

REDEFINING EDUCATIONAL PRACTICES INTEGRATING INDIAN EPISTEMOLOGY AND MODERN COGNITIVE NEUROSCIENCES

COMPENDIUM OF PAPERS

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A Study on Emotional Intelligence of Prospective Teachers

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Abstract

This study is designed to find out the Emotional Intelligence among prospective teachers. The sample of 400 prospective teachers studying in various colleges of Education in Kanyakumari District were selected on the basis of gender, locality and their optional subject. The results of the study revealed that gender and locality had influence on the emotional intelligence of prospective teachers.

Key words: Emotional Intelligence,

Introduction

Emotions play an important role in the behavior of a child. Child expresses his emotions positively or negatively in different contexts. "Emotions are inextricably intertwined with motivation and cognition, and three phenomena form the basis of school learning" (Kamala V.Mukunda, 2009, p.223). "Emotional intelligence is a unitary ability helpful in knowing, feeling, and judging emotions in close cooperation with one's thinking process to behave in a proper way, for the ultimate realize of the happiness and welfare of the self in tune with others" (Mangal. S.K, 2007, p.326). Emotionally intelligent teacher can pay due attention to the emotions of learners and help them to enhance their emotional intelligence. Emotional intelligence plays an important role in students personal and social life

Need of the Study

A good teacher should have the emotional intelligence in addition to mastery over the subject and teaching competency to make his profession effective. Teachers have to be role models for the learners in coping with emotions. Teacher should have the ability to understand his own emotions and its impact on others, especially while mingling with students. Teacher should have the ability to understand feelings of students for better outcomes.

Today's prospective teachers are tomorrow's teachers. Prospective teachers are introduced into the course without any preparation and enough knowledge. They come across with a new environment and new academic structure. Usually this creates a fear and stress among them. This leads to emotional imbalance in them. For the profession which they have opted, they should know

the importance of emotional intelligence in teaching learning process.

Objective of the Study

1. To study the emotional Intelligence of prospective teachers with respect to the background variable such as gender, locality and optional subject

Hypotheses

1. There exists no significant difference between male and female prospective teachers in their emotional intelligence.
2. There exists no significant difference between rural and urban prospective teachers in their emotional intelligence.
3. There exists no significant difference between the arts and science prospective teachers in their emotional intelligence.

Method used

For this study investigators adopted Normative survey method.

Sample

The study was conducted on the sample of 400 prospective teachers studying in different colleges of education in Kanyakumari district.

Tool used

Emotional Intelligence Scale (Dr. S. Arockiasamy and S. Erin Prabha, 2007)

Statistical Techniques used

For the statistical treatment of the descriptive data; mean, standard deviation and t-test were used.

Results

Table: 1
Comparison of mean scores of Emotional Intelligence of prospective teachers based on Gender

Gender	Mean	SD	N	Calculated t value	P	Sig. at 5% level
Male	86.06	12.29	98	4.74	0.000	S
Female	93.54	16.91	302			

The calculated t value is 4.74, ($p < 0.01$) which is significant at 5% level. Hence the null hypothesis is rejected. So there exists significant difference between male and female prospective

teachers in their emotional intelligence. i.e Female prospective teachers have more emotional intelligence when compared to that of the male prospective teachers

Table: 2
Comparison of mean scores of Emotional Intelligence of prospective teachers based on Locality

Locality	Mean	SD	N	Calculated t value	P	Sig. at 5% level
Rural	90.36	14.94	247	2.03	0.04	S
Urban	93.88	17.91	153			

The calculated t value is 2.03, ($p < 0.05$) which is significant at 5% level. Hence, the null hypothesis is rejected. So there is significant difference between the rural and urban prospective teachers in their

emotional intelligence. i.e Urban prospective teachers have more emotional intelligence when compared to that of rural prospective teachers.

Table: 3
Comparison of mean scores of Emotional Intelligence of prospective teachers based on Optional Subject

Optional subject	Mean	SD	N	Calculated t value	P	Sig. at 5% level
Arts	90.97	16.25	193	0.87	0.38	Not significant
Science	92.39	16.19	207			

The calculated t value is 0.87, ($p > 0.05$) which is not significant at 5% level. Hence, the null hypothesis is accepted. Hence there exists no significant difference between the arts and science prospective teachers in their emotional intelligence.

Conclusion

The results of the study reveal that gender and locality has influence on the emotional intelligence of prospective teachers. The results also show that no significant difference between emotional intelligence of Arts and Science stream prospective teachers. Teacher should be role model for the learners in coping with emotions. Prospective teachers should equip themselves to nurture the emotional intelligence in the young minds.

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