Abstract

This study tries to find out the influence of Emotional Intelligence on Stress and Coping Strategies of student teachers studying for B.Ed in Kerala. Student teachers are found to experience great levels of Stress during the preparatory stage of the teaching practice due to heavy workload of writing lesson plans, preparing teaching aids, writing records etc. Time constraint and fear of facing the class with a “neither student nor teacher identity”, also contribute to Stress. Teacher education institutions and teacher education curriculum of the universities do not offer any stress management strategies to cope up with the Stress. Studies reveal that development of Emotional Intelligence can enhance Coping Strategies and minimise Stress. Hence the study on Stress, Coping Strategies and Emotional Intelligence is expected to be invaluable to the teacher education.

The study was conducted on 795 student teachers from institutions of different types of management all over Kerala. Gender, locale, region, religion, marital status, number of siblings in the family, subjects of study, and educational qualifications are the classificatory variables selected. Three tools namely Emotional Intelligence Test for Student Teacher (EIT), Stress Inventory for Student Teachers (SI) and Coping Strategies Inventory for Student Teachers (CSI) were constructed and standardised by the investigator for the study.

The study revealed significant influence of Emotional Intelligence on Stress and Coping Strategies of student teachers. Substantial negative correlation was found between Emotional Intelligence and Stress, and substantial positive correlation was found between Emotional Intelligence and Coping Strategies for the total sample and all the sub samples except a few. Multiple regression analysis revealed that components of Emotional Intelligence are significant predictor variables of Stress and Coping Strategies, and regression equation was derived The study gives a vivid picture of the levels of Emotional Intelligence, Stress and Coping Strategies of student teachers which will help curriculum planners and teacher educators to chalk out necessary stress management programmes for the future teachers.