



EMOTIONAL INTELLIGENCE OF STUDENT TEACHERS IN RELATION TO SEX, LOCALITY AND MARITAL STATUS

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ABSTRACT

Our emotions play a significant role in directing and shaping our behavior and personality whatever they may be, the form, frequency and intensity of our emotional experience these can be late categorized into two heads – positive emotions (like affection, amusement, curiosity, joy etc) and negative emotions (like fear, anger, jealousy etc). However, the development of both positive as well as negative emotions and the learning of their depression in a reasonable way is quite essential for our own and social well being. However, a person is expected to show a reasonably emotional matured behavior after passing through the period of adolescence. The goal of one's emotional development is thus to attain emotional maturity in his behavior by demonstrating possession of all types of emotions – positive and negative and their experience in a reasonable amount at the right time in the proper way. A new concept 'emotional intelligence' with its significance even more than one's general intelligence has emerged on the educational scene. It may be defined as one's unitary ability to know, feel and judge emotions in co-operation with a person's thinking process for behaving in a proper way, with the ultimate realization of happiness in himself and in others. One of the dimensions of personal experience is the emotional or affective dimension. Emotional process is not an isolated phenomenon but component of general experience, constantly influencing and influenced by other processes going on at the same time. Emotions are personal experiences that arise from complex interplay among physiological, cognitive and situational variables. Emotions if properly used are an essential tool for successful and fulfilling life. But if emotions are out of control, it can result in a disaster. In day-to-day life, they affect our relations with other people, our self-identity and our ability to complete a task. To be effective, our cognitive processes must be in control of our emotions, so that they work for us rather than against us.

INTRODUCTION

Concept of emotional intelligence:

A relatively new concept "emotional intelligence" with the one's general intelligence has on the educational and social scenario. The famous psychologist E.L. Thorndike through his concept of social intelligence laid down a solid foundation of the essence of emotional intelligence in 1920. He used the term social intelligence to describe the skill of understanding and managing other people. Gardner (1975) introduced the idea of multiple intelligences which included both interpersonal intelligence and intrapersonal intelligence. Sternberg (1988) also carried out the concept of social intelligence in the name of contextual intelligence through his triarchic theory of intelligence. This component of one's intelligence (other components being componential and experimental) relates with one's capacity of making adjustment to various contexts with a proper selection of contexts so that one can improve one's environment in a proper way. The term emotional intelligence appears to have originated with Charles Darwin in 1872, who theorized about a broader emotional social intelligence necessary for human survival and adaptation. In modern times, the term emotional intelligence was popularized by Daniel Goleman (1995), who published several books and articles describing emotional intelligence and its application to business. According to Goleman, emotional intelligence refers to the capacity for recognising our own feelings and those of others, for motivating ourselves and for motivating others well in ourselves and in our relationships. Mayer and Salovey (1990) defined emotional intelligence as the ability to perceive, generate feelings that facilitate thoughts and an ability to regulate emotions to promote growth. According to Bar On (1997) emotional intelligence is an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressure.

RATIONALE OF THE STUDY

The main aim of education is the all round holistic development of the students. In the pursuit of this goal, teachers play a significant role. The NPE (1986) has rightly said "no system of education can rise higher than its teacher". The teachers have to stress all the domains (cognitive, affective and psychomotor) of the students. In traditional schooling, only cognitive and to an extent, psychomotor domains are considered. But it is also important to nourish the affective domain of the students. This can be done only if the affective domain of the teachers is nourished properly. Emotionally intelligent teachers' help students with improved motivation, enhanced innovation, increased performance, effective use of time and resources, improved leadership qualities and improved team work. Hence, it is essential to develop the emotional intelligence of student teachers during pre-service. So the present study aims at studying the level of emotional intelligence in Puducherry region.

REVIEW OF RELATED STUDIES

McDowelle, James and Bell, Edwin (1997) found that lack of EQ skills lower team effectiveness and create dysfunctional team interactions and most effective performers are losing the best networking skills. Tapia, Martha and Marsh, George (2001) found that there was an overall significant main effect of gender and two-way interaction of gender - GPA on emotional intelligence. Balasubramaniam's (2003) found that men and women teacher trainees do not differ in their emotional intelligence. Harrod, Nicholas and Scheer, Scott. D (2005) found that emotional intelligence levels were positively related to females' education and household income. Annaraja and Jose (2005) studied the emotional intelligence of B.Ed., trainees. They found that the rural and urban B.Ed., trainees do not differ in their self-awareness, self-control, social skills and emotional intelligence. Uma and Devi (2005) found that the parental education, occupation had significant and positive relationship with dimensions of emotional intelligence like social regard, social responsibility, impulse control and optimism. Kadiravan and Amirtha (2006) found that gender,

age and qualification influenced the emotional intelligence of school teachers. The review of the above studies related to emotional intelligence helped the investigator to get the required theoretical background pertaining to the objectives of the study, forming the design of the study, sampling techniques, applicability of suitable statistics and deriving the findings in the researches conducted by the predecessors.

OBJECTIVES

1. To find out the level of emotional intelligence of student teachers (pre-service) at primary level.
2. To study the differences in the level of emotional intelligence between male and female teachers groups regarding to sex, locality and marital status.

HYPOTHESES

1. Emotional Intelligence of student teachers (pre-service) is high.
2. There is no significant difference between the means scores of (emotional intelligence regarding sex, locality and marital status).

SAMPLE

The sample for the study consisted of 220 student teachers selected randomly from the union territory of Puducherry.

TOOL USED

Scale of Emotional Intelligence, developed and standardised by Balasubramaniam, S (2003) was used. It was constructed based on the theory pro-founded by Daniel Goleman. The tool consisted of 50 objective type questions in the form of multiple choice types.

PROCEDURE

Scale of Emotional Intelligence was administered to the student teachers after obtaining prior permission from the principals of teacher training institutes in the union territory of Puducherry. The data collected was analysed with the help of suitable statistical techniques.

RESULTS AND DISCUSSION

1. Emotional Intelligence of student teachers in Puducherry region was above average as the mean and standard deviation is found to be 33.46 and 9.46 respectively. It was observed that 68% of the student teachers had above average level of emotional intelligence.
2. No significant difference was observed in emotional intelligence between men and women student teachers as the calculated 't' value 0.86 was not significant at both levels of significance. Hence null hypothesis formulated for this purpose was accepted. Hence men and women student teachers had same level of emotional intelligence.
3. Significant difference was observed in emotional intelligence between male and female teachers groups regarding locality of the residence of student teachers as the calculated 't' value 3.42 was found to be significant at both levels of significance. Therefore the null hypothesis formulated for this purpose was rejected. So it can be said that locality of residence had a significant effect on emotional intelligence of student teachers.
4. Significant difference was observed in emotional intelligence between male and female teachers regarding marital status of student teachers as the calculated 't' value 2.88 was found to be significant at both levels of significance. Therefore the null hypothesis formulated for this purpose was rejected. So it can be said that marital status had a significant effect on emotional intelligence of student teachers.

CONCLUSION

It is concluded from the findings that the emotional intelligence of student teachers (pre service) at primary level in Puducherry is high. The present study underlines the importance of emotional intelligence in the student teachers. It also emphasises the necessity to develop the emotional competencies of the student teachers, which in turn helps them to develop the same among their students to face challenges of modern society.

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