

Study of Relationship among the Attitude of Student Teachers Towards Teaching and Emotional Intelligence of Student-Teachers

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ABSTRACT

As a dynamic practice, teaching requires a desirable mindset from its practitioners and some basic competencies. The proficiency of teachers depends on the profession's mentality. Education gives younger generations the ability to promote socially appropriate actions in accordance with the values and goals of rational life. In this study emotional intelligence and attitude of student-teachers towards teaching is analyzed and the relationship among these variables is also analyzed. The main aim of this research to analyze relationship among the emotional intelligence and attitude of student-teachers towards teaching profession. For analyzing the A random sampling method adopted and a sample of 231 student-teachers were taken from the colleges of Ghaziabad and Noida. Analysis done on the basis of study subjects and gender.

INTRODUCTION

The specific definition of education is that it offers opportunity for young children to cultivate socially acceptable behavior in line with the expectations and priorities of rational life. In short, education can be defined as a shift in an individual's actions for proper transition in both community and individual life. Everything that is connected to the learner, his / her thought method, the ability to learn intelligently, his / her mood, his / her actions, sentiment, and the different personality characteristics he / she has developed during the year of involvement in the learning activities will be involved in the individual component. The social element will suggest everything that the learner imbibes or imitates in society during his or her productive contact with friends, teachers, elders and others.

Since man is essentially a social person, he / she does not survive in solitude, so the need to communicate intelligently with society and the world makes him / her adaptable and social. So prospective teachers have an intellectually stable mind and are immersed in the standard of education in the classroom. Only then will they deliver the right goods for our region. Education, thus, modifies the conduct of the person. By learning from any part of life, a change of behavior will take place. The competency of the instructor thereby shows the instructional techniques and creates the correct environment for successful learning. Emotions also play a crucial role in the manner in which data is interpreted throughout the teaching and learning process.

Emotional intelligence can enable student-teachers to overcome past and external challenges as well as conflicts, encourage them to gain emotional strength and achieve their goals at all levels-physical, behavioral, spiritual, emotional, and also develop psychological skills such as reasoning and

decision-making memory clarity. Emotional Intelligence helps human beings to adapt to a range of environmental circumstances to the right degree, at the right time for the right reason, and in the right manner. Emotional Intellect is a mutually related and relevant component of Prospective Teachers' personality. It is also clear that Emotional Intelligence has a definite influence on their Teaching Attitude, it is important to research in depth.

The researcher claims that student teachers have to go through different problems in relation to school, families, community and personal as well as academic achievement problems with the transition in the current educational scenario and rapid development in technology in the field of education.

The investigator then found the challenge, bearing in mind all these concerns and the changing scenario of society.

OBJECTIVES OF THE STUDY

This study has some of the main objectives which are illustrated below:

- To articulate about the disparity between male and female student-teachers in the mean scores of Attitude towards teaching.
- To write about the Emotional Maturity in the overall ratings of mean scores in student-teachers of science and commerce.
- To examine the correlation among emotional intelligence and student-teacher attitude towards teaching.

MATERIALS AND METHODS

It deals with the detailed definition of the survey, methods and methodological procedures used for the analysis.

Method The normative method of the survey was used to gather the data for the analysis.

Variables-The Attitude towards Teaching of Prospective Teachers is the dependent variable in the present analysis and the independent variable is the Emotional Intelligence of the student teachers.

Tools used-To quantify the variables of the analysis, the following tools were used.

Emotional Intelligence Inventory of Teachers by Shubra Mangal (2008). Scale of Teacher Attitudes by J.C Goyal (2004).

Study-The current research was performed on a sample of 231 prospective teachers from Ghaziabad and Noida's numerous colleges where B.Ed. students study. Using a stratified random sampling method, the sample was chosen, providing due representation to both the genders (male and female) and the research subjects (Commerce and Science).

Statistical approaches used for data processing-

The following are the main mathematical methods used in the analysis.

- For the entire sample, descriptive statistics such as mean, median, mode, standard deviation, kurtosis and skewness of all the analyzed variables are carried out.
- Test of importance of disparity between means, correlation coefficient of Pearson's product moments, followed by the significance test of 'r'.
- Test of differential meaning between two 'r's.

HYPOTHESIS OF THE STUDY

Hypothesis of the study are illustrated below:

- 1) A major disparity occurs among male and female student-teachers and different channels in the attitude towards teaching.
- 2) In Emotional Intelligence, there is a major disparity between male and female student teachers and different streams of student-teachers.

ANALYSIS OF THE STUDY

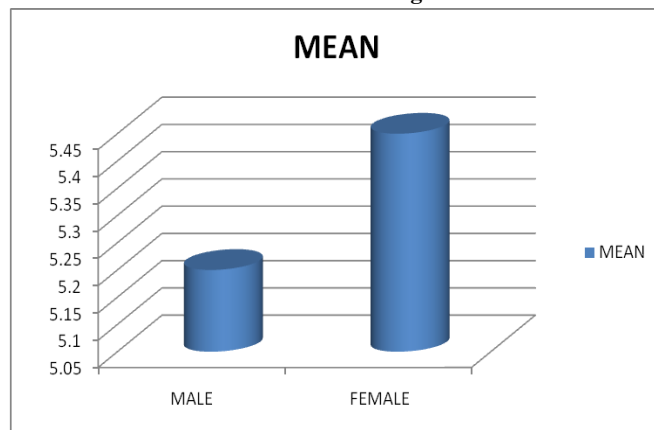
- 1) A major disparity occurs among male and female student-teachers and different channels in the attitude towards teaching.

a) ON THE BASIS OF GENDER

Table 1:- Significance of Difference in Attitude towards Teaching of Male and Female of student-teachers

SR. NO.	SAMPLE	N	MEAN	S.D.
1	MALE	185	5.20	2.50
2	FEMALE	46	5.45	2.74

Fig.1 Mean scores difference in attitude of student-teachers towards teaching



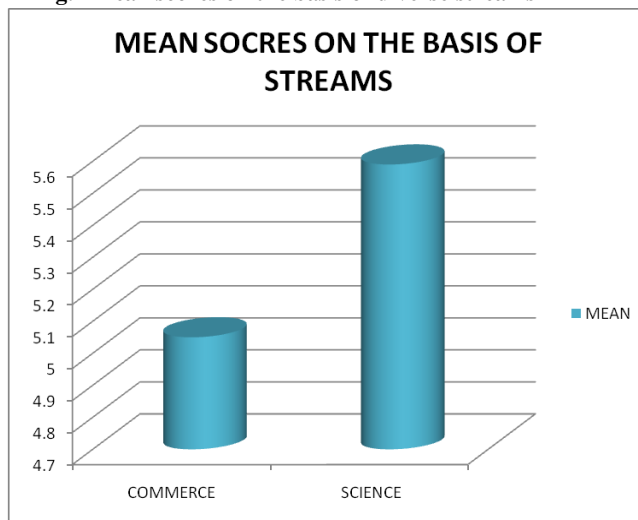
By comparing the mean scores of the dependent variable attitude towards teaching the sex-based sub-samples, it reveals that the mean scores of male and female student-teachers vary slightly. The value of t was also not important at the level of 0.05.

b) ON THE BASIS OF DIVERSE STREAMS

Table 2:- Significance of Difference in Attitude towards Teaching of diverse streams of student-teachers

SR. NO.	STREAM	N	MEAN	S.D.
1	COMMERCE	145	5.05	2.60
2	SCIENCE	86	5.59	2.42

Fig.2 Mean scores on the basis of diverse streams



In the student-teachers' average scores in commerce and science, there is not that major difference. At the 0.05 mark, the t-value was not important.

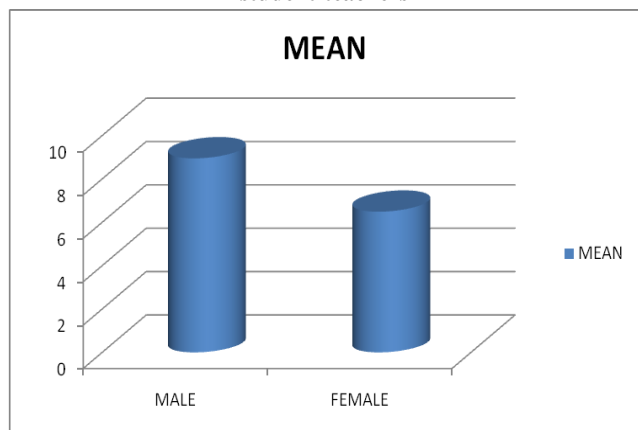
There is a major disparity between the Emotional Intelligence, male and female student teachers and different streams of student-teachers.

a) MALE AND FEMALE STUDENT-TEACHERS

Table-3: Significance of Difference in Emotional Intelligence of Male and Female student-teachers

SR. NO.	SAMPLE	N	MEAN	S.D.
1	MALE	185	8.95	59.47
2	FEMALE	46	6.49	47.05

Fig 3 Mean scores of Emotional intelligence of male and female student-teachers

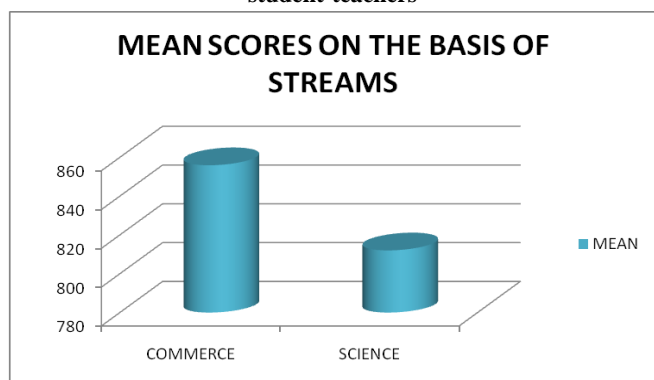


When comparing the mean scores of the independent Emotional Intelligence variable of the sex-based sub-samples, it reveals that males have higher emotional intelligence relative to males. However, at level 0.05, t-vale was not found to be relevant.

Table 4 Data and Results of Test of Significance of Mean difference in Emotional Intelligence of commerce and science of student-teachers

SR. NO.	STREAM	N	MEAN	S.D.
1	COMMERCE	145	855.95	97.61
2	SCIENCE	86	812.05	125.17

Fig.4 Mean scores of emotional intelligence of diverse streams of student-teachers



At level 0.01, the t-value obtained for the mean differential in Emotional Intelligence of prospective teachers in science and commerce is important. In other words, in their cognitive maturity, there is a major disparity between prospective teachers of science and commerce.

Many tests have found that the levels of intelligence between males and females do not vary much. That is also

used in the case of emotional intelligence as well. This indicates that in assessing the extent of emotional maturity, gender differences don't matter much. The research reveals that men have relatively higher emotional intelligence than women.

CONCLUSION

In the current analysis, the researcher observed a negative association between Emotional Intelligence variables and samples of the attitude to teaching for the light, so it may be mentioned that prospective teachers with high Emotional Intelligence may have a poor teaching attitude.

The results of the research show that emotional intelligence and teaching behaviors are adversely linked to each other. This world of work at academic levels is full of stress, skepticism, pressure and rivalry. There are learners at academic stages. Students, regardless of their ability, are obligated to succeed in results. The over-emphasis and academic successes of teacher educators and the home setting lets the prospective teacher remove the emotional components that eventually contribute to disappointment in their lives, so that people can be taught to act with emotional maturity in these situations and improve attitudes towards teaching.

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