

# A STUDY OF EMOTIONAL INTELLIGENCE OF PROSPECTIVE TEACHERS

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**ABSTRACT:** Teachers are asserts for a nation. They can contribute a lot for the social upliftment of the society. Teachers are made not born. In these days, it is not only the cognitive functioning which is needed, but more important is whether the teachers are emotionally matured and balanced. So only IQ of the teachers matters but the EQ is more important. So the present study is an attempt to study the emotional intelligence of teacher trainees who are being groomed to be the future nation builders. Further this paper measures the emotional intelligence of pupil teachers on the basis of gender and type of their teaching subjects. The descriptive method was used for conducting the present study. Sample for the present study consisted of 400 teacher trainees of Barnala and Sangrur districts. The data for emotional intelligence is collected by using Mangal Emotional Intelligence Inventory by Dr. S. K. Mangal and Mrs. Subhra Mangal(2009). For data analysis, the means, SDs and SEs were calculated. To compare the groups formed on the basis of gender and type of teaching subjects, t- ratios were calculated.

## I. Introduction

The concept of emotional intelligence is a new one in the field of Educational Psychology in the twenty first century. It was in 1995 when Daniel Goleman published his most widely popular book “Emotional Intelligence” that research work in this area started in America, but this work was conducted in the field of Organizational Behaviour. Only a few years back, that research work on Emotional Intelligence in the area of Educational Psychology was undertaken in India.

Emotional intelligence has, in recent years, been popularized and the research into its many components has multiplied. It is the latest development in understanding the relation between reason and emotion. Emotional intelligence is the single most important factor in predicting success and other important factors are: technical skills, specific knowledge, mental abilities, physical fitness, physical appearance, and interest in a particular type of work, aspirations and career goals and life circumstances that either support or hinder performance.

## II. Concept of Emotional Intelligence

Emotional intelligence is a new concept in the area of Education and Psychology. It consists of two words i.e. emotion and intelligence. Emotion is concerned with the intense feelings of human beings, whereas intelligence is the general mental ability of man to deal effectively with the environment. It is the ability to make adjustment with life, to learn from experiences and also to think at abstract level. Emotional intelligence more or less relates to social intelligence. It includes inter and intrapersonal intelligence in the theory of Gardner’s theory of multiple intelligence.

Emotional intelligence is concerned both with inter and intrapersonal intelligence, which is a correlative ability turned inward. It is a capacity to form an accurate model of oneself and to be able to use that model to operate effectively in life. The concept of emotional intelligence shows that to understand and appreciate intelligence in totality one needs to attend to the domains of personality, emotions and motivation. The merging of emotions and intelligence as a cognitive tool under the caption of emotional intelligence was proposed by Yale Psychologists, Peter Salovey and John Mayer (1997). They defined emotional intelligence as “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.”

## III. Review of related literature

Ekta Sharma (2006) in her study found significant differences in the emotional intelligence of academically high and low achievers adolescents in the form of high achiever group, falling in different groups of intelligence. Moreover, boys and girls do not differ significantly in dimensional and total emotional intelligence scores of school going adolescents irrespective of levels of achievement.

Gurmail (2011) in her study found that (i) there are no sex differences on the five different components of emotional intelligence both in the professional and non-professional students and (ii) differences have been found between the professional and non-professional students only in the first three components and not on last two components of emotional intelligence.

According to Navdeep (2012) that on emotional intelligence; male and female students differ on fourth component and total EI; but not on the first three components. Rural and urban students have differences on the first, fifth and total EI; but not on the second and third ones. But rural and urban students do not differ on almost all components.

Razia (2016) in her study found that (i) there is no significant difference between the emotional intelligence of male and female pupil teachers, (ii) the male pupil teacher is better in well being as compared to female counterpart, (iii) emotional

intelligence is higher in better wellbeing groups and (iv) emotional intelligence and well being of pupil teachers are positively and significantly correlated.

Jerslina and Devki (2016) in research paper “Emotional Intelligence of prospective teachers” found that (i) there is difference in the mean scores of emotional intelligence with respect to gender, (ii) male student teachers possess higher score in good personal awareness than female student teachers whereas female student possess higher interpersonal awareness than the male, (iii) there is difference in the scores of intrapersonal management with respect to gender and (iv) there is difference in the scores of interpersonal management with respect to gender.

#### IV. *Statement of the problem*

The present study is entitled as :

#### **The Study of Emotional Intelligence of Prospective Teachers.**

#### V. *Objectives of the study*

The objectives of the present study are :-

- 5.1 To measure the emotional intelligence of the teachers under training.
- 5.2 To find out the gender differences in emotional intelligence of teachers under training.
- 5.3 To find out the significance of differences in emotional intelligence among the teacher trainees of humanity and science groups.

#### VI. *Hypotheses*

- 6.1 There would be no significant differences between male and female teachers under training on emotional intelligence.
- 6.2 There would be no significant differences in emotional intelligence between teacher trainees of humanity and science groups

#### VII. *Key Terms used*

- 7.1 **Emotional Intelligence** – Emotional Intelligence is the ability to identify intrapersonal and interpersonal awareness and management.
- 7.2 **Teachers Under Training-** They are those individuals who are getting training as teachers and who will obtain bachelor degree in education from any recognized teachers training college in Punjab.

#### VIII. *Delimitations of the study*

- 8.1 The present study will be delimited to two districts of Punjab i.e. Barnala and Sangrur.
- 8.2 The present study will be delimited to 400 teacher trainees of selected B. Ed. colleges.
- 8.3 The study will be delimited to teacher trainees from Humanities and Science groups.

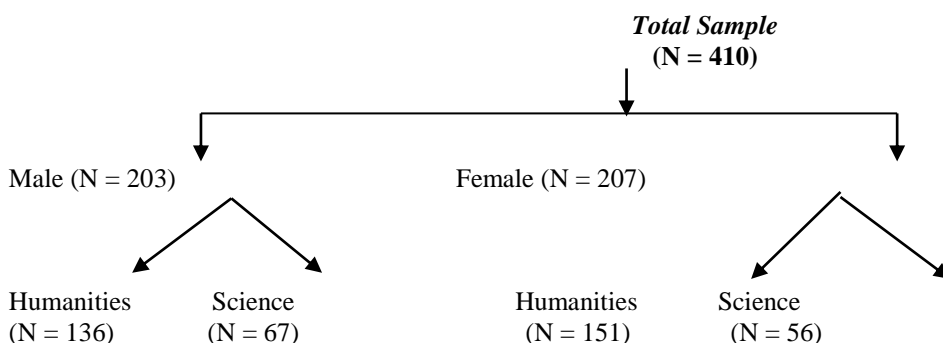
#### IX. *Methodology*

##### 9.1 Method :-

The Descriptive survey method was used to conduct the present study.

##### 9.2 Sample :-

The sample of this study constituted 410 teacher trainees of different educational colleges of district Barnala and Sangrur.



##### 9.3 Tools Used :-

Mangal Emotional Intelligence Inventory by Dr. S. K. Mangal and Mrs. Shubhra Mangal (2009).

### X. Data Collection :-

The investigator personally approached the teacher trainees of educational colleges of the said districts for collecting data and distributed questionnaire among them. This was done by establishing rapport make them feel comfortable. In due time filled up questionnaires were collected by the investigator. Then scoring of each response sheet was done with the help of the scoring procedure as given in their respective manual.

### XI. Data Analysis and Interpretation :-

**Hypothesis 1:-**There would be no significant differences between male and female teachers under training on emotional intelligence.

In this study, emotional intelligence of the teachers under training was measured with the help of Mangal's test of Emotional Intelligence. This test measures four aspects of EI; i.e. (i) intrapersonal awareness; (ii) interpersonal awareness; (iii) intrapersonal management and (iv) interpersonal management.

Table 1 below presents the mean scores differences of all aspects of emotional intelligence between male and female student-teachers.

**Table 1**  
Means, SDs and t-ratios of scores of different aspects of emotional intelligence for male and female subjects

	EI	Males (N = 203)			Females (N = 207)			dm	SEdm	t-ratios	Significance Level
		M	SD	SE	M	SD	SE				
I	Intrapersonal Awareness	17.40	3.006	0.211	16.93	3.444	0.239	0.47	0.319	1.474	NS
II	Interpersonal Awareness	17.01	2.992	0.210	16.33	3.840	0.267	0.68	0.340	2.002*	P < .05
III	Intrapersonal Management	18.21	3.204	0.225	17.74	2.983	0.207	0.47	0.306	1.537	NS
IV	Interpersonal Management	17.45	3.267	0.229	17.10	2.997	0.208	0.35	0.309	1.31	NS
	Total	70.08	10.265	0.720	68.10	10.500	0.730	1.98	1.025	1.931	NS

\* Significant at 0.05 level

As the above table shows that no significant differences were observed on three aspects of emotional intelligence as t-values were not statistically significant : except the second one which deals with interpersonal awareness (t = 2.002 P < .05) where the male subjects were found to be getting higher mean scores (M = 17.01) as compared to the females (M = 16.33).

**Hypothesis 2:-**There would be no significant differences in emotional intelligence between teacher trainees of humanity and science groups.

Table 2 shows the mean scores differences on all aspects of emotional intelligence between male and female student-teachers who have opted arts and humanities group.

**Table 2**  
Means, SDs and t-ratios of scores of all aspects of emotional intelligence for males and females of humanities group

	EI	Males (N = 136)			Females (N = 151)			dm	SEdm	t-ratios	Significance Level
		M	SD	SE	M	SD	SE				
I	Intrapersonal Awareness	17.70	2.580	0.221	17.02	3.535	0.288	0.68	0.363	1.873	NS
II	Interpersonal Awareness	17.01	3.079	0.264	16.31	3.706	0.302	0.70	0.401	1.745	NS
III	Intrapersonal Management	18.21	3.111	0.267	17.64	2.917	0.237	0.57	0.357	1.597	NS

IV	Interpersonal Management	17.71	3.158	0.271	17.20	3.064	0.249	0.51	0.368	1.386	NS
	Total	70.63	9.633	0.826	68.17	10.533	0.857	2.46	1.890	1.310	NS

As the above table shows that no significant differences existed on all the aspects of emotional intelligence between the male and female student-teachers of the humanities group; as all the t-ratios were found to be non-significant.

## XII. Conclusions:-

The results of the study reveal that there were no gender differences on almost all aspects of emotional intelligence; as there were no significant differences between male and female student-teachers except in the case of the second aspect i.e. interpersonal awareness where males were found to be better than the females. Even in the case of the humanities and science teachers; when taken separately; it was proved that no differences were available between the male and female student-teachers; as all the t-values were found to be statistically non-significant. Hence the results of the study could not reject the null hypothesis of no-differences on emotional intelligence on the basis of the gender of the subjects of the study. Hence the hypothesis stood accepted.

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