CHAPTER V

FINDINGS AND IMPLICATIONS OF THE STUDY

5.0 OVERVIEW

The present chapter consists of four sections. The first section focuses on the findings of the study. The second one deals with the interpretations. The third section describes the educational implications. The fourth section explains the suggestions for further researches.

5.1 FINDINGS OF THE STUDY

5.1.1 Level of emotional intelligence of prospective teachers

1. Majority of the prospective teachers have an average level of emotional intelligence in all dimensions as well as in total with regard to their background variables (gender, subject of study, locality of college, type of college, nature of college, community, birth order, type of family, mass media used). 75.3% of prospective teachers have average level of emotional intelligence. 15.6% of prospective teachers have low level of emotional intelligence and 9.1% of prospective teachers have high level of emotional intelligence.

5.1.2 Level of co-curricular participation of prospective teachers

2. Majority of the prospective teachers have an average level of co-curricular participation in all dimensions as well as in total with regard to their background variables (gender, subject of study, locality of college, type of college, nature of college, community, birth order, type of family, mass media used). 71.9% of prospective teachers have average level of co-curricular participation. 16.1% of prospective teachers have low level of co-curricular participation and 12% of prospective teachers have high level of co-curricular participation.
5.1.3 **Level of leadership potential of prospective teachers**

3. Majority of the prospective teachers have an average level of leadership potential in all dimensions as well as in total with regard to their background variables (gender, subject of study, locality of college, type of college, nature of college, community, birth order, type of family, mass media used). 67.8% of prospective teachers have average level of leadership potential. 16.6% of prospective teachers have low level of leadership potential and 15.7% of prospective teachers have high level of leadership potential.

5.1.4 **Findings of Differential analysis in emotional intelligence of prospective teachers**

4. There is no significant difference between prospective teachers in their emotional intelligence in the dimensions ‘self awareness’, ‘empathy’, ‘self motivation’, ‘managing relations’, ‘integrity’, ‘self development’, ‘value orientation’, ‘altruistic behavior’ and in ‘total’. But there is significant difference between prospective teachers in the dimensions ‘emotional stability’ and ‘commitment’ of emotional intelligence with regard to gender.


6. There is no significant difference between prospective teachers in their emotional intelligence in the dimensions ‘empathy’, ‘self motivation’, ‘managing relations’, ‘integrity’, ‘value orientation’, and ‘commitment’. But there is significant difference between prospective teachers

7. There is no significant difference between prospective teachers in their emotional intelligence in the dimensions ‘self awareness’, ‘integrity’, ‘self development’, ‘value orientation’, ‘commitment’ and ‘altruistic behavior’. But there is significant difference between prospective teachers in the dimensions ‘empathy’, ‘self motivation’, ‘emotional stability’, ‘managing relations’ and in ‘total’ of emotional intelligence with regard to type of college.

8. There is no significant difference among prospective teachers in their emotional intelligence in the dimensions ‘self awareness’, ‘integrity’ and in ‘altruistic behaviour’. But there is significant difference among prospective teachers in their emotional intelligence in the following dimensions with respect to nature of college.

The Scheffe test result shows that in the dimension ‘empathy’ the prospective teachers of girls colleges have secured the highest mean (20.37) which shows that they have more emotional intelligence than the other two categories. In the dimension ‘self motivation’ the prospective teachers of boys colleges have secured the highest mean (24.62) which shows that they have more emotional intelligence than the other two categories. In the dimension ‘emotional stability’ the prospective teachers of girls college have secured the highest mean (16.34) which shows that they have more emotional intelligence than the other two categories. In the dimension ‘managing relations’ the prospective teachers of boys colleges have secured the highest mean (16.84) which shows that they have more emotional intelligence than the other two categories. In the dimension ‘self development’ the prospective teachers of boys colleges have secured the highest mean (9.38) which shows that they have more emotional intelligence than the other two categories. In the dimension ‘value orientation’ the prospective teachers of boys colleges have
secured the highest mean (9.12) which shows that they have more emotional intelligence than the other two categories. In the dimension ‘commitment’ the prospective teachers of boys colleges have secured the highest mean (9.16) which shows that they have more emotional intelligence than the other two categories. In the ‘total’ of emotional intelligence the prospective teachers of girls colleges have secured the highest mean (139.00) which shows that they have more emotional intelligence than the other two categories.


The Scheffe test result shows that in dimension ‘managing relations’ of emotional intelligence the prospective teachers using English newspaper as mass media have secured the highest mean (16.50) which shows that they have more emotional intelligence than the other two categories.

5.1.5 Findings of Differential analysis in co-curricular participation of prospective teachers

13. There is no significant difference between prospective teachers in their co-curricular participation in the dimensions ‘physical activities’, ‘academic and literary activities’, ‘cultural activities’, ‘social welfare activities’, ‘aesthetic activities’, and in ‘total’ of co-curricular participation with regard to gender.

14. There is no significant difference between prospective teachers in their co-curricular participation in the dimensions ‘physical activities’, ‘academic and literary activities’, ‘cultural activities’, ‘social welfare activities’, ‘aesthetic activities’, and in ‘total’ of co-curricular participation with regard to subject of study.

15. There is no significant difference between prospective teachers in their co-curricular participation in the dimensions ‘physical activities’, ‘cultural activities’, ‘social welfare activities’, and ‘aesthetic activities’. But there is significant difference between prospective teachers in the dimensions ‘academic and literary activities’ and in ‘total’ of co-curricular participation with regard to locality of college.
16. There is no significant difference between prospective teachers in their co-curricular participation in the dimensions ‘academic and literary activities’ and in ‘cultural activities’. But there is significant difference between prospective teachers in the dimensions ‘physical activities’, ‘social welfare activities’, ‘aesthetic activities’, and in ‘total’ of co-curricular participation with regard to type of college.

17. There is no significant difference among prospective teachers in their co-curricular participation in the dimensions ‘physical activities’, ‘academic and literary activities’, ‘cultural activities’, ‘social welfare activities’, ‘aesthetic activities’ and in ‘total’ of co-curricular participation with regard to nature of college.

18. There is no significant difference among prospective teachers in their co-curricular participation in the dimensions ‘physical activities’, ‘academic and literary activities’, ‘cultural activities’, ‘social welfare activities’, ‘aesthetic activities’ and in ‘total’ of co-curricular participation with regard to type of family.

19. There is no significant difference among prospective teachers in their co-curricular participation in the dimensions ‘physical activities’, ‘academic and literary activities’, ‘cultural activities’, ‘social welfare activities’, ‘aesthetic activities’ and in ‘total’ of co-curricular participation with regard to community.

20. There is no significant difference among prospective teachers in their co-curricular participation in the dimensions ‘physical activities’, ‘cultural activities’, ‘social welfare activities’, ‘aesthetic activities’ and in ‘total’. But there is significant difference among prospective teachers in their co-curricular participation in the dimension ‘academic and literary activities’ with regard to mass media used.
The Scheffe test result shows that in dimension ‘academic and literary activities’ of co-curricular participation the prospective teachers using English newspaper as mass media have secured the highest mean (33.01) which shows that they have more co-curricular participation than the other two categories.

21. There is no significant difference among prospective teachers in their co-curricular participation in the dimensions ‘physical activities’, ‘academic and literary activities’, ‘cultural activities’, ‘social welfare activities’, ‘aesthetic activities’ and in ‘total’ of co-curricular participation with regard to birth order.

5.1.6 Findings of Differential analysis in leadership potential of prospective teachers

22. There is no significant difference between prospective teachers in their leadership potential in the dimensions ‘personal qualities’, ‘moral qualities’, ‘social qualities’, ‘intellectual qualities’, ‘emotional qualities’, and in ‘total’ of leadership potential with regard to gender.

23. There is no significant difference between prospective teachers in their leadership potential in the dimensions ‘personal qualities’, ‘moral qualities’, ‘social qualities’, ‘intellectual qualities’, ‘emotional qualities’, and in ‘total’ of leadership potential with regard to subject of study.

24. There is no significant difference between prospective teachers in their leadership potential in the dimensions ‘personal qualities’, ‘moral qualities’, ‘social qualities’, ‘intellectual qualities’, and in ‘total’. But there is significant difference between prospective teachers in the dimension ‘emotional qualities’ of leadership potential with regard to locality of college.

25. There is significant difference between prospective teachers in their leadership potential in the dimensions ‘personal qualities’, ‘moral qualities’, ‘social qualities’, ‘intellectual qualities’, ‘emotional qualities’, and in ‘total’. But there is significant difference between prospective teachers in the dimension ‘emotional qualities’ of leadership potential with regard to locality of college.
qualities’, ‘emotional qualities’, and in ‘total’ of leadership potential with regard to type of college.

26. There is no significant difference among prospective teachers in their leadership potential in the dimensions ‘personal qualities’, ‘moral qualities’, ‘social qualities’, ‘intellectual qualities’ and in ‘total’. But there is significant difference among prospective teachers in their leadership potential in the dimension ‘emotional qualities’ with respect to nature of college. The Scheffe test result shows that in dimension ‘emotional qualities’ of leadership potential the prospective teachers of coeducation colleges have secured the highest mean (28.71) which shows that they have more leadership potential than the other two categories.

27. There is no significant difference among prospective teachers in their leadership potential in the dimensions ‘personal qualities’, ‘moral qualities’, ‘social qualities’, ‘intellectual qualities’ and in ‘total’. But there is significant difference among prospective teachers in their leadership potential in the dimension ‘emotional qualities’ with respect to type of family. The Scheffe test result shows that in dimension ‘emotional qualities’ of leadership potential the prospective teachers belonging to single parent family have secured the highest mean (29.12) which shows that they have more leadership potential than the other two categories.

28. There is no significant difference among prospective teachers in their leadership potential in the dimensions ‘personal qualities’, ‘moral qualities’, ‘intellectual qualities’, ‘emotional qualities’ and in ‘total’. But there is significant difference among prospective teachers in their leadership potential in the dimension ‘social qualities’ with respect to community.
The Scheffe test result shows that in dimension ‘social qualities’ of leadership potential the prospective teachers belonging to FC community have secured the highest mean (30.53) which shows that they have more leadership potential than the other two categories.

29. There is no significant difference among prospective teachers in their leadership potential in the dimensions ‘personal qualities’, ‘moral qualities’, ‘social qualities’, ‘intellectual qualities’, emotional qualities’ and in ‘total’ of leadership potential with regard to mass media used.

30. There is no significant difference among prospective teachers in their leadership potential in the dimensions ‘personal qualities’, ‘moral qualities’, ‘social qualities’, ‘intellectual qualities’, ‘emotional qualities’ and in ‘total of leadership potential with regard to birth order.

5.1.7 Findings of association in emotional intelligence of prospective teachers

31. There is no significant association between emotional intelligence of prospective teachers and father’s education of prospective teachers in all dimensions and in the total of emotional intelligence.


‘Value Orientation’, ‘Commitment’, ‘Altruistic Behaviour’ and in ‘total’ of emotional intelligence. But there is significant association between emotional intelligence of prospective teachers and monthly family income of prospective teachers in the dimension ‘Integrity’.


35. There is no significant association between emotional intelligence of prospective teachers and mother’s occupation of prospective teachers in all dimensions and in total of emotional intelligence.

5.1.8 Findings of association in co-curricular participation of prospective teachers

36. There is no significant association between co-curricular participation of prospective teachers and father’s education of prospective teachers in all dimensions and in total of co-curricular participation.

37. There is no significant association between co-curricular participation of prospective teachers and mother’s education of prospective teachers in the dimensions ‘Physical activities’, ‘Academic and literary activities’, ‘Cultural activities’, ‘Aesthetic activities’ and in ‘total’ of co-curricular participation. But there is significant association between co-curricular participation and mother’s education of prospective teachers in dimension ‘social welfare activities’ of co-curricular participation.
38. There is no significant association between co-curricular participation of prospective teachers and monthly family income of prospective teachers in the dimensions ‘Physical activities’, ‘Cultural Activities’, ‘Social Welfare Activities’, ‘Aesthetic Activities’ and in ‘total’ of co-curricular participation. But there is significant association between co-curricular participation and monthly family income of prospective teachers in dimension ‘academic and literary activities’ of co-curricular participation.

39. There is no significant association between co-curricular participation of prospective teachers and father’s occupation of prospective teachers in all dimensions and in total of co-curricular participation.

40. There is no significant association between co-curricular participation of prospective teachers and mother’s occupation of prospective teachers in all dimensions and in total of co-curricular participation.

5.1.9 Findings of association in leadership potential of prospective teachers

41. There is no significant association between leadership potential of prospective teachers and father’s education of prospective teachers in the dimensions ‘Moral qualities’, ‘Social qualities’, ‘Intellectual Qualities’, ‘Emotional Qualities’ and in ‘total’ of leadership potential. But there is significant association between leadership potential and father’s education of prospective teachers in the dimension ‘personal qualities’ of leadership potential.

42. There is no significant association between leadership potential of prospective teachers and mother’s education of prospective teachers in the dimensions ‘Personal Qualities’ of leadership potential. But there is significant association between leadership potential and mother’s education of prospective teachers in the dimensions ‘moral qualities’, ‘social qualities’, ‘intellectual qualities’, ‘emotional qualities’ and in the ‘total’ of leadership potential.
43. There is no significant association between leadership potential of prospective teachers and monthly family income of prospective teachers in all dimensions and in total of leadership potential.

44. There is no significant association between leadership potential of prospective teachers and fathers occupation of prospective teachers in the dimensions ‘Personal Qualities’, ‘Social Qualities’, ‘Intellectual Qualities’ and ‘Emotional Qualities’ of leadership potential. But there is significant association between leadership potential and father’s occupation of prospective teachers in the dimensions ‘moral qualities’ and in the ‘total’ of leadership potential.

45. There is no significant association between leadership potential of prospective teachers and mother’s occupation of prospective teachers in all dimensions and in total of leadership potential.

5.1.10 Findings of correlation between emotional intelligence and leadership potential of prospective teachers

46. There is significant correlation between emotional intelligence and leadership potential of prospective teachers with reference to the following background variables like gender-female, subject of study-arts and science, locality of college- rural and urban, type of college-aided and self financed, nature of college-boys, girls, coeducation, community-FC, BC, MBC, SC, ST, birth order-second and third, type of family-nuclear and joint, educational qualification of father-illiterate, high school and college level, educational qualification of mother-illiterate and high school level, monthly family income- above 10,000/- and family income 5,000/- to 10,000/-, mass media used-Tamil newspaper, English newspaper, television, radio, internet, occupation of father-coolie, private sector and government sector, occupation of mother-unemployed, coolie, private sector and government sector.
But there is no significant correlation between emotional intelligence and leadership potential of prospective teachers with reference to the following background variables like gender-male, birth order-first and above third, type of family-single parent family, fathers education-elementary level, mothers education-elementary and college level, monthly family income below 5,000/-, and fathers occupation-unemployed.

5.1.11 Findings of correlation between emotional intelligence and co-curricular participation of prospective teachers

47. There is significant correlation between emotional intelligence and co-curricular participation of prospective teachers as a whole and with reference to the following background variables like gender-male and female, subject of study-science, locality of college-rural and urban, type of college-self financed, nature of college-girls and coeducation, community-FC, BC, MBC, SC, ST, birth order-first, second, third and above, type of family-nuclear, joint and single parent family, educational qualification of father-elementary, high school and college level, educational qualification of mother-illiterate, elementary and high school level, monthly family income-below 5,000/-, above 10,000/- and family income 5,000/- to 10,000/-, mass media used-Tamil newspaper, English newspaper, television, radio, internet, occupation of father-unemployed, coolie, private sector and government sector, occupation of mother-unemployed, coolie, private sector and government sector.

But there is no significant correlation between emotional intelligence and co-curricular participation of prospective teachers with reference to the following background variables like subject of study-arts, type of college-aided, nature of college-boys, fathers education-illiterate, mothers education-college level.
5.1.12 Findings of correlation between co-curricular participation and leadership potential of prospective teachers

48. Significant correlation is found between co-curricular participation and leadership potential of prospective teachers as a whole and with reference to the following background variables like gender-male and female, subject of study- arts and science, locality of college-rural and urban, type of college-aided and self financed, nature of college- boys, girls and coeducation, community-FC, BC, MBC, SC, ST, birth order-first, second, third and above, type of family-nuclear, joint and single parent family, educational qualification of father-illiterate, elementary, high school and college level, educational qualification of mother- illiterate, elementary, high school and college level, monthly family income- below 5,000/-,above 10,000/- and family income 5,000/- to 10,000/-,mass media used-Tamil newspaper, English newspaper, television, radio, internet, occupation of father-unemployed, coolie, private sector and government sector, occupation of mother –unemployed, coolie, private sector and government sector.

5.4.13 Findings of correlation among emotional intelligence, co-curricular participation and leadership potential of prospective teachers

49. There is significant correlation among emotional intelligence, co-curricular participation and leadership potential of prospective teachers as a whole and with reference to the following background variables like gender- female, subject of study- science, locality of college-rural and urban, type of college-aided and self financed, nature of college- boys, girls and coeducation, community-FC, BC, MBC, SC, ST, birth order-first, second, third and above, type of family-nuclear, joint and single parent family, educational qualification of father-illiterate, elementary, high school and college level, educational qualification of mother- elementary and high school level, monthly family income- below 5,000/-,above 10,000/- and family income 5,000/- to 10,000/-,mass media used-Tamil newspaper, English newspaper,

But there is no significant correlation among emotional intelligence, co-curricular participation and leadership potential of prospective teachers with reference to the following background variables like gender-male, subject of study-arts, mothers education-illiterate and college level.

5.2 INTERPRETATIONS

1. In the present study majority of the prospective teachers have an average level of emotional intelligence as a whole and with reference to the following background variables like gender, subject of study, locality of college, type of college, nature of college, community, birth order, type of family and mass media used. This finding was in line with the findings of Tyagi (2004) and Gowdhaman and Balamurugan (2010). The prospective teachers learning in colleges of education are mostly in the period of adulthood and in this age they have to face a lot of problems like marriage, future job opportunities, family and new responsibilities, and if these problems are properly solved then they can attain high emotional intelligence. On the other hand if there is failure in such problems it will create low and average level of emotional intelligence and they’ll try to express them in various forms of emotions like anger, fear, hatred, insecurity, jealousy etc. Likewise only ordinary students are taking part in the teacher education programme. The student teachers do not have the faith to get employment opportunities. The curriculum is loaded with theoretical aspects and only in letter the practical aspects are done and not in the real spirit. Most of the personality development programmes and other co curricular participation programmes to develop the personality of student teachers are completed in record,
without actually carrying it out. This may be the reason for the average level of emotional intelligence among most of the student teachers. Pandey (2006) in his study on “Deprivation among Emotionally Intelligent Girls” found that the girls having low emotional intelligence perceive various deficiencies more in their environmental factors like social isolation, insufficient housing and other infrastructural facilities, economic insufficiency, lack of warmth and parental care in comparison to the girls having high and moderate level of emotional intelligence. The study conducted by Digvijay Pachuri (2010) on “Emotional Intelligence of Three Faculty Members” reveals that commerce faculty students possess very high emotional intelligence in comparison to science and social science faculty. According to the study conducted by Vandhana Jadhav and Ajay kumar Patil (2010) on “Emotional Intelligence among Student Teachers in relation to General Intelligence and Academic Achievement” emotional intelligence can be learned and gradually developed. For that emotional literacy programme should be organized for student teachers. This programme will be beneficial and helpful to student teachers in improving their emotional intelligence and also in improving their performance in college.

2. In the present study majority of the prospective teachers have an average level of co-curricular participation as a whole and with reference to the following background variables like gender, subject of study, locality of college, type of college, nature of college, community, birth order, type of family and mass media used. This finding was in line with the findings of Priyakamal (1997). In most of the colleges of education the student teachers are provided fewer opportunities to participate in the co curricular activities, eventhough in the curriculum, provisions are made for co-curricular participation. Most of the student teachers are female and they provide more concentration for academic subjects rather than participation in co-curricular...
activities. Likewise more academic input is given, rather than participation in co-curricular activities. Similarly most of the colleges are not residential in nature. So after the college is over the students may have the tendency to go home without participating in co-curricular activities. Likewise most of the parents think that participation in co-curricular activities may affect their child's academic performance and so that they won't allow their child to participate in such extra curricular activities. This may be the reason for the average level of co-curricular participation among prospective teachers. According to the study conducted by Ahmad Puad Mat Som and Alhilal Furqan (2010) on “Nurturing Experiential Learning in Co-curriculum Activities: Case studies of Tourism Clubs in Secondary Schools”, the schools should provide different opportunities for students to participate in co-curricular activities, and the extent of participation is subjected to financial resources, human resources, skills and knowledge.

3. In the present study majority of the prospective teachers have an average level of leadership potential as a whole and with reference to the following background variables like gender, subject of study, locality of college, type of college, nature of college, community, birth order, type of family and mass media used. This is because most of the students were not interested to lead their peers and they were afraid of facing difficulties and they lack confidence in all that they do. Likewise majority of the teachers consent that teachers may develop the skills of teaching competency and not the leadership potential. Leadership is a born trait and it can be developed if they have such traits in them providing suitable opportunities. According to Boyer (2010) in his study “Recognizing Leadership Potential” he has suggested that the leadership potential of a child can be enhanced by encouraging them to plan, initiate and complete a variety of self evaluated individual projects and also provide opportunities for decision making at an early age which helps them to foster critical reasoning skills necessary to be an effective leader.
4. In the present study it is found that there is significant difference between prospective teachers in emotional intelligence with regard to locality of college, type of college and nature of college. Regarding type of college the prospective teachers studying in aided colleges have better emotional intelligence than self financed college. This may be due to the reason that in aided colleges various guidance and counseling programmes, awareness programmes were arranged frequently and the prospective teachers studying in aided colleges get more exposure than the self financed colleges. Similarly in most of the aided colleges senior and well experienced teacher educators are there to guide the student teachers. Regarding locality of college the prospective teachers studying in rural colleges have better emotional intelligence than urban colleges. This is because the prospective teachers have to face a lot of problems like financial crisis, transportation problems, lack of facilities etc. and within that situation the students know how to put up with it and automatically they’ll develop emotional intelligence. Regarding nature of college the prospective teachers studying in girls colleges have better emotional intelligence than boys and co-education colleges. This may be because the prospective teachers studying in girl’s colleges get proper assistance from their parents and the environment is also conducive for them since there is no problem from the opposite sex.

5. In the present study there is significant difference between prospective teachers in co-curricular participation with regard to locality of college and type of college. Regarding locality of college the prospective teachers studying in rural colleges have more co-curricular participation than the urban colleges. This is because in rural colleges most of the students are from rural areas and they generally get the opportunities to play, to maintain a garden, to enact dramas during festivals and they’ll expose everything in their colleges also, when compared to the urban students who are always running behind tuitions, and other modernized courses like
learning computer courses in which they simply sit without any strain. Regarding type of college the prospective teachers studying in aided colleges have more co-curricular participation than the self financed colleges. This is because in aided colleges the colleges will receive a lot of funds to conduct various extra curricular activities and the students are also compelled to participate in those activities.

6. There is significant difference among prospective teachers in their leadership potential with respect to type of college. Regarding type of college, the prospective teachers studying in aided colleges have more leadership potential than the self financed colleges. This is because the prospective teachers learning in aided colleges get a lot of opportunities to plan and to organize various activities like citizenship training camp, medical camp, club activities, field trips, etc. when compared to self financed colleges who are always giving importance to examinations and cent percentage results in examinations.

7. In the association studies it is found that there is significant association between leadership potential and mother’s education of prospective teachers. This may be due to the reason that the prospective teachers will be inculcated with various leadership qualities like boldness, courage, facing the problems and developing self confidence from their qualified mother in which they are all very much essential for a leader. It is also found that there is significant association between leadership potential and father’s occupation of prospective teachers. This may be due to the boldness given by the father to face the world challengingly. As an earning member he may inculcate his children various good qualities, the essentials of learning, and the technique to compete the world.

8. The correlation study reveals that there exists negligible relationship (0.099) between emotional intelligence and leadership potential of prospective teachers. The study also reveals
that there exists low relationship (0.236) between co-curricular participation and leadership potential of prospective teachers.

So comparatively, the relationship between co-curricular participation and leadership potential is more than the relationship between emotional intelligence and leadership potential. This may be due to the fact that the Tamilnadu Teachers Education University is strictly enforcing the colleges of education to conduct citizenship camp programmes, social welfare activities, physical activities and also the student teachers were compelled to make socially useful productive works, to conduct field trips. Thus the prospective teachers are given a lot of opportunities to participate in such activities which inculcates various leadership qualities like time management, spirit of service, tolerance, self-confidence, interpersonal relationship, endurance and courage, than the exposure and awareness given to emotional intelligence.

5.3 EDUCATIONAL IMPLICATIONS

India is making rapid progress in the field of education. Education is a complex process as it aims at the all-round development of an individual. The teachers’ role in moulding a student’s personality is vital. It is in turn related to the ability to handle the situations which are apparently controlled with heightened emotional expressions. According to Folkerts (1999), Emotional intelligence can help in creating an enthusiastic work environment, employee satisfaction, efficient administration, useful vision for the future and achieving organizational development. It also helps to enhance their communication with one another, might increase chances of accomplishing their goals smoothly, increase cohesion and commitment and decrease interpersonal and intrapersonal conflict. According to Anne Pearline Rajakumari (2005) Co-curricular activities develop the emotional health of the students. Group participation offers
unique opportunities for young people to belong, to support others, and to learn a variety of leadership styles. Students learn how to encourage others, create group spirit, and resolve conflict. They begin to understand diverse attitudes, skills, and talents and how to interact effectively with a diversity of people while working toward a common goal which in turn translates into other positive outcomes like developing endurance and courage, team spirit, multi-skill abilities, multi-tasking capabilities, fearless in preserving and developing values, high on personal values which is essential for leaders.

The challenge to our educational leadership is to inspire extraordinary aspirations to break out from the confines of our borders, limitations and maximize the complementary of regional integration, community building and competitiveness. We want a place that prepares students to be productive citizens with a wide range of talents and skills. No doubt leadership qualities should be naturally present in an individual aspiring to become a leader. But more important than this is the provision of opportunities in schools and colleges for these qualities to get expressed and matured. For that the schools and colleges should provide enough opportunities to youth to plan and organize various functions and festivals like annual day, sports day, school science exhibition, quiz programmes, cultural programmes, releasing the annual school magazines and so on. The schools and colleges should concentrate on the personality development of the students. Teaching strategies should be developed by using different dimensions of emotional intelligence. Group study methods should be encouraged in classrooms. The institution may design programs to promote self-confidence in the students. Special counseling and guidance programmes should be conducted for developing the emotional intelligence and leadership qualities of students. To strengthen the mental caliber, the subjects may be taught by adopting project method, assignment method, discovery method, participative and co-operative learning. The students should be
encouraged to participate and lead some important co-curricular events. Provision must be made in the timetable for participation in various co-curricular activities and practically they must be in the realistic sense rather than completing the records without actually doing and participating in co-curricular activities. Through such activities alone we could foster in students the important leadership qualities like planning meticulously any programme, mobilizing the requisite for successfully carrying out the programme, unifying and integrating the men and material in any given system and the flexibility and courage to incorporate necessary changes in the action plan. Thus by enhancing the emotional intelligence of the prospective teachers and making them to participate in co-curricular activities helps them to raise the level of leadership potential which is the need of the hour.

Nowadays the quality of education suffers. Teaching is the last sort preferred by the individuals. There is mushroom growth of colleges of education and instead of quality only quantity is expected by the management. The student teachers studying in B.Ed colleges are giving importance to degree than attaining knowledge and skill. The teacher educators themselves possess a very low level of emotional intelligence and leadership potential. They were not interested to participate in co-curricular activities. They were afraid of taking risks. In order to change this present situation the curriculum should be re-structured. Implementation and evaluation programmes should be properly strengthened by the concerned authorities. Admission procedure should be modified. First the teacher educators must possess the above qualities then only they will transform these qualities among prospective teachers, who in turn will develop these qualities among students who are the future citizens. The present study helps to know the influence of emotional intelligence and co-curricular participation on leadership potential of prospective teachers.
The present study is an eye opener for the policy makers and teacher educators to review the teacher education curriculum and take necessary steps to implement and see it really that the student teachers are participating in co curricular activities. In the present decade more colleges of education were opened and the inputs in the colleges of education are not at the expected level. Qualified teacher educators with commitment may help to transact the curriculum sincerely and effectively. The evaluation must also be objective and not massive. Evaluation should not be onesided and the students may also be given opportunities to evaluate the teachers and the infrastructure facilities to develop the institutions and instructions effectively. Teacher educators must be given orientation and refresher courses to strengthen their potentials. Because only a diamond can cut another diamond, a burning light can lit another lamp, so also a learning teacher can transform the learners with required talents and potentialities. Quality of education does not stand alone with the quality of curriculum but how the curriculum is transacted really and effectively.

5.4 SUGGESTIONS FOR FURTHER RESEARCHES

The following suggestions are given for further researches.

1. The present study has been conducted for prospective secondary teachers. Similar studies can be conducted in other levels of education.

2. The present study has been concentrated only on the students of Kanyakumari, Tirunelveli and Tuticorin Districts. Similar studies can be made among the students of other Districts.

3. The study can be conducted with large samples.

4. The study can be conducted with experimental and mixed designs.
5. Leadership potential can be studied with other variables like organizational climate, teacher effectiveness, academic achievement etc.

6. Research concerning the effects of extracurricular activities on different aged children could be conducted.