study

1. To study the level of Emotional Intelligence of student teachers at secondary level prior to teaching practice.
2. To compare the levels of Emotional Intelligence of student teachers at secondary level prior to the teaching practice based on gender, type of management of the institution and locale.

3. Hypothesis of the Study

1. There exists no significant difference in the level of Emotional Intelligence of student teachers at secondary level prior to teaching practice; based on gender, type of management of the institution and locale.

4. Methodology of the Study

This study was conducted to ascertain the level of Emotional Intelligence of student teachers at secondary level (B.Ed) and to compare the levels of Emotional Intelligence based on gender, type of management of the institution and locale. The investigator developed and standardised an Emotional Intelligence test and used it as the tool for the data collection. Data was collected from different teacher education institutions all over Kerala. The sample comprised of 795 student teachers at secondary level (B.Ed). Normative survey

method was adopted for the study. Stratified random sampling technique was used for giving due representation to subsamples based on gender, type of management of the teacher education institution and locale.

5. Results and Discussion

Level of occurrence of a particular variable in a sample is found out to know the degree to which that particular variable occurs among the sample. Here three levels are considered namely high, average and low. This gives a picture about the percentage of the sample that comes in the high, average and low Emotional Intelligence groups.

1. Levels of Emotional Intelligence of Student Teachers

Levels of Emotional Intelligence of student teachers were calculated by classifying them into High, Average and Low groups based on their Emotional Intelligence scores in the test. Assuming a normal distribution of Emotional Intelligence scores, student teachers whose Emotional Intelligence scores fall between $M + \sigma$ and $M - \sigma$ were classified as 'Average Emotional Intelligence Group' (AEIG), student teachers whose scores were below $M - \sigma$ were classified as 'Low Emotional Intelligence Group' (LEIG), and student teachers whose scores were above $M + \sigma$ were classified as 'High Emotional Intelligence Group' (HEIG). For the distribution of Emotional Intelligence scores, mean was 104.54 and standard deviation was 10.49. Therefore, student teachers whose Emotional Intelligence scores were 115 or more (rounded value of $M + \sigma$) were considered to possess 'High Emotional Intelligence', whose scores were less than 94 (rounded value of $M - \sigma$) were considered to possess 'Low Emotional Intelligence', and the remaining who come in between these scores were classified as of 'Average Emotional Intelligence'. The data and results of the classification are shown in the Table 1 given below.

Table 1
Number and Percentage of Student Teachers with respect to the Level of Emotional Intelligence

Categories	High Emotional Intelligence (HEIG)	Average Emotional Intelligence (AEIG)	Low Emotional Intelligence (LEIG)
Norms	$M + \sigma$ and above	$M + \sigma$ to $M - \sigma$	$M - \sigma$ and below
Number	141	524	130
Percentage	17.75	65.99	16.35

Table 1 shows that 65.99% of student teachers have average level of Emotional Intelligence, 17.75 % have high Emotional Intelligence and 16.35% have low Emotional Intelligence. The result indicates that majority of student teachers have average level of Emotional Intelligence.

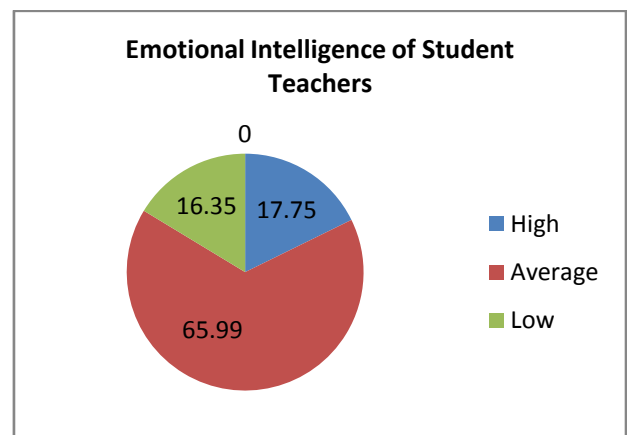


Figure 1
Comparison of the Levels of Emotional Intelligence of Student Teachers

2. Comparison of the Mean Scores of Emotional Intelligence of Student Teachers with respect to Selected Sub Samples

The second objective was “To compare the levels of Emotional Intelligence of student teachers at secondary level prior to the teaching practice based on gender, type of management of the institution and locale.” The scores for the sub samples were tabulated and the significant difference in means was found out. The data and results are presented below.

Comparison of the Mean Scores of Emotional Intelligence of Student Teachers with respect to Gender

Test of significance of difference (t-test) was employed to ascertain whether there exists any significant **difference in the Emotional Intelligence of student teachers on the basis of their gender**. Details of the analysis are presented in the Table 2.

Hypothesis (H₀)

There exists no significant difference in the Emotional Intelligence of male and female student teachers.

Table 2
Data and Results of Test of Significant Difference in the Mean Scores of Emotional Intelligence of Student Teachers on the Basis of Gender

Variables	Gender	N	Mean	Standard Deviation	Critical Ratio
Emotional Intelligence	Male	123	105.95	9.53	1.58
	Female	672	104.31	10.62	

The critical ratio obtained for Emotional Intelligence of male and female student teachers is 1.58 which is less than the table value 1.96 at 0.05 level of significance. This means, male and female student teachers do not significantly differ in their Emotional Intelligence.

Comparison of the Mean Scores of Emotional Intelligence of Student Teachers with respect to the Type of Management of the Institution

There are four types of teacher education institutions managed by different agencies in Kerala. They are Government Colleges of Teacher Education, Aided Colleges of Teacher Education, Unaided Colleges of Teacher Education

and University Colleges of Teacher Education (UCTEs). Analysis of Variance (ANOVA), the one way classification technique was employed to ascertain whether there exists any significant **difference in the Emotional Intelligence of student teachers with respect to the type of management of the institution**. Details of the analysis are presented in the Table 3.

Hypothesis (H₀)

There exists no significant difference in the Emotional Intelligence of student teachers with respect to the type of management of the institution.

Table 3
Data and Results of One Way ANOVA for Significant Difference in Emotional Intelligence of Student Teachers on the Basis of the Type of Management of the Institution

Variables	Source of Variation	Sum of Squares	df	Mean Square	F
Emotional Intelligence	Between Groups	2332.38	3	777.46	7.23*
	Within Groups	84995.06	791	107.59	
	Total	87327.44	794	-	

* Significant at 0.01 level

The ‘F’ value obtained for Emotional Intelligence is 7.23 which is greater than the table value 4.63 at 0.01 level of significance. That means there exists significant difference in the Emotional Intelligence of student teachers based on the type of management of the institution.

The ‘F’ value obtained above is significant which means that there exists significant difference among the student teachers of government colleges, aided colleges, unaided colleges and university colleges of teacher education (UCTEs) in their Emotional Intelligence. This indicates that type of

management of the institution is a factor in determining the Emotional Intelligence of student teachers.

Hence the hypothesis stating that there exists no significant difference in the Emotional Intelligence of student teachers on the basis of the type of management of the institution is rejected.

In order to find out the difference among the institutions regarding these variables Post Hoc analysis was done. Result of Post Hoc analysis is given below (Table 4).

Table 4
Data and Result of Sheff Post Hoc Test for Emotional Intelligence of Student Teachers of Different Type of Institution

Type of Management	N	Subset for alpha = 0.05	
		1	2
Government	213	103.12	
U C T E	184	103.60	
Unaided	168	103.73	
Aided	229		107.21

Mean scores of Emotional Intelligence of the student teachers studying in teacher education institutions of different types of management are given in the Table 4. The mean score of Emotional Intelligence of aided college student teachers (107.21) is higher than that of the student teachers of government colleges (103.12), unaided colleges (103.73) and university colleges of teacher education (103.60). Hence it is inferred that aided college student teachers have higher

Emotional Intelligence compared to that of student teachers of government colleges, unaided colleges and university colleges of teacher education (UCTEs).

Graphical representation of the mean scores of Emotional Intelligence of student teachers studying in different types of teacher education institutions are given below in the form of mean plot (Figure 2).

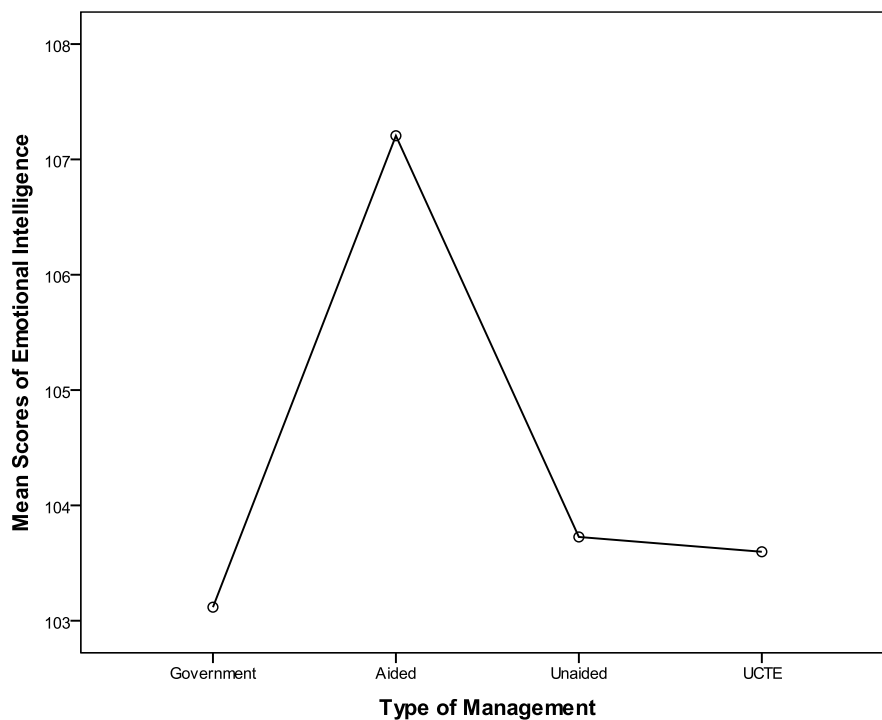


Figure 2
Mean Plot of Emotional Intelligence of Student Teachers with respect to the Type of Management of the Institution

Post Hoc analysis of the data related to the type of management of the institution reveals that student teachers of aided colleges have higher emotional intelligence when compared to that of student teachers of government colleges, unaided colleges and university colleges of teacher education (UCTEs). This indicates that the type of management of the aided colleges of teacher education helps student teachers to develop Emotional Intelligence more than that of Government colleges of teacher education, unaided colleges of teacher education and university colleges of teacher education (UCTEs). Student teachers of government colleges have lower emotional intelligence when compared to student teacher of aided, unaided colleges and university colleges of teacher education (UCTEs).

Comparison of the Mean Scores of Emotional Intelligence of Student Teachers with respect to Locale

Test of significance of difference (t-test) was employed to ascertain any significant **difference in the Emotional Intelligence of student teachers with respect to their locale**. Details of the analysis are presented in the Table 5.

Hypothesis (H₀)

There exists no significant difference in the Emotional Intelligence of student teachers with respect to the locale.

Table 5
Data and Result of Test of Significant Difference in the Mean Scores of Emotional Intelligence of Student Teachers with respect to the Locale

Variables	Locale	N	Mean	Standard Deviation	CR
Emotional Intelligence	Rural	605	104.71	10.59	0.72
	Urban	188	104.09	10.11	

The critical ratio obtained for Emotional Intelligence of student teachers of rural and urban native are 0.72 which is less than the table value 1.96 at 0.05 level of significance. That means rural and urban student teachers do not significantly differ in their Emotional Intelligence. So the locale of the student teachers has no significant influence on their Emotional Intelligence. Hence the hypothesis stating that there exists no significant difference in the Emotional Intelligence of rural and urban student teachers is accepted.

6. Conclusions

1. The study reveals that about two third of the student teachers (65.99%) have average level of Emotional Intelligence, 17.75 % have high Emotional Intelligence and 16.35% have low Emotional Intelligence. The result indicates that majority of student teachers have average level of Emotional Intelligence. One in six student teachers have low level of Emotional Intelligence.
2. Male and female student teachers do not significantly differ in their Emotional Intelligence.
3. Student teachers of aided colleges have higher emotional intelligence when compared to that of student teachers of government colleges, unaided colleges and university colleges of teacher education (UCTEs). This indicates that the type of management of the aided colleges of teacher education helps student teachers to develop Emotional Intelligence

more than that of Government colleges of teacher education, unaided colleges of teacher education and university colleges of teacher education (UCTEs).

4. Locale of the student teachers has no significant influence on their Emotional Intelligence.

7. Educational Implications

1. Majority of student teachers have average level of Emotional Intelligence. But the fact that one in six student teachers has low level of Emotional Intelligence is to be taken seriously as they are going to be future teachers. Teaching profession requires a high level of Emotional Intelligence to deal with the academic as well as personal problems of the teacher himself / herself and of students. So, student teachers as prospective teachers need to be given training to improve the level of Emotional Intelligence to deal with the demands stress of the profession.
2. The type of management of the Government colleges of teacher education, unaided colleges of teacher education and university colleges of teacher education (UCTEs) need to be shaped so that they foster the improvement of Emotional Intelligence of student teachers.
3. Emotional Intelligence development programmes need to be made a part of the teacher education curriculum to improve the level of Emotional Intelligence of student teachers.

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