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Research Paper Education

Emotional Intelligence Among Teacher Trainees

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ABSTRACT

An attempt was made in the present investigation to study the emotional intelligence among teacher trainees (B.Ed students). Sample consisting of 240 B.Ed students were selected in and around from Tirupati urban and rural localities of Chittoor District, Andhra Pradesh. Emotional Intelligence Scale developed by Nutankumar Thingujam and Usha Ram (1999) was administered to the sample. It was hypothesized that gender, locality, type of management would significantly influence the emotional intelligence of teacher trainees. Results revealed that gender of the trainee teachers would significantly influence the emotional intelligence.

KEYWORDS : Emotional Intelligence, Gender, Locality and Management, Teacher trainees

Introduction

The earliest roots of emotional intelligence can be traced to Charles Darwin's work on the importance of emotional expression for survival and adaptation. In the 1900s, even though traditional definitions of intelligence emphasized cognitive aspects such as memory and problem-solving, several influential researchers in the intelligence field of study had begun to recognize the importance of the non-cognitive aspects. For instance, as early as 1920, E.L. Thorndike used the term social intelligence to describe the skill of understanding and managing other people (Thorndike, 1920).

Mayer et al. (2000) define this novel term, thus: Emotional intelligence refers to an ability to recognize the meanings of emotions and to reason and problem solve on the basis of them, and it involves the capacity to perceive emotion related feelings, understand the information of these emotions and manage them.

Review of Literature

Mohanasundaram (2004) conducted a study on emotional intelligence and achievement of teacher trainees at primary level at Government College of Education, Thanjavur. The study revealed that men and women teacher trainees did not differ in their emotional intelligence. There was significant but low positive correlation between emotional intelligence and overall academic achievement of teacher trainees. The teacher trainees of co-educational institutions were at a higher level, than that of other types in their emotional intelligence. There was significant but low positive correlation between emotional intelligence and achievement in educational science subjects.

Another study on relationship between emotional intelligence and age reported by Gowdhaman and Murugan (2009) among B.Ed. teacher trainees (N= 300) have revealed a significant effect of age on emotional intelligence. Contradictory to this finding, Jacques (2009) had reported that age did not predicted emotional intelligence among a sample of 221 college students.

Ciarrochi, Chan and Bajgar (2001) found that emotional intelligence was reliable measured in adolescents and was higher for females than males. The relationship between emotional intelligence and sex differences among 134 adolescents involved in a six week training camp run by the military was investigated by Charbonneau and Nicol (2002). Results revealed that girls scored somewhat but not significantly higher than the boys on emotional intelligence.

Annaraja and Jose (2005) in their study observed that rural and urban B.Ed trainees did not differ in their self awareness, self-control, social skills and emotional intelligence.

Singaravelu (2007) found no significant difference in male and female student teachers, however, the difference in emotional intelligence was found with respect to locality of residence.

Mishra and Ranjan (2008) studied whether the gender difference affects emotional intelligence of adolescents (N=80, 40 male, 40 female). The results showed that adolescent boys and girls differ significantly on emotional intelligence and boys were found to be significantly higher on emotional intelligence than the girls. The higher scores of adolescent boys indicate that they are better on interpersonal, intrapersonal, adaptability and stress management skills and their overall general mood (happiness and optimism) are of higher order than the adolescent girls.

Carr (2009) have studied sex differences in emotional intelligence among a student sample of medical schools (N= 177). Results indicated that male candidates had higher emotional intelligence scores than females.

Gowdhaman and Murugan (2009) have been reported a significant effect of gender on emotional intelligence, in their study among 300 B.Ed teacher trainees.

To find out the effect of monthly income on the level of emotional intelligence among B.Ed. teacher trainees (N=300) Gowdhaman and Murugan (2009) have executed on empirical study and results showed that the socio economic status or monthly income do not cause any significant effect on the emotional intelligence.

Naresh Kumar (2012) studied the Emotional Intelligence of B.Ed. teacher trainees in relation to Optimistic-Pessimistic attitude. Results revealed that there exists significant relationship between Emotional Intelligence and Optimistic-Pessimistic attitude of B.Ed. teacher trainees. Both the variables positively correlated with each others. Further there exists significant mean score difference in the emotional intelligence of male and female B.Ed. Teacher Trainees. 100% B.Ed. Teacher trainees shows high emotional intelligence but male B.Ed. teacher trainees shows high emotional intelligence than female B.Ed. teacher trainees. Further the results revealed that there exists significant mean scores difference in the Optimistic-Pessimistic attitude of male and female B.Ed. pupil teacher trainees. Female B.Ed. teacher trainees shows high optimistic attitude than male B.Ed. teacher trainees.

Sampath Reddy (2012) conducted a study on "gender and locale as related to emotional intelligence among teachers" on a sample of 120 male and female teachers belonging to rural and urban localities of Warangal District. Results revealed that there is no significant difference between male and female teachers with regard to their emotional intelligence and also find that there is no significant difference in the emotional intelligence of teachers working in rural and urban areas.

Aruna Jyothi (2013) investigated to assess the emotional intelligence

among B.Ed teacher trainees. The sample consisted of 60 male and female B.Ed teacher trainees studying in Government and Private B.Ed colleges. The results revealed that there is no significant difference was found towards emotional intelligence of B.Ed teacher trainees with respect to their gender and type of institution. But urban teacher trainees showed higher levels of emotional intelligence than the rural teachers trainees.

Nisha Maharana (2013) studied the emotional intelligence of the higher secondary school teachers. The result shows that emotional intelligence was independent of sex, type of school, age and length of experience. The level of emotional intelligence was same regarding to the above group.

Jagvinder Singh (2013) studied emotional intelligence among B.Ed students of Education College in relation to their gender. 60 B.Ed students were randomly selected from two different colleges of distt bathinda, punjab and data was collected by using Dr.S. K. Mangal test of Emotional intelligence's-test was used to analyzed the data. From the data it is found that gender does not play a significant role on emotional intelligence of teachers under training (B.Ed students).

Objectives of the study:

The following are the objectives of the present investigation

- To assess the impact of Gender on Emotional Intelligence of teacher trainees.
- To assess the impact of Locality on Emotional Intelligence of teacher trainees.
- To examine the influence of Management on Emotional Intelligence of teacher trainees.

Hypotheses of the study:

- Based on the above objectives the following hypotheses are formulated for the present study.
- There would be significant impact of Gender on Emotional Intelligence of teacher trainees.
- There would be significant impact of Locality on Emotional Intelligence of teacher trainees.
- There would be significant impact of Management on Emotional Intelligence of teacher trainees.

Sample

The sample consisted of 240 B.Ed teacher trainees were selected from the government and private colleges in and around from Tirupati town, Chittoor District, Andhra Pradesh. In which 120 are male and 120 are females belonging to urban and rural localities. Data regarding emotional intelligence of teacher trainees were collected through simple random sampling technique through survey method.

Tool

The Emotional Intelligence of the Subjects was assessed by using Emotional Intelligence Scale developed by Nutankumar Thingujam, and Usha Ram (1999). It consists of 33 items. Each question has 5-Options. The Items are scored with the help of Scoring key. The test Emotional intelligence scale was scored by giving weightings to the responses 5,4,3,2 and 1. The Maximum score 165 and Minimum score 33 obtained by adding the weightages on all these items. Appropriate coding is given to the response given to personal variables. The Reliability of the Instrument 0.90 was established by Test-Retest Method and the Validity is 0.78.

Statistical Analysis

The obtained data were subjected to suitable statistical analysis such as Means, SDs and 't' test to test the hypotheses.

Results and Discussions

Table- 1: Shows Mean, SD and 't' value of gender on emotional intelligence scores

S. No.	Gender	N	M	SD	t-value
1.	Male	120	229.21	26.13	6.73**
2.	Female	120	247.81	15.29	

****- Significant at 0.01 level**

The obtained 't' value of 6.73 is significant at 0.01 level, indicating that there is significant difference among teacher trainees in their emotional intelligence. Female teacher trainees have obtained a high mean of (247.81) compare to male teacher trainees, whose mean score is (229.21). Hence, it is concluded that there is significant difference of emotional intelligence among male and female trainee teachers. Therefore the hypothesis-1 is accepted as warranted by the results. The finding of the present study collaborated with earlier studies Ciarrochi, Chan and Bajgar (2001), Charbonneau and Nicol (2002); Gowdhaman and Murugan (2009) and Aruna Jyothi (2013) reported a significant effect of gender on emotional intelligence.

Table- 2: Shows Mean, SD and 't' value of locality on emotional intelligence scores

S. No.	Locality	N	M	SD	t-value
1.	Rural	120	240.76	20.66	1.50@
2.	Urban	120	237.09	25.01	

@- Not Significant

The obtained 't' value of 1.50 is not significant, indicating that there is no significant difference of emotional intelligence among trainee teachers. Hence, it is concluded that there is no significant difference of emotional intelligence of trainee teachers belonging to urban and rural localities. Therefore hypothesis-2 is rejected as warranted by the results. The finding of the present study collaborated with earlier study of Sampath Reddy (2012) also find that there is no significant difference in the emotional intelligence of teachers working in rural and urban areas.

Table-3: Shows Mean, SD and 't' value of management on emotional intelligence scores

S. No.	Management	N	M	SD	t-value
1.	Private	120	236.13	24.28	1.59@
2.	Government	120	240.89	22.11	

@- Not Significant

The obtained 't' value of 1.59 is not significant, indicating that there is no significant difference of emotional intelligence among trainee teachers studying in private and government colleges. Hence, it is concluded that there is no significant influence of management on emotional intelligence of trainee teachers. Therefore hypothesis-3 is rejected as warranted by the results. The finding of the present study collaborated with earlier study of Aruna Jyothi (2013) revealed that there is significant impact of management on emotional intelligence of trainee teachers.

Findings of the Study

- Gender has significant influence on emotional intelligence of Teacher Trainees. Female trainee teachers have high emotional intelligence than male trainee teachers.
- Locality has no significant influence on emotional intelligence of teacher trainees.
- Management has no significant influence on emotional intelligence of teacher trainees.

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