Original Research Paper

Psychology

EMOTIONAL INTELLIGENCE AMONG PROSPECTIVE TEACHERS

Dr.K.Subramanyam | Principal, Sravanthi College of Education, Dharmaram, Warangal (District), Telangana-State.

ABSTRACT An attempt was made in the present investigation to study **Aim:** the impact of gender and stream on emotional intelligence among prospective teachers. **Sample:** Sample of the present study consists of 120 teacher trainees in Warangal district of Telangana state. **Tool:** Emotional intelligence scale developed by Nutan Kumar Thingujam and Usharam (1999) was used to collect the data. **Design:** A 2× 4 factorial design was employed and ANOVA was used to analyse the data. **Conclusion:** Finding of the study revealed that gender and stream have significant impact on emotional intelligence among prospective teachers.

KEYWORDS : Emotional Intelligence, Gender, Methodology and Prospective Teachers.

INTRODUCTION

Teaching is a challenging and demanding job which involves a substantial workload and often frustration for teachers when controlling disruptive and unmotivated students. Teachers who deliberately develop emotional skills and regularly exhibit emotionally intelligent behavior experience a high success rate and approval in their professional careers.

Emotional intelligence plays a key role in determining success in life and it becomes more and more important as people progress up the career ladder. Teachers play a vital role in redesigning the society through the development of a child given to them in schools. The child should learn joyfully without any stress with the help of the teachers. Pre-service teacher education programme tries to develop competent, committed, resourceful and effective teachers. An emotionally competent teacher is likely to emphasize on responsible behavior on the part of his/her students by placing himself/herself as a role model.

Mayer and Salovey (1995) refers emotional intelligence has been described in the ability to distinguish, comprehend and manage emotions in once and others. Daniel Goleman (1998) defines Emotional Intelligence as 'the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships.

Review

Patil and Kumar (2006) studied the emotional intelligence among student teachers in relation to gender, faculty and academic achievement and found that there is no significant difference between emotional intelligence of male and female; science and arts student teachers. Liang (2007) identified the emotional intelligence skills and personality type factors impacting faculty performance and success in post-secondary education. The results of the study showed the relationships between emotional intelligence and personality type of faculty in Taiwan. The study, however, failed to indicate a significant relationship between gender and emotional intelligence skills. When considering faculty member age, the current study also revealed a significant relationship between age and emotional intelligence skills. Monika Gupta (2014) conducted to assess the emotional intelligence of prospective teachers. The results indicated that Prospective teachers do not differ and interact significantly in the Emotional intelligence with respect to their gender, stream and social category. Jerslina and Devaki (2016) examined that emotional intelligence of student teachers and also the domains of emotional intelligence and their scores. Results revealed that male and female candidates differ in their emotional intelligence scores. Stephen Harris Paul and Jemila (2018)

aimed the level of emotional intelligence among Prospective teachers. The findings showed that there is no significant relationship between gender and emotional intelligence of the respondents. And also there is no significant relationship between stream of study in B.Ed., and emotional intelligence of the respondents.

Need and Significance of the Study

Teacher Education as an area of interdisciplinary knowledge is not merely an application of new core disciplines, but a praxis of a content where theories and practical wisdom are generated continuously. In working towards holistic approach to education, the importance of an emotionally supportive environment in the classroom is created by a teacher. Emotionally healthy behavior is reflected in characteristic ways of thinking, identifying, managing and expressing feelings and choosing effective behaviours. As the student teachers deal with students, they are in a position to have a personal rapport with them for which emotional intelligence plays a significant role. The teacher trainees should possess emotional quotient in order to handle the students in a healthy manner. Hence, the investigation at the level of emotional intelligence in student teachers is taken up for the study.

OBJECTIVE

1. To assess the impact of gender and stream on emotional intelligence among prospective teachers.

Hypotheses

1. There would be significant impact of gender on emotional intelligence among prospective teachers.
2. There would be significant impact of stream on emotional intelligence among prospective teachers.

Sample

Sample for the present study consists of 120 teachers' trainees studying in rural and urban areas from government and private colleges in Warangal district of Telangana state. The subjects were in the age group of 20-22 years selected and using stratified random sampling method.

Variables Studied

In the light of the hypotheses formulated, the following variables are studied.

Dependent Variable

1. Emotional Intelligence

Independent Variables

1. Gender
2. Stream

Tool

Assessment of Emotional Intelligence: Emotional Intelligence scale was developed by Nutan Kumar Thingujam and Usharam (1999) which consists of 33 items. Low score indicates low Emotional Intelligence and high score indicates high Emotional Intelligence. The reliability for the scale was found to be 0.90 using test -retest method and validity of the instrument is 0.78.

Research Design

As there are three independent variables i.e., gender (Male and Female) and stream (Sciences, Mathematics, Social Sciences and Languages) and each variable is divided in to two categories, a 2×4 factorial design was employed in the present study.

STATISTICAL ANALYSIS

The obtained data was analyzed statistically in order to test the hypotheses using Means, SD's and Analysis of Variance (ANOVA).

Table-I: Means and SDs for scores on emotional intelligence among prospective teachers.

Stream		Gender	
		Male	*Female*
Sciences	Mean	108.13	**128.67**
	SD	15.37	13.03
Mathematics	Mean	112.94	104.91
	SD	12.86	11.86
Social Sciences	Mean	**102.00**	109.82
	SD	12.02	10.63
Languages	Mean	107.05	111.06
	SD	11.92	14.41

Grand Means

Male = (M:107.53) Female = (M :113.62)	Sciences = (M:118.40) Mathematics = (M:108.93) Social Sciences = (M:105.91) Languages = (M:109.06)

A close observation of table-I shows that female teacher trainees studying of sciences have obtained the high mean score of 128.67 indicating their high emotional intelligence compared with the other groups. Male teacher trainees studying of social sciences have obtained the low mean score of 102.00 indicating their low emotional intelligence compared to other groups.

In terms of gender, female teacher trainees (M=113.62) have high emotional intelligence than male teacher trainees (M=107.53). In terms of stream, teacher trainees studying of science subjects (M=118.40) have high emotional intelligence than the teacher trainees studying of social science subjects (M=105.91).

As there are differences in the mean scores with regard to emotional intelligence among prospective teachers, the data were further subjected to analysis of variance to find out the differences between the groups are significant or not, and the results are presented in table-II.

Table-II: Summary of ANOVA for scores on emotional intelligence among prospective teachers.

Source of Variance	Sum of Squares	df	MSS	F-Values
Gender (A)	395.302	1	395.302	6.46 **
Stream (B)	1002.501	3	334.167	5.45 **
(A x B)	1515.300	3	505.100	8.24 **
Within	6588.544	112	61.237	--
Total	9501.647	119	--	--

**-Significant-0.01 level

Hypothesis-1: There would be significant impact of gender on emotional intelligence among prospective teachers.

It is evident from table-II that the obtained 'F' value of 6.46 is significant at 0.01 level indicates that gender has significant impact on emotional intelligence among prospective teachers. As the 'F' value is significant, the hypothesis-1, which stated that gender has significant impact on emotional intelligence among prospective teachers, is accepted as warranted by the results.

The results of the present study corroborates with the earlier findings of Liang (2007), Jerslina and Devaki (2016) which states that gender is positively and significantly related to emotional intelligence.

The results of the present study contradicts with the earlier findings of Patil and Kumar (2006), Monika Gupta (2014) and Stephen Harris Paul & Jemila (2018) which states that gender is negatively and not significantly related to emotional intelligence.

The probable reason might be emotionally intelligent teachers would energetic in their direction to students, work and life. Emotionally stable teachers demonstrate positive behaviour in all kind of academic tasks and show more resilient response in stressful situation and less likely to react to stress. They discourage pessimism and negative thoughts. Emotionally intelligent teachers are more considered proactive and resilient in responding to stressors, they are characterized by confident communicator, positive, reflective thinker and optimistic individuals. Teachers with high level of emotional intelligence shun dysfunctional sentiments and emotions and keep themselves in a positive state of mind and use emotions in adaptive ways to assuage feelings of impediment.

Hypothesis-2: There would be significant impact of stream on emotional intelligence among prospective teachers.

As shown in table-II that the obtained 'F' value of 5.45 is significant at 0.01 level indicates that stream has significant impact on emotional intelligence among prospective teachers. As the 'F' value is significant, the hypothesis-2, which stated that stream has significant impact on emotional intelligence among prospective teachers, is accepted as warranted by the results.

The probable reason might be high emotional intelligence fall prospective teachers should practice emotional intelligence trainings; the curriculum should contain extracurricular activities like art and crafts, physical education, dance and music except that the scholars ought to inspired to find out collaboratively. Then undoubtedly the potential teachers can create associate showing emotion intelligent student community with associate showing emotion intelligent world.

It is evident from the table-II data reveals that the 'F' value of 8.24, gender and stream (AXB) is significant. This indicates that there is significant interaction between two independent variables i.e., gender and stream is causing the effect on emotional intelligence among prospective teachers.

CONCLUSIONS
- Female are high emotional intelligence than male.
- Teacher trainees of studying science subjects are high emotional intelligence than the teacher trainees of studying social science subjects.

Educational Implications

Students should be allowed to handle their emotions with their friends, family and others independently. Group activities and teamwork, which help children to develop control over their emotions and handling relationships, may be encouraged.

Emotional Intelligence can be inculcated in pupils through co-operative learning, transformational learning and self-science curriculum and by developing programs on mastering emotional intelligence and customized leadership programs. Moreover, introducing classes and lectures in human relations will be of more use. An emotionally intelligent teacher can be a good role model to a student. One who is well aware of his /her own emotions and manages them successfully in a classroom will be able to perform his /her own role as a good teacher.

REFERENCES

1. Jerslina. S., and Devaki. N. (2016). Emotional intelligence of prospective teacher. *International Journal of Applied Research*, 2(7), Pp: 321-325.
2. Liang, Yao-Hui (2007). The Relationship between Personality Type and Emotional Intelligence in a Sample of College and University Faculty in Taiwan. Texas A &M University, Kingsville, Dissertation Abstracts International, 68(7), Pp: 2745-A.
3. Monika Gupta (2014). Emotional intelligence of prospective teachers in relation to their gender, stream and social category. *Scholarly Research Journal for Interdisciplinary Studies*, 2(15), Pp: 2420-2429.
4. Patil, B. and Kumar, A. (2006). Emotional Intelligence among Student Teachers in Relation to Sex, Faculty and Academic Achievement. *Indian Educational Abstracts*, 6(2), Pp: 56.
5. Stephen Harris Paul. A. and Jemila.K. (2018). A study on emotional intelligence among prospective teachers. *International Journal of Creative Research Thoughts*, 6(2), Pp: 304-307.