

Impact of Emotional Intelligence on the Problems Faced by Prospective Physical Science Teachers During School Internship

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Abstract

The impact of emotional intelligence is studied in various fields but is less applied in the field of internship undergone by prospective teachers specifically prospective physical science teachers. The present study aimed to find out the impact of emotional intelligence on the problems faced by prospective physical science teachers during school internship. The sample consisted of 300 prospective physical science teachers who have completed their school internship. Descriptive Survey method was used and Mangal Emotional Intelligence Inventory (2004) and Questionnaire for problems faced by prospective physical science teachers were used as tools to collect data from the prospective teachers. Percentage Analysis and Correlation were used to analyse and interpret the data. The findings of the study indicate that the emotional intelligence and problems faced by prospective physical science teachers during school internship were moderate and there was negative correlation between emotional intelligence and problems faced by prospective physical science teachers during school internship.

Key words: Emotional intelligence, Problems faced by prospective teachers, Internship.

Introduction

Emotional intelligence plays a pivotal role in all walks of life. It is the ability to use one's emotions to live more effective life and to help one to solve problems. Emotional intelligence involves awareness, regulation and true expression of a range of emotions. It represents the experience in whole of the life. Emotional Intelligence is ability to use our emotions to more effectively manage ourselves and influence positive outcomes in our relationships with others. As far as the field of education is concerned, its role is something beyond imagination. Human lives are greatly influenced by emotions and the way of its expression. It activates the teaching process and determines the success of a prospective teacher in becoming a fully grown teacher. Internship is the period of training given to the prospective teachers to get training in teaching skills. During this period prospective teachers face a lot of problems.

Need for the study

The present education system has got dramatic and mind-blowing technology included in it by which the learners are excelling in their knowledge level with their brain development exceeding while the main aim of education, that is the all-round development is less focussed.

So learners who have their cognitive domain developed remain nil in their affective domain development. This will cause serious defects in the education system.

‘Internship’ is the mandatory programme to be undergone by the prospective teachers during their pre-service teacher education. They have to face lot of problems during this period of 16 weeks. It has been proved that emotional intelligence has direct bearing on the problems faced by the prospective teachers. Problem solving skills are also associated with emotional intelligence based on the recent studies. The investigator intended to find the relationship between emotional intelligence and problems faced by prospective teachers during school internship and hence the present study was undertaken.

Objectives

1. To find out the level of problems faced by prospective physical science teachers during internship.
2. To find out the level of emotional intelligence of prospective physical science teachers.
3. To find out the relationship between emotional intelligence and the problems faced by prospective physical science teachers during school internship.

Hypotheses

1. The level of problems faced by prospective physical science teachers during internship is moderate.
2. The level of emotional intelligence of prospective physical science teachers is moderate.
3. There is no significant relationship between emotional intelligence and the problems faced by prospective physical science teachers during school internship.

Methodology

In the present study, descriptive survey method was adopted by the researcher.

Population and Sample

Physical science prospective teachers in Thoothukudi, Kanyakumari and Tirunelveli formed the population of the study. 300 prospective physical science teachers were selected as the sample. Random sampling technique was adopted.

Tools used

- i. ‘Questionnaire for problems faced by prospective physical science teachers during school internship’ developed by I. Priscilla and S. Rasul Mohaideen (2021). It consisted of 60 items. It had seven dimensions namely unrecognized work, non-cooperative mentor, issues with time management/self management, allotment of trivial work, over work, pressure from the management and online class related problems. 46 statements are positive and 14 statements are negative. The total score of the questionnaire is 300. The questionnaire for problems faced by prospective physical science teachers during school internship was validated by discussion with experts and their opinion was incorporated in the tool and thus the content validity was established. Item validity was established through item-total correlation. Reliability was established by test-retest method.
- ii. Mangal Emotional Intelligence inventory developed by Mangal (2004). Emotional intelligence inventory consisted of 100 items. It had four dimensions namely intra-personal awareness, inter-personal awareness, intra-personal management and inter-personal management. 48 statements are positive and 52 statements are negative. The total score of the inventory is 100. The emotional intelligence inventory was revalidated by discussion

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with experts and the content validity was established. Reliability was established by test-retest method.

Statistical Techniques Used

The investigator used percentage analysis and correlation to analyse the data.

Findings

1. Level of problems faced by prospective physical science teachers during school internship

Table 1.1 level of problems faced by prospective physical science teachers during school internship

Problems faced by prospective physical science teachers during school internship	N	\bar{x}	SD	Min	Max
	300	171.25	40.65	65	269

The table 1.1 shows that the minimum level of problems faced by prospective physical science teachers during internship is 65 and maximum is 269. The problems faced by prospective physical science teachers are also found out at low, moderate and high levels.

Table 1.2 Frequency and percentage of problems faced by prospective physical science teachers during school internship in total and in the different dimensions

S. No.	Dimensions	No.	Low		Moderate		High	
			No.	%	No.	%	No.	%
1.	Total	300	43	14.3	195	65.0	62	20.7
2.	Unrecognized work	300	47	15.7	192	64.0	61	20.3
3.	Non- Cooperative mentor	300	49	16.3	196	65.3	55	18.3
4.	Issues with Time management	300	39	13.0	207	69.0	54	18.0
5.	Allotment of Trivial work	300	48	16.0	185	61.7	67	22.3
6.	Over work	300	51	17.0	183	61.0	66	22.0
7.	Pressure from Management	300	54	18.0	196	65.3	50	16.7
8.	Online class related problems	300	59	19.7	189	63.0	52	17.3

From the table 1.2 it is found that 14.3 % of prospective physical science teachers had low, 65.0 % moderate and 20.7 % high level of problems faced during school internship.

2. Level of emotional intelligence of prospective physical science teachers

Table 2.1 level of emotional intelligence of prospective physical science teachers

Emotional Intelligence	N	\bar{x}	SD	Min	Max
	300	57.5	8.5	44	81

The table shows that the minimum emotional intelligence of prospective teachers is 44 and maximum is 81. It is, thus, found that the prospective physical science teachers had low, moderate and high levels of emotional intelligence.

Table 2.2 Frequency and percentage of emotional intelligence of prospective physical science teachers in total and in the different dimensions

S. No.	Dimensions	No.	Low		Moderate		High	
			No.	%	No.	%	No.	%
1.	Total	300	32	10.7	217	72.3	51	17.0
2.	Intra-personal awareness	300	59	19.7	195	65.0	46	15.3
3.	Inter-personal awareness	300	62	20.7	204	68.0	34	11.3
4.	Intra-personal management	300	59	19.7	196	65.3	45	15.0
5.	Inter-personal management	300	49	16.3	201	67.0	50	16.7

From the table 2.2 it is found that 10.7% of prospective physical science teachers had low level of emotional intelligence and 72.3 % of prospective physical science teachers had moderate level of emotional intelligence and 17.0 % of prospective physical science teachers had high level of emotional intelligence.

3. Relationship between emotional intelligence and the problems faced by prospective physical science teachers during school internship

Table 3.1 Correlation between emotional intelligence and the problems faced by prospective physical science teachers during school internship

Problems faced by Prospective Physical Science teachers' and Emotional Intelligence	N	r	p	Interpretation
	300	- .330	0.000	Negatively Significant

Table 3.2 Correlation between the dimensions of emotional intelligence and the dimensions of problems faced by prospective physical science teachers during school internship

Emotional intelligence Problems faced by Prospective Physical science	Intra-personal awareness	Inter-personal awareness	Intra-personal management	Inter-personal management
Unrecognised work	- 0.295	- 0.218	- 0.901	- 0.188
Non-cooperative mentor	- 0.410	- 0.148	0.059	- 0.181
Issues with time management	- 0.436	- 0.303	0.101	- 0.259
Allotment of trivial work	- 0.425	- 0.246	0.151	- 0.281
Overwork	- 0.359	- 0.305	0.064	- 0.315
Pressure from the management	- 0.366	- 0.201	0.114	- 0.246
Online class related problems	- 0.386	-0.286	0.097	- 0.261

Table 3.1 shows that there is a negative significant relationship between problems faced by prospective physical science teachers' during school internship and their emotional intelligence even though the correlation strength is relatively weak ($r = -.330$, $p < 0.01$).

Table 3.2 shows that there is a negative relationship between the dimensions of problems faced by prospective physical science teachers during school internship and the dimensions of emotional intelligence the correlation strength is relatively weak except the dimensions of problems faced by prospective physical science teachers during school internship and the dimension intra personal management which shows a weak positive relationship.

Discussion on findings

The findings of the study show that the problems faced by prospective physical science teachers during school internship and their emotional intelligence are moderate. When the dimensions of problems faced during school internship were analysed, the study shows that the prospective physical science teachers faced more problems in issues with time management, allotment of trivial work, over work and online class related problems and in other dimensions unrecognized work, non-cooperative mentor and pressure from the management it was less.

When the dimensions of emotional intelligence is analysed, the study shows that the prospective physical science teachers scored high in intra personal awareness while the score was low in inter personal management. "The extent to which individuals regulate their emotions determines the ability to confront and deal with a problem" (Aldea and Rice, 2006).

The study also analysed the relationship between problems faced by prospective physical science teachers during internship and their emotional intelligence using correlational analysis and the results proved that there is negative correlation between the two variables. It

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shows that prospective physical science teachers who have high emotional intelligence can solve the problems themselves and so there is negative correlation. This is proved by the review “Emotional intelligence consists of some abilities explaining how better understanding of emotion results in better problem solving” (Mayer et al., 2000). “The greater emotional intelligence is, the more effective problem solving is as it enables people to see the problem from many different perspectives” (Salovey et al., 2000).

Educational Implication of the study

- i. The study suggests the importance of emotional intelligence training in B.Ed. colleges for prospective teachers so that they can be successful in their teaching career.
- ii. Problems faced during school internship can be reduced by increasing the emotional intelligence of prospective teachers.
- iii. Proper steps may be taken to reduce the problems faced by the prospective physical science teachers.
- iv. The internship schools may be oriented and asked to redress the problems faced by the prospective physical science teachers.
- v. Prospective teachers could be encouraged to participate in sports and games in order to streamline their emotions.

Conclusion

The present study shows that there is negative relationship between emotional intelligence and problems faced by prospective physical science teachers during school internship. Proper motivation and orientation to develop emotional intelligence can help in solving not only the problems faced during school internship but also to be successful in their day to day life.

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