

EMOTIONAL INTELLIGENCE OF STUDENT TEACHERS

DR. RACHNA RATHORE
ASST. PROFESSOR
JRN RAJASTHAN VIDHYAPEETH
(DEEMED TO BE UNIVERSITY)
UDAIPUR

The concept of emotional intelligence is relatively a new idea in the popular culture .We believe that through education all round development of an individual takes place. Emotional intelligence plays an important role in many areas of life. According to Gole man (1995) IQ alone is no more a measure for success, it only accounts for success. It only accounts for 20% and the rest 80% of other forces. Emotional intelligence is an attempt to extend our understanding of intelligence by going beyond what we traditionally measure by intelligence test .Emotional intelligence adapts a wider perspective and helps us to extend our understanding. Our interaction with others and social world around us

Need and significance of study:-

Emotional intelligence plays an important role in many areas of life .Researchers have examined the skills and aptitudes required to succeed in certain jobs .jobs which demand interaction with other people or working in informal teams or empathizing with and understanding others are the one's which require emotional intelligence if a person laces the requisite level of emotional intelligence he might find the job difficult to cope with and also less satisfying.

Emotional intelligence gives a new approach to student, teachers. This approach embraces the learner and learning in a more complete way then traditional schooling .Emotions have a great unpack on personality adjustment emotional adjustment is a tendency to be calm ,not depressed and not moody . Emotionally adjusted persons exhibit adaptive reactions to identifiable life

events or circumstances. Education for promoting emotions needs to be recognized as an essential element of the educational process in classroom and there for developing emotional intelligence becomes a prime concern of college of education and curriculum of B.ed course.

Objectives of the study:-

The objectives of the study are as follows

1. To find out the emotional intelligence of male student teachers.
2. To find out the emotional intelligence of female student teachers.
3. To find out the difference in the emotional intelligence between male & females student teachers.
4. To find the difference in emotional intelligence between student teachers of arts and science faculty.
5. To find out the relationship between emotional intelligence and academic achievement of student teachers.

Hypothesis

- 1 There is no significant difference between emotional intelligence of male and female student teachers
2. There is no significant difference between student teachers of arts and science faculty.
3. There is no significant relationship between emotional intelligence and academic achievement of students teachers.

Method:-

In the present study descriptive survey method was used.

Sample: - the sample comprised 300 student teachers in which 172 male and 128 female candidates from different 20 teachers training institutions.

Tools & techniques:-

Emotional intelligence:-

To measure self made tools was used for emotional intelligence basic on goleman's emotional competency model. The reliability of the test was determined by using split half method

2 Academic achievement score

For academic achievement score student's theory marks obtained in terminal examinations were taken.

Statistical technique:-

1. t-test
2. Product moment coefficient of correlation was used.

Results:-

Hypothesis -1

Significance of the difference between the mean scores of male and female student teachers.

Table 1

Group	N	M	D	σd	T
Male	172	234.03	2.7	2.52	1.05
Female	128	238.5			

From the above table it is found that the mean value of the female group was higher than that of male group it is also found that t value 1.05 was not significant at 0.05 level.

Hence the null hypothesis is accepted. It is concluded that there is no significant difference between emotional intelligence of male and female student teachers.

Hypothesis 2

There is no significant difference in the emotional intelligence of student teachers of arts and science faculty

Group	N	M	D	σ_d	T
Arts	167	235.2	1.3	3.11	0.42
Science	122	236.6			

From above table it is clear that mean value of student teachers of science faculty was higher than that of student teachers of arts faculty .it is also found that t value = 0.42 was not significant at 0.05 level

Hence the null hypothesis is accepted hence it is concluded that there is no significant difference in emotional intelligence of student teachers of arts and science faculty.

Hypothesis no. 3

There is no significant relationship between emotional intelligence and academic achievement of student teachers

Size of sample	Degree of freedom (n-2)	df values at level		Calculate r
		0.05	0.01	0.18
300	298	0.11	0.148	

From above table it is found that the values of $r = 0.18$ was significant as 0.05 and 0.01 level

Hence the null hypothesis was rejected hence it is concluded that there is significant relationship between emotional intelligence and academic achievement of student teachers

Implications of the study:-

Emotional intelligence should be one of the important concerns and it may be worthwhile for educational researchers to spend more efforts in designing training programs to improve the emotional intelligence of teachers. Emotional literacy program for student teachers should be started. This will help to improve student teacher's overall performance.

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