

## A Comparative Study of Emotional Intelligence and Teaching Attitude of Prospective Teachers

DR. MANJU SINGH  
SURESH SINGH MEHTA  
CHANCHAL PANCHAL  
Department of Education  
SRM University  
India

### Abstract:

*“Education is something, which makes a man self-reliant and selfless.” Education is never ending. It starts with the birth of an individual and then it goes on till the last day of the individual. A teacher is an acknowledged guide or helper in process of learning. A teacher’s role-play may vary between cultures. It is through education on that man develops his thinking and reasoning, problem solving and creativity, positive sentiments and skills, good values and attitude. It is through education that man is transformed into human, social, moral and spiritual being. Over the past several years, emotional intelligence has found increased acceptance as a factor that is potentially useful in understanding and predicting individual performance at work. Emotional abilities hold the key to a successful Career. It helps the individual much in all his/her spheres of life through its various constituents or components namely knowledge of his emotions managing the emotions in other empathy and handling relationship. Everybody has his own emotional intelligence on different aspects like achievement, motivation, aspiration, adjustment, values, creative, and attitude interest and on the whole the entire personality. No matter how rich or poor, old or young, intelligent or dull everyone has level of emotional intelligence and creativity. As it is evident that personality as a whole plays an important role in the life of an individual. In the recent art, a revolution in the field of childcare, home, school and workplace management had been observed which*

*infect linked with emotional intelligence is,. Emotional intelligence is sure guarantee for unqualified in life, there is no denying the fact that one is emotional make up counts quite substantially toward one's ability to live, progress and adjust to others. In every sense emotional intelligence essentially reflects our ability to deal successfully with other people and with own feelings.*

**Key words:** emotional intelligence, teaching attitude, prospective teachers

### **1.1 Need and Importance of Study:**

Going through the research literature available the investigator found so many studies on the Emotional Intelligence and the attitude of schoolteachers towards teaching profession but no such studies, which compare the attitude and emotional intelligence of school and college teachers. The investigators feel that relationship between emotions and attitude is very important. This vital aspect also needs to be investigated. Attitude guide behavior toward valued goals and away from aversive events. Attitude help to manage and simplify attitude began in social psychology during the early part of the 20<sup>th</sup> century. so as to know ground the realities and facts along with its role in the context of the prospective teachers who have to play a vital role in preparation of future citizens of India in classroom. It is in this direction that the present study was planned and conducted to find out the level of emotional intelligence & teaching attitude of prospective teachers.

### **1.2 Statement of the Problem:**

The Statement of the problem is a follows:

**"A comparative study of Emotional Intelligence and Teaching attitude of prospective teacher"**

### **1.3 Operational Definition of the Key Term Used:**

**1.4 Emotional Intelligence:** In the present study, emotional intelligence refers to emotional reasoning using to understand and manage the expression of emotions of self and others.

**1.5 Teaching Attitude:** Teaching attitude may be positive or favorable attitude, negative or unfavorable attitude. A positive teaching attitude is the one in which the teacher Favors or likes the task of teaching and the task are easier and interesting for him. How a teacher performs his duty as a teacher is dependent, largely on his attitudes, values and beliefs. The teachers through a positive programmer of inculcation favorable attitudes in teacher - trainees by changing the organizational climate of training institutions and by enriching the social emotional climate of their classroom.

### **1.6 Objectives:**

In view of the problem mentioned above the investigator has set the following objectives to be achieved by this study:

1.6.1. To study the emotional intelligence and teaching attitude of male and female prospective teachers.

1.6.2 To compare the emotional intelligence of male and female prospective teachers.

1.6.3 To compare teaching attitude of male and female prospective teachers.

### **1.7 Hypothesis:**

Ho.1.7.1 There is no significant difference between the mean emotional intelligence scores of male and female prospective teachers.

Ho.1.7.2 There is no significant difference between the mean teaching attitude scores of male and female prospective teachers.

Ho.1.7.3 There is no significant difference between the mean teaching attitude scores of (teaching profession) male and female prospective teachers.

Ho.1.7.4 There is no significant difference between the mean teaching attitude scores of (classroom teaching) male and female prospective teachers.

Ho.1.7.5 There is no significant difference between the mean teaching attitude scores of (child- centered practices) male and female prospective teachers.

Ho.1.7.6 There is no significant difference between the mean teaching attitude scores of (educational process) male and female prospective teachers.

### **1.8 Delimitation:**

1.8.1 The data of study was being taken from Modinagar (Ghaziabad) city only.

1.8.2 The study conducted on prospective teachers who were pursuing B.Ed. course from teacher training institutions only.

1.8.3 The sample of the present investigation was taken 120 prospective teachers pursuing B.Ed. course from teachers training institutions.

1.8.4 Tests developed by K.S. Mishra for emotional intelligence and Dr. S.P. Ahluwalia for Teacher attitude as the measuring tools were used.

### **2. Methodology of the Study:**

The purpose, objectives of the study, nature of the problem, the hypothesis & the tools used in the study determine the choice of any method for collecting the data in any research study. Since the data in any research study. Since the present study purported to the **"A comparative study of Emotional Intelligence and Teaching attitude of prospective teacher"** For this purpose, the Manual for **"K.S. Mishra for emotional intelligence and Dr. S.P. Ahluwalia for**

**Teacher attitude**, was used by the investigator. Researcher was taken prospective teachers pursuing B.Ed. course from various collages of Ghaziabad region.

Their **emotional intelligence & teaching attitude** are studied through the analysis of their response to the Booklet.

### **2.1 Plan Of The Study:**

The first task of the investigation work is to select appropriate methodology research. The methodology in the present study is the survey method. Survey studies are conducted to collect data of the existing phenomenon. It deals with not only merely gathering of data but also involves interpretation, comparison, measurement, and understanding of solution of significant educational problems. Mere the Survey method was used to study the Emotional Intelligence and Teaching attitude of prospective teacher.

### **2.2 Population and Sample of the Study:**

Most of the educational phenomenons consist of a large number of units. It is not feasible to contact each element of the population; the investigator has to content with some individuals who would represent the whole population. The representative proportion of the population is called sample. Sampling is the process by which a relatively small number of individuals are selected and analyzed in order to find out something about the entire population form, which it was selected. Keeping in the view the limited sources of time, money and practical, difficulty a limited sample consisted of students of Ghaziabad distt. of U.P.

### **3. Procedure of the Study:**

To begin with, data collection was undertaken over a sample of 120 B.Ed student teachers 50 male and 70 female. Who were pursuing their B.Ed is taken to study their level of emotional

intelligence and teaching attitude. Further, out of total sample, 53 were belonging to arts, 61 were belonging to science, and 6 were belonging to commerce. The sample was taken from the department of education, R.M.L, B.Ed College Modinagar and SRM-IMT College Modinagar. Further, the B.Ed trainees of session 2013-2014 were included in the sample.

Before conduction the test, the permission and cooperation of head of departments of colleges were sought. The purpose of research was made clear to HOD, class teacher and prospective teachers accordingly. Instructions were given to students and doubts were made clear, Class Teacher helped in administrating the tool. Both the tool was given simultaneously and students were motivated all the time to answer all the questions carefully and truthfully. Their co-operation was sought by telling them that their result would be kept strictly confidential and their answer would be used only for the purpose of research.

In this way, the sample of the present study comprised of 120 B.Ed student teachers of Ghaziabad distt. Of U.P., The detail of the sample is given in table 3.1 as under.

**Table 3.1**

s.no	Name of the institution	Male			Female		
		Arts	Sc.	Com.	Arts	Sc.	Com.
1	SRM.IMT Modinagar	7	14	1	20	10	2
2	Dr Ram Manohar Lohia College Modinagar	11	26	1	15	11	2
	<b>Sub Total</b>	18	40	2	35	21	4
	<b>Total</b>	60			60		
	<b>Grand Total</b>	120					

"A sample is a miniature picture of the entire group of aggregate from which it has been taking in other words; it is small representation of a large sample."

Sampling is both necessary and advantageous because by sampling, we may study the problem at reduced cost, at greater speed with greater scope and with greater accuracy.

#### **4. Tools of the Study:**

Selection of the suitable instruments or tools is of vital importance for the collection of data in any research work. Different tools are suitable for collection of data & for various kinds of information. One may use one or more of the tools according to one purpose of study.

**H<sub>01</sub>** There is no significant difference between the mean emotional intelligence scores of male and female prospective teachers.

To compare the emotional intelligence of male and female prospective teachers the mean, S.D and 't' value are computed. The detail is presented in table 4.1 as under.

**Table 4.1**

Gender	No.	Mean	S.D	't' value	Significance
Male	50	20.40	5.91	1.20	Not significant
Female	70	19.29	3.26		

\*Not Significant difference at 0.01 level.

From above table no 4.1 that mean emotional intelligence scores of male prospective teachers is higher (M=20.40) in comparison to female prospective teachers (M=19.29).The computed 't' value is (1.20) which is no significant at acceptable level of significant. Hence, the hypotheses that **there is no significant difference between the mean emotional intelligence scores of male and female prospective teachers, is accepted.** The computed emotional intelligence are also presented graphically in figure 4.1

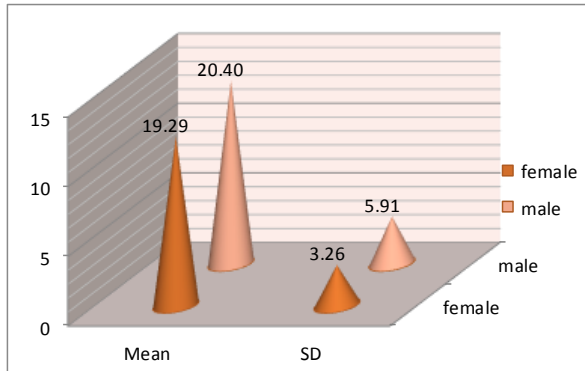


Figure-no 4.1

**Ho.2** There is no significant difference between the mean teaching attitude scores of male and female prospective teachers.

To compare the teaching attitude of male and female prospective teachers the mean, S.D and 't' value are computed. The detail is presented in table 4.2 as under.

Table no 4.2

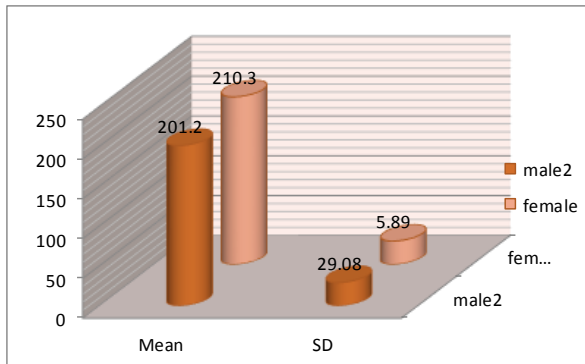
Gender	No.	Mean	S.D	't' value	Significance
Male	50	201.2	29.08	0.58	Not significant
Female	70	210.34	29.17		

\*Not Significant difference at 0.01 level.

The data given in the Table no 4.2 clearly depicts that the mean scores for teaching attitude female prospective teachers are higher ( $m=210.3$ ) than their counterparts male prospective teachers ( $m=201.2$ ). The computed 't' value clearly depicts ( $t=.58$ ) that both the groups did not have significant difference about their teaching attitude. Hence, the hypotheses that there is no significant difference between the mean scores of teaching



attitude of male and female prospective teachers” is **accepted** at 0.05 and 0.01 level of significant. It may be interpreted that there is no significant difference between the teaching attitude of male and female prospective teachers. It means that teaching attitude of male and female at prospective teachers is more or less same. The computed teaching attitude are also presented graphically in figure 4.2



**Figure no.4.2**

**HO.9 There is no significant difference between the mean teaching attitude (teaching profession) scores of male and female prospective teachers.**

To compare the Teaching profession of male and female prospective teachers the mean, S.D and ‘t’ value are computed. The detail is presented in table 4.9 as under.

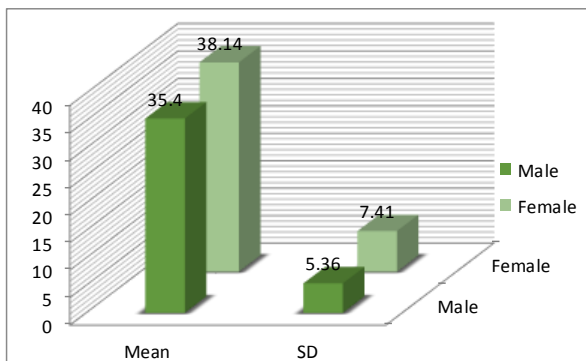
**Table no 4.3**

Gender	No.	Mean	S.D	‘t’ value	Significance
Male	50	35.4	5.36	2.77	significant
Female	70	38.14	7.41		

\*\*Significant difference at 0.01 level.

Results given in the table no 4.9 clearly reveals that mean scores for teaching attitude of male prospective teachers is less (M=35.4) in comparison to female prospective teachers

( $M=38.14$ ). The calculated 't' value is (2.77) which is significant at **rejected 0.01 and 0.05** level of significant. Hence, the hypotheses that there is significant difference the mean teaching attitude scores (teaching profession) of male and female prospective teachers is more and less same. The computed teaching attitude are also presented graphically in figure 4.9



**Figure no 4.3**

**Ho.10 There is no significant difference between the mean teaching attitude (classroom teaching) scores of male and female prospective teachers.**

To compare the Classroom teaching of male and female prospective teachers the mean, S.D and 't' value are computed. The detail is presented in table 4.10 as under.

**Table no 4.4**

Gender	No.	Mean	S.D	't' value	Significance
Male	50	39.88	7.35	0.03	Not significant
Female	70	39.92	5.57		

\*Not Significant difference at 0.01 level.

The data given in the table no 4.10 indicates that mean scores for teaching attitude of male prospective teachers is less ( $M=39.88$ ) in comparison to female prospective teachers

( $M=39.92$ ). The calculated 't' value is 0.03 which is not significant at **accepted**. Hence, the hypotheses that there is no significant difference the mean teaching attitude (class room teaching) scores of male and female prospective teachers is more and less same. The computed mean scores and S.D teaching attitude graphically in figure 4.10

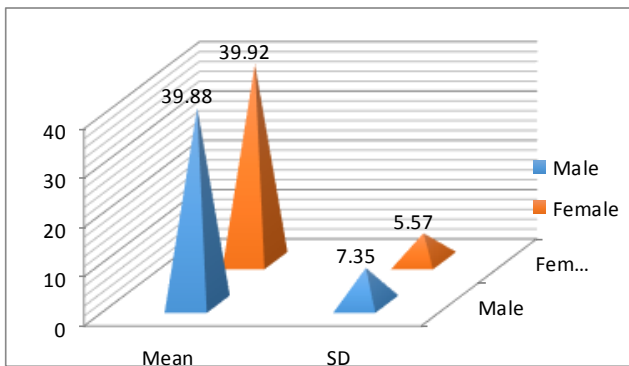


Figure no 4.4

**Ho.11 There is no significant difference between the mean teaching attitude (child-centered practices) scores of male and female prospective teachers.**

To compare the child centered practice of male and female prospective teachers the mean, S.D and 't' value are computed. The detail is presented in table 4.11 as under.

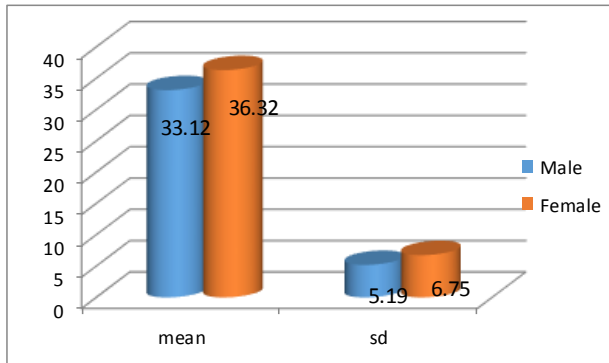
Table no 4.5

Gender	No.	Mean	S.D	't' value	Significance
Male	50	33.12	5.19	2.08	significant
Female	70	36.32	6.75		

\*\*Significant difference at 0.01 level.

From above table no 4.11 reveals that mean scores for teaching attitude of male prospective teachers is less ( $M=33.12$ ) in comparison to female prospective teachers ( $M=36.32$ ). The calculated 't' value is 2.08 which is significant at **rejected** at

0.05 level of confidence. Hence, the hypotheses that there is significant difference the mean teaching attitude (child centered practice) scores of male and female prospective teachers is more and less same. The computed mean scores and S.D teaching attitude graphically in figure 4.11



**Figure no 4.5**

**Ho.12 There is no significant difference between the mean teaching attitude (educational process) scores of male and female prospective teachers.**

To compare the educational process of male and female prospective teachers the mean, S.D and 't' value are computed. The detail is presented in table 4.12 as under.

**Table no 4.6**

Gender	N no.	Mean	S.D	't' value	Significance
Male	50	32.02	5.94	1.89	not significant
Female	70	34.42	6.66		

\*Not Significant difference at 0.01 level.

From above table no 4.12 reveals that mean scores for teaching attitude of male prospective teachers is less (M=32.02) in comparison to female prospective teachers (M=34.42). The calculated 't' value is 1.89 which is not significant at **accepted** even at the 0.05 level of.

Hence, the hypotheses that there is no significant difference the mean teaching attitude (educational process) scores of male and female prospective teachers is more and less same. The computed mean scores and S.D teaching attitude graphically in figure 4.12

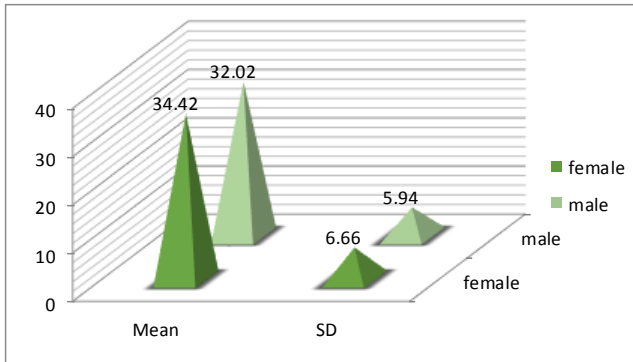


Figure no 4.6

## 5. Result and Discussion:

Ho1 "There is no significant difference between male and female prospective teachers in relation to their level of emotional intelligence"

In the area of emotional intelligence, significant difference was not found between male and female prospective teachers were found same value in relation to their emotional intelligence. It means both group have same amount of emotional intelligence.

Ho2 There is no significant difference between the mean teaching attitude scores of male and female prospective teachers.

In the area of teaching attitude, significant difference was not found between male and female prospective teachers were found same value in relation to their teaching attitude. It means both group have same amount of teaching attitude.

HO.9 There is no significant difference between the mean teaching attitude (teaching profession) scores of male and female prospective teachers.

Significant difference was found between male and female prospective teachers in relation to their teaching professional attitude. It means female prospective teachers are found more teaching professional aptitude than male prospective teachers.

Ho.10 There is no significant difference between the mean teaching attitude (classroom teaching) scores of male and female prospective teachers.

In the area of teaching attitude in (classroom teaching), significant difference was not found between male and female prospective teachers were found same value in relation to their classroom teaching attitude. It means both group have same amount of teaching attitude.

Ho.11 There is no significant difference between the mean teaching attitude (child-centered practices) scores of male and female prospective teachers.

Significant difference was found between male and female prospective teachers in relation to their child-centered practices. It means female prospective teachers are found more child-centered practices than male prospective teachers.

Ho.12 There is no significant difference between the mean teaching attitude (educational process) scores of male and female prospective teachers.

In the area of teaching attitude (educational process), significant difference was not found between male and female prospective teachers were found same value in relation to their teaching attitude (educational process). It means both group have same amount of educational process.

## **6. Conclusion**

On the basis of findings of the present study, it may be concluded that gender, stream of subject, level of educational qualifications do not contribute in determining the level of emotionality or emotional intelligence i.e. self awareness, self management, social awareness and social skills except in case of prospective teachers male who had significant difference in emotional intelligence were found more emotionally mature in comparison to female prospective teachers.

1. There **was no significant** different between the **male and female prospective teachers** in regards to their **Emotional Intelligence**.
2. There **was no significant** different between the **male and female prospective teachers** in regards to their **teaching attitude**.
3. There **was significant** different between the **male and female prospective teachers** in regards to their professional attitude. It means female prospective teachers are found more professional aptitude then male prospective teachers.
4. There **was no significant** different between the **male and female prospective teachers** in regards to their classroom teaching.
5. There **was significant** different between the **male and female prospective teachers** in regards to their child-centered practices. It means female prospective teachers are found more child-centered practices then male prospective teachers.
6. There **was no significant** different between the **male and female prospective teachers** in regards to their educational process.

## **6.1 Education Implications**

Knowing about one's emotional intelligence in terms of an emotional quotient has wide educational and social implications for the welfare of the individual and the society. This fact has now been recognized and given practical shape and implications all around the globe.

The following factors show the importance of emotional intelligence.

1. Emotional intelligence is a powerful, and at time more powerful than I.Q. While I.Q. contributes only about 20% of success in life, of the others forces contribute the rest. we can infer that emotional intelligence, luck and social class are among those other factors.
2. Unlike I.Q. emotional intelligence may be the best predictor of success in life, emotionally intelligent people are more likely to succeed in every things they undertake in their life.
3. A person's emotional intelligence helps him much in all spheres of life through it various constituents or components namely knowledge of his emotion (self awareness) managing the emotions one self, recognizing emotions in others (empathy) and handling relationship. The achievement of the end results in terms of better handling of mutual relationship is quite essential and significant in his life.

### **6.1.1 For Teachers:**

This study is of great important of teachers as it provides feedback to them, and it would also help in stress management, so that they can be at their level best and utilize their potential.

### **6.1.2 For Administrators:**

Administrators can be aware of the effect of stress and economics status of the teachers on his Emotional intelligence. It gives feedback to administrators so they are able to know



that how much stress should be given to teachers to make their Emotional intelligence. They can try to make provision for giving health atmosphere and facilities in institute to teachers who are stressed of them to increase their Emotional Intelligence.

### **6.1.3 For Students:**

Teachers are the source of energy. There any actions inspire a lot of students. So if they are performing their tasks effectively it will lead to benefit achievement of the students in the class and their performance in other fields. Students are the one who will build the nation. So if will also helps in national development.

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