

## RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND DECISION -MAKING ABILITY OF STUDENT TEACHERS

**S. Seethalakshmi**

*M.Ed Scholar, S.Veerassamy Chettiar College of Education, Puliangudi, Tirunelveli, India*

**Dr. V. Kasirajan**

*Assistant Professor, S.Veerassamy Chettiar College of Education, Puliangudi, Tirunelveli, India*

### **Abstract**

*The objective of the study is to find out whether there is any significant relationship between emotional intelligence and the decision-making ability of student teachers. The investigator adopted normative survey method for the collection of data. The sample consists of 300 student teachers randomly selected from 7 colleges of education from Tirunelveli District. Emotional intelligence scale was prepared and validated by Subbulakshmi, K. and Prabhavathy Amma Pappathy.V.A (2012) (Adopted) and Decision-Making Ability Scale was constructed by the investigator (S. Seethalakshmi and guide (Dr.V.Kasirajan) 2018). The findings of the result showed that (i) 15.7% of the student teachers have low, 69.0% of them have moderate, and 15.3% of them have a high level of emotional intelligence. (ii) 19.7% of the student teachers have low, 63.0% of them have moderate, and 17.3% of them have a high level of decision- making ability. (iii) there is a significant relationship between emotional intelligence and the decision-making ability of student teachers.*

**Keywords:** Emotional intelligence, Decision-making ability, Student teachers.

### **Introduction**

Human beings are creatures of feelings or emotions. Our emotions control our behavior. Emotions are one of the dimensions of personal experiences. Emotional intelligence in desiring instructors might be just as significant a skill as academic information and knowledge about the methodology. Singh (2006) stated that the teaching career requires emotional proficiency such as understanding, agreement, and comfort while dealing with clusters. A teacher with a high emotional quiescent can not necessarily be elevated in these emotional competencies. The facilitator with high emotional intelligence seems to exhibit an open and free expression of thoughts that direct them to creativity and mutual esteem. The fact that teaching is a stressful profession is well recognized. Every phase of the teaching career bring it's a have level of strain. The prospective teachers do not have the benefit of years of experience to assist them in dealing with day-to-day classroom issues. Thus, they are likely to face attainment stress while dealing with various situations during their training. After studying hard, and having great enthusiasm for a teaching career, it can come as a shock to try skillfulness as a prospective teacher. It's most likely to find it tiring, and at times challenging.

The mutual decision-making process is the frequently critical process in some association. In the decision- making the process, we choose one course of action from a few probable substitutes. In emotional intelligence is a single helpful determinant to shaping the personality, attitudes, and behavior of the teenagers into accepting responsibility, making decisions, teaming with groups, developing healthy relationships and enhancing self-worth. Hence the emotion maturity becomes significant in part of the individual's life.

### **Significance of the Study**

Student teachers are the backbone of the educational process. Educational is a process and also acts as an instrument to bring out the innate behavior of the individual. The strength of our country depends on the teacher's ability to rear well educated, accountable, stable youth who will step forward when the mature generation passes on to retirement. The student of today is the childhood of tomorrow and future citizens of the nation. Consequently, it is the accountability of facilitator, civilization, and government to see that they are physically, mentally, emotionally and educationally healthy. The needful steps taken at this period ensures a healthy democratic system in the country.

Student teachers are trainees of today and constructors of tomorrow. Hence their emotional intelligence and decision-making of them should be in contusive. We are living in the technological world so the young generation should have better knowledge and skill in new equipment. Therefore, the present investigator interested in knowing the relationship between emotional intelligence and the decision-making ability of student teachers.

### **Objectives of the Study**

1. To find out the level of emotional intelligence of student teachers.
2. To find out the level of the decision-making ability of student teachers.
3. To find out whether there is any significant relationship between emotional intelligence and the decision-making ability of student teachers.

### **Null Hypotheses of the Study**

1. The level of emotional intelligence of student teachers is average.
2. The level of the decision - making ability of student teachers is average.
3. There is no significant relationship between emotional intelligence and the decision-making ability of student teachers.

### **Tools**

The investigator used the following instrument for the present study

1. Emotional intelligence scale was prepared and validated by Subbulakshmi, K. and Prabhavathy Amma Pappathy, V.A (2012) (Adopted)
2. Decision- making ability scale is prepared and standardized by the investigator (S.Seethalakshmi and guide (Dr.V.Kasirajan) 2018).

### **Method of the Study**

The investigator used normative survey method was found appropriate for this study. The study attempts to bring out relevant particulars from student teachers regarding various expected outcomes of the systems of emotional intelligence, and decision- making ability in colleges of education.

### Sample Technique

The Authors were used simple random sampling and samples are collected only from the Students teachers of the college of education in various colleges located in and around Tirunelveli district, Tamil Nadu state, South India.

### Analysis of the Study

1. To find out the level of emotional intelligence of student teachers.

**Table 1 Level of Emotional Intelligence of Student Teachers**

Low		Moderate		High	
Count	%	Count	%	No.	%
47	15.7	207	69.0	46	15.3

It is observed from the above table that, 15.7% of the student teachers have low, 69.0% of them have moderate, and 15.3% of them have a high level of emotional intelligence.

2. To find out the level of the decision-making ability of student teachers.

**Table 2 Level of Decision - Making Ability of Student Teachers**

Low		Moderate		High	
Count	%	Count	%	No.	%
59	19.7	189	63.0	52	17.3

It is observed from the above table that, 19.7% of the student teachers have low, 63.0% of them have moderate, and 17.3% of them have a high level of decision- making ability.

3. There is no significant relationship between emotional intelligence and the decision - making ability of student teachers.

**Table 3: Significant Relationship between Emotional Intelligence and Decision - Making Ability of Student Teachers**

Emotional intelligence		Decision-making ability		XY	Calculated value	Table Vale	Remarks
X	X <sup>2</sup>	Y	Y <sup>2</sup>				
40396	5505154	38970	5203148	5268000	0.213	0.088	S

*(At 5% level of significance, the table value of 'r' is 0.088)*

It is observed from the above table that the calculated 'r' value (0.213) is greater the table value (0.088) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is a significant relationship between emotional intelligence and the decision - making ability of student teachers.

### Major Findings

1. 5.7% of the student teachers have low, 69.0% of them have moderate, and 15.3% of them have a high level of emotional intelligence.
2. 19.7% of the student teachers have low, 63.0% of them have moderate, and 17.3% of them have a high level of decision - making ability.
3. There is a significant relationship between emotional intelligence and the decision - making ability of student teachers.

### Interpretation

The 'r' test result shows that there is a significant relationship between emotional intelligence and the decision - making ability of student teachers. Emotional intelligence and the decision - making ability of the student teachers are positively correlated. The reason may be those who have high emotional intelligence may manage in the decision - making ability and also emotional intelligence is helpful to shaping the qualities, attitudes, and behavior of the adolescents into accepting accountability, making decisions, a team with groups, and develop healthy relationships among student teachers.

### Recommendation of the Study

1. The teacher-educator should use cooperative learning strategies, in classroom teaching consideration should be given to the integration of emotional intelligence training into training seminars or course modules to help student teachers to overcome challenges, they encounter during teacher education programme.
2. The teacher educators should entrust responsibility to encourage a sense of answerability among student teachers. Emotional intelligence programme for in-service teacher educators will be useful to develop emotional competencies in the classrooms of teacher education college to enhance the learning process
3. A positive approach and positive outlook are needed on the part of the educational administrators to have emotional intelligence attitude towards understanding the student teachers. Stress reduction programmes and the cultural programme could be arranged for unmarried student teachers.
4. The particular competitions may be organized to identify the decision-making ability of student teachers.
5. Emotional intelligence is helpful to develop characters, attitudes, and behavior of the teenagers into tolerant responsibility, making decisions and enhance self-worth. Hence the emotional intelligence becomes vital in part of the individual's life.

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