Original Research Paper

Volume : 5 | Issue : 12 | December-2016 • ISSN No 2277 - 8179 | IF : 3.508 | IC Value : 78.46

GENDER DIFFERENCE IN EMOTIONAL INTELLIGENCE AMONG TEACHER TRAINEES

Psychology

KEYWORDS: Gender and Emotional Intelligence.

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ABSTRACT

The objective of this research is to find out the gender difference on emotional intelligence among teacher trainees. To assess the emotional intelligence of the teacher trainees Emotional Intelligence Scale by Uma Devi was admitted to subjects. Results revealed that there is significant difference between male and female teacher trainees on their emotional intelligence. Female trainees obtained better emotional intelligence scores than male trainees in all the sub components of emotional intelligence.

INTRODUCTION

Education is a dynamic process. It has continued to evolve diversify and extend its reach since the dawn of human history. Every country develops its own system of education to express and promote its unique socio cultural identity as well as to meet the challenges of the times. Human being is a precious natural resource. He needs to be cherished, nurtured and developed with tenderness and care. Throughout history, education has been playing vital role and has contributed a lot in shaping the destinies of societies in all phases of their development. More importantly, education develops man power for different levels of the economy. It is also the substrate on which research and development flourish, being the ultimate guarantee of national self reliance. In essence, education is to be looked upon as a unique investment in the present and the future.

The concept of emotional intelligence (EI) is relatively a new idea in popular culture. It has raised a very great deal of interest in the field of psychology, management and education. The term emotional intelligence was launched when people started to realize that a high Intelligence Quotient (IQ) is no guarantee against failure in everyday life. Whereas others with an average IQ succeeded, at best IQ contributes about 20% to the factors that determine life success, which leaves 80% to other forces. So if we want to succeed in life, we need to introduce our emotions very well. The term 'emotional intelligence' was mostly unfamiliar to researchers and the general public until Goleman (1995) wrote the best selling trade book *Emotional Intelligence*. Goleman described how scientists had discovered a connection between emotional competencies and pro social behavior; he also declared that emotional intelligence was both an answer to the violence plaguing our schools and 'as powerful and at times more powerful than IQ' in predicting success in life. He described the construct as an array of positive attributes including political awareness, self confidence, conscientiousness and achievement motives rather than focusing only on an intelligence that could help individuals to solve problems effectively. Traditionally, psychologists have focused on cognitive aspects while working on intelligence. However there were researchers who recognized early that the non cognitive aspects were also important. Researchers investigated the dimensions of emotional intelligence (EI) by measuring related concepts, such as social skills, interpersonal competence, psychological maturity and emotional awareness. The most distant roots of emotional intelligence can be traced to Charles Darwin's (1872) early work on the importance of emotional expression for survival and second adaptation. According to Goleman (1998) Emotional Intelligence is the capacity to recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationship. Bar-On (2007) defined Emotional Intelligence as being concerned with effectively understanding oneself and others, relating well to people and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands. Bradberry, Travis and Jean (2009) stated that Emotional Intelligence defined as the ability, capacity and skill or in the case of the trait emotional intelligence, a self perceived ability to indentify access and manage the emotion of one's self of others and of groups. It is part of art of managing people at the workplace.

Student teacher college life is a test to him/her, undergoing a transition of his ideas from dependency to independency i.e., how to organize, concise and represent the learned content in the form of teaching and learning activities. During this transition period the personality of the trainee continues to develop; he/she still have a chance to learn how to love and to be loved, how to tolerate frustration, how to integrate conflicting points of view, how to face reality realistically, without feeling from it to channel hostile impulses into socially approved activities in the form of teaching and learning practices. It makes an immense difference whether he/she acquired attitudes and habits favorable to his/her own better intellectual, social and emotional developments as a result of college experience. There is no component of teacher education which enjoys more supports from the education community and which is evaluated so positively by beginning teachers as students teaching. At present scenario both boys and girls are having equal educational preferences and occupational choices. Over the past few decades the Indian society is fast getting modernized. But traditionally the transition from childhood to adulthood, particularly among girls in Indian society has tended to be sudden dramatic leading to traumas, tension and turmoil in their life. Social norms, rearing practices, cultural issues, roles and responsibilities, insecurity feeling, feeling of nervous, lack of timely and appropriate information and poor inter personal relations affects their commitments and emotional intelligence than men.(Sarabjit Kaur, 1984; Gopalacharyalu, 1991; Schmidt, 1994; Charbonneau and Nicola, 2002; Hunt and Evans, 2004; Kafetosis, 2004; Petrides, 2005; Geeta and Vijayalakshmi, 2006; Mishra and Ranjan, 2008; Suresh and Joshith, 2008; Selva Ranee Subramanian, 2008; Carr, 2009; Jacques, 2009; Ranjan, 2009; Gowrishankar and Keerthi, 2010; Naghavi and Redzuan , 2011; Naresh Kumar, 2012; Latha, 2012; Arvind Hans et al 2013; Kamalpreet Kaur, 2013 and Sukhdev Singh Sandhu, 2014). Since childhood girls especially are restricted and their activities are closely supervised by not only parents and caretakers but also by neighbors in the close communities. As a result their creative and emotional experiences are controlled by themselves without their knowledge. Keeping the above views, the following objectives are setup for the present study.

Objective

To assess the gender difference in Emotional Intelligence of teacher trainees (Component wise - Intrapersonal, Interpersonal, Adaptability, Stress Management and General Mood)

Hypotheses

1. There would be significant difference between male and female

teacher trainees on Emotional Intelligence component *Intrapersonal.*

2. There would be significant difference between male and female teacher trainees on Emotional Intelligence component *Interpersonal.*

3. There would be significant difference between male and female teacher trainees on Emotional Intelligence component *Adaptability.*

4. There would be significant difference between male and female teacher trainees on Emotional Intelligence component *Stress Management.*

5. There would be significant difference between male and female teacher trainees on Emotional Intelligence component *General Mood.*

Sample of the Study

The population of the present study comprised 240 prospective teachers, in which 120 were male and 120 were females and their age group was 21-24 years. The colleges were selected randomly in and around Chittoor and Anantapur districts of Andhra Pradesh. Systematic random sample technique was used.

Tool and Procedure

A bio-data sheet was prepared seeking information about the respondents' sex, locality, type of college, type of family, education and occupation of the parents etc. Emotional Intelligence Scale developed and standardized by Uma Devi (2003) was used in the present study. The scale consisted of 148 items with fifteen areas. The test is a combination of both positive and negative items; measure five sub-scales that measure fifteen dimensions of emotional intelligence. They are: 1. Intrapersonal (Self- awareness, Assertiveness, Self-regard, Self-actualization and Independence) 2. Interpersonal (Empathy, Interpersonal relationship and Social responsibility) 3. Adaptability (Problem solving, Flexibility and Reality testing). 4. Stress Management (Stress tolerance and Impulse control) and 5. General Mood (Optimism and Happiness). The responses of the subjects were scored with the help of the prescribed key for five sub scales of emotional intelligence. On the whole higher the score indicates high emotional intelligence.

Table-I: Mean, SD and F values of Intrapersonal

Gender	Mean	SD	N	df	Mean differen ce	F	level of significance
Male	173.18	13.62	120	238	14.46	16.42	0.01
Female	181.75	17.66	120				

Table I shows the mean value of male and female teacher trainees on intrapersonal component of emotional intelligence. The mean value obtained by the female trainees (M= 181.75) was higher than male teacher trainees (M=173.81) and the obtained mean difference between male and female teacher trainees was 14.46. This shows that there was significant difference between male and female teacher trainees. The 'F' value (F= 16.42 >0.01) also shows that there is significant difference between male and female teacher trainees and female teacher trainees secured better scores on intrapersonal component of emotional intelligence. Hence the framed hypothesis that hypothesis that there would be significant difference between male and female teacher trainees on Emotional Intelligence component Intrapersonal was accepted as warranted by the results.

Table-II: Mean, SD and F values of Interpersonal.

\ Gender	Mean	SD	N	df	Mean difference	F	level of significan
Male	82.53	10.67	120	238	4.19	8.35	0.01
Female	86.72	9.12	120				

It may be seen from table II that the mean value of male and female teacher trainees on interpersonal component of emotional intelligence. The obtained mean difference between male and female teacher trainees was 4.19. (The mean of female trainees (M= 86.72) and male trainees are (M=82.53) respectively. The 'F' value (8.35 > 0.01) which shows that there is significant difference between male and female teacher trainees; female teacher trainees secured better scores on intrapersonal component of emotional intelligence. Hence the suggested hypothesis that there would be significant difference between male and female teacher trainees on emotional intelligence component Interpersonal was accepted as suggested by the results.

Table-III: Mean, SD and F values of Adaptability.

\ Gender	Mean	SD	N	df	Mean difference	F	level of significance
Male	99.95	14.15	120	238	1.65	1.07	NS
Female	101.60	9.47	120				

Observation of the table III indicated that the mean value of male and female teacher trainees on adaptability component of emotional intelligence. The mean value obtained by the male trainees (M= 14.15) was higher than female teacher trainees (M=9.47) and the obtained mean difference between male and female teacher trainees was 1.65, which is very low and the obtained 'F' value (1.07< @) clearly shows that there is no significant difference between male and female teacher trainees on adaptability component of emotional intelligence. Hence the predicted hypothesis that there would be significant difference between male and female teacher trainees on emotional Intelligence component adaptability was not accepted as warranted by the results.

Table-IV: Mean, SD and F values of Stress Management.

\ Gender	Mean	SD	N	df	Mean difference	F	level of significance
Male	69.75	17.97	120	238	6.81	10.20	0.01
Female	76.56	13.87	120				

Table IV depicts the mean value of male and female teacher trainees on stress management component of emotional intelligence. The mean value obtained by the female trainees (M= 76.56) was higher than male teacher trainees (M=69.75).The mean difference between male and female teacher trainees was 6.81 and the 'F' value (10.20> 0.01), shows that there is significant difference between male and female teacher trainees. Female teacher trainees secured better scores on stress management component of emotional intelligence. Hence the suggested hypothesis that there would be significant difference between male and female teacher trainees on emotional intelligence component stress management was accepted as warranted by the results.

Table-V: Mean, SD and F values of General Mood

Gender	Mean	SD	N	df	Mean difference	F	level of significance
Male	56.43	4.37	120	238	5.02	7.02	0.01
Female	61.45	4.02	120				

With regard to emotional intelligence component general mood the mean difference between male and female teacher trainees was 5.02 indicated that there is difference between male and female teacher trainees on general mood component of emotional intelligence. The obtained 'F' value (7.02 > 0.01) clearly shows that there is no significant difference between male and female teacher trainees on general mood component of emotional intelligence. Hence the constructed hypothesis that there would be significant difference between male and female teacher trainees on emotional intelligence component general mood was accepted as warranted by the results.

Conclusions

There is significant difference between male and female teacher trainees on intrapersonal, female teacher trainees have better

Volume : 5 | Issue : 12 | December-2016 • ISSN No 2277 - 8179 | IF : 3.508 | IC Value : 78.46

intrapersonal scores than male teacher trainees; significant difference between male and female teacher trainees are observed on intrapersonal, female teacher trainees have good intrapersonal than male teacher trainees. No significant difference is observed between male and female teacher trainees in case of adaptability and significant difference is observed between male and female teacher trainees i.e., female teacher trainees have obtained better scores on stress management and general mood than male teacher trainees.

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