Journal of Neonatal Surgery
ISSN(Online): 2226-0439
Vol. 14, Issue 18s (2025)
https://www.jneonatalsurg.com

OPEN ACCESS

Emotional Intelligence and Problems Faced By Prospective Physical Science Teachers During Internship

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Cite this paper as: Priscilla, I, Rasul Mohaideen, S, (2025) Emotional Intelligence and Problems Faced By Prospective Physical Science Teachers During Internship. *Journal of Neonatal Surgery*, 14 (18s), 1095-1098.

ABSTRACT

The impact of emotional intelligence is studied in various fields but is less applied in the field of internship undergone by prospective teachers, with importance given to physical science students. The present study is aimed to find the impact of emotional intelligence on the problems faced by prospective physical science teachers during internship. The sample consisted of 300 prospective physical science teachers undergoing 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 during internship were moderate and there was negative correlation between emotional intelligence and problems faced during internship.

Keywords: Emotional intelligence, Problems faced by prospective teachers, Internship.

1. INTRODUCTION

Emotions are, in essence, impulses to act, the instant plans for handling life that evolution has instilled in us. The very root of the word *emotion* is *motere*, the Latin verb "to move," plus the prefix "e-" to connote "move away," suggesting that a tendency to act is implicit in every emotion. In a world increasingly centered on the unrestrained satisfaction of individual needs, many people feel entitled to let free their emotions without paying the slightest care to the impact on those around them. Educational scenario is also not an exception. Both teachers and students often experience the difficulties caused by the poor management of emotions. The education that is imparted today focuses much on the cognitive (head) aspect and this seldom gives importance to the effective (heart) aspect. Feelings (affection) are as important as ideas and knowledge (cognition). It is a fact that many people with high academic intelligence fail to deal successfully with the emotional turmoil of life. At this juncture comes the importance of emotional intelligence, which adds the qualities that make man more human. Teaching is the profession that creates all other professions. Internship is the period when prospective teachers receive training to become full-fledged teachers. Since they are newly entering the field, they will have to face a lot of problems and here comes the importance of emotional intelligence.

2. IMPORTANCE OF THE STUDY

Emotional intelligence is dealing with emotions and this is the need of the hour. In all walks of life this emotional intelligence plays a significant role and because of that it has been identified as one among the 21st century skills. In the technology oriented and fast moving world, the trend of being less focused on people and more interested in ideas is developing which is a major threat to us similar to the environmental issues.
'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.

3. 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

The level of problems faced by prospective physical science teachers during internship is moderate.

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

4. METHODOLOGY

For the 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 B.Ed., Physical science prospective teachers were selected as the sample. Random sampling technique was adopted.

Tools

i. Mangal Emotional Intelligence inventory developed by Mangal (2004). Mangal emotional intelligence inventory has been designed for use with Hindi & English knowing 16+ years age of school, college & university students for the measurement of their emotional intelligence in respect of four areas or aspects of emotional intelligence namely, Intra-personal Awareness (Knowing about one's own emotions) Inter- personal Awareness (Knowing about others emotions), Intra – personal Management (Managing one's own emotions) and Inter – personal Management (Managing others emotions) respectively.

ii. 'Questionnaire for problems faced by prospective physical science teachers during internship' developed by the investigator.

5. ADMINISTRATION AND PROCEDURE

The II year B.Ed. prospective physical science teachers who have completed their internship were administered the questionnaire and they were given proper instruction to fill the questionnaire. Their doubts were clarified by the investigator then and there to ensure that a reliable data is obtained from the B.Ed. prospective physical science teachers.

Statistical Techniques Used

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

6. FINDINGS

1. *Findings on problems faced by prospective physical science teachers during internship*

To determine the problems faced by prospective physical science teachers during internship Descriptive statistical analysis was applied. The problems faced by prospective physical science teachers during internship were calculated using the group's score. The mean was found as 171.25. The prospective physical science teachers had low, moderate and high level of problems faced during internship. The points between 0 to 68 was calculated as low level of problems faced during internship and 69 to 136 was calculated as having moderate level of problems faced during internship and above 136 was calculated as having high level of problems faced during internship. The results were tabulated as follows:

Table 1 Descriptive statistical result of Problems faced by prospective physical science teachers during Internship

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

The table shows that the minimum level of problems faced by prospective physical science teachers during internship is 65 and maximum is 269. So it is found that the prospective physical science teachers had low, moderate and high levels of problems faced during internship. In Table 2 the Frequency and percentage of problems faced by prospective physical science teachers during internship levels are given as follows:

Problems faced by prospective physical science teachers during internship	N	%
Low	43	14.3
Moderate	195	65.0
High	62	20.7

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

2. ***Findings on prospective teachers' emotional intelligence***

To determine the emotional intelligence of prospective physical science teachers Descriptive statistical analysis was applied. The group's emotional intelligence point mean was used to calculate the emotional intelligence of prospective teachers. The mean was found as 57.46. The prospective teachers had low, average and high emotional intelligence levels. The points between 0 to 50 was calculated as low and 51 to 80 was calculated as medium and above 80 it was calculated as having high level of emotional intelligence. The results were tabulated as follows:

Table 3 Descriptive statistical results of Emotional Intelligence

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. So it is found that the prospective physical science teachers had low, moderate and high levels of emotional intelligence. In Table 2 the Frequency and percentage of prospective teachers emotional intelligence levels are given as follows:

Table 4 Frequency and Percentage of Emotional Intelligence levels

Emotional Intelligence	N	%
Low	32	10.7
Moderate	217	72.3
High	51	17.0

From this table it is found that 10.7% had low level of emotional intelligence and 72.3 % had moderate level of emotional intelligence and 17.0 % had high level of emotional intelligence.

3. ***Analysis of the Relationship between Problems faced by Prospective Physical Science Teachers' during Internship and their Emotional Intelligence***

The relationship between Problems faced by Prospective Physical Science teachers' during Internship and their Emotional Intelligence was found by Pearson's Product moment correlation analysis. The results obtained were tabulated as follows in Table 4:

Table 5 Analysis of the Relationship between Problems faced by Prospective Physical Science Teachers' during Internship and their Emotional Intelligence

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

Table 5 shows that there is a negative significant relationship between problems faced by prospective physical science teachers' during internship and their emotional intelligence even though the correlation strength is relatively weak ($r = -.330$, $p < 0.01$).

7. CONCLUSION AND DISCUSSION

The findings of the study show that prospective physical science teachers have low, moderate and high emotional intelligence. 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 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).

8. 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 internship can be reduced by increasing the emotional intelligence of prospective teachers.
iii. The 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.

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