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AN ANALYTICAL STUDY OF EMOTIONAL INTELLIGENCE IN TRAINEE TEACHERS



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ABSTRACT

Emotions are an intrinsic part of one's biochemical makeup. Emotions play vital role in life, which profoundly influence life aspects in countless ways. The studies are being done in relevance with intelligence, development, maturity. The study is aimed at finding the Emotional Intelligence level among trainee teachers in relation to gender, stream studied, type of family they belongs to and nativity. Emotional Intelligence Scale (EIS) of Anukul Hyde, Sanjyot Pethe and Upinder Dhar was used to collect the data. The study conducted on a sample size of 140 trainee teachers including 75 male and 65 female, revealed that the female trainee teachers possess higher level of EQ than their male counterparts. Significant difference occur among trainee teachers when compared on the grounds of streams they studied and type of family they belongs to. Urban and rural nativity didn't offer any scope for difference in EQ of trainee teachers.

KEYWORDS : *Analytical study, Emotional Intelligence, Trainee teachers.*

INTRODUCTION

Emotion is "moved or Stirred" up state of mind. It is a state of expression or feeling. It is a coordinated muscular and glandular activity. Emotions are an intrinsic part of one's biochemical makeup. Emotions play vital role in life, which profoundly influence life aspects in countless ways. The studies are being done in relevance with intelligence, development, maturity. Emotions reveal how we think and behave. In the 20th century the emphasis was mainly laid on General/Rational/Logical Intelligence i.e. IQ, but now a days Emotional Intelligence (EQ) is deriving attention of the researchers and psychologists along with sibling concepts as- Spiritual Intelligence (SpQ) and Social Intelligence (SQ). As EQ plays major role in everyones life and its percentage of contribution in the life success is about 80 whereas of IQ is 20%. Emotional Intelligence is an ability of learning how to recognize and manage emotions, understanding how others think and feel. The concept of EQ is derived from Social Intelligence (SQ), the concept put forth in 1920s by E.L.Thorndike. It is an ability of an individual to understand gender difference among human relations, family and social bindings essential for social adjustment. In 1998, Daniel Goleman coined the term Emotional

Intelligence (EQ) and defined it as 'an ability to monitor one's own and others feeling and emotions, to discriminate among them and to use this information to guide one's thinking and others.'EQ has become the greater predictor of success in many aspects of life.

LITERATURE REVIEW:

The review of related literature of the study area of interest provide an insight into the problem or an investigation. The emotions, feelings and values are vital for person's wellbeing and achievement in life (Ediger, 1997). The study by Umadevi and Mayuri (2005) concluded that some dimensions of the emotional intelligence are significantly related to the academic achievement of adolescents. Academic grades of high school students were found to be significantly related to the emotional intelligence (Piloma, et al., 2006). In an investigation of correlation between emotional intelligence and anxiety of higher education students, the level of emotional intelligence was found to be moderate and a moderate negative correlation with .511 value detected between the two concepts under study (Mishra, 2013). Intellectual ability, Emotional Intelligence and Spiritual Intelligence of post graduate students in relation to their gender, academic stream and academic attainments was analysed by Khati, 2013. In her investigation she found that the three constructs are gender free. Intellectual ability is not significantly correlated with Emotional intelligence. However Intellectual ability and Spiritual Intelligence are positively and significantly related to each other. Students differing in academic stream differ in their Intellectual ability, Emotional Intelligence and Spiritual Intelligence. The study also revealed that academic attainments are positively and significantly related to Intellectual ability whereas Spiritual Intelligence is related to academic attainments to some extent, but Emotional Intelligence is not associated with academic attainments. Akhtar and Prabhakar (2013) carried out survey that was aimed at finding the emotional maturity of post graduate students. They found that male students have high emotional maturity than female postgraduate students. Medium of study and nativity does not have impact on emotional maturity. Science students have more emotional maturity than Arts group students. Wahule and Mishra (2015) in their comparative investigation of Emotional Maturity with respect to gender among first year D.Ed. students of Aurangabad district, revealed that Emotional Maturity level in male and female students differ significantly. Female D.Ed. students possess higher Emotional Maturity level than male D.Ed. students. This study also suggested programmes related to emotional intelligence to enhance level of emotional maturity among male D.Ed. students. A training for adjustment in novel situations is also recommended for male D.Ed. students. Jahagirdar and Pathak (2015) found positive and significant relationship between Emotional Intelligence and Academic Achievement.

Significance: Quality emotions and feelings help students to give their best potentials in the classroom. Students form positive self image as learner, friends and family members in psychologically safe environment that offer opportunities to form psychologically meaningful relationships need for successful interaction. The personal and social competencies do not develop in a vacuum. The socialization agents as school and family play a vital role in cultivating Emotional Intelligence in children. With the exposures and opportunities provided by teachers and parents respectively, the children would be properly moulded to acquire the qualities and skills required to be emotionally intelligent to face the competitive world. Teaching is an ideal type of interactive communication. Teaching during training period needs many abilities to form the professional foundation. Emotional intelligence is one of the most important abilities.

NEED AND IMPORTANCE OF THE STUDY:

Now a days emotional intelligence is considered to be more important than rational intelligence, for success in any field. An emotionally intelligent person can work healthily in team and in solace. The level of EQ can be predictor variable for the teacher trainees success for motivating them as nation builders of the future. It is evident from the review of related literature that study on B.Ed. teacher trainees is not carried out taking into consideration their possible future contribution.

OBJECTIVES:

An analytical study of Emotional

Intelligence in trainee teachers was aimed to-

- know the level of Emotional Intelligence in teacher trainees.
- assess the level of Emotional Intelligence in light of gender difference.
- find the impact of study stream on the level of Emotional Intelligence.
- understand the impact of nature of family of trainee teachers on level of Emotional Intelligence.
- study the level of Emotional Intelligence in relation to nativity of trainee teachers.

Hypotheses of the study:

The study was designed to test the following hypotheses-

H1. The level of Emotional Intelligence of trainee teachers will be high.

H2. There will be significant difference in the level of Emotional Intelligence of trainee teachers with respect to gender.

H3. There will be significant difference in the level of Emotional Intelligence of trainee teachers with respect to streams they studied.

H4. There will be significant difference in the level of Emotional Intelligence of trainee teachers compared on the basis of their family nature.

H5. There will be significant difference in the level of Emotional Intelligence of trainee teachers when compared on rural an urban nativity.

H6. There will be no significant effect in the level of Emotional Intelligence of trainee teachers when compared on rural an urban nativity basis.

Tool used for the study:

Emotional Intelligence Scale (EIS) developed and standardized by Anukul Hyde, Sanjyot Pethe and Upinder Dhar was employed to collect the data for present study. It is a five point rating scale consisting of 34 items, covering ten different aspects of Emotional Intelligence. The reliability coefficient of the used tool calculated by split-half method and validity is 0.88 and 0.93 respectively.

Methodology of the study:

The analytical study regarding Emotional intelligence in trainee teachers was carried out by adopting descriptive survey method of research. The score of each teacher trainee was calculated according to the norms given in the manual of the tool.

Sample and sampling technique:

The sample of 140 trainee teachers from three B.Ed. colleges in the nearby area were selected for the present study.

The sample were selected by following random sampling technique.

Statistical Analysis:

To meet the predetermined objectives the data was analysed for mean, standard deviation for each category under investigation. To test the hypotheses t-test was applied at 0.05 level of significance for one tailed test as the hypotheses are directional.

RESULTS AND DISCUSSION:

As shown in table no. 1 the mean of EI scores of teacher trainees was 94.77(M) which is high according to norms with standard deviation 7.83(SD) and .299 standard error of mean(SEM).

Table No. 1. EI score of B.Ed. Trainee teachers

N	M	SD	SEM
140	94.77	7.83	.299

The table no. 2 illustrates the means of EI scores of male and female B.Ed. teacher trainees.

Table No. 2. EI score of Trainee teachers with respect to gender difference

Gender	M	SD	SEM	t-value
Male	91.6	13.2	.179	5.43*
Female	98.8	15.9	.210	

* >CR table value 1.645 for df= 138 at .05 level of significance

From table no.2 it is found that the gender difference has significant impact on the EI of B.Ed. teacher trainees. Female B.Ed. teacher trainees have higher EI than male teacher trainees.

Table No. 3. EI score of Trainee teachers with respect to study stream

stream	M	SD	SEM	t-value
Arts	90.6	18.5	.245	4.68*
Science	96.9	14.4	.176	

* >CR table value 1.645 for df= 138 at .05 level of significance

From table no.3 it is found that the study stream has significant impact on the EI of B.Ed. teacher trainees. B.Ed. teacher trainees from science stream are emotionally intelligent than their arts counterparts..

Table No. 4. EI score of Trainee teachers with respect to their family type

Family type	M	SD	SEM	t-value
Nuclear	92.3	21.4	.213	5.16*
Joint	98.9	18.7	.187	

* > CR table value 1.645 for df= 138 at .05 level of significance

From table no.4 it is evident that the trainee teachers family type affects on the EI of B.Ed. teacher trainees. B.Ed. teacher trainees hailing from joint families are more emotionally intelligent while B.Ed. teacher trainees grown up in nuclear families are lagging in the score of EI.

Table No. 5. EI score of Trainee teachers with respect to their Native background

Native background	M	SD	SEM	t-value
Rural	93.6	10.4	.137	0.84**
Urban	92.9	9.7	.172	

** < CR table value 1.645 for df= 138 at .05 level of significance

From table no.5 it is evident that the trainee teachers native background do not affect on the EI of B.Ed. teacher trainees. B.Ed. teacher nativity shows insignificant difference on their EI score.

Hypotheses Testings:

H1. The level of Emotional Intelligence of trainee teachers will be high.

The mean of EI score of teacher trainees was 94.77(M) which is high according to norms. Hence hypothesis (H1) is accepted.

H2. There will be significant difference in the level of Emotional Intelligence of trainee teachers with respect to gender.

The calculated t-value is greater than critical value at .05 level of significance. The hypothesis (H2) is accepted.

H3. There will be significant difference in the level of Emotional Intelligence of trainee teachers with respect to streams they studied.

The calculated t-value is greater than critical value at .05 level of significance. The hypothesis (H3) is accepted.

H4. There will be significant difference in the level of Emotional Intelligence of trainee teachers compared on the basis of their family nature.

The calculated t-value is greater than critical value at .05 level of significance. The hypothesis (H4) is accepted.

H5. There will be significant difference in the level of Emotional Intelligence of trainee teachers when compared on rural an urban nativity.

H6. There will be no significant effect in the level of Emotional Intelligence of trainee teachers when compared on rural an urban nativity basis.

The calculated t-value is smaller than critical value at .05 level of significance. Therefore the hypothesis (H5) that, there will be significant difference in the level of Emotional Intelligence of trainee teachers when compared on rural an urban nativity is rejected.

The null hypothesis (H6) that, there will be no significant effect in the level of Emotional Intelligence of trainee teachers when compared on rural an urban nativity basis is accepted.

FINDINGS:

The findings of the present study are as-

1. The B.Ed trainee teachers level of EI is high.
2. Female B.Ed trainee teachers level of EI is higher than male B.Ed trainee teachers.
3. The level of Emotional Intelligence of trainee teachers from science stream is higher than trainee teachers from arts stream.
4. Emotional intelligence level of B.Ed trainee teachers from joint families is higher than B.Ed trainee teachers from Nuclear families.
5. The level of Emotional Intelligence of trainee teachers from rural native background and urban background do not differ significantly. The negligible difference occurred on nativity basis.

CONCLUSION:

1. The female trainee teachers possess higher level of EQ than their male counterparts. Gender difference has considerable impact on level of Emotional Intelligence of B.Ed. teacher trainees.
2. Significant difference occurs among trainee teachers when compared on the grounds of streams they studied and type of family they belongs to. Both the constructs of B.Ed trainee teachers as streams they studied and type of family they belongs to determines a strong base for significant difference in the level of EI.
3. Urban and rural nativity didn't offer any scope for difference in EQ of trainee teachers. It is concluded that nativity of the B.Ed. teacher trainees does not have any impact upon their EI level.

EDUCATIONAL IMPLICATIONS:

The findings of the present analytical study were implicated for B.Ed. teacher trainees for professional guidance, personality development. Teacher trainees from rural native background keep themselves behind for lack of confidence in them. The findings of the present study were utilized to inspire them to participate in various group activities. They were guided for developing communication skills needed for effective interaction during practice teaching lessons and in a classroom too. B.Ed. trainee teachers were also counselled for cooperation among themselves as well as following the principle of equality. Some programmes for developing emotional intelligence level can also be undertaken for male and arts streamed B.Ed. trainee teachers.

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