

Analysis and Interpretation

CHAPTER – IV

ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

Analysis of the data collected and Interpretation of the results are the two major steps in the process of research. After data collection, it must be processed and analysed to draw proper inferences. It is aimed at discovering order in the confused mass of data. Interpretation is the critical examination of the results of one's analysis in the light of all the limitations of the data. The collected data are to be arranged properly, analysed systematically and interpreted precisely. The information collected through the self-report inventory on emotional intelligence are quantified and interpreted here.

The various statistical procedures adopted are as follows :

1. Descriptive analysis
2. Correlation analysis
3. Differential analysis and
4. Qualitative analysis

4.2 DESCRIPTIVE ANALYSIS

The descriptive analysis gives an overall picture of the trend of responses and also gives some direction to the procedure to be followed to understand the data better. The descriptive measures like mean, standard

deviation, skewness and kurtosis have been calculated to present a descriptive picture of the consolidated data.

The descriptive statistical measures were computed for the distribution of scores in emotional intelligence of the total sample and presented in the following tables.

4.2.1 Total sample

Table 4.1 presents the frequency distribution of the total emotional intelligence scores of the entire sample.

TABLE – 4.1
FREQUENCY DISTRIBUTION OF SCORES

Class interval	Frequency	Per cent
121-140	1	0.2
141-160	4	0.8
161-180	27	5.4
181-200	66	13.1
201-220	123	24.5
221-240	137	27.3
241-260	96	19.1
261-280	40	8.0
281-300	8	1.6
TOTAL	502	100.00

It can be seen from the table that the maximum percentage (27.3%) of teacher trainees falls in the score range of 221-240 on the emotional intelligence scale. The minimum possible score is 60 and the maximum score possible is 300 and in the sample the scores ranged between 133 and 291. Figure 4.1 represents the frequency distribution of emotional intelligence scores.

Table 4.2 presents the frequency distribution of dimensions of emotional intelligence scores of the entire sample.

TABLE – 4.2
FREQUENCY DISTRIBUTION OF SCORES OF
DIMENSIONS OF EMOTIONAL INTELLIGENCE

Class interval	Frequency				
	Intrapersonal ability	Interpersonal skill	Adaptability	Stress management	General mood
13 – 18	0	0	0	1	0
19 – 24	0	0	1	3	1
25 – 30	8	3	12	14	12
31 – 36	47	16	50	77	38
37 – 42	125	79	158	129	124
43 – 48	196	154	152	159	157
49 – 54	106	188	97	84	130
55 – 60	20	62	32	35	40

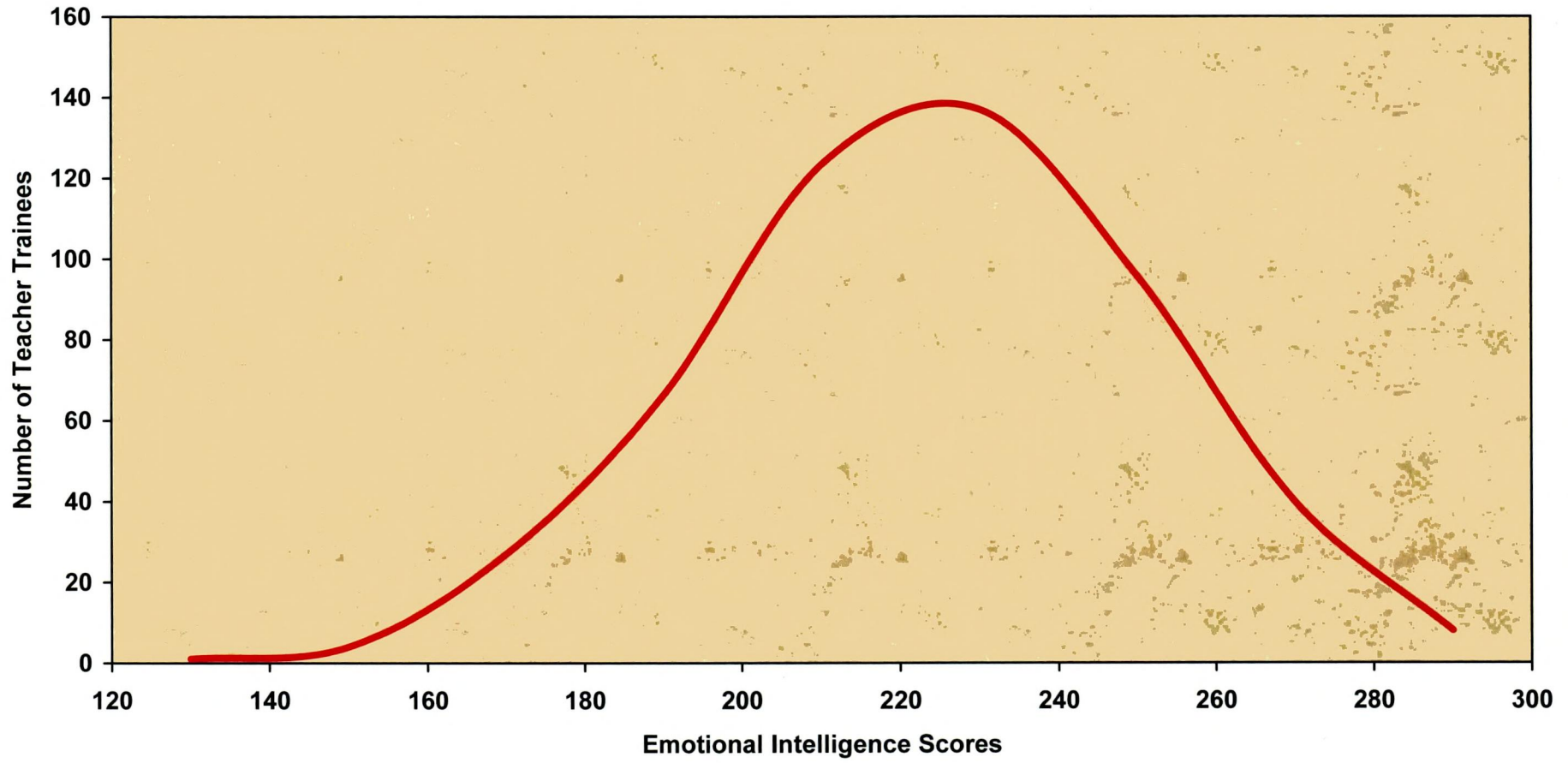


FIGURE 4.1.
FREQUENCY DISTRIBUTION OF EMOTIONAL INTELLIGENCE SCORES

It can be seen from the above table that maximum number of teacher trainees falls in the score range of 45 – 50 on the dimensions namely intrapersonal ability, interpersonal skill and general mood, whereas on adaptability and stress management the maximum number falls in the score range 39 – 44. In all the five dimensions the maximum score possible is 60 and minimum score is 12. Figure 4.2 represents the frequency distribution of scores of dimensions of emotional intelligence.

4.2.2 Category-wise statistics

The category-wise statistics, which include the mean, standard deviation, skewness and kurtosis of all the 502 teacher trainees in the five different dimensions of emotional intelligence are presented in the following table (Table 4.3).

TABLE – 4.3
CATEGORY-WISE STATISTICS

Dimensions	Sample size (N)	Minimum	Maximum	Mean	Standard Deviation	Skewness	Kurtosis
Intrapersonal ability	502	26.00	59.00	44.40	5.99	-0.298	0.156
Interpersonal skill	502	27.00	60.00	47.71	5.91	-0.469	0.030
Adaptability	502	22.00	60.00	43.64	6.74	-0.009	0.248
Stress management	502	17.00	60.00	43.27	7.43	-0.097	0.206
General mood	502	23.00	60.00	45.26	6.76	-0.314	0.219
EI-total score	502	133.00	291.00	224.28	27.47	-0.175	0.156

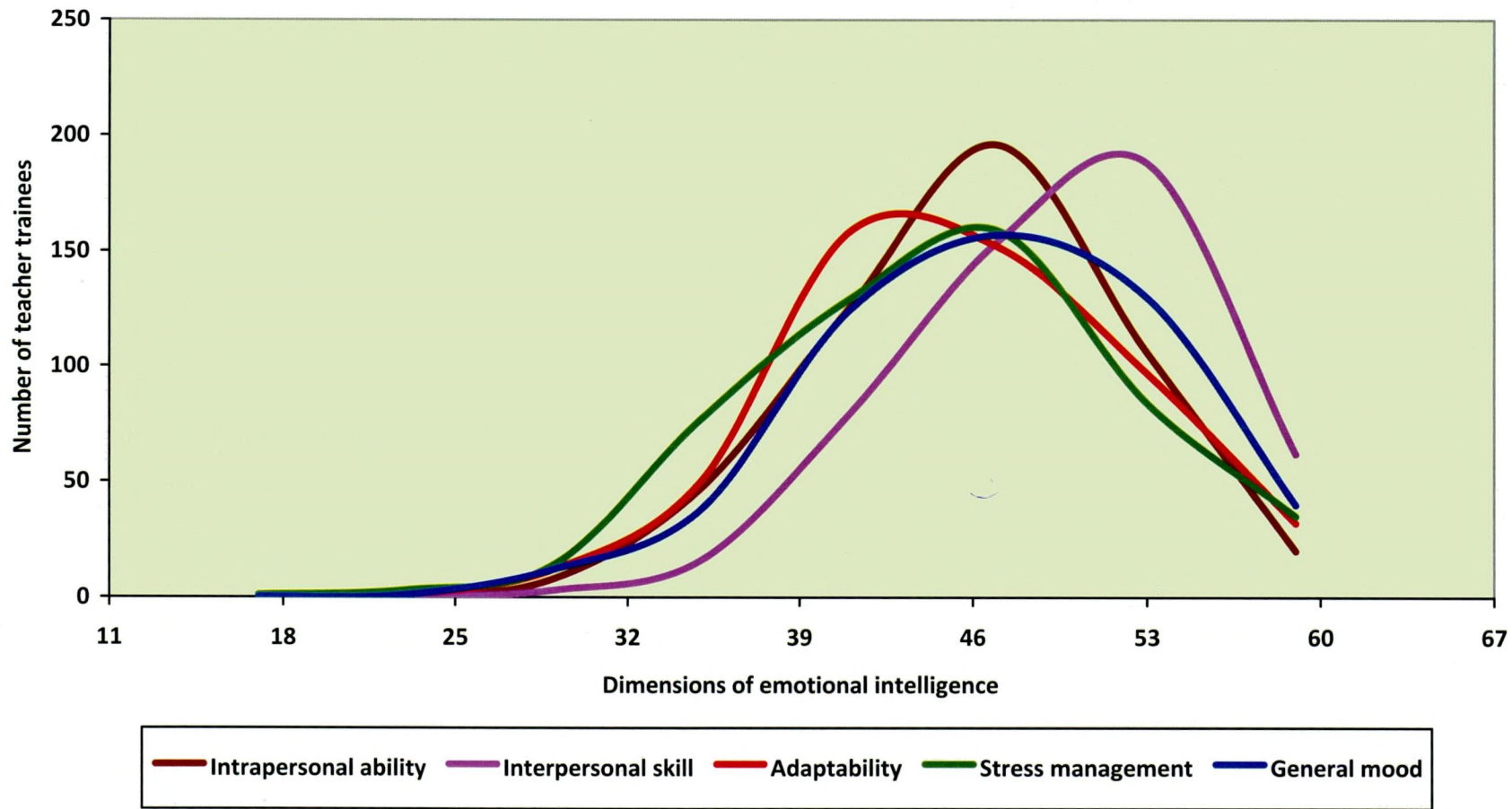


FIGURE 4.2
FREQUENCY DISTRIBUTION OF SCORES OF DIMENSIONS OF EMOTIONAL INTELLIGENCE

From Table 4.3, it is inferred that the distribution is slightly negatively skewed and leptokurtic. If we scan the individual measures of skewness and kurtosis, it may also be noted that the distribution is closest to the normal in the case of adaptability and deviation from normalcy is maximum in the case of interpersonal skill, where it is highly negatively skewed and most leptokurtic, an indication of homogeneity. The mean score is the highest in the interpersonal category where the variation also is the lowest. The highest variation can be seen in stress management wherein the average score is the lowest.

4.2.3 Classification of teacher trainees on the basis of level of emotional intelligence

Having analysed the data descriptively, it was felt necessary to group the respondents into different levels based on their performance in the emotional intelligence scale to conduct further analysis especially chi-square analysis. The sample was divided into three groups based on the statistical measures of mean and standard deviation which is given below :

High group : Those having scores at or above $(\mu + \sigma)$

Average group : Those having scores between $(\mu - \sigma)$ and $(\mu + \sigma)$

Low group : Those having scores at or below $(\mu - \sigma)$

where μ is the mean and σ is the standard deviation.

By applying the formula it was found that the teacher trainees with scores above 251 were categorized under higher emotional intelligence group

and those with scores below 196 were considered to be in the low emotional intelligence group and the teacher trainees with emotional intelligence scores between 196 and 251 comes under the average category.

Table 4.4 shows the profile of the level of emotional intelligence under which the teacher trainees fall.

TABLE – 4.4
EMOTIONAL INTELLIGENCE LEVELS OF TEACHER TRAINEES

Emotional intelligence level	Number of teacher trainees	Percentage
$\mu + \sigma$ and above (≥ 251)	83	16.53
Between $\mu + \sigma$ and $\mu - \sigma$ (196 – 251)	341	67.93
$\mu - \sigma$ and below (≤ 196)	78	15.54
Total	502	100

Comparing the distribution with normal probability distribution it can be seen that the distribution of the sample very closely resembles the normal probability distribution. The middle group comprises about 68 per cent and the top and bottom groups are nearly equal. As the resemblance to normal distribution (Gupta, 2005) is very significant, it was decided to follow this classification for further analysis taking the three groups as high, average and low respectively.

4.3 CORRELATION ANALYSIS

4.3.1 Inter-correlation of dimensions of emotional intelligence

Correlation analysis gives an idea regarding the degree of relationship between the variables. To examine the relationship between the different dimensions of emotional intelligence the relevant correlation matrix was computed. The relationships between the components were examined using Pearson's product moment correlation co-efficient. Table 4.5 presents the pattern of correlation among the five dimensions of emotional intelligence.

TABLE – 4.5
INTER-CORRELATION AMONG DIMENSIONS OF EMOTIONAL INTELLIGENCE

Dimensions	Intrapersonal ability	Interpersonal skill	Adaptability	Stress management	General mood
Intrapersonal ability	1	0.533**	0.635**	0.630**	0.609**
Interpersonal skill		1	0.583**	0.538**	0.600**
Adaptability			1	0.731**	0.646**
Stress management				1	0.692**
General mood					1

**Correlation is significant at 0.01 level.

The correlation coefficient 'r' was tested against the null hypothesis and was found to be significant at 0.01 level (Garret, 2005). From the Table 4.5, it is clear that all the five dimensions are significantly correlated with each other. The highest level of correlation is noticed between adaptability and stress

management followed by that between stress management and general mood. At the lowest end can be seen the correlation between intrapersonal and interpersonal skills followed by that between interpersonal and stress management. Since all the dimensions are positively correlated it reveals that the persons who are good at identifying their emotions (intrapersonal) understand others emotions (interpersonal) as well. Those who could manage stress are found to be adaptable to different situations. The dimension general mood is significantly correlated to intrapersonal ability, interpersonal skill, adaptability and stress management. Hence, the hypothesis, "There is no significant interrelationship among the dimensions of emotional intelligence namely, intrapersonal ability, interpersonal skill, adaptability, stress management and general mood" is rejected.

4.3.2 Correlation between Emotional Intelligence and Academic Performance

The relationship between emotional intelligence and academic performance of teacher trainees was examined using Pearson's product moment correlation. Table 4.6 shows the correlation between emotional intelligence and academic performance of teacher trainees for the total sample. An attempt has also been made to estimate the correlation between academic performance and each one of the different dimensions of emotional intelligence separately.

TABLE – 4.6
CORRELATION BETWEEN DIMENSIONS OF EMOTIONAL INTELLIGENCE AND
ACADEMIC PERFORMANCE

Dimensions	Academic Performance
Intrapersonal ability	0.449**
Interpersonal skill	0.372**
Adaptability	0.496**
Stress management	0.529**
General mood	0.457**
Total Emotional Intelligence Score	0.555**

**Correlation is significant at 1% level

To ascertain whether the correlation values are significant, r was tested against the null hypothesis. The results showed that the r values for all the dimensions and total score were statistically significant at 1 per cent level (Garret, 2005).

Table 4.6 shows that all correlations, between each of the different dimensions of emotional intelligence and academic performance, are significant at the $P < 0.01$ level. Emotional Intelligence is also positively related to the overall academic performance. Figure 4.3 illustrates the relationship between emotional intelligence and academic performance of teacher trainees. The correlation coefficient for total sample is found to be between 0.37 and 0.56. Hence it may be inferred that low to moderate correlation exists between emotional Intelligence and overall academic performance of teacher trainees. The results are consistent with the overall

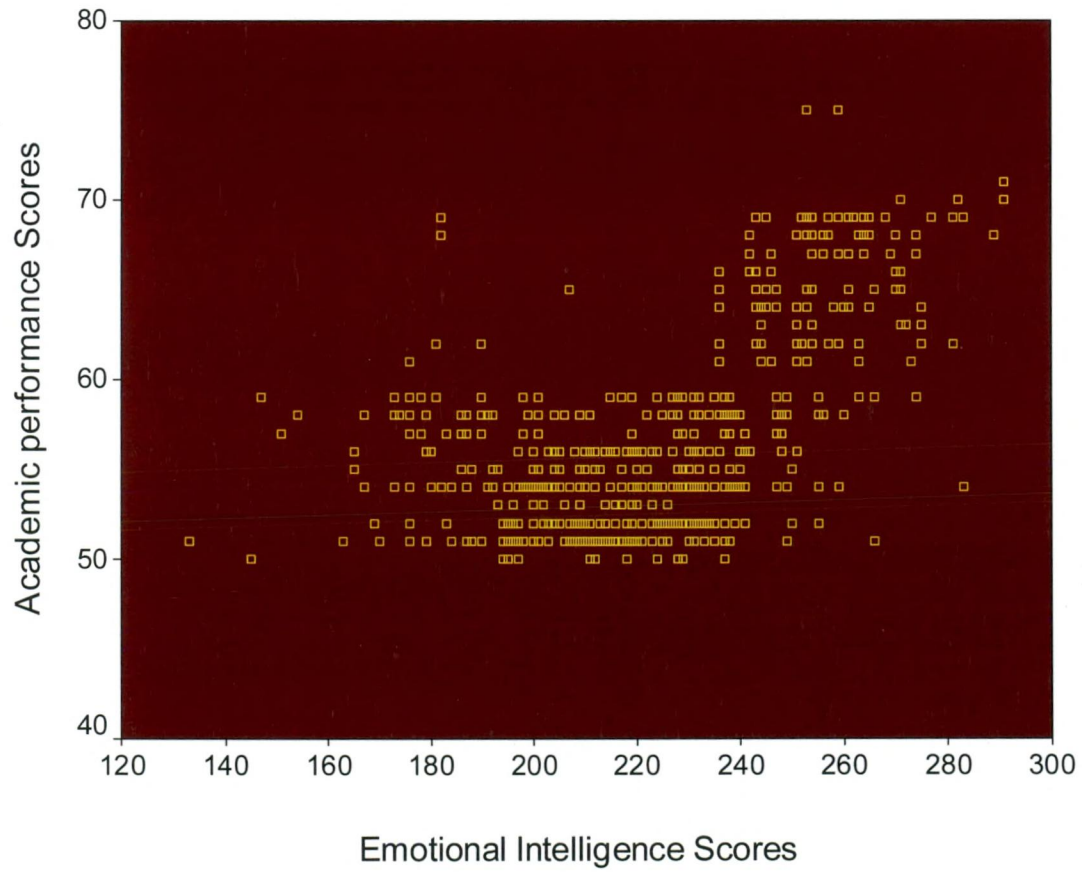


FIGURE 4.3
RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ACADEMIC PERFORMANCE

results reported by Petrides et al. (2004), who found an association between emotional intelligence and overall academic performance. Similarly, Parker et al. (2004) found emotional intelligence to be significant predictor of academic success.

In the present sample, interpersonal skill is at the lowest end of the spectrum, whereas total emotional intelligence followed by stress management is at the highest end. It may be taken as an indication that emotional intelligence and stress management ability has a great impact on the academic performance of an individual. Hence, the first hypothesis "There is no significant relation between emotional intelligence and academic performance of teacher trainees" is not supported. Correlation analysis showed a significant relationship between emotional intelligence and academic performance and hence the hypothesis is rejected.

4.3.3 Chi Square Analysis

Chi-Square Test was applied to ascertain the association between emotional intelligence and academic performance of teacher trainees. Tables 4.7 to 4.12 show the chi-square values for the association of emotional intelligence and its dimensions with academic performance. The sample was divided into three groups namely, high, average and low emotionally intelligent groups with respect to the total scores and the scores on different dimensions they had earned in the emotional intelligence scale. Likewise, the sample was again divided into three groups on the basis of academic performance, taking their achievement scores into account.

a. Association between emotional intelligence and academic performance

Table 4.7 shows the association between academic performance and total emotional intelligence score of teacher trainees.

TABLE – 4.7
ASSOCIATION BETWEEN EMOTIONAL INTELLIGENCE
AND ACADEMIC PERFORMANCE

Emotional Intelligence Academic Performance	196 and below	197-250	251 and above	Total	df	χ^2 value
50 – 59	73	300	14	387	4	236.67**
60 – 69	5	35	69	109		
70 and above	0	0	6	6		
Total	78	335	89	502		

** P(< 0.01)

From the above table it is observed that the obtained χ^2 value is more than the table value of the Chi-square at 4 df and 0.01 level of significance, therefore the null hypothesis “there is no significant relationship between emotional intelligence and academic performance” is rejected.

The results obtained in this study are in congruence with Mohanasundaram et al. (2004) study where he also found a positive relationship between emotional intelligence and academic achievement of teacher trainees.

b. Association between intrapersonal ability and academic performance

Chi- Square value for the dimensions of emotional intelligence and academic performance were also found separately. Chi square value for the association between the emotional intelligence dimension intrapersonal ability and academic performance is presented in Table 4.8.

TABLE – 4.8
ASSOCIATION BETWEEN INTRAPERSONAL ABILITY AND
ACADEMIC PERFORMANCE

Intrapersonal ability Academic Performance	38 and below	39 – 49	50 and above	Total	df	χ^2 value
50 – 59	83	266	38	387	4	113.40**
60 – 69	4	47	58	109		
70 and above	0	2	4	6		
Total	87	315	100	502		

** P (< 0.01).

The chi square value of 113.40 with df = 4 is significant at 0.01 level, which shows that intrapersonal ability and academic performance are significantly associated with each other. A strong intrapersonal ability can lead to self-esteem, self-enhancement, and a strength of character that can be used to solve internal problems. It enhances the ability to self-reflect, recognise and change our own behaviours, build upon our strengths and get

rid of our weaknesses, which in turn results in goal oriented activities and better performance.

c. Association between interpersonal skill and academic performance

Table 4.9 presents the chi square value for the relationship between interpersonal skill and academic performance.

TABLE – 4.9
ASSOCIATION BETWEEN INTERPERSONAL SKILL AND
ACADEMIC PERFORMANCE

Interpersonal skill Academic Performance	40 and below	41 – 52	53 and above	Total	df	χ^2 value
50 – 59	60	275	52	387	4	63.34**
60 – 69	3	60	46	109		
70 and above	0	1	5	6		
Total	63	336	103	502		

** P (< 0.01).

It is quite palpable from Table 4.9 that the dimension of emotional intelligence namely, interpersonal skill is significantly associated with academic performance of teacher trainees.

DiPerna et al. (2005) in their study established that interpersonal skills are positively associated with academic achievement. The investigator found the results of this study was in line with DiPerna's findings.

d. Association between adaptability and academic performance

The association between adaptability, one of the dimensions of emotional intelligence and academic performance of teacher trainees is given in Table 4.10.

TABLE – 4.10
ASSOCIATION BETWEEN ADAPTABILITY AND ACADEMIC PERFORMANCE

Adaptability Academic Performance	36 and below	37 – 49	50 and above	Total	df	χ^2 value
50 – 59	59	291	37	387	4	138.58**
60 – 69	4	41	64	109		
70 and above	0	1	5	6		
Total	63	333	106	502		

** P(< 0.01)

From the Table 4.10 it is quite obvious that the dimension, adaptability and academic performance are significantly associated with each other.

The finding of a significant association between adaptability and academic performance is consistent with Gilman and Anderman's (2006) finding of a positive relationship between adaptability and grade point average.

e. Association between stress management and academic performance

Chi square value for the association of stress management and academic performance are provided in Table 4.11.

TABLE – 4.11
ASSOCIATION BETWEEN STRESS MANAGEMENT AND
ACADEMIC PERFORMANCE

Stress management	35 and below	36 – 49	50 and above	Total	df	χ^2 value
Academic Performance						
50 – 59	70	281	36	387	4	161.33**
60 – 69	2	40	67	109		
70 and above	0	0	6	6		
Total	72	321	109	502		

** P (< 0.01)

From the above Table 4.11, it is clear that stress management and academic performance are significantly related to each other, which indicates that the ability to manage stress effectively leads to better academic performance. When stress is perceived negatively or become excessive, it can affect both health and academic performance (Campbell and Svenson, 1992), which implies that stress if managed properly increases performance. Result of the present study is in agreement with the above fact.

f. Association between general mood and academic performance

The association between general mood and academic performance is presented in Table 4.12.

TABLE – 4.12
ASSOCIATION BETWEEN GENERAL MOOD AND ACADEMIC PERFORMANCE

General mood Academic Performance	38 and below	39 – 51	52 and above	Total	df	χ^2 value
50 – 59	85	266	36	387	4	128.81**
60 – 69	4	48	57	109		
70 and above	0	0	6	6		
Total	89	314	99	502		

** P (< 0.01)

It is found from Table 4.12 that academic performance of teacher trainees is significantly associated with their general mood. The core competencies of the dimension, general mood are happiness and optimism. Chi-square result reveals that general mood, which includes happiness and optimism contribute significantly towards better academic performance. Yates (2002) also reported that an optimistic and happy person enjoy better health and have higher levels of achievement at school. Optimism increases a person's ability to tolerate situations and to solve problems and hence they are inclined to have a hopeful outlook on future which brings out a better academic performance.

It is concluded from the above six tables that emotional intelligence and its dimensions are significantly associated with academic performance. This result is in conformity with the findings of Parker et al. (2004). He also found that emotional intelligence and its dimensions intrapersonal ability, interpersonal skill, adaptability and stress management are higher for academically successful group.

4.4 DIFFERENTIAL ANALYSIS

Differential analysis was used to compare the emotional intelligence of the respondents on the basis of different factors like gender, type of family, number of siblings, order of birth, economic status of the family, educational qualification of parents, type of institution, subject specialization and hostel life experience. The statistical tests used were the test of significance of difference between means (t-test) and analysis of variance (ANOVA).

4.4.1 Test of significance of difference between means of emotional intelligence and various factors.

Test of significance may be applied to the difference between means calculated on independent samples or between means obtained under different conditions for the sample (Ferguson, 1981). The test of significance helps us to ensure that any difference existing between means is not due to chance and hence represents a true difference between means. Test of significance was used to study the variation in the emotional intelligence of

502 teacher trainees on the basis of various factors like gender, type of family, locality, subject specialization and hostel experience.

a. Gender and Emotional Intelligence

An attempt was made to find out whether there is any significant difference between male and female teacher trainees in the mean values of the dimensions of emotional intelligence. Student's t-test was applied. The null hypothesis tested was "There is no significant difference between the mean scores of emotional intelligence of teacher trainees in relation to gender". The calculated mean, standard deviation and t-values of the dimensions of emotional intelligence and total emotional intelligence score are given in the table below.

TABLE – 4.13
GENDER AND EMOTIONAL INTELLIGENCE

Dimensions of emotional intelligence	Group I Male (N ₁ = 144)		Group II Female (N ₂ = 358)		‘t’
	M ₁	SD ₁	M ₂	SD ₂	
Intrapersonal ability	45.09	6.53	44.12	5.74	1.656 ^{NS}
Interpersonal skill	47.27	5.96	47.89	5.88	1.06 ^{NS}
Adaptability	45.13	6.99	43.04	6.56	3.17 ^{**}
Stress management	44.79	7.71	42.66	7.23	2.93 ^{**}
General mood	45.34	7.18	45.22	6.59	0.18 ^{NS}
Total score (EI)	227.63	29.86	222.93	26.37	1.74^{NS}

NS- Not Significant

** - Significant at 0.01 level

As can be seen from Table 4.13, the t-test results reveal that the male and female respondents show significant difference in two dimensions of emotional intelligence namely, adaptability and stress management. The graph (Figure 4.4) portrays the variation in the mean scores of male and female teacher trainees in different dimensions of emotional intelligence. It is found that male teacher trainees are more adaptable and they manage stressful situations in a better way than female teacher trainees. This finding is in consonance with the findings of Bar-On (2000) and Parker et al. (2004) where their male subjects were adaptable and were able to withstand stressful situations better than the female subjects. Since male subjects are given more opportunity for social contacts in Indian culture, they are often exposed to different stressful situations which help them to gain more strength and experience to manage stress better than females. As female subjects are taken care of by the family members and are brought up in such a way that they depend upon their family for their needs, they are likely to be less adaptable to challenging situations and hence find it difficult to manage stress caused by various factors.

However a comparison of the total scores in emotional intelligence indicates that there is no significant difference in emotional intelligence on the basis of gender. Therefore the null hypothesis stated as, "There is no significant difference in the mean scores of emotional intelligence of teacher trainees with respect to gender" is accepted when the total emotional intelligence score is considered. The result obtained in this study are in line with studies by Guastello and Guastello (2003), Patil (2006) and

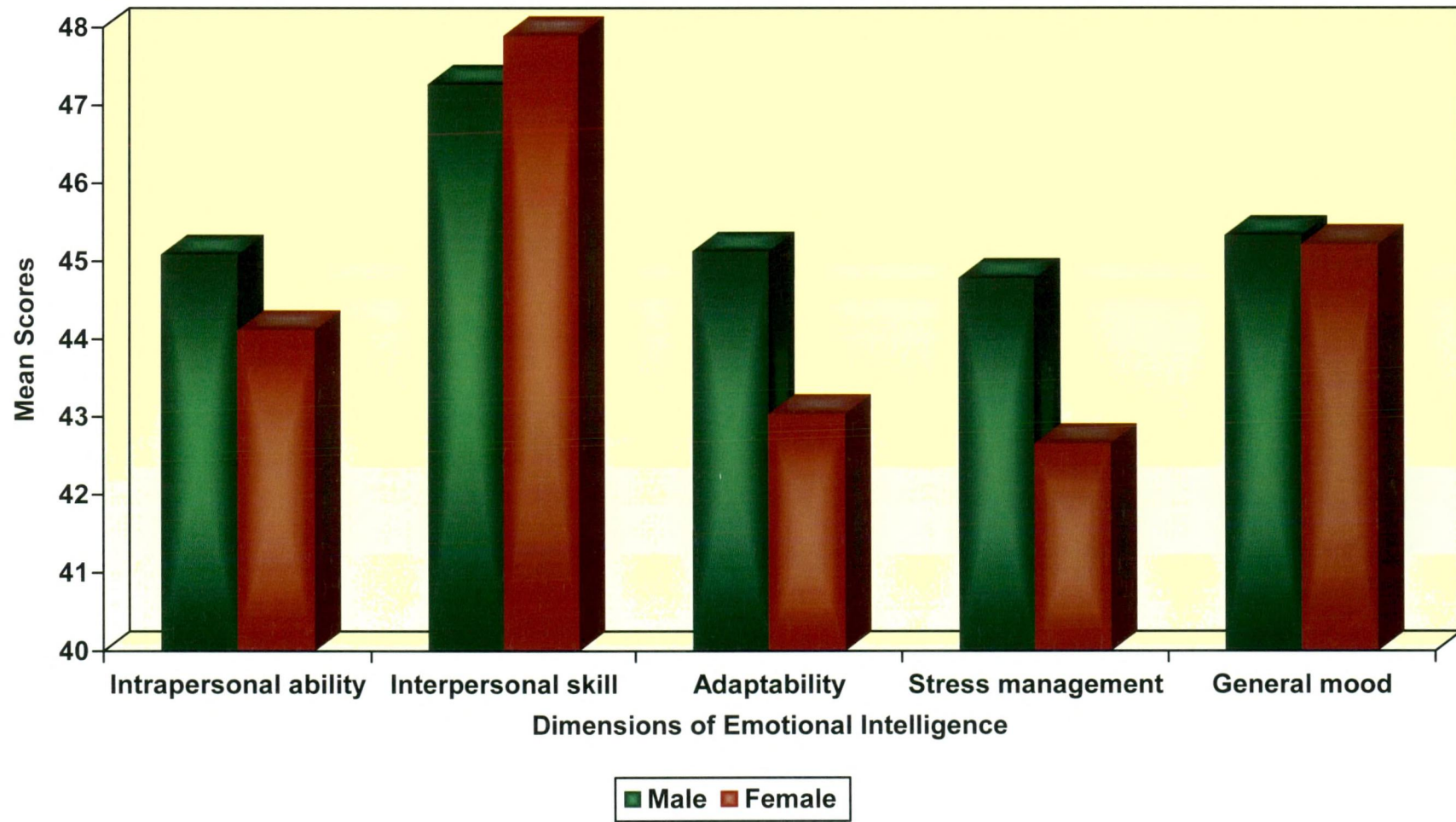


FIGURE 4.4
GENDER AND DIMENSIONS OF EMOTIONAL INTELLIGENCE

Manhas (2006) where their male and female subjects also did not differ significantly in total emotional intelligence.

b. Type of Family and Emotional Intelligence

The comparison of the scores of subjects belonging to joint family and nuclear family was also carried out for all the components of emotional intelligence and the total emotional intelligence score. The results of the t-test are presented in Table 4.14.

TABLE – 4.14
FAMILY TYPE AND EMOTIONAL INTELLIGENCE

Dimensions of emotional intelligence	Group I Joint family (N ₁ = 136)		Group II Nuclear family (N ₂ = 366)		't'
	M ₁	SD ₁	M ₂	SD ₂	
Intrapersonal ability	44.68	6.30	44.29	5.88	0.629 ^{NS}
Interpersonal skill	48.10	5.57	47.56	6.02	0.911 ^{NS}
Adaptability	44.39	6.59	43.36	6.79	1.54 ^{NS}
Stress management	43.79	7.31	43.08	7.47	0.949 ^{NS}
General mood	45.86	6.83	45.03	6.73	1.22 ^{NS}
Total score(EI)	226.82	27.45	223.33	27.45	1.27^{NS}

NS- Not Significant

The mean values indicate that the students coming from joint family possess slightly higher level of emotional intelligence and interpersonal skill than the students from nuclear family. This may be because in joint families people get more opportunity to mingle with different persons and to maintain

smooth relationships by adjusting to all family members. They learn to share and live happily in groups. Nevertheless the t-value being not significant, it has been concluded that the family type does not significantly influence the emotional intelligence of the teacher trainees. Hence the hypothesis that, “There is no significant influence of type of family of teacher trainees on emotional intelligence” is accepted.

c. Locale-wise Comparison of Subjects on Emotional Intelligence

The teacher trainees of rural and urban institutions were also compared with regard to their emotional intelligence. The ‘t’ values obtained on different dimensions of emotional intelligence and total emotional intelligence score are presented in Table 4.15.

TABLE 4.15
LOCALITY AND EMOTIONAL INTELLIGENCE

Dimensions	Group I Rural (N ₁ = 295)		Group II Urban (N ₂ = 207)		‘t’
	M ₁	SD ₁	M ₂	SD ₂	
Intrapersonal	44.14	6.28	44.77	5.54	1.152 ^{NS}
Interpersonal	47.79	6.11	44.59	5.61	0.380 ^{NS}
Adaptability	43.89	6.85	43.29	6.59	0.986 ^{NS}
Stress management	43.43	7.44	43.04	7.41	0.574 ^{NS}
General mood	45.17	6.79	45.39	6.73	0.359 ^{NS}
Total score (EI)	224.42	28.00	224.07	26.75	0.140^{NS}

NS – Not significant

The 't' values reveal that there is no significant difference between rural and urban teacher trainees on emotional intelligence scores. Therefore the hypothesis, "there is no significant difference in the emotional intelligence of teacher trainees on the basis of locality of institution namely, rural and urban" is accepted.

The findings of the study is in no way different from the earlier study conducted by Manhas (2006). Manhas also found that rural and urban students were not differing significantly in emotional intelligence

d. Subject specialisation and Emotional Intelligence

An attempt has been made to compare the overall scores obtained in emotional intelligence and its dimensions by the teacher trainees belonging to arts and science streams. t-values were calculated and they are presented in Table 4.16.

TABLE – 4.16
SUBJECT SPECIALISATION AND EMOTIONAL INTELLIGENCE

Dimensions of emotional intelligence	Group I Arts (N ₁ = 125)		Group II Science (N ₂ = 377)		't'
	M ₁	SD ₁	M ₂	SD ₂	
Intrapersonal ability	44.09	5.96	44.50	6.00	0.672 ^{NS}
Interpersonal skill	47.48	5.99	47.79	5.88	0.500 ^{NS}
Adaptability	43.02	6.91	43.85	6.68	1.193 ^{NS}
Stress management	43.54	7.33	43.18	7.47	0.474 ^{NS}
General mood	44.96	6.57	45.36	6.82	0.567 ^{NS}
Total score(EI)	223.09	27.36	224.67	27.53	0.558^{NS}

NS- Not Significant

The scores on the different dimensions of emotional intelligence and the total emotional intelligence failed to discriminate between the arts and science stream teacher trainees. Therefore, it is clear that both arts and science stream teacher trainees possess more or less similar emotional intelligence. The study by Patil (2006) on emotional intelligence, found that there was no significant difference in emotional intelligence of teacher trainees of arts and science streams. The current study also reveals that subject specialization does not contribute significantly towards emotional intelligence. Hence the hypothesis that, "There is no significant difference in the mean scores of emotional intelligence of teacher trainees belonging to Arts and Science streams" is accepted.

e. Emotional Intelligence Compared on the Basis of Hostel Experience

The following table depicts the emotional intelligence of teacher trainees with hostel experience and without hostel experience.

TABLE – 4.17
HOSTEL EXPERIENCE AND EMOTIONAL INTELLIGENCE

Dimensions of emotional intelligence	Group I Students with hostel experience (N ₁ = 401)		Group II Students without hostel experience (N ₂ = 101)		‘t’
	M ₁	SD ₁	M ₂	SD ₂	
Intrapersonal ability	44.14	5.93	45.42	6.16	1.911 ^{NS}
Interpersonal skill	47.41	6.13	48.89	4.77	2.26*
Adaptability	43.37	6.79	44.71	6.49	1.79 ^{NS}
Stress management	43.17	7.31	43.65	7.89	0.579 ^{NS}
General mood	44.98	6.71	46.37	6.86	1.85 ^{NS}
Total score(EI)	223.08	27.31	229.04	27.69	1.96*

NS- Not Significant

*-Significant at 0.05 level

Table 4.17 sheds light on the relationship between hostel living experience and emotional intelligence. The teacher trainees without hostel experience are found to be emotionally more intelligent than the teacher trainees with hostel experience. The results also reveal that the teacher trainees with hostel experience possess less interpersonal ability. The reason may be that students who do not stay in hostels have opportunity to mingle with people of different levels and ages and their communication skill improves. Students in hostel may mingle more with their room mates alone and hence their friends circle gets restricted to similar age group which in turn reflects in their decrease in interpersonal abilities.

Figure 4.5 illustrates the comparison of the mean scores obtained by the teacher trainees with hostel experience and without hostel experience in different dimensions of emotional intelligence.

The t-value indicates that there is significant difference in the emotional intelligence of the teacher trainees in relation to mode of stay, namely home or hostel. Therefore the hypothesis that, "There is no significant difference in means scores of emotional intelligence of teacher trainees with hostel experience and without hostel experience" is rejected.

4.4.2 Analysis of Variance

Analysis of Variance (ANOVA) was used to investigate the differences in Emotional Intelligence of teacher trainees with respect to factors like number of years in hostel, types of institution, number of siblings, order of birth, economic status of family and educational level of parents.

a. Comparison of Emotional Intelligence of Teacher Trainees on the Basis of Number of Years of Hostel Experience

An attempt was made to compare the emotional intelligence of teacher trainees with one year hostel experience, two years, three years, four years, five years and above five years of hostel experience. The results of ANOVA for the six groups are presented in Table 4.18.

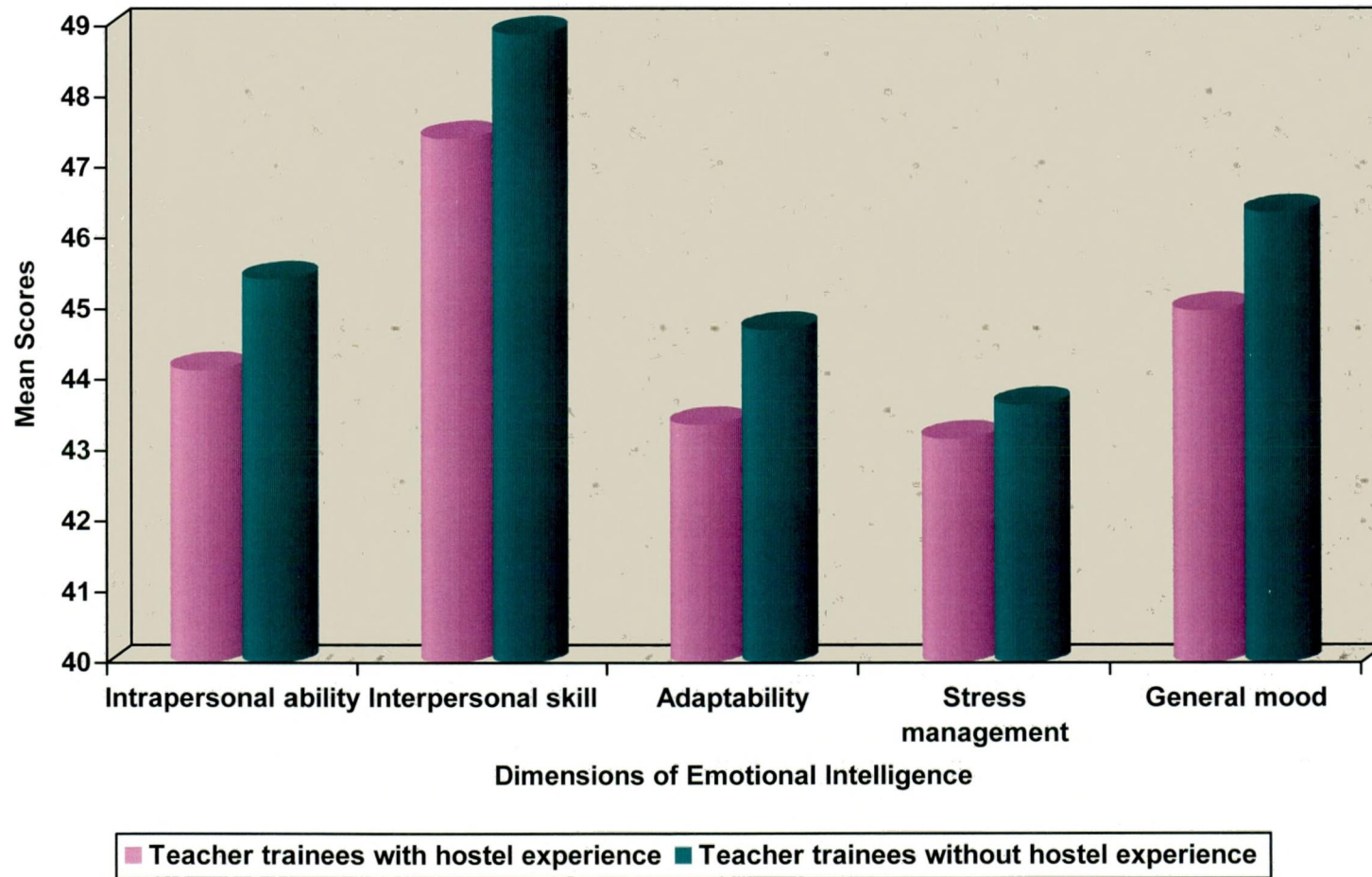


FIGURE 4.5
HOSTEL EXPERIENCE AND DIMENSIONS OF EMOTIONAL INTELLIGENCE

TABLE – 4.18
NUMBER OF YEARS IN HOSTEL AND EMOTIONAL INTELLIGENCE

Dimensions of emotional intelligence	Source of variation	Sum of squares	Degrees of freedom	Mean square	'F'
Intrapersonal ability	BG	259.44	5	51.89	1.486 ^{NS}
	WG	13796.18	395	34.93	
Interpersonal skill	BG	149.05	5	29.81	0.792 ^{NS}
	WG	14872.06	395	37.65	
Adaptability	BG	154.082	5	30.82	0.666 ^{NS}
	WG	18279.29	395	46.28	
Stress management	BG	171.23	5	34.25	0.638 ^{NS}
	WG	21198.55	395	53.67	
General mood	BG	246.98	5	49.39	1.098 ^{NS}
	WG	17765.82	395	44.98	
Total score (EI)	BG	3786.66	5	757.33	1.015^{NS}
	WG	294637.94	395	745.92	

NS – Not significant

ANOVA results reveal that number of years in hostel is not a factor contributing significantly towards emotional intelligence of teacher trainees.

b. Comparison of Emotional Intelligence of Teacher Trainees of Different Types of Institutions

Analysis of variance for each of the dimension and total emotional intelligence was done to test the significance of difference among the student teachers of three types of institutions namely government, government aided and private. The results of ANOVA for the three groups are presented in Table 4.19.

TABLE – 4.19
INSTITUTION TYPE AND EMOTIONAL INTELLIGENCE

Dimensions of emotional intelligence	Source of variation	Sum of squares	Degrees of freedom	Mean square	'F'
Intrapersonal ability	BG	60.74	2	30.37	0.846 ^{NS}
	WG	17921.78	499	35.92	
Interpersonal skill	BG	10.01	2	5.01	0.143 ^{NS}
	WG	17461.53	499	34.99	
Adaptability	BG	50.04	2	25.02	0.549 ^{NS}
	WG	22741.69	499	45.58	
Stress management	BG	30.19	2	15.09	0.273 ^{NS}
	WG	27594.96	499	55.30	
General mood	BG	18.48	2	9.24	0.202 ^{NS}
	WG	22855.37	499	45.81	
Total score (EI)	BG	174.08	2	87.04	0.115^{NS}
	WG	377808.43	499	757.131	

NS – Not significant

The results indicate that there is no significant difference among the students studying in government, government aided and private institution in their emotional intelligence, which implies that type of institution does not contribute towards the emotional intelligence of their students. Hence the hypothesis, “there is no significant difference in the emotional intelligence of teacher trainees on the basis of type of institutions namely, government, government aided and private colleges of education” is accepted.

c. Number of Siblings and Emotional Intelligence (ANOVA)

The ANOVA results brings into focus the emotional intelligence of students based on the number of siblings they possess. The groups compared were students with one, two, three, four, five and above siblings and also the students who were the only child with no siblings.

TABLE – 4.20
NUMBER OF SIBLINGS AND EMOTIONAL INTELLIGENCE

Components	Source of variation	Sum of squares	Degrees of freedom	Mean square	'F'
Intrapersonal ability	BG	99.44	5	19.89	0.552 ^{NS}
	WG	17883.08	496	36.06	
Interpersonal skill	BG	148.20	5	29.64	0.849 ^{NS}
	WG	17323.34	496	34.93	
Adaptability	BG	311.14	5	62.23	1.373 ^{NS}
	WG	22480.60	496	45.32	
Stress management	BG	64.61	5	12.92	0.233 ^{NS}
	WG	27560.55	496	55.57	
General mood	BG	138.41	5	27.68	0.604 ^{NS}
	WG	22735.44	496	45.84	
Total score (EI)	BG	1835.49	5	367.10	0.484^{NS}
	WG	376147.01	496	758.36	

NS – Not significant

This comparison also shows that number of children in the family does not significantly contribute towards the emotional intelligence of the teacher trainees. Hence the hypothesis, "that there is no significant difference in

emotional intelligence of teacher trainees on the basis of number of siblings they possess” is accepted.

d. Results of ANOVA on Emotional Intelligence on the Basis of Order of Birth

An attempt was made to see whether order of birth influences the emotional intelligence. For this the emotional intelligence of teacher trainees who were first-born, second-born, third-born, fourth and later born were compared using analysis of variance. The 'F' values obtained for all the five categories are presented below.

TABLE 4.21
ORDER OF BIRTH AND EMOTIONAL INTELLIGENCE

Components	Source of variation	Sum of squares	Degrees of freedom	Mean square	'F'
Intrapersonal ability	BG	39.89	4	9.97	0.276 ^{NS}
	WG	17942.62	497	36.10	
Interpersonal skill	BG	169.26	4	42.31	1.215 ^{NS}
	WG	17302.28	497	34.81	
Adaptability	BG	93.13	4	23.28	0.510 ^{NS}
	WG	22698.61	497	45.67	
Stress management	BG	65.77	4	16.44	0.297 ^{NS}
	WG	27559.39	497	55.45	
General mood	BG	49.22	4	12.30	0.268 ^{NS}
	WG	22824.63	497	45.93	
Total score (EI)	BG	709.37	4	177.34	0.234^{NS}
	WG	377273.14	497	759.10	

NS – Not significant

Results indicate that order of birth is not an influencing factor. There is no significant relation between order of birth and emotional intelligence. Hence the hypothesis “there is no significant influence of ordinal position of teacher trainees on emotional intelligence” is accepted.

e. Economic Status and Emotional Intelligence (using ANOVA)

To study whether the economic status of family contributes towards emotional intelligence, the teacher trainees belonging to families with monthly income in the ranges < Rs. 2100, Rs.2100 – 4500, Rs.4501 – 7500 and above Rs.7500 were compared using analysis of variance. Table 4.22 presents the F-values obtained for all the five dimensions and the total emotional intelligence score.

TABLE – 4.22
ECONOMIC STATUS AND EMOTIONAL INTELLIGENCE

Components	Source of variation	Sum of squares	Degrees of freedom	Mean square	'F'
Intrapersonal ability	BG	53.46	3	17.82	0.495 ^{NS}
	WG	17929.06	498	36.00	
Interpersonal skill	BG	12.92	3	4.306	0.123 ^{NS}
	WG	17458.62	498	35.06	
Adaptability	BG	173.54	3	57.85	1.274 ^{NS}
	WG	22618.19	498	45.42	
Stress management	BG	183.84	3	61.28	1.112 ^{NS}
	WG	27441.31	498	55.10	
General mood	BG	12.59	3	4.19	0.091 ^{NS}
	WG	22861.27	498	45.91	
Total score (EI)	BG	1100.52	3	366.84	0.485^{NS}
	WG	376881.99	498	756.79	

NS – Not significant

ANOVA results reveal that economic status of the family is not significantly contributing towards the emotional intelligence of the teacher trainees. This finding is supported by the findings of Harrod and Scheer (2005). They have also found in their study that house-hold income was not a factor contributing towards emotional intelligence. Hence the hypothesis, "there is no significant difference in the emotional intelligence of teacher trainees on the basis of economic status of their family" is accepted.

f. ANOVA results on Emotional Intelligence on the Basis of Education of Father

To find out whether the educational level of the father influences the emotional intelligence of the children, ANOVA was carried out and the results are given in Table 4.23. The total sample was divided into eight groups on the basis of education of the father. The groups were teacher trainees whose father's were illiterates with school education at different levels as primary, middle school, high school, higher secondary and with higher education as graduation, post graduation and professional education.

TABLE – 4.23
EDUCATIONAL LEVEL OF FATHER AND EMOTIONAL INTELLIGENCE
OF THE CHILDREN

Components	Source of variation	Sum of squares	Degrees of freedom	Mean square	'F'
Intrapersonal ability	BG	164.54	7	23.51	0.652 ^{NS}
	WG	17817.98	494	36.07	
Interpersonal skill	BG	108.77	7	15.54	0.442 ^{NS}
	WG	17362.77	494	35.15	
Adaptability	BG	221.72	7	31.68	0.693 ^{NS}
	WG	22570.02	494	45.69	
Stress management	BG	189.77	7	27.11	0.488 ^{NS}
	WG	27435.39	494	55.54	
General mood	BG	108.97	7	15.57	0.338 ^{NS}
	WG	22764.88	494	46.08	
Total score (EI)	BG	1941.17	7	277.31	0.364^{NS}
	WG	376041.34	494	761.22	

NS – Not significant

It is clear from the Table 4.23 that educational level of father did not contribute significantly towards the emotional intelligence of teacher trainees.

g. Results of ANOVA on Influence of Education of Mother on Emotional Intelligence

Analysis of variance was done to find out the contribution of mother's educational level towards emotional intelligence of their children. The groups considered for analysis were teacher trainees whose mothers' had school education at different levels as primary, middle school, high school, higher

secondary education and those who had completed graduation and post graduation. Mothers' with professional degree were not present in the sample studied and hence there were seven groups, which were compared using ANOVA.

TABLE – 4.24
EDUCATIONAL LEVEL OF MOTHER AND EMOTIONAL INTELLIGENCE
OF THEIR CHILDREN

Components	Source of variation	Sum of squares	Degrees of freedom	Mean square	'F'
Intrapersonal ability	BG	148.02	6	24.67	0.685 ^{NS}
	WG	17834.49	495	36.03	
Interpersonal skill	BG	243.56	6	40.59	1.166 ^{NS}
	WG	17227.98	495	34.80	
Adaptability	BG	548.44	6	91.41	2.034 ^{NS}
	WG	22243.30	495	44.94	
Stress management	BG	641.65	6	106.94	1.962 ^{NS}
	WG	26983.50	495	54.51	
General mood	BG	220.51	6	36.75	0.803 ^{NS}
	WG	22653.34	495	45.76	
Total score (EI)	BG	5253.66	6	875.61	1.163^{NS}
	WG	372728.85	495	752.99	

NS – Not significant

It is found from Table 4.23 and 4.24 that the 'F' values were not statistically significant. Hence the null hypothesis "there is no significant influence of educational status of parents on emotional intelligence of teacher trainees" is accepted.

4.5 QUALITATIVE ANALYSIS

An effort was made to analyse the same data qualitatively. The responses made by the 502 respondents for all the 60 statements in the self report questionnaire were closely studied. Qualitative analysis was done under two heads:

4.5.1 Percentage analysis

4.5.2 Item wise analysis

4.5.1 Percentage analysis

Number of positive responses and negative responses for the statements were counted and their percentages were calculated. Positive responses mean those responses for which the respondents have scored 4 or 5 and negative responses refer to the responses where the score were 1 or 2. This kind of analysis will help us in getting the general profile of the sample studied. It will given an idea as to the positive qualities that are dominant in the sample and the areas where they exhibit lack of emotional maturity and need more guidance. Thus the statements to which a good percentage of students responded positively and scored high and where a large number scored less and exhibited their lack of emotional intelligence were identified and are discussed in two sections as :

- a. The statements contributing to high emotional intelligence score
- b. The statements contributing to low emotional intelligence score.

- a. **The statements contributing to high emotional intelligence score are presented below :**

When the items which yielded high scores to more than 75 per cent of the respondents were analysed, the first item where maximum number of teacher trainees gave positive response was, 'I feel confident about my future'. This aspect is very much essential for a person to be psychologically healthy; unless one is confident about the future one cannot achieve higher positions in life. Of the sample analysed, 92 per cent of teacher trainees were found to be confident about their future, which is a welcoming feature in this competitive world. The items which contribute towards higher emotional intelligence scores are presented in Figure 4.6.

TABLE – 4.25
THE ITEMS SHOWING HIGHER EMOTIONAL INTELLIGENCE

S.No.	Item No.	Items	Positive response (%)
1.	A ₆	Feel confident about my future	92
2.	B ₁	Have satisfying relationships with others	88
3.	A ₅	Face boldly the obstacles in life	85
4.	A ₄	Accept my strengths and weaknesses	84
5.	E ₅	Feel happy about life	80
6.	B ₄	Focus full attention on the speaker	79
7.	B ₇	Maintain friendship for many years	78
8.	E ₁₂	Good at managing the moods	78
9.	E ₆	Feel really loved by others	78
10.	B ₅	Interested in others' welfare	76

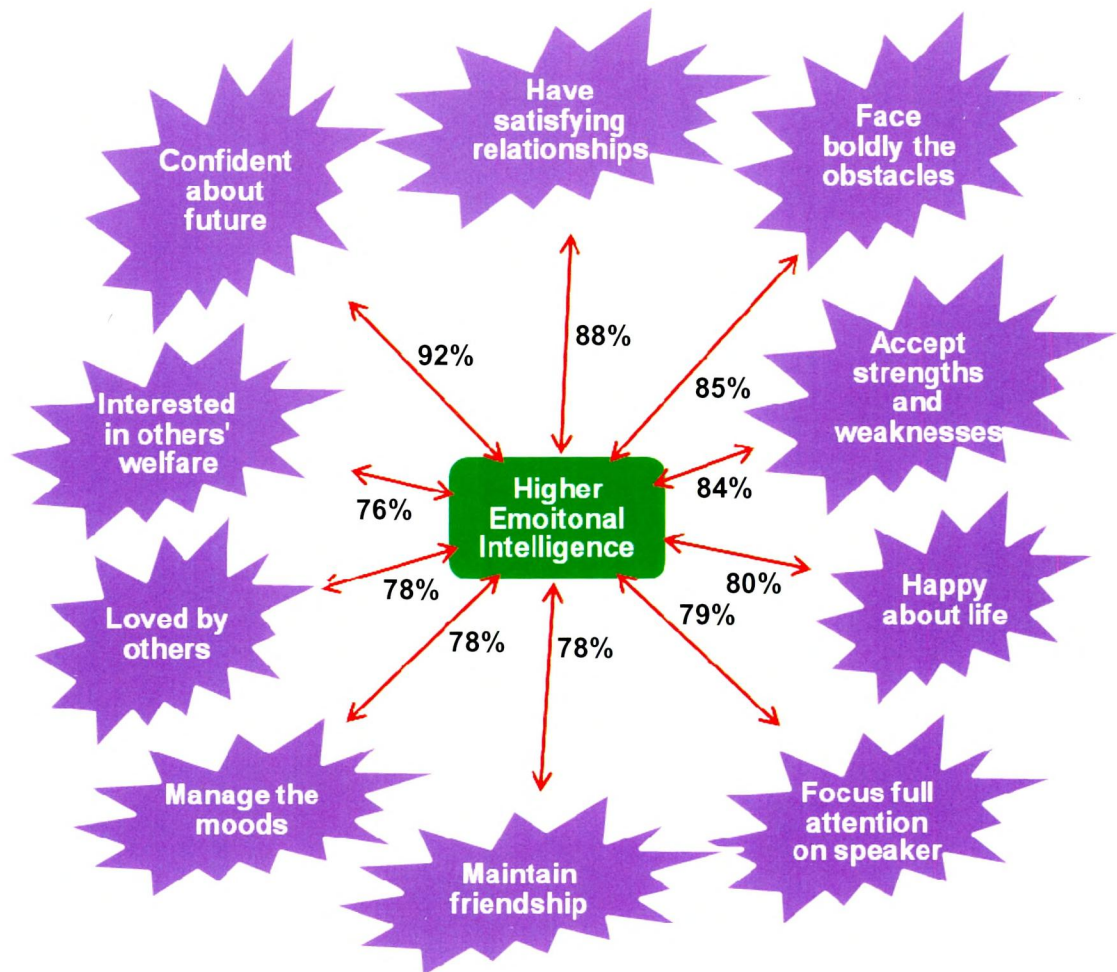


FIGURE 4.6
ITEMS SHOWING HIGHER EMOTIONAL INTELLIGENCE

The second item relates to interpersonal skill. To have satisfying relationship with others, one should be generously disposed to the emotional climate of others, and possess a sensitive, sympathetic and caring mental disposition towards the outside world. It is seen from the analysis that 88 per cent of teacher trainees possess satisfying relationships with others, which reveals their humanitarian, compassionate and outgoing nature.

The next two items are related to intrapersonal ability. It is appreciable to accept our own strengths and weaknesses and to face the obstacles boldly. When our weaknesses are recognized, it is not only easy to lessen their impact on our personality but also to overcome them with courage and hence climb up the ladder of success. These items are related much to self-esteem. Hence the teacher trainees were found to possess a sound sense of self-esteem and high motivation level and the potential to succeed through the ups and downs in life.

'I feel happy about my life' is the statement where 80 per cent of teacher trainees responded positively. Happiness is a state of mind or an outlook on life that enables us to rise above the fluctuations of our moods. Our happiness depends on our perception of the circumstances rather than what they actually are. When 80 per cent of the teacher trainees agree that they are happy about their life, it shows their capacity for coping with life. They are undaunted by the inevitable day to day blues that come in their life.

Listening is an active pursuit. Focusing our attention on the speaker is very essential for an effective communication process. Only when people are receptive of others' view point, they are considered to be good listeners and communicators. A teacher should carefully listen to students and be responsive to their emotional cues and opinions. Analysis showed that 79 per cent of teacher trainees listen without interrupting or getting defensive, which is essential for opening new vistas of a positive life.

Maintaining friendship without undue change in attitude is not easy. Many people make friendship easily, but find it difficult to maintain it for a long period. When the responses of the teacher trainees were analysed it was encouraging to note that 78 per cent of them were able to maintain friendship. This shows their friendliness, openness, adjustment and the capacity to express warm feelings and maintain cordial relationship within their group.

It is seen that 78 per cent of teacher trainees agree that they are good at managing their moods. It is natural that every human being experiences mood swings, but it should be handled wisely to become an emotionally intelligent person. If one possesses the quality of being flexible and accommodative in the upheavals of life, it becomes easy to manage the mood swings.

Love is the most nurturing emotion that mankind has. The feeling of being really loved by others helps one to maintain a high energy level and understand that they are in a good environment. The responses of teacher trainees when analysed showed that 77 per cent of them possessed this positive attitude.

The last item in the list of positive responses was related to interpersonal skill. The item was, 'I am generally interested in others' welfare' where 76 per cent of teacher trainees responded positively. This reveals their empathetic attitude and goodness of heart.

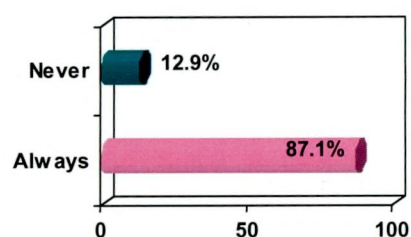
To know that some of the important qualities which go to make a person emotionally intelligent are widely prevalent among the teacher trainees is quite encouraging.

b. The statements which revealed the lack of emotional intelligence in a majority of the sample are dealt with below:

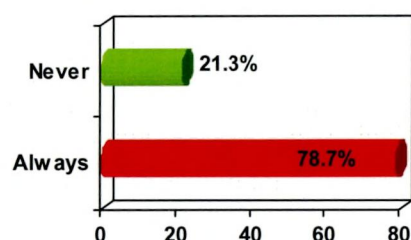
Given below are the statements where more than 70 per cent of the sample failed to score high. This analysis will throw light on the weaknesses of the sample, the aspects in which the trainees need more help in the development of their emotional intelligence.

Items in which a large member of the respondents scored low are :

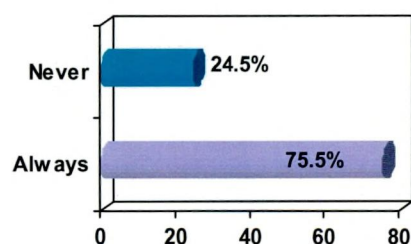
(i) *I blame myself when things go wrong.*



(ii) *When somebody hurts my feelings, I become sad*



(iii) *Out of fear I do not go on the stage and make any speech*



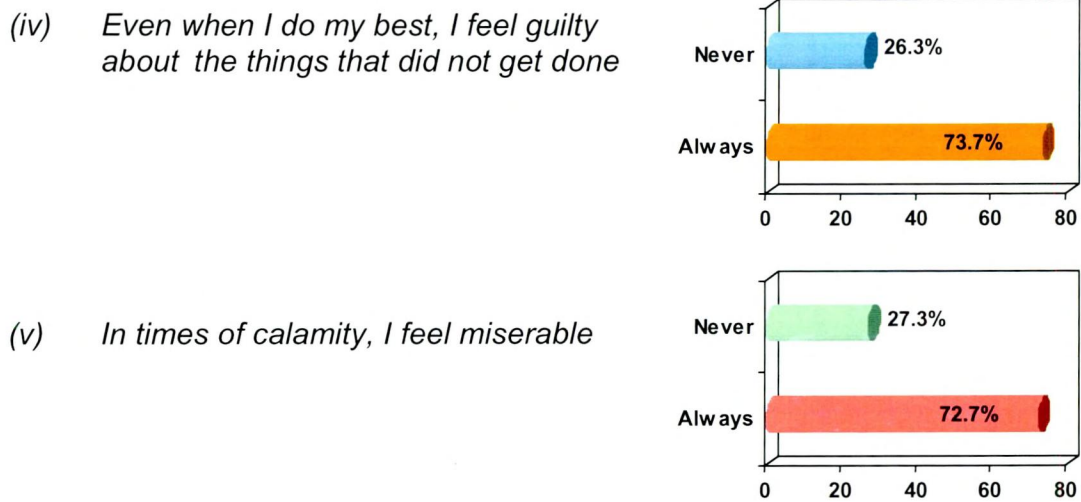


FIGURE 4.7
ITEMS REVEALING LACK OF EMOTIONAL INTELLIGENCE

The statements which revealed lack of emotional intelligence are the following :

'I blame myself when things go wrong' is the statement where only 13 per cent of teacher trainees gave response as 'never', whereas 87 per cent supported the statement. Wounding ourselves by blaming for faults is not a positive attitude. It produces a feeling of guilt which results in lower self-esteem. Instead of blaming, one can find out ways to correct the mistakes when things go wrong. This is very essential for teacher trainees as they are the role model for the younger generation.

It is seen that 79 per cent of teacher trainees responded that they feel sad when their feelings were hurt which shows their weakness and inability to withstand criticism. Teacher trainees should view such situations from a

detached perspective and learn not to be affected by negative comments by people.

The statement that 'Out of fear I do not go on the stage and make any speech' agreed upon by 76 per cent of teacher trainees, is a matter of serious concern. Classroom teaching may not be equated with public speaking. But teachers need to develop this art as there are occasions in the career of teachers when they have to address large audiences. As future teachers this fear should be reduced for better performance in their career in future. This is possible by developing self-acceptance and self-confidence. The sense of self-worth helps them to meet new people and confront new challenges. May be it will do good to consider inclusion of topics on 'developing the art of public speaking' and give more attention to it in the teacher training curriculum.

A negative attitude was seen among 74 per cent of teacher trainees with regard to the statement related to feeling guilty about the things that could not be done. There is no need for such guilt feelings, instead they have to learn to do their work promptly and feel satisfied about the things that were done perfectly. If one is not able to manage one's guilt complex adequately, it can be stressful, giving way to additional problems.

The next statement which has not evoked satisfactory response is related to the dimension stress management. Only 27 per cent of total sample under study were able to cope with stress created by crises. Unless the ability to manage stress is developed, it is difficult to enjoy better physical and

emotional health. The teacher trainees should learn to combat their day to day stressful situations as well as the stress caused by unexpected happenings. They can try to peel off layers of inner tension through yoga and transcendental meditation and by training their minds to face truths.

4.5.2 Item-wise analysis

To pinpoint more specific strengths and weaknesses related to emotional intelligence, it was decided to look at the responses to individual items. When the items were analysed on the basis of different variables under study, it was found that responses to certain statements showed marked differences with respect to the variable namely, gender.

a. Item-wise Analysis in Relation to Gender

Responses to the statements which showed a difference of 50 per cent and above between male and female teacher trainees were selected. It was seen that gender-wise much difference was observed in 4 of the 60 items and it is presented in Table 4.26.

In four out of the sixty items there was a noticeable difference between the responses made by male and female teacher trainees. The percentage of positive and negative responses are tabulated and given below.

TABLE – 4.26
GENDER-WISE COMPARISON

Statement No.	Statement	Number of teacher trainees who secured maximum score (5)				Number of teacher trainees who secured minimum score(1)			
		Male (N=144)		Female (N=358)		Male (N=144)		Female (N=358)	
		No.	%	No.	%	No.	%	No.	%
A ₆	I feel confident about my future	0	0	292	81.56	124	86.11	2	0.56
A ₄	I accept my strengths and weaknesses	2	1.39	264	73.74	102	70.83	2	0.56
A ₅	I face boldly the obstacles in life	0	0	237	66.2	111	77.08	4	1.12
B ₁	I have satisfying relationships with others	0	0	245	68.44	104	72.22	3	0.84

It is found that the female teacher trainees were more confident about their future. When 82 per cent of females scored 5 points (maximum score) for the statement about their confidence in future, none of the male teacher trainees scored 5 points. Instead, 86 per cent of males have expressed that they have no confidence in their future at all. Further analysis is needed to find out the reason behind such a response from male teacher trainees. Self-esteem, self-worth and confidence in one's abilities to tackle problems make one adaptable and a delightful company and a role model for others.

Similarly 74 per cent of female teacher trainees accept their strengths and weaknesses whereas only one percent of male teacher trainees

scored 5 in the statement 'I accept myself with my strengths and weaknesses'. Usually people, who are emotionally healthy, have high self-esteem. This does not imply that they think themselves to be perfect. On the contrary, such people accept that they have faults, and try to avoid committing mistakes. They not only cherish positive qualities, but also learn to accept and modify the negative ones.

Out of 358 female teacher trainees, 237 were of the opinion that they can face the obstacles boldly in achieving their goals. However in the case of male teacher trainees (N=144), no one responded with such a confidence.

All these show that the female teacher trainees are very optimistic, bold and confident about their future. It may be due to the opportunity given for higher education, support of the society and employment prospects. Moreover the present society strives for women's empowerment in all walks of life. This support from society and self awareness makes the female teacher trainees to be confident. At the same time it is quite disturbing to find severe lack of confidence among male teacher trainees regarding their future which requires special attention.

It is also seen that 245 female teacher trainees opine that they have satisfying relationships with others, which sheds light on the fact that they possess interpersonal ability too. But this is not seen in the case of male teacher trainees. There were no male teacher trainee who scored 5 for the item related to relationship with others. Becoming aware of our own self is an important step in getting to know others. If one wants to develop self-esteem

he or she has to maintain satisfying relationships with others. Present study reveals that the female teacher trainees are better in knowing themselves and knowing others than male teacher trainees. This result is in congruence with that of Goleman's (1995) finding who also observed that women are better than men at detecting another person's fleeting feelings. One of the most important skills necessary for teachers to understand and practice is interpersonal communication, because it is the foundation for all actions in the school and it allows the teacher an opportunity to build relationships with the colleagues and students. Dealing with diverse groups of people requires a tremendous amount of interaction. If these interaction are positive, they can help create the right classroom climate, attitudes and behaviour.

b. Analysis of Emotional Intelligence of Visually Challenged Teacher Trainees

There were seven visually challenged teacher trainees in the total sample collected for the study. Their scores were taken separately and an attempt was made to analyse their strengths and weaknesses and their level of emotional intelligence.

When the total emotional intelligence scores were analysed, it was found that the scores of the seven respondents ranged from 179 to 243 which implies that all the seven teacher trainees fall in the average emotional intelligence category. An attempt was made to analyse the individual items, and it was seen that all the seven visually challenged teacher trainees scored maximum (5 points) in five items and minimum (1 point) in three items.

These items were analysed separately and are presented in Table 4.27. The table depicts the comparison of number of visually challenged and sighted teacher trainees who scored 5 points in the selected statements. These statements brings out the strengths of the visually challenged teacher trainees.

TABLE – 4.27
NUMBER OF TEACHER TRAINEES WHO SCORED MAXIMUM (5 POINTS)
IN SELECTED ITEMS

Statement No.	Statement	No. of teacher trainees			
		Visually challenged N = 7		Sighted N = 495	
		No.	%	No.	%
A ₄	I accept my strengths and weaknesses	7	100	395	70.9
A ₆	I feel confident about my future	7	100	410	81
B ₇	I can maintain friendship for many years	7	100	328	64.8
E ₁	I feel angry when other people crack jokes among themselves	7	100	341	67.4
E ₂	I become upset when others succeed where I have failed	7	100	270	53.4

The above statements bring to light the self confidence and the ability of the visually challenged teacher trainees to maintain friendship. Even though they were visually challenged they were very confident about their future and they were even more aware of their strengths and weaknesses than some of their sighted counterparts, which needs special appreciation.

Kumar et al. (1999) also found in their study that all the younger visually challenged students were found to be optimistic of their future.

Table 4.28 portrays the statements in which all the visually challenged teacher trainees scored minimum (1 point). Number of sighted teacher trainees who scored 1 point in the statements were compared with the visually challenged teacher trainees.

TABLE – 4.28
NUMBER OF TEACHER TRAINEES WHO SCORED MINIMUM (1 POINT)
IN SELECTED ITEMS

Statement No.	Statement	No. of teacher trainees			
		Visually challenged N = 7		Sighted N = 495	
		No.	%	No.	%
A ₇	I blame myself when things go wrong	7	100	103	20.4
D ₁	I get angry when something is not done according to my wish	7	100	56	11.1
E ₁₀	When somebody hurts my feelings, I become sad	7	100	112	22

Table 4.28 reveals that visually challenged teacher trainees were emotionally very sensitive than their sighted counterparts. All the visually challenged teacher trainees (100%) in the present sample were found to be aggressive, blaming themselves when things go wrong and become sad when their feelings were hurt, which indicates that they are very much emotionally sensitive. This result is in congruence with the report of Kumar et al (1999),

who analysed the psychosocial characteristics of visually challenged. They have reported that the aberrant mental attitude like rejection, guilt and aggressiveness were more prevalent among their sample. They get easily hurt and feel angry when things do not happen according to their wish. Teachers and parents should take care of these aspects and make extra efforts in making them emotionally comfortable and assisting them on how to cope and lead a meaningful life in spite of their physical challenges.

4.6 CONCLUSION

It is inferred from the above study that emotional intelligence has significant impact on academic performance. The findings emerged from the quantitative analysis and qualitative analysis are summarized in chapter V. The analysis helped the investigator to offer recommendations and suggestions for future research which are presented in the next chapter.