



INFLUENCE OF GENDER, TYPE OF MANAGEMENT AND NATURE OF COURSE ON EMOTIONAL INTELLIGENCE AMONG TEACHER TRAINEES



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ABSTRACT

A study was conducted on 360 teacher trainees to investigate the influence of, gender, type of management and nature of course on emotional intelligence among teacher trainees. Emotional Intelligence Scale by Mangal and Mangal was used to assess the emotional intelligence of the subjects. Findings suggested that there is significant influence of gender, type of management and nature of course on emotional intelligence. Male teacher trainees are emotionally stable than female teacher trainees; special education teacher trainees' possessed better scores than general education trainees and the teacher trainees hailing from private colleges are emotionally balanced than the teacher trainees from government colleges.

KEYWORDS: Emotional Intelligence, Gender, Type of Management, Nature of Course and Teacher Trainees.

INTRODUCTION:

Education is a powerful instrument of socioeconomic development of any nation. The whole process of the education is shaped by the human personality called as teacher, who plays a pivotal role in any system of education. Education encompasses teaching and learning specific skills and also something less tangible, but more profound: the impact of knowledge, positive judgment and we developed wisdom. Education means to drawn facilitating realization of self-potential and latent talents of individual, it is an application of pedagogy, a body of theoretical and applied research relating to teaching and learning and draws on many disciplines. Educational is a dynamic developmental process, which involves imparting knowledge, generating interest and curiosity, inculcating desirable attitudes, values, good habits, sound mind and developing essential skills. According to *Rig-Veda* 'Education is something, which makes a man self-reliant and self-less' and the teaching is an influence in developing one's mind and character and also gives the satisfaction of having sparked the light of knowledge and dispelled the clouds of ignorance. Any profession one chooses, there is a need to be passionate about it. Love and passion should guide in whatever people do. All high scoring students may not essentially be good teachers. Before deciding on teaching as a career, analyze one's own aptitude as a teacher. There are certain basic temperamental and academic requirements to be a teacher. The energy and forceful personality of teacher has direct and indirect impact on the coming generations and it is teacher who broadens the outlook of the youth under his charge, thus surpassing the international and geographical barriers. It is said that progress of the nation and of mankind depends substantially on the teacher in a system of education.

When we observe the past few decades of the researches, educationalists, psychologists, and social workers are focused to study the factors influences the emotional intelligence of the students and teachers. Emotional Intelligence (EI) is relatively a new idea in popular culture. It has raised a very great deal of interest in the field of psychology, management and education. According to Salovey and Mayer (1990) emotional intelligence as a form of social intelligence involves the ability to monitor one's own and others

feelings and emotions to discriminate among them and use this information to guide one's thinking and action.

The term emotional intelligence was launched when people started to realize that a high Intelligence Quotient (IQ) is no guarantee against failure in everyday life. So if we want to succeed in life, we need to introduce our emotions very well. Success of college education depends upon large measures on how young man or woman feels about his/her college experiences and home experiences. It makes an immense difference whether he/she acquired attitude and habits favorable to his/her own better intellectual, social and emotional developments as a result of college experience, or develops anti-social tendencies accompanied by bitterness and frustration. Social and emotional maturity is desirable in the development of intellectual power an end product of formal education. Bradberry, Travis and Jean (2009) stated that emotional intelligence as the ability, capacity and skill or in the case of the trait emotional intelligence, a self perceived ability to identify access and manage the emotion of one's self of others and of groups. It is part of art of managing people at the workplace.

Emotional Intelligence refers to the skillfulness with which one can regulate the emotions of oneself and others. It is the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence. It is believed that Emotional Intelligence is the basis of all success in human life. Development of nation depends on its devoted citizens and these citizens are shaping in classroom so it is very clear that we need very devoted and sincere teachers to teach them. It is very important that only high emotionally intelligent peoples should come in this teaching profession. Being emotional intelligent for a teacher is very important because students always follow their teachers. Emotionally intelligent teacher can handle the emotion of teenagers effectively. Our classroom settings demand that student teachers must learn how to appreciate and accept differences in emotional expressions and management among students.

Emotions are an important part of one's personality. They determine the nature and effectiveness of the pattern of social interaction and also contribute to the psychological wellbeing of an individual. If our teacher trainees are emotionally intelligent, they will be able to express their emotions positively without threatening students. In the field of psychology, education and allied sciences; a few studies have shown that emotional intelligence is influenced by gender, type of management and nature of course and also influenced by psycho-sociological aspects and academic aspects of the teacher trainees. {(Gautam, 2000; Ciarrochi Chan and Bajgar, 2001; Charbonneau and Nicola, 2002; Williford, 2003; Kafetosis, 2004; Petrides, 2005; Gakhar and Manhas, 2006; Katyal and Awasthi, 2006; Suresh, 2007; Izaguirre Ruben, 2008; Ahmed et al 2009; Gupta and Kumar, 2010; Lata, 2012; Praveen, 2012; Mishra, 2012; Arunajyothi, 2013; Chamundeswari, 2013; Manju, 2014; Monika Gupta, 2014; Gupta and Hemlata, 2015; Poonam Sharma et al, 2016.)} The present study is an attempt to find out the influence of gender, type of management and nature of course on emotional intelligence among teacher trainees. Based on the above views the following objectives are formulated.

OBJECTIVES

- To assess the influence of Gender on emotional intelligence among Teacher Trainees.
- To enquire the influence of Type of Management on emotional intelligence among Teacher Trainees.
- To examine the influence of Nature of Course on emotional intelligence among Teacher Trainees.

Based on the above objectives, the following hypotheses are formulated for the present study.

HYPOTHESES

- There would be significant impact of gender on Emotional Intelligence among Teacher Trainees
- There would be significant impact of type of management on Emotional Intelligence among Teacher Trainees.

- There would be significant impact of nature of course on Emotional Intelligence among Teacher Trainees.

SAMPLE

The sample of the present investigation consisted of 360 teacher trainees studying B.Ed., course and the colleges were selected randomly in and around Rayalaseema and Costal regions of Andhra Pradesh. Out of 360 subjects 180 were male and 180 were female teacher trainees from each category 90 teacher trainees from government and 90 were private colleges (both special and general B.Ed. courses) were taken into consideration.

TOOL

The Emotional Intelligence Scale developed and standardized by Mangal and Mangal (2003) was used in the present study. It consists of 100 items and the items are divided into four sub scales that measures of emotional intelligence. They are: Intra-personal awareness; Inter-personal awareness; Intra-personal management and Inter-personal management. The scale is a combination of both positive and negative items. On the whole higher the score indicates high emotional intelligence.

PROCEDURE

The subjects were met in their respective colleges not less than 15 in each group and they were selected randomly from a class and assembled in a room. Verbal instructions were given on the questionnaire how to mark the answer. The collected data is subjected suitable statistical treatment. Mean, SDs and ANOVA was applied to compare the men and women, special and general B.Ed. courses and government and private college teacher trainees.

RESULTS AND DISCUSSION

Table-I: Means and SDs of Emotional Intelligence Total Scores.

Nature of Course		Gender			
		Male		Female	
		Type of Management		Type of Management	
		Government	Private	Government	Private
B.Ed. (General)	Mean	51.80	55.28	62.19	64.83
	SD	12.75	13.83	15.53	16.04
B.Ed. (Spl. Edn)	Mean	53.54	65.15	59.55	67.13
	SD	13.32	16.26	14.07	18.08

Male = 56.44 Private = 64.83 B.Ed. (General) = 58.52
 Female = 63.42 Government = 56.77 B.Ed. (Spl. Edn) = 61.34

Table I represent that special B.Ed. female teacher trainees studying at private colleges have obtained high score (M=67.13) indicates they secured good on emotional intelligence and male teacher trainees from general B.Ed. government colleges secured low score (M=51.80) indicates poor on their emotional intelligence when compared with other groups. In terms of gender comparison; female teacher trainees have obtained high mean score (M=63.42) than male teacher trainees (M=56.44), teacher trainees hailing from private colleges were possessed high score on emotional intelligence (M=64.83) than the teacher trainees from government colleges (M=56.77). In terms of nature of course; teacher trainees from special B.Ed. category have secured high mean score (M=61.34) than the teacher trainees studying general B.Ed. (M=58.52) on their total emotional intelligence component scores. There are differences in the mean scores of the groups with regard to their emotional intelligence. In order to test whether there are any

significant differences between the groups; the data were further subjected to three way analysis of variance and the results are presented in Table-II.

Table-II : Summary of ANOVA for Emotional Intelligence Scores.

Source of Variance	Sum of Squares	df	Mean Sum of Squares	F
Gender (A)	2512.22	1	2512.22	7.92 **
Type of Management (B)	4558.25	1	4558.25	14.38 **
Nature of Course (C)	2554.67	1	2554.67	8.06 **
AXB	4672.80	1	4672.80	14.74 **
BXC	4020.02	1	4020.02	12.68 **
AXC	2265.04	1	2265.04	7.15 **
AXBXC	3045.21	1	3045.21	9.61 **
WSS	111563.78	352	316.94	--
Total	135191.77	359	--	--

** Significant at 0.01 level

Table - II shows the results of ANOVA for emotional intelligence of teacher trainees. The obtained 'F' values for gender, type of management and nature of course are found to be significant ($F=7.92$; 14.38 & $8.06 < 0.01$), concluded that gender, type of management and nature of course of the teacher trainees significantly influences on their emotional intelligence scores.

The interactions among three variables with regard to total emotional intelligence scores of the teacher trainees are found to be significant. The first order interaction 'F' values ($AxB=14.74<0.01$; $BxC=12.68<0.01$ & $AxC=7.15<0.01$). It is evident that gender, type of management and nature of course are shown significant effect individually and combined with other variables. Then the second order interaction among gender, type of management and nature of course ($AxBxC$), which is significant ($F=9.61<0.01$). Based on the obtained results it is suggested that there is significant impact of gender, type of management and nature of course of the teacher trainees on their emotional intelligence.

CONCLUSION

The present study indicates that there is significant impact of gender, type of management and nature of course on emotional intelligence of teacher trainees. Male teacher trainees were better than female teacher trainees; special education teacher trainees are better when compared with general education teacher trainees and teacher trainees hailing from private colleges were possessed high emotional intelligence than government college teacher trainees.

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