



A STUDY OF EMOTIONAL INTELLIGENCE OF PROSPECTIVE TEACHERS

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Abstract

Emotional intelligence is a set of abilities essential for the success of a person. The purpose of imparting quality education is not possible without inculcation of emotional intelligence. It enables an individual to handle his own emotions and actions, thereby handling his relationship with others smoothly by controlling their emotions. In all emotional intelligence essentially reflects our ability to deal successfully with other people and with our own feelings and their quality count efficiently towards a person's success in his life. The present study has been done on the prospective teachers of District M/Garh, Haryana. For this purpose a sample of 150 prospective teachers from different educational institutions was taken. The investigator used Roqan Emotional Intelligence Test (2008) to assess emotional intelligence of male and female prospective teachers.



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INTRODUCTION: The concept of emotional intelligence has brought a revolution in the field of child care, home, school and work place. It has also provided sufficient support to guidance and counseling services. In all emotional intelligence essentially reflects our ability to deal successfully with other people and with our own feelings and their quality count efficiently towards a person success in his life. Strength of any nation lies in the proper investment in education of its youth, in preparing the youth to far better in life who pay high dividends. Emotional intelligence is emerging as single most important and effective business and personal skill of the new century. The Observer, 9th January 2000. Teachers play central role in cultivating character by including who will be imparting these skills in schools also need to practice them. For putting this to practice, at the first place, teachers need to be trained to be emotionally intelligent.

Boyatzis et. Al. (2008) find in their study that emotional intelligence competencies can be developed in students. Mayer and Salovey (1993) have defined it as ‘Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth.’ Singh (2003) found that different professionals need different levels of emotional intelligence for success. In fact studies that have tracked people’s level of emotional intelligence through the year shows that people get better and better in these capabilities as they grow more adept at handling their empathy and social adroitness (Goleman, 1998).

“Education is a tri-polar process where teacher, learner and curriculum are inseparably interlinked. Success of students depends upon teacher’s guidance, teaching and preaching. The most significant factor leading to school disaffection, failure and drop out are social emotional. When teacher leave teaching, it is much more for reasons related to student behavior, classroom and school climate, and

matters of character than it is for anything having and pedagogy” (Elias and Arnold 2006). We need emotionally intelligent teachers to strengthen feelings such as tolerance, self-control, self regard, optimism, stress tolerance, flexibility and emotional awareness and others.

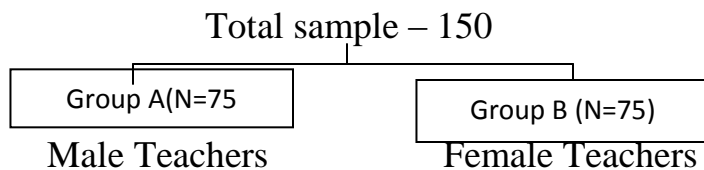
OBJECTIVES

1. To study the level of emotional intelligence of prospective teachers.
2. To compare the level of emotional intelligence of male prospective teachers and female prospective teachers.

HYPOTHESIS: There is no significant difference between level of emotional intelligence of male prospective teachers and female prospective teachers.

DESIGN: The present study entitled, “A Study of Emotional Intelligence of prospective Teachers” is based upon descriptive survey method.

SAMPLE: A Sample of 150 prospective teachers (male and female) was taken randomly and stratified into two groups (group-A and group-B). All the teachers were taken from the Education Colleges (B.Ed Colleges) of district M/Garh.



TOOLS: Roqan Emotional Intelligence Test (REIT) (2008) developed by Roquiya Zainuddin and Anjum Ahmed was used to collect the data. This test covers five dimensions as given by Daniel Goleman (1996) in his Book ‘Emotional intelligence’ Through 30 items. The dimensions are: 1. Self awareness 2. Self regulation 3. Motivation 4. Empathy 5. Social skills. It is standardized on post graduate level students (20-25 years).

PROCEDURE: After selecting the sample and tests, it was planned to collect the data, on the sample of 150 prospective teachers. It was planned to administer test to all of them in small groups. To ensure the best possible conditions for

administering the test, Subjects were prepared for the test. They were seated in calm and ready, they were given instructions and were told about the aim of test. The respondents were requested to answer frankly and honestly since the information provided by them was to be kept confidential and would only be used for research purpose. After the data collection was over, scoring was done as per the scoring pattern prescribed in the respective manual. Descriptive statistics viz. mean, standard deviation, skewness and kurtosis of scores with respect to chosen variable were used. T-test was applied to find out significance of the difference between mean scores of male teachers and female teachers in relation to emotional intelligence.

RESULTS AND INTERPRETATION: The data was analyzed through computer. Statistics like mean, standard deviation, skewness, kurtosis, and t-test were worked out to describe the nature of the data and interpretations.

Table-1 Emotional intelligence Level of prospective Teachers (N-150)

Emotional Intelligence level	N	No. of Prospective teachers	Percentage (%)
Very good	150	18	12%
Good	150	54	36%
Average	150	78	52%

The table -1 shows that majority of prospective teachers i.e.52% were found to have average level of emotional intelligence followed by 36% of prospective teachers were found to have good level of emotional intelligence and 12% prospective teachers lies in very good category of level of emotional intelligence.

Table – 2: Comparison between mean scores of Male prospective Teachers and Female prospective Teachers of Emotional Intelligence

	N – size of sample	Mean	SD	t-value
Male	75	75.01	5.13	0.69
Female	75	74.49	5.47	
	150			

It is observed from table 2 that t-value of emotional intelligence between two groups (A and B) is not significant. Hence the hypothesis, there is no significant difference between level of emotional intelligence of male prospective teachers and female prospective teachers, is not rejected. So it is interpreted that the male and female prospective teachers do not differ in respect of emotional intelligence.

CONCLUSIONS: The research findings point out the fact that prospective teachers can prove themselves good teachers only when they are emotionally intelligent. At the entry of all teacher trainees and teacher educator training programmes, the individual's level of emotional intelligence is to be assessed and successive programmes of emotional intelligence must be planned. The results of present study involve that the group under study possessed average emotional intelligence. Teacher education their philosophy of education and further suggest that from time to time seminars should be conducted to induce in them stronger emotional intelligence so that they could present themselves to be role model. Innovative programmes of emotional intelligence can be included within teacher education programme to provide teacher trainees with additional skills. An emotional intelligent teacher will serve as an important role model for students. This will require infusing emotionally intelligence into teacher orientation and

faculty development programmes. Prospective Teachers need to be trained in emotional intelligence, to manage their own emotions and those of others.

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