EMOTIONAL INTELLIGENCE OF PROSPECTIVE TEACHERS IN RELATION TO THEIR GENDER, STREAM AND SOCIAL CATEGORY

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Abstract

The study was conducted to assess the emotional intelligence of prospective teachers. A sample comprised of 400 prospective teachers (200 male, 100 of each stream i.e., science and arts and 100 of each social category i.e., general and reserved as well as 200 female, 100 of each stream i.e., science and arts and 100 of each social category i.e., general and reserved) from the selected colleges of education from H.P. For this purpose data was collected using Roqan Emotional Intelligence Test by Prof. Roquiya Zainuddin and Anjum Ahmed. For analysis of the obtained data 'Analysis of Variance', (2x2x2) factorial design was used. 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.

Key Words: *Emotional Intelligence, Prospective teachers*

Introduction: Intelligence has been an important area of research in psychology. The concept of intelligence has undergone an immense change during the past century, thereby modifying the past concept of intelligence quotient (IQ). During recent decades, emotional intelligence has attracted the attention of psychologists. Present day psychologists take pride in mentioning emotional quotient (EQ) for emotional intelligence, giving due recognition to the integrated psycho-social construct of behaviour.

The term emotional intelligence has been rooted from the social intelligence which was first coined by **Thorndike** in **1920**. Many early psychologists began their study of intelligence by directing their attention to cognitive aspects. However, other early researchers recognized that non-cognitive elements were significant. In the early **1940s Weschsler** recognized non-cognitive

features of intelligence as necessary for adaptation and achievement. According to him, intelligence can be defined as 'the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with his environment". Further, he presented the idea of "non-intellective" and "intellective" factors and he also proposed that the "non-intellective" factors such as effective, personal and social factors were necessary for predicting a person's aptitude for accomplishment.

Israeli psychologist; **Bar-On (1966)** who made the first commercially available test to measure 'Emotional Quotient' (EQ) defined emotional intelligence as 'capabilities and skills that influence one's ability to succeed in coping with environmental demands and pressures which directly affect one's overall 'psychological well-being.'

Rotter (1972) said that emotional intelligence is one of the potential determinants of behaviour. **Gardner (1983)** suggested that all human beings possess a number of intelligence, each of which appears to be housed in a different part of the brain. His ideas came to be known as the '**Theory of Multiple Intelligence'.** Within his concept of multiple intelligence, he proposed that interpersonal and intrapersonal intelligence are as important as cognitive elements of intelligence. Intrapersonal intelligence is the ability to understand yourself, knowing who and what you are and how you fit into the greater scheme of the universe. Interpersonal intelligence is an ability to understand other people. It is a capacity to form an accurate model of one self and to be able to use that model to operate effectively in life. Emotional intelligence, hence, is a type of social intelligence that involves the ability to monitor one's own and other's emotions, to discriminate among them and to use the information to guide one's thinking and actions.

Review of Related Literature: Patil and Kumar (2006) studied the emotional intelligence among student teachers in relation to sex, faculty and academic achievement and found that there is no significant difference between emotional intelligence of male and female; science and arts student teachers. No significant relationship was found between emotional intelligence and academic achievement of student teachers.

Upadhyaya (2006) examined the difference in personality traits of high and low emotionally intelligent student-teachers. Findings revealed that student-teachers with low emotional intelligence are more uneasy and worried about future unhappy feeling and failures; are less cautious, irregular and like to take more rest, restrain others, have lack of energy and feel tired and uninterested and conform to the opinion and accepted path taken by most people. Student

teachers with high emotional intelligence are more competent and have more self-confidence, hard working, help others in constructive way, more motivated, energetic and full of enthusiasm and turn away from accepted or given path or opinion.

Holt (2007) explored the relationship between emotional intelligence and academic achievement in higher education. The positive findings of the study confirmed the existing studies which suggest that emotional intelligence contributes to and enhances cognitive abilities in college students.

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.

Khan (2008) studied the influence of socio-economic status on emotional intelligence and academic performance of community college students. Findings suggested that parental guidance played an important role in fostering emotional intelligence. Additional learning initiatives such as tutoring, counseling and emotional well-being workshops are needed to improve students' ability to withstand academic pressure and increase persistence.

Sparkman (2008) studied the emotional intelligence as a non-traditional predictor of college student retention and graduation. This research suggested that there is a statistically significant relationship predominantly between empathy, social responsibility, flexibility and impulse control and enrollment status and graduation status. Social responsibility was found to be the strongest positive predictor of graduation followed by impulse control and empathy. Flexibility proved to be negative predictor of both enrollment and graduation. The emotional intelligence subscales that positively predicted the cumulative college grade point averages of students were self-actualization, social responsibility and happiness. Independence and interpersonal relationship were negatively related to cumulative college grade point average.

Jackson (2008) investigated the relationship between a principals' emotional intelligence and personality and his or her ability to implement and develop professional learning communities within the school. The findings indicated that the principals possessed either near-average or above-average emotional intelligence.

Gowdhaman and Murugan (2009) investigated the emotional intelligence among the B.Ed. teacher trainees and reported that the emotional intelligence of the B.Ed. teacher trainees is normal. The study considered eleven variables to study the effect of emotional intelligence among the B.Ed. teacher trainees. Among the eleven variables gender, type of institution, age, religion and social service found to cause significant significant effect on emotional intelligence among the B.Ed. teacher trainees. The remaining seven variables do not cause any significant effect on the emotional intelligence.

Panda and Singhal (2009) studied teachers' work behaviour in relation to emotional intelligence of primary school teachers. Results indicated that emotional intelligence has positive effect on teacher's work behaviour of primary school teachers. So, emotional intelligence of the primary school teachers is given priority in educational situations for development of quality teacher.

Saenz (2009) conducted an exploratory study to investigate the relationship between emotional intelligence and IQ in a research sample of students with learning disabilities. The findings of the study showed there was no statistically significant relationship between total EI scores and IQ using a Pearson correlation. Emotional intelligence as measured by the Emotional Skills Assessment Process (ESAP) and IQ are two separate constructs.

Ernest et al (2010) studied the relation between emotional intelligence and job performance. The investigators classified emotional intelligence study into three streams (i) ability-based models that use objective test items; (ii) self-report or peer-report measures based on the four branch model of emotional intelligence; and (iii) mixed models of emotional competencies. The three streams have correlations ranging from 0.24 to 0.30 with job performance.

Abdolvahabi et al (2012) found a significant relationship between emotional awareness, empathy, and self-efficacy. The results of variance analysis for regression research self- efficacy was significant according to emotional intelligent components.

Objectives: 1. To study and compare the 'Overall Emotional Intelligence' of prospective teachers with respect to their: 1. Gender. 2. Stream. 3. Social category. 2. To study interactional effects of: 1. Gender and stream, 2. Gender and social category, Stream and social category, and; 4. Gender and stream and social category, on the 'Overall Emotional Intelligence' of prospective teachers.

Hypotheses: 1.Prospective teachers do not differ significantly in the 'Overall Emotional Intelligence' with respect to their: 1. Gender. 2. Stream. 3. Social category. 2.Prospective teachers do not interact significantly towards 'Overall Emotional Intelligence' with respect to their: 1. Gender and stream, 2. Gender and social category, Stream and social category, and; 4.Gender and stream and social category.

Method: For conducting the present investigation, "Survey Technique under Descriptive Method of Research" was used.

Sample: The present study aimed at studying the Emotional intelligence of the prospective teachers. There were 71 colleges of education in the State of Himachal Pradesh. The investigator selected eight colleges at random from different districts of the State. The method of random sampling was again adopted to select 400 prospective teachers (200 male, 100 of each stream i.e., science and arts and 100 of each social category i.e., general and reserved as well as 200 female, 100 of each stream i.e., science and arts and 100 of each social category i.e., general and reserved) from the selected colleges of education during academic session 2009-2010.

Tool employed for data collection: Roqan Emotional Intelligence Test by Prof. Roquiya Zainuddin and Anjum Ahmed.

Statistical technique used: For analysis and interpretation of the obtained data 'Analysis of Variance', (2x2x2 factorial design involving two levels of gender i.e., male and female, two levels of stream i.e., science and arts and two levels of social category i.e., general and reserved) was used by the investigator. The obtained values of 'F' ratios were interpreted by comparing them with the 'F' Table values at 0.05 and 0.01 levels of significance. Further, 't' values were also computed and compared with the 't' Table values at 0.05 and 0.01 levels of significance, when 'F' values were found significant.

Analysis and interpretation of data Effects of gender, stream and social category of sampled prospective teachers on overall emotional intelligence

In order to study the main effects of type of gender, stream and social category of sampled prospective teachers on the overall emotional intelligence, statistical technique of 'Analysis of Variance' (2x2x2, factorial design involving two levels of gender i.e., male and female, two types of streams i.e., science and arts and two types of social categories i.e., general and reserved) was applied. The means of overall emotional intelligence scores of prospective teachers w.r.t. their gender, stream and social category are given in the Table 1.1 as follows:

TABLE 1.1: Means Of Overall Emotional Intelligence Scores Of Prospective Teachers W.R.T. Gender, Stream And Social Category

Type of Gender / Stream & Social Category		Total Score and Mean of Males	Total Score and Mean of Females	Combined Total Score & C/ Mean	Grand Mean Score of Stream	Grand Mean Score of S/ category
Science	General	3498 69.96	3559 71.18	7057 70.57	70.67	(General Category) 70.36
Science	Reserved	3513 70.26	3563 71.26	7076 70.76	70.67	(General Category) 70.36
Arts	General	3513 70.26	3501 70.02	7014 70.14	70.34	(Reserved Category) 70.65
Arts	Reserved	3545 70.90	3508 70.16	7053 70.53	70.34	(Reserved Category) 70.65
Combined Total and Combined Mean Score of Gender		14069 70.35	14131 70.66	28200 70.5	–	–

In the above Table, the female prospective teachers of science stream belonging to reserved category were having the highest mean score i.e., 71.26, whereas the male prospective teachers of science stream belonging to general category were having the lowest mean score i.e., 69.96. The means of the remaining categories remained in between. From the means of overall emotional intelligence scores of prospective teachers, 'F' values were calculated. The results are summarised in the Table 1.2 as follows:

TABLE 1.2: Summary Table Of Analysis Of Variance Of Overall Emotional Intelligence Scores Of Prospective Teachers

Source of Variation	Sum of Squares	Df	Mean Squares (V)	'F' Value
Gender	9.61	1	9.61	0.63
Stream	10.89	1	10.89	0.72
Social Category	8.41	1	8.41	0.55
Gender x Stream	64.00	1	64.00	4.21*
Gender x S/ Category	3.24	1	3.24	0.21

| Stream x S/ Category	0.05	1	0.05	0.00
Gender x Stream x S/ Category	1.44	1	1.44	0.09
Error Variance	5956.36	392	15.19	-
Total	6054.00	399	-	-

Significant at 0.05 level of significance.

MAIN EFFECTS: (a) Type of Gender :- From the Table 1.2, it is evident that the calculated value of 'F' ratio for the main effect of gender of prospective teachers on the overall emotional intelligence came out to be 0.63 for df 1 and 392, which is lower than the 'F' Table value 3.86 at 0.05 level of significance. Hence the hypothesis number 29(a) "Prospective teachers do not differ significantly in the 'Overall emotional intelligence' with respect to their gender" was retained. Thus, it is interpreted that male and female prospective teachers do not differ significantly in their level of overall emotional intelligence. Further, it is also evident from the Table 1.1, that female prospective teachers irrespective of stream and social category exhibited slightly more grand mean score (70.66) of overall emotional intelligence than their counterpart (70.35).

IV.15.1 (b) Type of Stream :- From the Table 1.2, it is evident that the calculated value of 'F' ratio for the main effect of stream of prospective teachers on the overall emotional intelligence came out to be 0.72 for df 1 and 392, which is lower than the 'F' Table value 3.86 at 0.05 level of significance. Hence the hypothesis number 29(b) "Prospective teachers do not differ significantly in the 'Overall emotional intelligence' with respect to their stream" was accepted. Thus, it is interpreted that the prospective teachers of science and arts streams do not differ significantly in their level of overall emotional intelligence. Further, it is also evident from the Table 1.1,that prospective teachers of science stream irrespective of their gender and social category exhibited slightly more grand mean score (70.67) of overall emotional intelligence than their counterpart (70.34).

IV.15.1 (c) Type of Social Category :- From the Table 1.2, it is evident that the calculated value of 'F' ratio for the main effect of social category of prospective teachers on the overall emotional intelligence came out to be 0.55 for df 1 and 392, which is lower than the 'F' Table value 3.86 at 0.05 level of significance. Hence the hypothesis number 29(c) "Prospective teachers do not differ significantly in the 'Overall emotional intelligence' with respect to their social category" was retained. Thus, it is interpreted that the prospective teachers of general and reserved categories

do not differ significantly in their level of overall emotional intelligence Further, it is also evident from the Table 1.1, that prospective teachers of reserved category irrespective of their gender and stream exhibited slightly more grand mean score (70.65) of overall emotional intelligence than their counterpart (70.36).

INTERACTION EFFECTS: (1) Type of Gender and Stream :- From the Table 1.2, it is evident that the calculated value of 'F' ratio for the interaction effect of type of gender and stream of prospective teachers on the overall emotional intelligence came out to be 4.21 for df 1 and 392, which is significantly higher than the 'F' Table value 3.86 at 0.05 level of significance but lower than the 'F' Table value 6.70 at 0.01 level of significance. Hence the hypothesis "Prospective teachers do not interact significantly towards 'Overall emotional intelligence' with respect to their gender and stream" was not retained at 0.05 level of significance but retained at 0.01 level of significance. Thus, the gender and the stream of prospective teachers interact significantly to some extent w.r.t. their level of overall emotional intelligence. The interaction effect is shown in Fig.1.3 as follows:
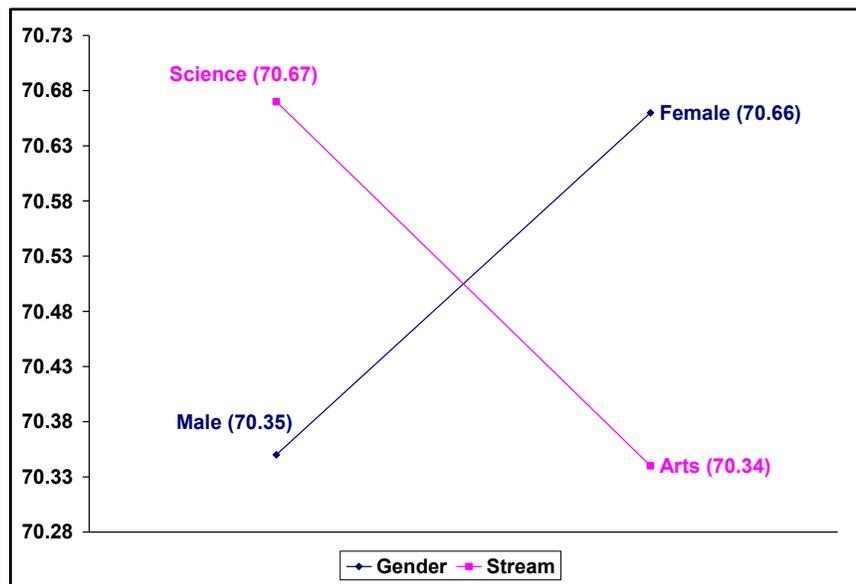
Fig.1.3 interaction of gender and stream in scores of over all emotional intelligence

Further, according to **Edwards (1971, p. 211)** it may be interpreted that the magnitude of difference between the means of overall emotional intelligence scores of male and female prospective teachers of science and arts streams were significantly different.

(2) Type of Gender and Social Category :- From the Table 1.2, it is evident that the calculated value of 'F' ratio for the interaction effect of type of gender and social category of prospective

teachers on the overall emotional intelligence came out to be 0.21 for df 1 and 392, which is lower than the 'F' Table value 3.86 at 0.05 level of significance. Hence the hypothesis number 30(b) "Prospective teachers do not interact significantly towards 'Overall emotional intelligence' with respect to their gender and social category" was retained. Thus, the gender and the social category of prospective teachers do not interact significantly w.r.t. their level of overall emotional intelligence. Further, according to **Edwards (1971, p. 210)** it may be interpreted that the magnitude of difference between the means of overall emotional intelligence scores of male and female prospective teachers belonging to general and reserved categories were almost the same.

 (3) Type of Stream and Social Category:- From the Table 1.2, it is evident that the calculated value of 'F' ratio for the interaction effect of type of stream and social category of prospective teachers on the overall emotional intelligence came out to be 0.00 for df 1 and 392, which is lower than the 'F' Table value 3.86 at 0.05 level of significance. Hence the hypothesis "Prospective teachers do not interact significantly towards 'Overall emotional intelligence' with respect to their stream and social category" was accepted. Thus, the stream and the social category of prospective teachers do not interact significantly w.r.t. their level of overall emotional intelligence. Further, according to **Edwards (1971, p. 210)** it may be interpreted that the magnitude of difference between the means of overall emotional intelligence scores of prospective teachers of science and arts streams belonging to general and reserved categories were almost the same.

 (4) Type of Gender, Stream and Social Category :- From the Table 1.2, it is evident that the calculated value of 'F' ratio for the interaction effect of type of gender, stream and social category of prospective teachers on the overall emotional intelligence came out to be 0.09 for df 1 and 392, which is lower than the 'F' Table value 3.86 at 0.05 level of significance. Hence the hypothesis number 30(d) "Prospective teachers do not interact significantly towards 'Overall emotional intelligence' with respect to their gender, stream and social category" was accepted. Thus, the gender, the stream and the social category of prospective teachers do not interact significantly w.r.t. their level of overall emotional intelligence. Further, according to **Edwards (1971, p. 210)** it may be interpreted that the magnitude of difference between the means of overall emotional intelligence scores of male and female prospective teachers of science and arts streams belonging to general and reserved categories were almost the same.

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