

A STUDY ON THE EMOTIONAL INTELLIGENCE OF STUDENT-TEACHERS IN DISTRICT ANANTNAG OF JAMMU AND KASHMIR STATE



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Abstract

The study is designed to investigate the emotional intelligence of student-teachers in District Anantnag of Jammu and Kashmir State. The sample size is of 300 student-teachers from all the five Colleges of District Anantnag. A standardized tool Emotional Intelligence Scale (EIS) Anukool Hyde and Sanjyot Pethe and Upinder Dhar (2010) is used for the study. The result is analysed by using descriptive and differential statistical techniques. The result indicated that: Gender wise and faculty wise, there is no significant mean difference between the level of emotional intelligence of student teachers.

Key words: Emotional Intelligence, Student-teachers, District Anantnag

INTRODUCTION

“Emotional Intelligence involves 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.” (Salovey & Mayer, 1990).

Our nation now stands on the threshold of the 21st Century. Whether the nation can face the internal and external challenges successfully will decide the quality of the citizen's life tomorrow. Education is the most effective instrument to meet the challenges. Education to be meaningful should not only aim at the physical and mental growth of the individual, but also take into account the needs and the aspirations of a developing nation. Emotional Intelligence

of teachers is vital in this regard. Good teachers need a strong emotional intelligence. Understanding what makes a particular student “tick” emotionally can be important in helping with individual learning. Further, helping students to regulate their emotions, teachers can ease interpersonal conflicts and contribute to the students’ emotional and social development. In fact, emotional intelligence is a type of social intelligence that includes to control own and others emotions; make a choice between them and the ability of using these emotions to set his life. So emotional intelligence is really required to make the teachers performance very effective. This skill can make the teachers not only able to deal with their students but with their colleagues as well. Mostly these skills are provided to student teachers in teacher training institutions, therefore, the researcher’s attempt is to assess the emotional intelligence of student teachers.

REVIEW OF RELATED LITERATURE

Mishra, S., & Laskar J. H. (2013) This study underscores the relevance of Emotional Intelligence of Teachers Teaching at Secondary and Senior Secondary Schools in relation to Gender, Experiences and Qualification variations. A standardized tool was used for assessing emotional intelligence of 120 teachers both Secondary and Senior Secondary Schools teachers of Hailakandi district of Barrack Valley, Southern Assam. The result showed that Emotional Intelligence of teachers are not normally distributed; 50% teachers of the study are having poor Emotional Intelligence. Gender, Experiences and Qualification variation wise no differences found. But Designation wise variation is present.

Mondal, N.K., Paul, P.K and Bandyopadhyay. A (2012) Analyzed the nature and extent of emotional intelligence among secondary level schools teachers of Burdwan district in west Bengal (India). 300 teachers in urban and rural areas encompassing different gender, age, teaching experience, qualification and training were taken for the study. The results revealed that few demographic factors positively impacted on the level of teacher’s emotional intelligence while some were not significant.

Mahmoudi A. (2011) Studied the effect of emotional intelligence among 300 B.ED studying in five B.Ed. colleges of Yasouj district in Kohgiluyeh. A descriptive analysis, t-test and F test was used for the analysis and concluded that the emotional intelligence among the B.Ed.teacher trainees was normal.

Vanithakale (2010) conducted a comparative study of emotional intelligence among the B.Ed. trainees. The objectives of the study was to assess the emotional intelligence of B.Ed. trainees. A) To study the emotional intelligence among the male B.Ed. trainees. The sample comprises of 100 students of which 50 male and 50 female trainees were selected randomly from four B.Ed., colleges of Amaravathy city. It was found that, There was no significant difference between male and female with regard to their emotional intelligence

OBJECTIVES OF THE STUDY

1) To find out differences in the emotional intelligence between the groups of student teachers regarding gender and faculty.

HYPOTHESES OF THE STUDY

1) There is no significant difference in the mean scores of emotional intelligence of:
a) Male student teachers and female student teachers.

- b) Arts faculty student teachers & Commerce faculty student teachers.
- c) Arts faculty student teachers & Science faculty student teachers.
- d) Science faculty student teachers & Commerce faculty student teachers.

METHODOLOGY

A survey method was adopted to find the differences between emotional intelligence of student teachers with respect to their gender and faculty. The study its nature is ex-post facto as the current status of the phenomena has been studied as what it exist at present. The Random Sampling technique was used. Overall 300 (123 male and 177 female) student teachers were taken as sample from 5 B. Ed. Colleges of District Anantnag, which are affiliated to the University of Kashmir Jammu and Kashmir. After selecting 300 student teachers from five different colleges, the teachers were grouped under gender, and Faculty. "Emotional Intelligence" Scale of Anukol Hyde and Sanjyot Pethe and Upinder Dhar (2010) was used for assessing emotional intelligence of student teachers. It is a 5 point scale consists of 34 items. The investigator has used Mean, standard deviation and 't' test to test the null hypotheses formulated.

SAMPLE

Selection of colleges:

All the B. Ed. Colleges of district Anantnag which are affiliated to the University of Kashmir were considered for the study. So, whole population was selected in case of selection of colleges.

Selection of student teachers:

The researcher selected 300 students out of 1455 student teachers from 5 colleges were selected as a sample. The sample under study was Random sample of Student teachers.

TOOL

The researcher used standardized tool for the present study which was easy to administer. The Emotional Intelligence scale constructed with 34 simple statements as drawn from emotional intelligence devised by Anukool Hyde and Sanjyot Pethe and Upinder Dhar (2010) was used for the study.

STATISTICAL TECHNIQUE

Keeping in view the objectives under investigation, the following statistical techniques were employed to analyze the data. A) Descriptive statistics Mean & Standard Deviation. b) Test of significance of difference between means

ANALYSIS AND INTERPRETATION

Analysis and interpretation of the collected data are the major steps in the process of research report. According to Best (1983), "Analysis of data is the heart of a research report". The analysis of data means categorizing, ordering, manipulating and summarizing the data to test the hypotheses formulated for the present study.

Mean, standard deviation and t-test for the sub-samples have been calculated, in order to find out the objectives of the present study, that is to find out if there is any significant difference between the mean of Emotional Intelligence scores in respect of any two pairs of sub-samples.

Table 1: Mean and S.D for the level of Emotional Intelligence of the student teachers

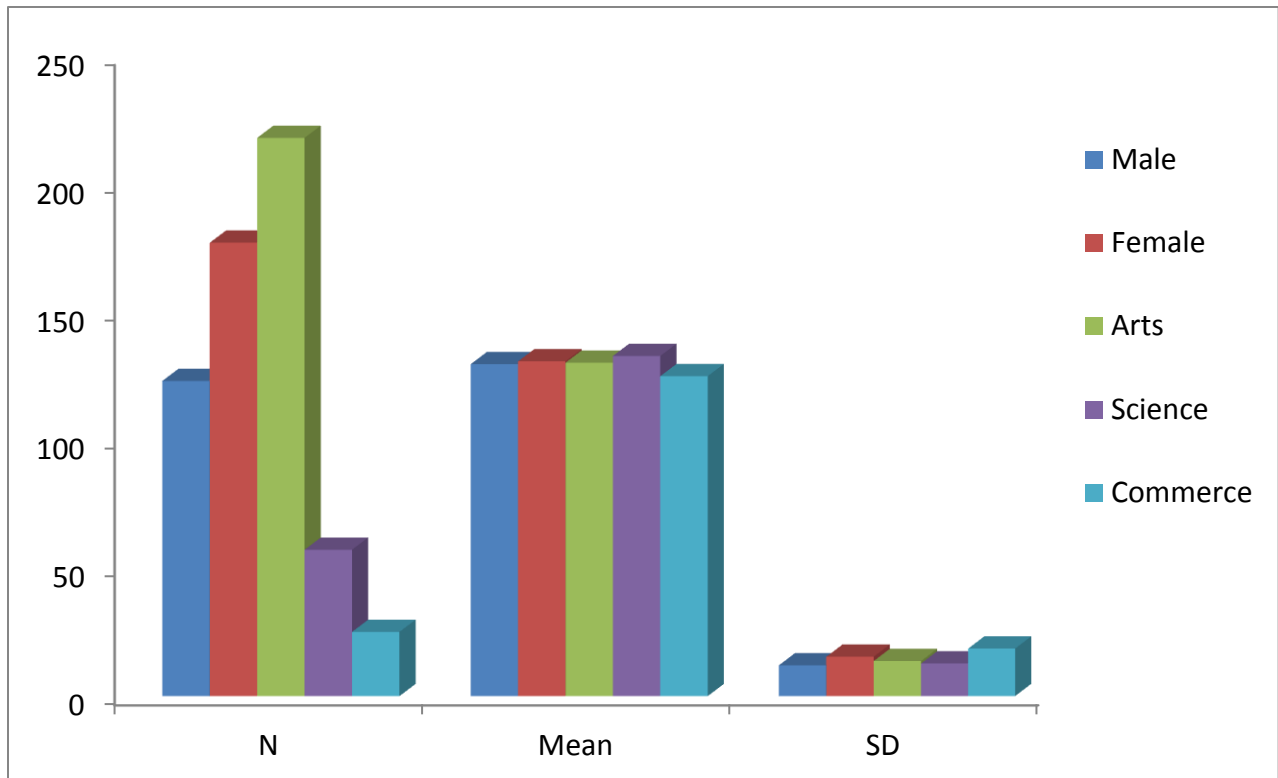
S. No.	Sub samples	N	Mean	S.D	t-value	Level of significance
1	Male	123	129.51	11.99	0.71	Not significant
	Female	177	130.63	15.31		
2	Arts	218	130.11	13.67	1.38	Not significant
	Commerce	25	124.84	18.48		
3	Arts	218	130.11	13.67	1.36	Not significant
	Science	57	132.73	12.72		
4	Science	57	132.73	12.72	1.94	Not significant
	Commerce	25	124.84	18.48		

In order to find out the significant mean difference in the mean scores of emotional intelligence of Gender wise and faculty wise, the t-value was calculated. The above table 1 shows that female student teachers have slightly higher emotional intelligence as compared to male student teachers. However the calculated 't'-value revealed that the mean difference is not significant at 0.05 level. Hence, the framed null hypothesis No. 1 (a) is accepted. The result inferred that male and female student teachers do not differ significantly in the levels of emotional intelligence.

When the mean scores of emotional intelligence of arts faculty student teachers & commerce faculty student teachers were compared, it shows that arts faculty student teachers have higher emotional intelligence than commerce faculty student teachers. However the above table (1) shows that the calculated t-value is 1.38 is less than the table value 1.96 at 0.05 level of significance, which depicts that there is no significant difference between arts and commerce student teachers in their level of emotional intelligence. Hence the framed null hypothesis No.1(b) is accepted. Thus, it is inferred that arts faculty and commerce faculty student teachers do not differ significantly in their level of emotional intelligence.

When the mean scores of emotional intelligence of arts faculty student teachers & science faculty student teachers were compared, it shows that science faculty student teachers have higher emotional intelligence than arts faculty student teachers. However, the above table (1) shows that the calculated t-value is 1.36 which is not significant at 0.05 level. Hence the framed null No.1(c) hypothesis is accepted. It is inferred that arts faculty and science faculty student teachers do not differ significantly in their level of emotional intelligence.

When the mean scores of emotional intelligence of science faculty student teachers & commerce faculty student teachers were compared, it shows that science faculty student teachers have higher emotional intelligence than commerce faculty student teachers. However the above table (1) shows that the calculated t-value is 1.94 which is not significant at 0.05 level. Thus from the confirmation of the results, the framed null hypothesis No. 1(d) stands accepted. It is inferred that science faculty and commerce faculty student teachers do not differ much significantly in their level of emotional intelligence.



FINDINGS

The major findings of the study are:

- There is no significant mean difference between male student teachers and female student teachers with respect to level of emotional intelligence
- There is no significant mean difference between arts faculty student teachers and commerce faculty student teachers with respect to level of emotional intelligence.
- There is no significant mean difference between arts faculty student teachers and science faculty student teachers with respect to level of emotional intelligence.
- There is no significant mean difference between science faculty student teachers and Commerce faculty student teachers with respect to level of emotional intelligence.

CONCLUSION

In conclusion, results in the present study were consistent with expectations that study revealed there does not exist significant mean difference in emotional intelligence of student teachers in relation to gender and faculty. This shows that gender and the (faculty) subjects of study of the students does not affect much in determining the level of emotional intelligence.

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