Emotional Intelligence among prospective teachers.

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Abstract

This study is designed to find out the Emotional Intelligence among prospective teachers. The sample of 200 B.Ed trainees of Mandya city selected on the basis of gender, subject of study and type of institutions. The results of the study revealed that no significant difference found between two means, “t-test” was carried out.

Keywords: Emotional Intelligence, prospective teachers.

Introduction

Emotional Intelligence is an imperative construct in the field of Psychology and education. Education is viewed as an instrument to develop the cognitive qualities, tolerance, and understanding of people. Emotional Intelligence became a popular phrase in recent times. It is a form of social intelligence which involves the ability to monitor one’s own and others feelings and emotions to discriminate among them and utilize this information to guide one’s thinking and action. It was Daniel Goleman who popularized through research. It is said that Intelligence quotient alone is no more the measure for success of the people, with high Emotional Intelligence have proved themselves successful in their walks of life and with the community. Emotional Intelligence has conceptualized in four broad abilities such as perceiving, assimilating, understanding, and managing emotions. The person who can manage the emotions and understand the feelings of other people perform better in school, college and on their jobs. The success and chance of the productive life of a student are directly dependent on the educator. Teachers lay the foundation stone for the social, emotional, and intellectual potentialities of the learner and also accounts for the success in teaching and learning and welfare of the students. Hence it is imperative to assess the Emotional Intelligence of becoming teachers.
Objectives of the study
To find out the level of Emotional Intelligence among B.Ed trainees.
To find out if there is any difference in Emotional Intelligence among B.Ed trainees with respect to gender.
To find out if there is any difference in Emotional Intelligence among B.Ed trainees with respect to subject of study.
To find out if there is any difference in Emotional Intelligence among B.Ed trainees with respect to type of institution.

Hypotheses
For the study, the following null hypotheses had been formulated.

1. There is no significant difference in Emotional Intelligence among B.Ed trainees with respect to gender.
2. There is no significant difference in Emotional Intelligence among B.Ed trainees with respect to subject of study.
3. There is no significant difference in Emotional Intelligence among B.Ed trainees with respect to type of institution.

Methodology
The descriptive and inferential statistics had been used to analyze the data.

Sample of the study
The study was conducted on the sample of 200 B.Ed trainees, selected through random sampling technique.

Tool used
Emotional Intelligence scale developed by Anukul.I.J Sanjotha.P.K and Upender dar was used to measure the Emotional Intelligence of B.Ed trainees.

Statistical technique used
Mean difference analysis was used to find out if there exist any significant difference in Emotional Intelligence and gender, subject of study and type of institution.
Table 1. Emotional Intelligence level among B.Ed trainees

<table>
<thead>
<tr>
<th>Sl no</th>
<th>Emotional Intelligence level</th>
<th>No of B.Ed trainees</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Normal (52-84)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>High (85 and above)</td>
<td>200</td>
<td>100%</td>
</tr>
<tr>
<td>3</td>
<td>Low (51 and below)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>200</td>
<td></td>
</tr>
</tbody>
</table>

The scores obtained by the B.Ed trainees on Emotional Intelligence scale indicated that all 200 B.Ed trainees fall in high level of Emotional Intelligence.

Table 2. Difference between Emotional Intelligence and gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Sample size(N)</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>t-value</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>80</td>
<td>129.0333</td>
<td>12.17105</td>
<td>0.259</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td>Female</td>
<td>140</td>
<td>129.5214</td>
<td>12.25594</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The result reveals that there is no significance difference at 0.05 level. It indicates that male and female B.Ed trainees have similar Emotional Intelligence. Hence the hypotheses no 1 accepted.

Table 3. Difference between Emotional Intelligence and subject of study

<table>
<thead>
<tr>
<th>Stream</th>
<th>Sample size (N)</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>t-value</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>45</td>
<td>129.0196</td>
<td>12.2761</td>
<td>0.664</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td>Arts</td>
<td>153</td>
<td>130.4000</td>
<td>12.2296</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The result reveals that there is no significance difference at 0.05 level. It indicates that Science and Arts B.Ed trainees have similar Emotional Intelligence. Hence the hypotheses no 2 accepted.
Table 4. Difference between Emotional Intelligence and type of institution

<table>
<thead>
<tr>
<th>Type of institution</th>
<th>Sample size (N)</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>t-value</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aided</td>
<td>77</td>
<td>127.5584</td>
<td>11.204</td>
<td>0.673</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td>Private</td>
<td>123</td>
<td>130.5122</td>
<td>12.699</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The result reveals that there is no significance difference at 0.05 level. It indicates that Aided and Private B.Ed trainees have similar Emotional Intelligence. Hence the hypotheses no 3 accepted.

Conclusion and Educational Implications

In the present study the investigator found that all the B.Ed trainees have high Emotional Intelligence. It was seen from the result that no significant difference between male and female B.Ed trainees. The result also shows that no significant difference between Emotional Intelligence and Science and Arts B.Ed trainees and Aided and Private college trainees. The teacher who counts much in the success of any teaching and learning process. It is quite necessary for the student teachers get training so that their Emotional Intelligence may help them in building a mutual bond of intimacy and trustworthy relationship with their students. They can compelled to excel in performance irrespective of their potential. Teacher play an important role in development of Emotional Intelligence. They should be good role models. By observing, students gradually learn how to analyze and cope with life.

References


