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**A STUDY ON EMOTIONAL INTELLIGENCE OF PROSPECTIVE TEACHERS  
TRAINED THROUGH FORMAL MODE OF TEACHER TRAINING PROGRAMME  
IN REFERENCE TO WEST TRIPURA DISTRICT.**

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### ABSTRACT

*Emotional Intelligence is the ability to know one's emotions as well as emotion of others also. This present study was aimed to investigating and analyzing the emotional intelligence of Prospective Teachers trained through Formal Mode of Teacher training Programme in reference to West Tripura District. This study was conducted in IASE(Institute Of Advanced Studies in Education),Agartala. A Standardized tool Emotional Intelligence Test (EIT-ZA) which consists 5 (five) dimensions i.e Self Awareness, Self Regulation, Motivation, Empathy, Social Skill was used for collection of data .The sample size was 100 Prospective Teachers. For interpretation and analysis of data , both Descriptive and Inferential method were used .The results revealed that there is no significant difference in case of Emotional Intelligence of prospective Teachers trained through Formal Mode of Teacher training Programme.*

**KEYWORDS:** *Emotional Intelligence, Prospective Teachers, Formal Mode, West Tripura District etc.*

### INTRODUCTION

Education plays a very vital role for the development of any society as well as for a nation. Teaching is a continuous communication between the teacher and the students. The duty of a teacher is not only to give bookish knowledge to his students but also understand them, handling their emotions in right manner, at the right time in a right way .Teachers have to face different situation in the classroom. In such case they not only manage their own emotions but also control the situation of the class. Emotional aspects in the teaching process influence overall performance of the student. A person who knows and manage his own feelings well and who deals effectively other people feelings- that is emotional intelligence. The only way to manage emotions is emotional intelligence. Therefore, emotional intelligence of teachers plays very important role .“Emotional Intelligence involves the ability to monitor one's own and other's feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions “( Salovey and Mayer,1909).As we know a good teacher needs a strong emotional Intelligence. This skill not only helps a teacher to know the emotion of the student but also the emotion of his colleagues. As we know now-a- days in education we stress on individual differences of students .So it is important for the prospective teachers to have this skill in teacher training. Therefore, the researcher attempt to assess the emotional intelligence of the prospective teachers. The result revealed that the emotional intelligence of prospective teachers does not differ significantly.



### **OBJECTIVES OF THE STUDY**

1. To study the Emotional Intelligence of male and female prospective teachers trained through Formal Mode of Teacher training Programme.
2. To study the Emotional Intelligence of Arts Prospective Teachers and Commerce Prospective Teachers trained through Formal Mode of Teacher training Programme.
3. To study the Emotional Intelligence of Arts Prospective Teachers and Science Prospective Teachers trained through Formal Mode of Teacher training Programme.
4. To study the Emotional Intelligence of Science Prospective Teachers and Commerce Prospective Teachers trained through Formal Mode of Teacher training Programme

### **HYPOTHESIS OF THE STUDY**

- 1.H<sub>1</sub>-There is no significant mean difference in Emotional Intelligence between male Prospective Teachers and Female Prospective Teachers trained through Formal Mode of Teacher training Programme .
- 2.H<sub>2</sub>-There is no significant mean difference between Arts Prospective Teachers and Commerce Prospective Teachers with respect to Emotional Intelligence trained through Formal Mode of Teacher training Programme .
- 3.H<sub>3</sub>-There is no significant mean difference between Arts Prospective Teachers and Science Prospective Teachers with respect to Emotional Intelligence trained through Formal Mode of Teacher training Programme .
- 4.H<sub>4</sub>-There is no significant mean difference between Science Prospective Teachers and Commerce Prospective Teachers with respect to Emotional Intelligence trained through Formal Mode of Teacher training Programme

### **METHODOLOGY**

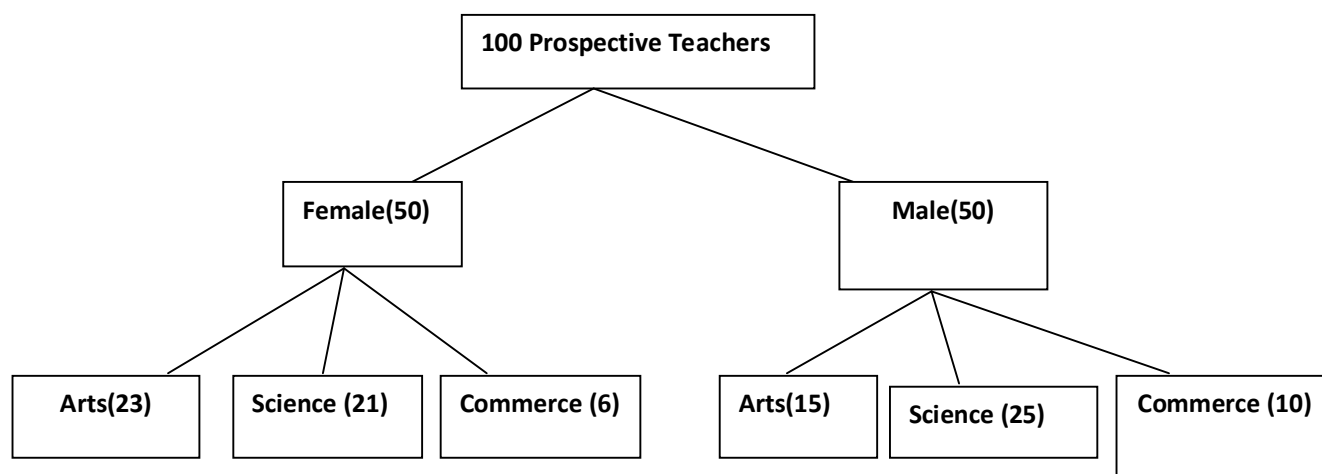
The study was conducted using Descriptive Survey method. The researcher used survey method to study the emotional intelligence of Prospective teacher from IASE, Agartala of west Tripura District. Out of 100 students 50 male and 50 female prospective teachers were selected using Simple Random Sampling technique. . The researcher used Emotional Intelligence Test (EIT–ZA) scale by Roqiya Zainuddin and Anjum Ahmed with 30 statements. The researcher used Mean, SD, t-test to test the null hypothesis .

### **POPULATION OF THE STUDY**

The population for the present study consisted of the All the prospective teachers undergoing B.Ed training of IASE, Agartala from West Tripura District. The population for the study were 150 prospective teachers.

### **SAMPLE OF THE STUDY**

Based on the Population researcher selected 100 Prospective Teachers as a sample. The samples were selected through Simple Random Sampling technique. Out of 100 prospective teachers 50 were male and female. Out of this 50 male prospective teachers 15 from Arts ,21 from Science and 10 from commerce .Whereas in case of 50 female prospective teachers 23 from Arts,21 from science stream and 6 from commerce stream.



### TOOL

The researcher used a standardized tool for the study. This was easy to administered. The Emotional Intelligence Test (EIT–ZA) scale with 30 statements used for data collection The scale was constructed by Roqiya Zainuddin and Anjum Ahmed.

### STATISTICAL TECHNIQUE

Keeping in view the objectives of the study the researcher followed the following statistical techniques to analyze the data. Descriptive statistics and Inferential statics were used for analyze the data. Descriptive Statistics such as Mean, and Standard Deviation and Inferential Statistics such as t-test was used to find the significance difference between means.

### ANALISIS AND INTERPRETATION

The analyzing and interpretation of data helps to categorize, ordering ,manipulating and also summarizing the collected data to test the hypothesis for the study.

The Descriptive Data analysis provides a general depiction of the types of statistics used in educational research and a brief description of data organization methods. While Inferential data analysis explains the concepts of statistical Inferential and the central limit theorem and includes a number of common Inferential Statistical Procedures (Best and Kahn,2009).

Descriptive Statistics (Mean, SD and Diagram) and Inferential Statistics like “t-test” were applied for the verification of hypothesis.

### Objective :-1

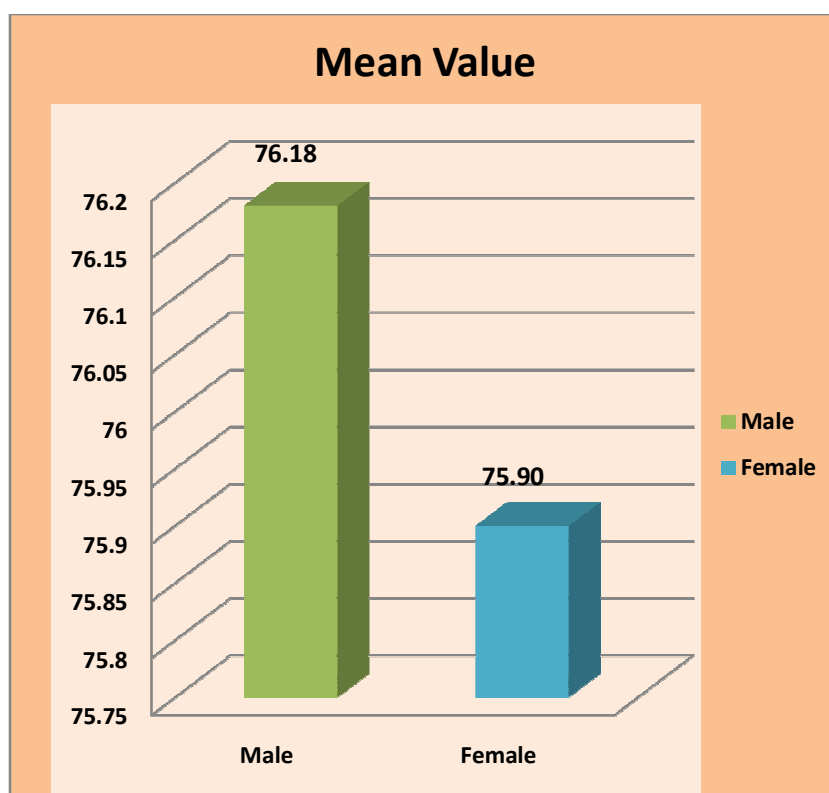
**To study the Emotional Intelligence of male and female prospective Teachers. trained through Formal Mode of Teacher training Programme.**

In order to find out significant difference between Emotional Intelligence of Prospective teachers trained through Formal mode of Teacher Training Programme Mean, Standard Deviation (SD) were calculated to find out significant difference and two group t-test was applied .Obtained results are given below

**Table No:-1 Showing Mean, SD and two group t-test of Emotional Intelligence of prospective teachers trained through Formal mode of Teacher Training Programme.**

Gender	N	MEAN	SD	df	t-value	Level of Significance
Male	50	76.18	4.50	98	0.27	Not Significant
Female	50	75.90	5.65			

**Figure:-1 Graphical representation of the Mean value of the Emotional Intelligence of prospective teachers trained through Formal mode of Teacher Training Programme.**



With reference to Emotional Intelligence of prospective teachers It is revealed from Table and figure that the Mean and SD values of Emotional Intelligence of prospective teachers trained through Formal mode of Teacher Training Programme are (76.18 and 75.90) and (4.54 and 4.35) respectively. The mean value of the male Emotional Prospective teachers (76.18) is higher than the mean of Emotional Intelligence of Female prospective teachers (75.90) trained through Formal mode of Teacher Training Programme.

There is no significant difference between the emotional Intelligence of Prospective teachers trained through Formal mode of Teacher Training Programme for df 98. Hence, the null hypothesis ***“There is no significant difference in the Emotional Intelligence of Prospective Teachers trained through Formal mode of Teacher Training Programme.”*** is accepted.

**Objective :-2**

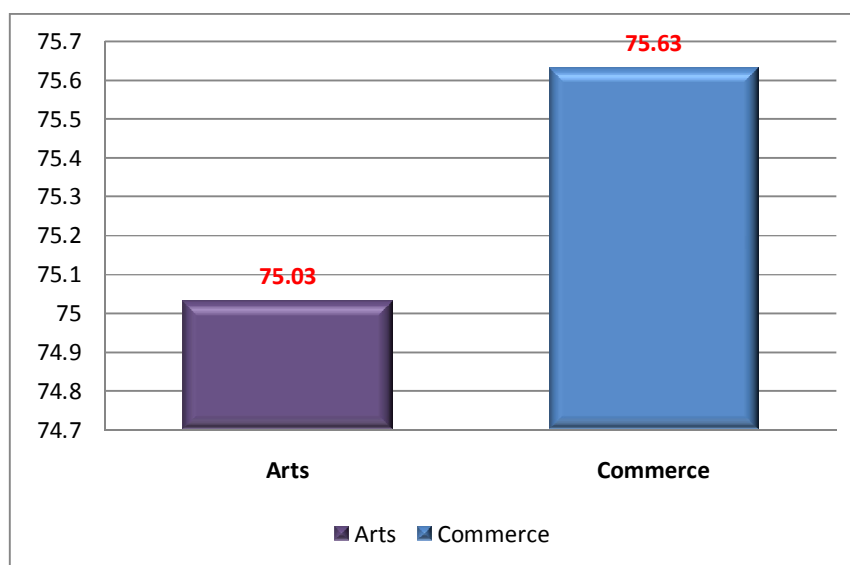
**To study the Emotional Intelligence of Arts Prospective Teachers and Commerce Prospective Teachers trained through Formal Mode of Teacher training Programme.**

In order to find out significant difference between Emotional Intelligence of Arts and Commerce Prospective Teachers trained through Formal mode of Teacher Training Programme Mean, Standard Deviation (SD) were calculated to find out significant difference and two group t-test was applied. Obtained results are given below .

**Table No:-2 Showing Mean, SD and two group t-test of Arts and Commerce prospective teachers Emotional Intelligence trained through Formal mode of Teacher Training Programme.**

Group	N	MEAN	SD	df	t-value	Level of Significance
Arts	38	75.03	5.49	52	0.64	Not Significant
Commerce	16	75.63	3.63			

**Figure:-2 Graphical representation of the Mean value of the Emotional Intelligence of Arts and Commerce Prospective Teachers trained through Formal mode of Teacher Training Programme.**



With reference to Emotional Intelligence of Arts and Commerce prospective teachers it is revealed from Table and figure that the Mean and SD values of Emotional Intelligence of prospective teachers trained through Formal mode of Teacher Training Programme are (75.03 and 75.63) and (5.49 and 3.63) respectively. The mean value of the Commerce Prospective Teachers (75.63) is higher than the mean of Emotional Intelligence of Arts Prospective Teachers (75.03) trained through Formal mode of Teacher Training Programme.

There is no significant difference between the emotional Intelligence of Arts and Commerce Prospective teachers trained through Formal mode of Teacher Training Programme for df<sub>52</sub>. Hence, the null hypothesis ***“There is no significant difference in the Emotional Intelligence of Arts Prospective Teachers***

and Commerce Prospective Teachers trained through Formal mode of Teacher Training Programme.” is accepted.

**Objective:-3**

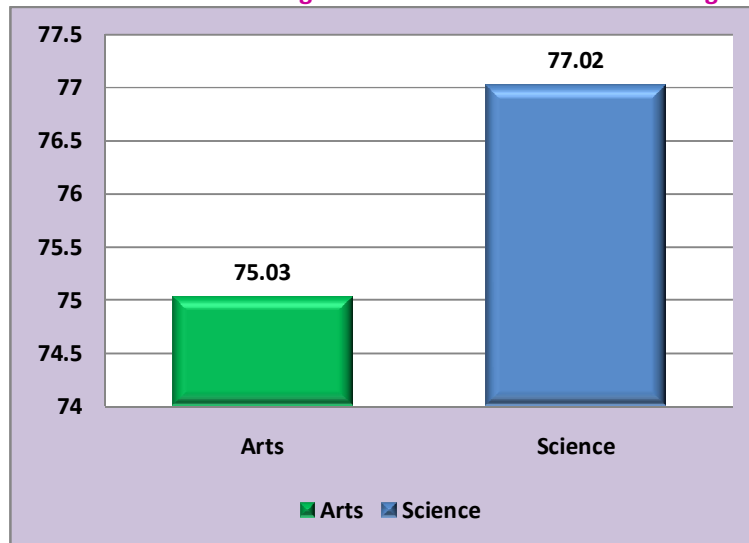
To study the Emotional Intelligence of Arts Prospective Teachers and Science Prospective Teacher trained through Formal Mode of Teacher training Programme.

In order to find out significant difference between Emotional Intelligence of Arts and Science Prospective Teachers trained through Formal mode of Teacher Training Programme Mean, Standard Deviation (SD) were calculated to find out significant difference and two group t-test was applied .Obtained results are given below

**Table No:-3 Showing Mean, SD and two group t-test of Arts and Science stream prospective teachers Emotional Intelligence trained through Formal mode of Teacher Training Programme.**

Group	N	MEAN	SD	df	t-value	Level of Significance
Arts	38	75.03	5.49	82	1.73	Not Significant
Science	46	77.02	5.07			

**Figure:-3 Graphical representation of the Mean value of the Emotional Intelligence of Arts and Science stream Prospective Teachers trained through Formal mode of Teacher Training Programme.**



With reference to Emotional Intelligence of Arts and Science Prospective Teachers it is revealed from Table and figure that the Mean and SD values of Emotional Intelligence of prospective teachers trained through Formal mode of Teacher Training Programme are (75.03 and 77.02) and (5.49 and 5.07) respectively. The mean value of the Science Prospective Teachers (77.02) is higher than the mean of Emotional Intelligence of Arts Prospective Teachers (75.03) trained through Formal mode of Teacher Training Programme.

There is no significant difference between the emotional Intelligence of Arts and Science Prospective teachers trained through Formal mode of Teacher Training Programme for df<sub>82</sub>. Hence, the null hypothesis

*“There is no significant mean difference between Arts Prospective Teachers and Science Prospective Teachers with respect to Emotional Intelligence trained through Formal Mode of Teacher training Programme “ is accepted.*

**Objective :-4**

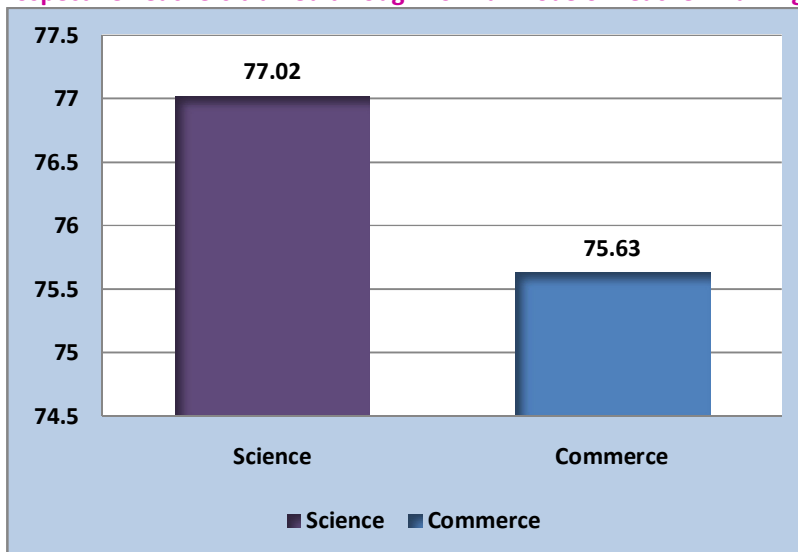
To study the Emotional Intelligence of Science Prospective Teachers and Commerce Prospective Teachers trained through Formal Mode of Teacher training Programme.

In order to find out significant difference between Emotional Intelligence of Science and Commerce stream Prospective Teachers trained through Formal mode of Teacher Training Programme Mean, Standard Deviation (SD) were calculated to find out significant difference and two group t-test was applied .Obtained results are given below.

**Table No:-4 Showing Mean, SD and two group t-test of Science and Commerce stream Prospective Teachers Emotional Intelligence trained through Formal mode of Teacher Training Programme.**

Group	N	MEAN	SD	df	t-value	Level of Significance
Science	46	77.02	5.07	60	1.18	Not Significant
Commerce	16	75.63	3.63			

**Figure:-4 Graphical representation of the Mean value of the Emotional Intelligence of Science and Commerce Prospective Teachers trained through Formal mode of Teacher Training Programme.**



With reference to Emotional Intelligence of Science and Commerce Prospective Teachers it is revealed from Table and figure that the Mean and SD values of Emotional Intelligence of prospective teachers of both Science and Arts teachers trained through Formal mode of Teacher Training Programme are (77.02 and 75.63) and (5.07 and 3.63) respectively. The mean value of the Science Prospective Teachers (77.02) is higher than the mean of Emotional Intelligence of Commerce Prospective Teachers (75.63) trained through Formal mode of Teacher Training Programme.

There is no significant difference between the emotional Intelligence of Science and Commerce Prospective teachers trained through Formal mode of Teacher Training Programme for  $df_{60}$ . Hence, the null hypothesis ***“There is no significant mean difference between Science Prospective Teachers and Commerce Prospective Teachers with respect to Emotional Intelligence trained through Formal Mode of Teacher training Programme” is accepted.***

**The major findings of the study are as follows:-**

- i) There is no significant mean difference in Emotional Intelligence between male Prospective Teachers and Female Prospective Teachers of IASE.
- ii) There is no significant mean difference between Arts Prospective Teachers and Commerce Prospective Teachers with respect to Emotional Intelligence.
- iii) There is no significant mean difference between Arts Prospective Teachers and Science Prospective Teachers with respect to Emotional Intelligence.
- iv) There is no significant mean difference between Science Prospective Teachers and Commerce Prospective Teachers with respect to Emotional Intelligence

From the result showed above it shows that Emotional Intelligence is important for the prospective teachers. Emotional intelligence should develop among teachers during their training period. A teacher has to go through various situations in the classroom. So it is very essential for them to know the emotions of the children in teaching learning process.

The result in this study shows that there is no significance difference between male and female in Emotional Intelligence. It also shows that subjects of study of the prospective teachers from IASE i.e Arts, Science and Commerce stream does not effect in determining the emotional Intelligence of the prospective Teachers trained through Formal Mode of Teacher training Programme in reference to West Tripura District.

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