



GENDER DIFFERENCE IN EMOTIONAL INTELLIGENCE OF PROSPECTIVE TEACHERS

Sushil Kumar Pandey, Ph. D.

Assistant Professor, Doon International College of Education, Rajban Sirmour

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Abstract

The present paper is aimed to examine the gender difference in emotional intelligence of prospective teachers. . A sample of 44 B.Ed. teacher trainees selected randomly from Doon International college of Education, Sirmour for the present study. The researchers used Mangal emotional intelligence Scale to measure emotional intelligence of B.Ed. teacher trainees. Data collected were analyzed statistically by t test. The findings of the study revealed that there is no gender difference in emotional intelligence of prospective teachers.

Key Terms: Emotional Intelligence, Prospective Teachers



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Introduction

Education is the process of human enlightenment and empowerment for the achievement of a letter and higher quality of life. Education is the key to national prosperity and welfare. In the development of a country, education plays a vital role.

Emotional intelligence refers to an ability to recognize the meanings of emotion and their relationships and to reason and problem-solve on the basis of them. Emotional intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them. Researchers investigated dimensions of emotional intelligence by measuring related concepts, such as social skills, interpersonal competence, psychological maturity and emotional awareness, long before the term "emotional intelligence" came into use Emotional intelligence is the ability to recognize our emotions, understand what they are telling you, and realize how your emotions affect others. Emotional intelligence also involves our perception of others, when you understand how they

feel, this allows us to manage relationships more effectively. People with high emotional intelligence are usually successful in most things they do. Gowdhaman, K. and Bala Murugan, M. (2010) revealed that emotional intelligence among the B.Ed. Teacher trainees are normal among the 11 variables of the study, gender, type of institution, age, religion have significant impact on emotional intelligence and type of management, occupation of family, monthly income, community, degree at first level, entertainment have not any significant effect on emotional intelligence. Sreekala Edannur (2010) conducted a study on Emotional Intelligence of Teacher Educators. Researches shows that academically successful people had higher levels of emotional competencies and also gender and locality of the teacher educators did not make any differential influence on their Emotional Intelligence. Very high EI may contribute to a student in the learning process (Goleman, 1996; Elias, Ubricco, Reese et al., 1992,

Need For the Study

We all are having different personalities, different wants, needs, and different ways of showing our emotions. Navigating through this all takes tact and cleverness, especially if we hope to succeed in life. Emotional intelligence is the ability to recognize our emotions, understand what they are telling you, and realize how your emotions affect others. Emotional intelligence also involves our perception of others, when you understand how they feel, this allows us to manage relationships more effectively. People with high emotional intelligence are usually successful in most things they do. Because they are the ones that others want on their team. When people with high Emotional Intelligence send an answer, it gets answered.

Statement of the problem:

Emotion Intelligence of male and female prospective teachers in relation to their academic stream.

Objectives of the Study:

1. To compare the emotional intelligence of male and female prospectivet teachers.

Hypothesis:

1. There is no significant difference in the emotional intelligence of male and female prospective teachers.

Method:

In the present study, the descriptive survey method is used as a method of research because we want to compare the present status of emotional intelligence of prospective teachers.

Sample:

44 prospective teachers were selected from Doon International College of Education randomly out of which 18 were male and 26 were female.

Tools used: In this investigator has used the" Mangal Emotional Intelligence Inventory" developed by Dr.S.K.Mangal and Dr. Shubra Mangal.

Analysis and Interpretation:

Gender difference in emotional intelligence of prospective teachers was analyzed by using t-test. Results are shown in table 1.

Table 1: Significance Difference in Mean scores of Emotional Intelligence of male and female Prospective Teachers

| Group | N | M | S.D. | t | Level of Significance |
|------------------------|----|-------|-------|------|--------------------------|
| Male student teacher | 18 | 69.87 | 13.56 | 0.23 | Not significance at 0.05 |
| Female student teacher | 26 | 70.94 | 9.63 | | |

From the Table 1 , it is clear that the t-value comparing the mean values of emotional intelligence of male and female prospective teachers came out to be .23 , which is not significant even at .05 level of significance. hence the null hypothesis that There is no significant difference in the emotional intelligence of male and female prospective teachers was accepted. Hence male and female prospective teachers has almost same emotional intelligence.

Conclusion:

Thus, it can be concluded that, There is no significant difference in the emotional intelligence of male and female prospective teachers. The inculcation of emotional intelligence as a part of B.Ed. curriculum could lead to a variety of positive self-awareness, self-management, social awareness and social skills. It can also be inculcated through various co curricular activities because it provides support to overcome frustration, stress and anxiety and to maintain their motivation for learning. Enhancing emotional intelligence may not only increasing the learning process and it also improve career choice and possibility of success, but could also increase the probability of good personal and social adaptation in general.

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