

# Effectiveness of Soft Skill Training on the Emotional Intelligence of Scheduled Caste Prospective Teachers

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**Abstract:** *Emotional intelligence is a learned ability to identify, understand, experience and express human emotions in healthy and productive ways. Emotional intelligence is known in educational settings as social and emotional learning. It affects directly to students learning. The present study aims at finding the effectiveness of soft skill training on emotional intelligence of prospective teachers. 30 scheduled caste prospective teachers from Thoothukudi district were selected as sample for this study. Soft skill training was given to the samples for a week. The results of the study showed that the soft skill training is impacted positively on the emotional intelligence of scheduled caste prospective teachers.*

## 1. Introduction

The Scheduled Caste people are recognised as historically disadvantaged people by the constitution of India. During the British rule, the Indian subcontinents were known as the depressed class. In modern literature, the Scheduled Castes are sometimes referred to as Dalits. Since independence, the Scheduled Castes are given reservation status, guaranteeing political representation. The Constitution provides Protective arrangements, Affirmative action and Development programmes to uplift the SCs. Article 46 of Indian Constitution says "The state shall promote with special care to the education and economic interests of the weaker sections of the people, and in particular of the scheduled castes and the scheduled tribes and shall protect them from social injustice and all forms of exploitation." By the census of 2011, the Scheduled Caste comprises about 16.6 percent of India's population. Scheduled Caste students studying in Annammal College of Education for Women, Thoothukudi are educationally backward students. The investigator feels that the backwardness is because of the lack of emotional intelligence. Emotional Intelligence is the base for the development of intelligent quotient. The investigator wants to improve their emotional intelligence at all levels through soft skills training.

Soft skill is a term associated with a person's "EQ" (Emotional Intelligence Quotient), the cluster of personality traits, social graces, communication, language, personal habits, interpersonal skills, managing people, leadership, etc. that characterize relationships with other people. It develops the Emotional Intelligence.

Generally the Scheduled Caste students are hard working and have hard skills that are contrast to Soft skills. Therefore through soft skills training it is possible to develop their emotional intelligence which shows the way to a perfect Teacher.

## 2. Significance of the Study

Every teacher should have soft skills to develop the emotional intelligence. If a teacher does not have emotional

intelligence, then he/she cannot concentrate on her profession and also cannot have a well –adjusted personality. Therefore teacher's emotional intelligence plays a vital role in teaching and learning. If the teacher has good emotional intelligence, he/she can develop the emotional intelligence of students. As the population for the project is the prospective teachers, they must get trained in soft skills during their pre service period itself. It is right time to think about training for enhancing the emotional intelligence of prospective teachers through soft skills. The soft skills training will definitely improve the emotional intelligence of teachers. Hence the investigator has decided to take up the study to develop the soft skills of the Scheduled Caste prospective teachers and thereby build up the emotional intelligence to make an equitable society.

### Objectives

- 1) To construct a tool to assess the emotional intelligence of prospective teachers
- 2) To find out the emotional intelligence of prospective teachers
- 3) To find out the impact of soft skill training on emotional intelligence of prospective teachers.
- 4) To find out whether there exist a significant difference in the emotional intelligence of prospective teachers with respect to their gender, educational qualification, locality of the college, marital status, residential area and religion after treatment.

### Hypotheses

- 1) There is no significant difference between pre test and post test scores on emotional intelligence of prospective teachers before and after treatment.
- 2) There is no significant difference between the gain scores on Emotional Intelligence of prospective teachers grouped on the basis of gender
- 3) There is no significant difference between the gain scores on Emotional Intelligence of prospective teachers grouped on the basis of educational qualification.
- 4) There is no significant difference between the gain scores on Emotional Intelligence of prospective teachers grouped on the basis of residential area

5) There is no significant difference between the gain scores on Emotional Intelligence of prospective teachers grouped on the basis of marital status

validity was found by seeking the help of educational experts.

### 3. Methodology

The investigator has adopted quasi-experimental method for this study.

#### Procedure

Soft skill training was given by the trainers of ELT@I Thoothukudi Chapter for a week to the subjects.

#### Tools Used for the Present Study

The tools used in the present investigation consisted of the following

- a) Personal data sheet to secure the personal information of the sample with respect to the background variable.
- b) Emotional Intelligence scale to assess the emotional intelligence of the sample was developed by the investigator and used for the data collection. Content

#### Population and Sample

The population of the study would be the prospective teachers of the Colleges of Education affiliated to Tamil Nadu Teachers Education University, Chennai. The sample for the study would be 30 scheduled caste prospective teachers of Colleges of Education in Thoothukudi district.

#### Statistical Techniques Used

Following major statistical techniques were used by the investigator to analyse the data,

- Percentage analysis
- Test of significance (t- test)

### 4. Data Analysis

#### Objective 2

To find out the level of emotional intelligence of prospective teachers after treatment

Level of Emotional intelligence of prospective teachers based on the background variables after treatment

Background Variable	Categories	Number	Low		Average		High	
			Count	%	Count	%	Count	%
Gender	Male	10	2	20.0	5	50.0	3	30.0
	Female	20	4	20.0	13	65.0	3	15.0
Educational qualification	U.G	13	5	38.5	6	46.2	2	15.4
	P.G	17	1	5.9	12	70.6	4	23.5
Residential area	Rural	16	2	12.5	10	62.5	4	25.0
	Urban	14	4	28.6	8	57.1	2	14.3
Marital status	Married	9	3	3.3	3	33.3	3	33.3
	Unmarried	21	3	14.3	15	71.4	3	14.3

It is inferred from the above table that 20%, 50% and 30% of male prospective teachers show low, average and high level of emotional intelligence respectively. 20%, 65% and 15% of female prospective teachers show low, average and high level of emotional intelligence respectively.

It is inferred from the above table that 38.5%, 46.2% and 15.4% of under graduation qualified prospective teachers show low, average and high level of emotional intelligence respectively. 5.9%, 70.6% and 23.5% of post-graduation qualified prospective teachers show low, average and high level of emotional intelligence respectively.

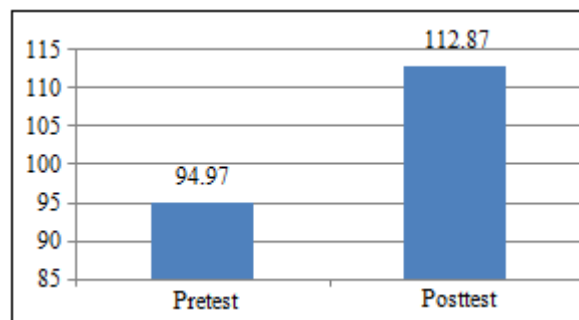
It is inferred from the above table that 12.5%, 62.5% and 25% of rural prospective teachers show low, average and high level of emotional intelligence respectively. 28.6%, 57.1% and 14.3% of urban prospective teachers show low, average and high level of emotional intelligence respectively.

It is inferred from the above table that 33.3%, 33.3% and 33.3% of married prospective teachers show average and high level of emotional intelligence respectively. 14.3%, 71.4% and 14.3% of unmarried prospective teachers show low, average and high level of emotional intelligence respectively.

#### Hypothesis 1

There is no significant difference between pre-test and post test scores on emotional intelligence of prospective teachers before and after treatment.

Emotional Intelligence	N	Mean	Calculated 't' value	Table value	Remarks at 5% level
Pre test	30	94.97	4.579	1.96	Significant
Post test	30	112.87			

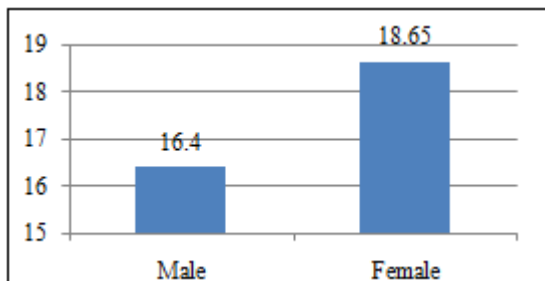


It is inferred from the above table that the calculated 't' value (4.579) is greater than the table value (1.96) at 5% level of significance. Therefore the null hypothesis is rejected. It shows that there is significant difference between pre-test and post test scores on emotional intelligence of prospective teachers before and after treatment.

**Hypothesis 2**

There is no significant difference between the gain scores on Emotional Intelligence of prospective teachers grouped on the basis of gender

Emotional Intelligence	N	Mean	Calculated 't' value	Table value	Remarks at 5% level
Male	10	16.4	0.513	1.96	Not significant
Female	20	18.65			

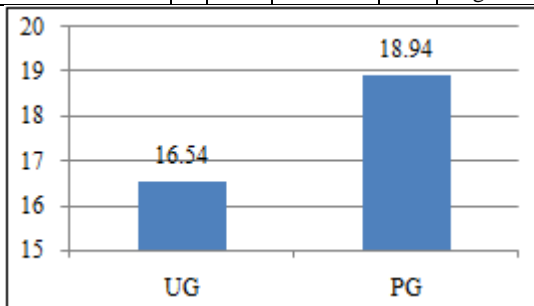


It is inferred from the above table that the calculated 't' value (0.513) is less than the table value (1.96) at 5% level of significance. Therefore the null hypothesis is accepted. It shows that there is no significant difference between the gain scores on Emotional Intelligence of prospective teachers grouped on the basis of gender

**Hypothesis 3**

There is no significant difference between the gain scores on Emotional Intelligence of prospective teachers grouped on the basis of educational qualification.

Emotional Intelligence	N	Mean	Calculated 't' value	Table value	Remarks at 5% level
Under Graduation	13	16.54	0.634	1.96	Not significant
Post-Graduation	17	18.94			

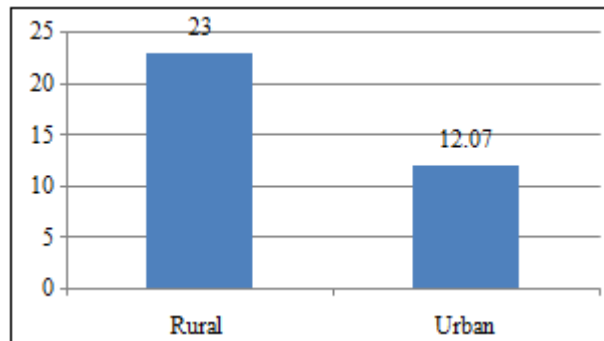


It is inferred from the above table that the calculated 't' value (0.634) is less than the table value (1.96) at 5% level of significance. Therefore the null hypothesis is accepted. It shows that there is no significant difference between the gain scores on Emotional Intelligence of prospective teachers grouped on the basis of educational qualification .

**Hypothesis 4**

There is no significant difference between the gain scores on Emotional Intelligence of prospective teachers grouped on the basis of residential area

Emotional Intelligence	N	Mean	Calculated 't' value	Table value	Remarks at 5% level
Rural	16	23	3.508	1.96	Significant
Urban	14	12.07			

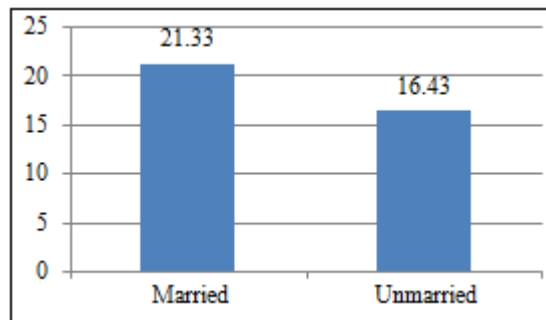


It is inferred from the above table that the calculated 't' value (3.508) is greater than the table value (1.96). Therefore the null hypothesis is rejected. It shows that there is significant difference between the gain scores on Emotional Intelligence of prospective teachers grouped on the basis of residential area.

**Hypothesis 5**

There is no significant difference between the gain scores on Emotional Intelligence of prospective teachers grouped on the basis of marital status

Emotional Intelligence	N	Mean	Calculated 't' value	Table value	Remarks at 5% level
Married	9	21.33	1.098	1.96	Not significant
Unmarried	21	16.43			



It is inferred from the above table that the calculated 't' value (1.098) is less than the table value (1.96). Therefore the null hypothesis is accepted. It shows that there is no significant difference between the gain scores on Emotional Intelligence of prospective teachers grouped on the basis of marital status

**5. Findings of the study**

- There is significant difference between pre-test and post test scores on emotional intelligence of prospective teachers before and after treatment.
- There is no significant difference between the gain scores on Emotional Intelligence of prospective teachers grouped on the basis of gender
- there is no significant difference between the gain scores on Emotional Intelligence of prospective teachers grouped on the basis of educational qualification
- there is significant difference between the gain scores on Emotional Intelligence of prospective teachers grouped on the basis of residential area

- there is no significant difference between the gain scores on Emotional Intelligence of prospective teachers grouped on the basis of marital status

[7] <https://onlinenursing.duq.edu/blog/importance-of-emotional-intelligence-and-soft-skills-as-a-nurse-educator/>

### Interpretation

The 't' test findings reveal that there is a significant difference between the pre-test and post test scores on emotional intelligence of prospective teachers before and after treatment. This shows that the training given by the soft skills professionals has impacted positively on the emotional intelligence of prospective teachers. This may be due to the training and it may help them to be emotionally intelligent. It may reduce the anxiety and timidity of them and enable them emotionally strong.

It also reveals that there is a significant difference between the gain scores on Emotional Intelligence of prospective teachers grouped on the basis of residential area. This may be due to that in rural area people are mostly living in joint families. They have an opportunity to look at their elders' way of speaking, managing relationships and handling critical situations. This may lead them to be emotionally intelligent compared to urban area prospective teachers.

There is no significant difference on emotional intelligence of prospective teachers grouped on the basis of demographic variables in their gain scores. This may be because a mere knowledge of emotional intelligence is by itself incapable of promoting the emotional intelligence of prospective teachers. Only a regular practice of mingling with others, waiting for turns, managing relationships can bring out an increase in the emotional intelligence.

## 6. Discussion

As future teachers, student teachers must be prepared to handle their students academically and emotional. Since the teachers are known as the second parents of the students, they should maintain a good, positive and harmless rapport with their students. To achieve this soft skill training is needed in the present days.

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