



EMOTIONAL INTELLIGENCE AMONG TEACHER TRAINEES

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Abstract: Different professions require different levels of emotional intelligence. But the professions like teaching in which interacting with people is a must, require a high level of emotional intelligence. Teacher trainees who want to become a teacher must have a high emotional intelligence as they have to continuously interact with the students, colleagues, principals, parents etc. and have to meet the challenges of their professional lives. The present study examines the levels of emotional intelligence of teacher trainees, also emotional intelligence assessed with respect to their personal factors. A sample of 100 teacher trainees of district Hamirpur, Himachal Pradesh was taken up for the study. In this study survey method has been employed and Emotional Intelligence Scale by Anukool Hyde, Sanjyot Pethe & Upinder Dhar (2005) is used as tool for data collection. The findings of the study concluded that there is no significant difference in Emotional Intelligence of Arts and Science Teacher Trainees.

KEY WORDS: Emotional Intelligence, Stream, Teacher Trainees...

I. INTRODUCTION

Mayer & Salovey (1997)^[5] describes emotional intelligence 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". According to a report from the National Center for Clinical Infant Programs, the most critical element for a student's success in school is an understanding of how to learn i.e. Emotional Intelligence (EI). Emotional Intelligence is measured in terms of Emotional Quotient (EQ). The key ingredient for this understanding includes:

- Confidence
- Curiosity
- Intentionality
- Self-control
- Relatedness
- Capacity to communicate
- Ability to cooperate.

These traits are all aspects of emotional intelligence and they can help the student to deal effectively with his studies as well as his interpersonal and intrapersonal relationships. Basically, a student who learns to learn is much more likely to succeed. According to Yahaya, (2011)^[9] emotional intelligence has proven a better predictor of future success than traditional methods like the grade point average, IQ, and standardized test scores. In simple terms emotional intelligence is that ability which allows people to reflect, to react, and to understand various environmental situations

DIMENSIONS OF EMOTIONAL INTELLIGENCE

Goleman (1995)^[1], in his book described the five dimensions of Emotional Intelligence. They are:

1. **Self-awareness:** The ability to recognize and understand personal moods and emotions and drives, as well as their effect on others. It includes self-confidence, realistic self-assessment, and a self-deprecating sense of humour. Self-awareness depends on one's ability to monitor one's own emotion state and to correctly identify and name one's emotions.
2. **Self-regulation:** The ability to control or redirect disruptive impulses and moods, and the propensity to suspend judgment and to think before acting. It includes trustworthiness and integrity; comfort with ambiguity; and openness to change.
3. **Internal motivation:** A passion to work for internal reasons that go beyond money and status - which are external rewards, - such as an inner vision of what is important in life, a joy in doing something, curiosity in learning, a flow that comes with being immersed in an activity: A propensity to pursue goals with energy and persistence. It includes a strong drive to achieve, optimism even in the face of failure, and organizational commitment.
4. **Empathy:** The ability to understand the emotional makeup of other people. A skill in treating people according to their emotional reactions. It includes expertise in building and retaining talent, cross-cultural sensitivity, and service to clients and customers. (In an educational context, empathy is often thought to include, or lead to, sympathy, which implies concern, or care or a wish to soften negative emotions or experiences in others).
5. **Social skills:** Proficiency in managing relationships and building networks, and ability to find common ground and build rapport. Social skills include effectiveness in leading change, persuasiveness, and expertise building and leading teams.

REVIEW OF LITERATURE

Review of literature acts as the backbone of any research work. With the help of review of literature researcher will know, what others have learned from similar research situations and helps in the formation of hypothesis for the study.

Singh (2014)^[6] conducted a study on emotional intelligence in teaching performance for medical and technical education in Uttar Pradesh, India. The findings of the study conducted showed that there was a significant correlation between emotional intelligence and teaching effectiveness.

Ajay kumar Bhimarao Patil (2006)^[3] under took a study on Emotional Intelligence among student teachers in relation to sex faculty and academic achievement. The objective of the study was to find the difference in the emotional intelligence of Arts and Science faculty. Finding of the study revealed that there is no significant difference between emotional intelligence of Arts and Science faculty.

Kumari & Kumar (2009)^[2] conducted a study to assess the emotional intelligence and personality pattern of adolescent boys of different faculties and to see the relationship between emotional intelligence and personality. The results revealed significant difference between students of arts and commerce and commerce and science in their emotional intelligence. But science and arts do not differ significantly in their emotional intelligence.

Umadevi M. R. (2009)^[8] conducted a study over the relationship between Emotional intelligence, Achievement Motivation and Academic Achievement. Objective of the study was to compare the emotional intelligence and Achievement Motivation of student teachers with respect to sex and Arts & Science groups. Findings revealed that there is a significant relationship between Emotional Intelligence and Academic Achievement of student teachers and that is a significant relationship between Achievement Motivation and Academic Achievement of student teachers of arts and science groups.

Surana & Rawat (2019)^[7] examines the levels of emotional intelligence of B.Ed. teacher trainees, also emotional intelligence assessed with respect to their personal factors. The results indicated that majority of B.Ed. teacher trainees have above average emotional intelligence, in relation to personal factors, Gender has significant, but medium of language and education streams have insignificant influence on emotional intelligence of B.Ed. teacher trainees.

Madhu Chaubey, Limpi Talukdar & Ranjan Kumar (2022)^[4] found that there is no significant difference in the emotional intelligence of science and arts student in secondary school students in Kakching and Thoubal district of Manipur.

SIGNIFICANCE OF THE STUDY

Leadership styles play most important part in the life of a teacher. In the modern era every nation want to develop in every prospective of sustainable goals declared by the United Nations. For the development of a nation education system has the most

important role. Teachers are the most important part of education system so they need great level of professional skills. Leadership styles are the most important skill of a teacher hence educational leadership creates a vision of academic success for all students.

The review of literature indicates that very few researches have been done leadership of Elementary School Teachers. Hence the investigators propose to study leadership of Prospective Teachers.

STATEMENT OF THE PROBLEM

Emotional intelligence is important for students because it helps them care for themselves and others. Through the strengthening of these skills, learners can better assess their own needs, care for others, and demonstrate respect for peers and elders, limiting conflict and miscommunication in the learning environment. A teacher with good trained emotions will not restrict himself in handling any type of situation in the class room or outside the class room. He will step out of the classroom and explore the maximum number of resources for all round development of their students. Therefore, the primary aim of the study is to study the Emotional intelligence of Prospective Teachers from Himachal Pradesh.

OBJECTIVES OF THE STUDY

O. To find out the difference in Emotional Intelligence among Teacher Trainees based on their stream.

HYPOTHESES OF THE STUDY

H. There will be no significant difference in Emotional Intelligence of Teacher Trainees based on their stream.

METHOD

The Descriptive survey method for the present study has been used by investigator.

POPULATION

The teacher trainees of Hamirpur district will constitute the population of the study.

SAMPLING

The sample for the present study consists of 100 Teacher Trainees of Hamirpur district of Himachal Pradesh.

RESEARCH TOOL USED

Emotional Intelligence Scale by Anukool Hyde, Sanjyot Pethe & Upinder Dhar (2005) is used as tool for data collection.

VARIABLES

In the present study, Emotional Intelligence was treated as dependent variable, whereas locale was taken as independent variables.

STATISTICAL TECHNIQUES USED

Mean, Standard Deviation and t-test has been used for data analysis.

ANALYSIS AND INTERPRETATION

Table-1 presents the calculated statistics of Emotional Intelligence of Arts and Science teacher trainees

Table -1

Significant of Mean Difference in Emotional Intelligence of Arts and Science Prospective Teachers

Groups	N	Mean	SD	df	't'-Value	Level of significance
Arts	49	125.45	12.18	98	0.13	NS
Science	51	129.16	11.89			

NS=Not significant

The Table-1 indicates that the obtained 't'-value was found to be 0.13 with respect to Emotional Intelligence of arts and science teacher trainees, which is not significant at 0.05 level of significance. It means that arts and science teacher trainees do not differ significantly with regard to their emotional intelligence. In other words it can be said that arts and science teacher trainees have similar levels of Emotional Intelligence.

Hence, the null hypothesis stating that, 'there will be no significant difference in Emotional Intelligence of Teacher Trainees on the basis of their Stream was retained.

FINDINGS OF THE STUDY

On the basis of the analysis and interpretation of the data the following conclusions were drawn:

- No significant difference was found in between the Emotional Intelligence of Prospective Teachers on the basis of their stream. .

EDUCATIONAL IMPLICATION OF THE STUDY

The present study holds several implications for teachers regarding the effective use of Emotional Intelligence in the Teaching Learning Process. Teachers have to use Emotional Intelligence to develop quality in the teaching learning process for the achievement of national goals of development. Emotional Intelligence helps in growth and development because emotionally trained teacher can handle all the situations effectively which can lead the path of success, in positive direction, toward good decision making and solving the daily life problems. Hence in the Education development of qualities of good Emotional Intelligence is necessity of current era.

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