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Emotional Intelligence among Student-Teachers

Charumita*

Emotional intelligence is now being considered as an important field of research, development and application. It is essential for achievement, leadership and personal health. Intelligence is individual's ability to perceive, understand, and regulate emotions. A dynamic combination of emotional intelligence competencies informs cognition and guides leadership behaviour. Emotionally informed cognition drives decision- making processes and regulates a leader's deployment of power and authority. The resulting leadership behaviour, guided largely by an individual's emotional intelligence capacity, can have either a positive or negative effect on organizational climate (Goleman, 1997). Emotional intelligence (EQ) has been shown to be a consistent predictor of personal and professional achievement. Today emotional intelligence is viewed as a key indicator of potential job performance in many leading organizations. Goleman (1995) claim.that emotional intelligence is a better predictor of "success" in all sorts of areas, like work, school and relationships. IQ only accounts for about 20% of a person's success. Emotions can transform teaching and learning process.

Teaching is a cognitive as well as emotional endeavour. A good student-teacher tries to think about what is the appropriate thing to do on the basis of perceptual understanding of children's nature and circumstances. Hein (2001) found that EQ helps teachers in identifying feelings and see to their unmet emotional needs. EQ of B.Ed. students can play an important and crucial role in their dynamic preparation and training. It helps teachers to improve their potential to reach students. Upadhyay (2005) compared the personality traits of high and low emotionally intelligent student teachers. His sample consisted of B.Ed. students studying in one college of Allahabad city. 'Test of Emotional Intelligence (Student Teacher Form) ' and ' Personality Inventory ' developed by K.S. Misra were used for measuring emotional intelligence and twenty personality dimensions. He found that as compared to student teachers with high emotional intelligence, student teachers with low emotional intelligence are more apprehensive, casual, inhibitive, lethargic and convergent whereas no significant differences were found between the two groups on fourteen personality factors namely, A,B,D,F,G,H,K,M,O, P, Q, R,S and T. Singaravelu (2007) conducted a study on 220 student-teachers. Scale of Emotional intelligence of Balasubramanium was used. It was found that male and female student teachers at primary level do not differ in their emotional intelligence.

The present research attempts to study emotional intelligence among male and female student teachers of arts and science subject background.

* Department of Education, SHIATS University, Naini, Allahabad

Objective of the study:

The objectives of the present study are as follows-

1. To compare emotional intelligence among male and female student teachers.
2. To compare emotional intelligence among student teachers of arts and science subject background.

Method of study:

Ex-post facto research method has been used for executing the present study. Population for the present study consists of the students studying in the self financed institutions of teacher education situated in Allahabad city. 180 pupil teachers were randomly selected from those studying in the two institutions namely, Erwing Christian College and SHIATS.

Test of Emotional Intelligence (Student Teacher Form) constructed by K.S.Misra has been used to collect data.

T-ratios have been computed to test various hypotheses.

Result and discussion:

Table 1 showing differences in the emotional intelligence of male and female pupil teachers.

S.No.	Dependent variable	Mean		Standard deviation		t-ratio
		Male teachers N= 53	Female teachers N=127	Male teachers	Female teachers	
1	Overall emotional intelligence	11.75	14.50	5.106	5.558	3.087**
2	Understanding of self emotions	1.85	1.98	1.008	1.464	.614
3	Understanding of others' emotions	1.94	2.50	1.277	1.344	2.550*
4	Management of self emotions	4.51	5.94	2.672	2.590	3.339**
5	Management of others' emotions	3.45	4.09	1.488	1.843	2.219*

*/** significant at .05/.01 level

Observation of the table 1 shows that t-ratio for overall emotional intelligence is 3.087. It is greater than 2.59, the value required for significance at .01 level for df= 178. So, the t-ratio is significant and the null hypothesis can be

rejected. It means that male pupil teachers differ from female pupil teachers in their overall emotional intelligence. The mean score for male pupil teachers (11.75) is lower than that for the female pupil teachers (14.50). It means that female pupil teachers possess more overall emotional intelligence than male pupil teachers. Efforts were also made to find whether male pupil teachers differ from female pupil teachers on various components of emotional intelligence. Perusal of table 1 indicates that one t-ratio is significant at .01 level (t= 3.339) and two t-ratios are significant at .05 level (t= 2.550, 2.219). So, it can be inferred that female pupil teachers excel male pupil teachers on their ability to understand others' emotions and manage self and others' emotions. One t-ratio (t=.614) is not significant at .05 level because it is less than 1.97, the critical value required for significance at .05 level, df= 198). It means that male pupil teachers do not differ from female pupil teachers on their ability to understand their own emotions.

Table 2 showing differences in the emotional intelligence of male and female pupil teachers of science subject background

S.No.	Dependent variable	Mean		Standard deviation		t-ratio
		Male teachers N= 15	Female teachers N=43	Male teachers	Female teachers	
1	Overall emotional intelligence	10.40	14.42	4.273	5.165	2.703*
2	Understanding of self emotions	1.93	2.00	.594	1.558	.161
3	Understanding of others' emotions	1.27	2.56	1.033	1.201	3.708**
4	Management of self emotions	3.67	5.91	2.380	2.418	3.101**
5	Management of others' emotions	3.53	3.98	1.356	1.766	.884

*/** significant at .05/.01 level

Efforts were also made to find out whether male and female pupil teachers of science/ arts subject-background differ from one another on overall emotional intelligence as well as four dimensions of it. Observation of table 2 shows that t-ratio for overall emotional intelligence, and ability to understand others' emotions and manage one's own emotions are significant at .01 level. So, it can be inferred that female pupil teachers of science background are more emotionally intelligent than their female counterparts. They are also able to understand others' emotions

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and manage their own emotions in a better way. The remaining two t-ratios are not significant at .05 level. It indicates that male and female pupil teachers of science background do not differ in their ability to understand their own emotions and manage others' emotions. This seems to be a reflection of the need to understand one's own emotions and manage others emotions for living a better life in society. Perhaps male and female students of science background give equal importance to these two abilities. Our cultural ethos also demand females to try their best to understand the emotional expressions of others and manage their emotional disequilibrium successfully.

Table 3 showing differences in the emotional intelligence of male and female pupil teachers of arts subject background.

S.No.	Dependent variable	Mean		Standard deviation		t-ratio
		Male teachers N= 38	Female teachers N=84	Male teachers	Female teachers	
1	Overall emotional intelligence	12.29	14.54	5.357	5.778	2.033*
2	Understanding of self emotions	1.82	1.98	1.136	1.423	.612
3	Understanding of others' emotions	2.21	2.46	1.277	1.418	.943
4	Management of self emotions	4.84	5.95	2.736	2.688	2.101*
5	Management of others' emotions	3.42	4.14	1.553	1.889	2.060*

*Significant at .05 level

Observation of table 3 shows that three t-ratios are greater than 1.98 i.e. the value of t-ratio required for significance at .05 level for df = 120. So, they are significant and it can be inferred that the female pupil teachers of arts background are more emotionally intelligent than their male counterparts. They also excel male pupil teachers in their ability to manage their own and others emotions. The remaining two t-ratios are not significant at .05 level. It means that male and female pupil teachers of arts background do not differ from one another in their ability to understand their own and others' emotions. These differences seem to be the byproducts of different classroom learning environment and parent child interactions to which pupil teachers of arts background are exposed. The female pupil teachers of arts background are more emotionally intelligent than their male counterparts.

Table 4 showing

S.N.	Dependen variable
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2	understanding self emotions
3	understanding others' emotic
4	management self emotions
5	management others' emotic

*Significant at .05

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Table 5 showi tea

S.N.	Dependen variable
1	Overall emoti intelligenc
2	Understandin self emotio
3	Understandin others' emoti
4	Management self emotio
5	Management others' emoti

*Significant at .05

Table 4 showing differences in the emotional intelligence of pupil teachers of science and arts subject background.

S.N.	Dependent variable	Mean		Standard deviation		t-ratio
		Science Teachers N=58	Arts Teachers N=122	Science teachers	Arts teachers	
1	Overall emotional intelligence	13.38	13.84	5.224	5.724	.514
2	understanding of self emotions	1.98	1.93	1.370	1.337	.263
3	understanding of others' emotions	2.22	2.39	1.285	1.375	.750
4	management of self emotions	5.33	5.61	2.585	2.741	.650
5	management of others' emotions	3.86	3.92	1.670	1.816	.198

*Significant at .05 level

Table 4 shows the results of the analysis of data done to test the null hypothesis 'Pupil teachers of science and arts background do not differ significantly from one another on emotional intelligence'. All the five t-ratios are not significant at .05 level because their values are less than the critical value of t-ratio required for significance at .05 level. So, the hypotheses can be accepted. It means that pupil teachers of science and arts subject-background do not differ from one another on overall emotional intelligence and four dimensions of it. Efforts were also made to find out whether male/female pupil teachers of science and arts subject background differ from one another on overall emotional intelligence and four dimensions of it.

Table 5 showing differences in the emotional intelligence of male pupil teachers of science and arts subject background.

S.N.	Dependent variable	Mean		Standard deviation		t-ratio
		Male Science Teachers N=15	Male Arts Teachers N=38	Male Sci. Teachers	Male Arts Teachers	
1	Overall emotional intelligence	10.40	12.29	4.273	5.357	1.219
2	Understanding of self emotions	1.93	1.82	.594	1.136	.379
3	Understanding of others' emotions	1.27	2.21	1.033	1.277	2.548*
4	Management of self emotions	3.67	4.84	2.380	2.736	1.458
5	Management of others' emotions	3.53	3.42	1.356	1.553	.245

*Significant at .05 level

Table 5 shows that only one t-ratio is significant at .05 level because it is greater than 2.008, the value of t-ratio required for significance at .05 level for df = 51. This means that male pupil teachers of arts background are more able to understand others' emotions than their counterparts of science background. The remaining four t-ratios are not significant at .01 level. It means that male pupil teachers of science and arts background do not differ from one another on their ability to understand their own emotions and manage their own and others' emotions.

Table 6 showing differences in the emotional intelligence of female pupil teachers of science and arts subject background.

S.N.	Dependent variable	Mean		Standard deviation		t-ratio
		Female Science teachers N=43	Female Arts teachers N=84	Female Science teachers	Female Arts teachers	
1	Overall emotional intelligence	14.42	14.54	5.165	5.778	.112
2	Understanding of self emotions	2.00	1.98	1.558	1.423	.086
3	Understanding of others' emotions	2.56	2.46	1.201	1.418	.371
4	Management of self emotions	5.91	5.95	2.418	2.688	.093
5	Management of others' emotions	3.98	4.14	1.766	1.889	.479

*Significant at .05 level

Perusal of table 6 shows that the values of t-ratios for overall emotional intelligence as well as four dimensions of it are .112, .086, .371, .093 and .479 respectively. All of them are not significant at .05 level because they are less than the table value required for significance at .05 level. So, the null hypothesis "There is no significant difference in the emotional intelligence of female pupil teachers of science and arts background" can be accepted and it can be inferred that female pupil teachers of science as well as arts background are equally emotionally intelligent. Female pupil teachers of science as well as arts background possess equal ability to understand self and others' emotions and manage self and others' emotions.

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