Determination of Emotional Intelligence of Student-Teachers

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ABSTRACT *This study underscores the relevance of the emotional intelligence of student-teachers in District Anantnag of Jammu and Kashmir State in relation to income and locality. As measured by standardized tool of emotional intelligence on 300 student teachers. The result was analyzed by using descriptive and differential statistical techniques. The result indicates that: a) The level of emotional intelligence among the student teachers is high in Anantnag District. b) Income wise and locality wise, there is no significant mean difference between the level of emotional intelligence of student teachers.*

INTRODUCTION
The earlier roots of emotional intelligence can be traced to Charles Darwin's work on the emotional expression for survival and second adaption. The term emotional intelligence was introduced in 1990 by two– Psychologists Peter Salovey and John Mayer in their landmark article, "Emotional Intelligence," in the journal Imagination, Cognition, and Personality "Emotional Intelligence involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions." (Salovey & Mayer, 1990).

Emotional intelligence is the ability to understand own emotions and those of people around. The concept of emotional intelligence means persons must have a self-awareness that enables to recognize feelings and manage emotions. Therefore EI is really required to make the teachers performance very effective. The emotional intelligence can make the teachers not only able to deal with their students but with their colleagues as well. Mostly these skills are provided to student teachers in teacher training institutions.

REVIEW OF RELATED LITERATURE
Mahmoudi A. (2011) Studied the effect of emotional intelligence among 300 B.ED studying in five B.ED colleges of Yasouj district in Kohgiloyeh. A descriptive analysis, t-test and F test was used for the analysis and concluded that the emotional intelligence among the B.ED teacher trainees was normal

Edannur, S (2010) assessed the emotional intelligence level of teachers educators of Barak valley region in the Assam (India). The result showed that the group under study possessed average emotional intelligence. The gender and locality of the teacher educators did not make any differential influence on their emotional intelligence.

Noriah Mohd. Ishak et.al (2010) Given the current position on teachers professional conduct and emotional outburst in Malaysia and its impact on the students psychological well-beings, this study tries to assess emotional intelligence (EI) of Malaysian teachers. The study used a survey design and MEQI to collect data. One thousand and four teachers participated in this study. The study examines EI from four different factors (personal management, people management, spirituality and maturity) and 28 core competencies. Findings from the study show that both groups have similar EI profile. However, they have low abilities in a number of areas, namely; emotional awareness, accurate self-assessment, achievement drive, influencing skills, conflict management, change catalyst, and leadership. Both groups also scored high in spirituality and maturity. In conclusion, although both groups have similar EI profile, the study shows that the residential school teachers have higher EI when compared to the daily school teachers.

OBJECTIVES OF THE STUDY
1) To find out the level of emotional intelligence of the student teachers in District Anantnag of Jammu & Kashmir.
2) To find out differences in the emotional intelligence between the groups of student teachers regarding income and locality.

HYPOTHESES OF THE STUDY
1) The emotional intelligence of the student teachers is high
2) There is no significant difference in the mean scores of emotional intelligence of:
   a) Low family income student teachers and High family income student teachers.
   b) Rural student teachers and Urban student teachers.

METHODOLOGY
A survey method was adopted to find the relationship between emotional intelligence of student teachers with respect to their income and locality. The study is of nature as ex-post facto as the current status of the phenomena has been studied as what extent it exist at present. The Random Sampling technique was used. Overall 300 student teachers were taken as sample from 5 B. Ed. Colleges of District Anantnag, which are affiliated to the University of Kashmir. After selecting 300 student teachers from five colleges, the teachers were grouped under family income and locality variables. "Emotional Intelligence" Scale of Anukol Hyde and Sanjyot Pethe and Upinder Dhar was used for assessing emotional intelligence of student teachers. It is a 5 point scale consists of 34 items. The investigator has used Mean, standard deviation and 't' test to test the null hypotheses formulated.

SAMPLE
Selection of colleges:
All the B. Ed. Colleges of district Anantnag which are affiliated to the University of Kashmir were considered for the study. So, whole population was selected in case of selection of colleges.

Selection of student teachers:
The researcher selected 300 students out of 1455 student teachers from 5 colleges were selected as a sample. The sample under study was Random sample of Student teachers.

TOOL
The researcher used standardized tool for the present study which was easy to administer. The Emotional Intelligence scale constructed with 34 simple statements as drawn from emotional intelligence devised by Anukool Hyde and Sanjyot Pethe and Upinder Dhar (2010) was used for the study.

STATISTICAL TECHNIQUE
Keeping in view the objectives under investigation, the following statistical techniques were employed to analyze the data. A) Descriptive statistics Mean & Standard Deviation. b) Test of significance of difference between means

ANALYSIS AND INTERPRETATION
Mean, standard deviation and t-test for the sub-samples have been calculated, in order to find out the objectives of the present study that is to find find out if there is any significant difference between the mean of Emotional Intelligence scores in respect of any two pairs of sub-samples.

Table 1: Mean and S.D for the level of Emotional Intelligence of the student teachers.

S. No.	Sub samples	N	Mean	S.D	t-value	Level of significance	Level of Emotional Intelligence
1	Total Sample	300	130.17	14.03	------	-----------	High
2	Low Income	122	130.50	14.52	0.34	Not significant	High
	High Income	178	129.94	13.73			
3	Rural	241	130.24	13.33	0.16	Not significant	High
	Urban	59	129.86	16.74			

The mean and standard deviation of emotional intelligence of student teachers for the sub-samples were calculated and they are given in above table (1). The mean of emotional intelligence scores of the sub-sample have shown that all the sub-samples fall under the category of high emotional intelligence (ranging from 129.86 to 130.50). In case of the family income is concerned, student teachers from low income have better emotional intelligence as compared to the student teachers from high family income. So far as locality of the student teachers is concerned it was found that student teachers from rural areas have better level of emotional intelligence than the student teachers of urban areas.

In order to find out the significant mean difference in the mean scores of emotional intelligence of Income wise and locality wise, the t-value was calculated and for these two variables the calculated t-value is less than the table value 1.96 at 0.05 level of significance. Which depicts that Income wise and locality wise, there is no significant mean difference between the level of emotional intelligence of student teachers.

FINDINGS
The major findings of the study are: a) The level of emotional intelligence among the student teachers is high in Anantnag District. b) Income wise and locality wise, there is no significant mean difference between the level of emotional intelligence of student teachers.

CONCLUSION
In conclusion, results in the present study were consistent with expectations that the level of emotional intelligence among the student teachers is high in Anantnag District. The study also revealed that there does not exist significant mean difference in emotional intelligence of student teachers in relation to family income and locality. So, it can be concluded that locality and family income of the students have no influence on their emotional intelligence.

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