A Study of Emotional Intelligence of the future Teacher Educators in Lockdown Scenario in Relation to Certain Variables

Dr. Jignesh B. Patel

Associate Professor,

Department of Education, School of Innovative Education,

Children's University, Gandhinagar

Mo.:- +91 9429429550

Email:- drjigp@gmail.com

Amrita Marshal

Research Scholar

Children's University

Mo.:- +91 75678 55500

Email:- amritamarshal@gmail.com

Abstract

The present study was conducted to study the emotional intelligence of the future teacher educators of Sardar Patel University in lockdown scenario. The pandemic of Corona virus affected many sectors of World. But the most affected area is mental health and well being. People lost hope and had no control over their emotions. Many news papers covered such news about emotional loss or no self regulation. People committed suicide, quarrelling with partners, even society witnessed murder of family members or friends in this epidemic situation when people have no control over their mental emotions. So, the researcher investigated the emotional intelligence of future teacher educators as they will prepare the future teachers and need to teach to overcome in such situations. The researcher selected 40 future teacher educators from Post Graduate Department of Education of Sardar Patel University. The sample was comprised of 15 male and 25 female. Emotional Intelligence tool was developed by the researcher comprised of five components of Emotional Intelligence given by Daniel Goleman. The researcher studied the effect of gender, academic achievement and area on Emotional Intelligence of the students. The data were analysed using t-test. The research revealed that gender

Key Words: Emotional Intelligence, Future Teacher Educators

EduInspire-An International E-Journal

A Study of Emotional Intelligence of the future Teacher Educators in Lockdown Scenario in Relation to Certain Variables

Dr. Jignesh B. Patel

Associate Professor,

Department of Education, School of Innovative Education,

Children's University, Gandhinagar

Mo.:- +91 9429429550

Email:- drjigp@gmail.com

Amrita Marshal

Research Scholar

Children's University

Mo.:- +91 75678 55500

Email:- amritamarshal@gmail.com

Introduction

Education is the man making process. It has many poles included- teacher, student, parents and society. But the teacher plays the important role of light house, which shows the direction to students. Teaching is not only to fill the minds with information, but it also touches the hearts of the students. The success is not identified only in grades or marks, but the real success reveals in manners, behaviour, emotional adjustments and many other values. For such teaching, not only Intelligent Quotient but Emotional Quotient of the teacher matters most. Emotional intelligent teacher can create a miracle in the class. He/she does not only impart knowledge of books, but the knowledge of how to live a life. There are three main domains of knowledge - cognitive, affective and psychomotor. The development in all three domains is required for all round development of students. Gandhiji also emphasised education of 3H- head, hand and heart. Therefore teachers also need to change in their personality. Rogers in his "Freedom to learn" (1969) opined that the teachers who are genuine, empathetic and accepting with their learners would bring about change in their learners as they have a genuine desire to create an environment in which there is space and freedom to learn. He considered planning and techniques as less important than attitudes. According to Suresh Babu (2013), "Higher level of emotional intelligence will have a positive impact on psychological well-being of teachers". It means not only subject knowledge and language proficiency, but emotional intelligence is also required in teachers for better classroom environment, handling stress of his own and of his students, managing

good behaviour, improving teaching learning process and increase his performance and academic achievement of students. All these researches announced that Emotional Intelligence is the need of an hour, as the present situation of Corona pandemic and lockdown people need to recognise their emotions, need to know negative impulses and control over those negative impulses. Teacher should first need to develop self regulation in such worse condition and then teach the students also how to deal in such condition.

Goleman (1995) Said that, "Success is depends on I.Q. only 20% but 80% is depended on emotional intelligence". According to him, an emotionally intelligent teacher is an effective teacher.

Need of the Study:

The present situation is very much shocking for the entire world. The world is going through its toughest time right now. The society for the first time witnesses the worst condition. The sudden lockdown period made the people stayed at home and people are losing hope from the life. There is urgent need to learn how to deal with such situations with mental peace. The teachers are also the corona worriers in form of teaching how to be emotional intelligent person. Teacher can give the message of positivity and have faith in optimism. The students may lose their mental peace and teacher can treat and deal with their mental well being, self regulation and emotional need. So, the researcher would like to study the emotional intelligence of future teacher educators in the lockdown period to know whether they can keep the emotional intelligence and deal with this pandemic situation with peace and mental well being.

Definitions of key terms:

Emotional Intelligence: "Emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationships". (Goleman, 1995)

Future Teacher Educators: The students enrolled in the post graduate course of education considered as future teacher educators.

Objectives of the Study:

1. To study the emotional intelligence of future teacher educators.
2. To study the emotional intelligence of future teacher educators in relation to gender.
3. To study the emotional intelligence of future teacher educators in relation to area.
4. To study the emotional intelligence of future teacher educators in relation to academic achievement.

Variables:

1. Independent variables

   Gender: 1) Male 2) Female

   Area: 1) Urban 2) Rural

   Academic achievement: 1) High 2) Low

2. Dependent variables

   Scores of Emotional Intelligence Test

Hypotheses:

1. H_01: There will be no significant difference in the mean score of Emotional Intelligence between the male and female future teacher educators.

2. H_02: There will be no significant difference in the mean score of Emotional Intelligence between the future teacher educators belonging to urban and rural area.

3. H_03: There will be no significant difference in the mean score of Emotional Intelligence between the future teacher educators having high and low academic achievement.

Limitations of the study: The present research is limited to:

1. The future teacher educators of Sardar Patel University

2. Urban and rural area of Students

3. The emotional intelligence tool was developed by the researcher

4. Post graduate department of Sardar Patel University

Research Method:

In the present study, the researcher studied the emotional intelligence of the future teacher educators of Sardar Patel University. Total 40 students were selected. The research method was descriptive survey method for this study.

Population:

The population of the present study was future teacher educators of the Sardar Patel University of Gujarati Medium M.Ed. Colleges.

Sample:

The stratified random sampling method was utilised by the researcher to select the sample. The sample consisted of 40 students of M.Ed. College. In sample 15 boys and 25 girls were included.

Research tool:

The researcher developed and constructed Emotional Intelligence Scale keeping in mind the five components of Daniel Goleman regarding Emotional Intelligence. The scale was consisted of five components such as Self Awareness, Self Regulation, Motivation, Empathy

EduInspire-An International E-Journal

and Social skill**.** The five point scale was developed. The reliability was calculated using split half method, and the reliability was found 0.75

Procedure of Data Collection:

For the data collection, the researcher created emotional intelligence scale in the form of google form. The data were collected with the help of constructed tool. The tool was distributed to the students. The time limit to respond was 40 minutes. The researcher assured the students that the responses would be kept confidential and used only for research purpose. The collected responses were scored accordingly the scoring norms. The 5 points for strongly agree and 1 point for strongly disagree. Thus the 5, 4,3,2,1 scores were given.

Data Analysis Techniques:

The descriptive statistics like mean and standard deviation were used and t-test was utilised for testing null hypotheses.

Results and Discussion:

Emotional Intelligence of the future teacher educators in relation to gender,

H_01: There will be no significant difference in the mean score of Emotional Intelligence between the male and female future teacher educators.

Table 1: Significance of difference between mean scores of Emotional Intelligence of future teacher educators in relation to gender

Gender	N	Mean	SD	SE_D	t-value	Remarks
Male	15	91	6.79	4.01	0.57	Not Significant
Female	25	92.16	4.85			

The observed value of t was found 0.57, which is less than the table value 2.58 at 0.01 level. Hence the null hypothesis was accepted. It can be concluded that there is not a significant difference between the mean scores of emotional intelligence of male and female future teacher educators. The mean value showed that the male and female future teacher educators were equal in the level of emotional intelligence.

Emotional Intelligence of future teacher educators in relation to area,

H_02: There will be no significant difference in the mean score of Emotional Intelligence between the future teacher educators belonging to urban and rural area.

Table 2: Significance of difference between mean scores of Emotional Intelligence of future teacher educators in relation to area

Area	N	Mean	SD	SE$_D$	t-value	Remarks
Urban	17	90.47	6.60	3.50	1.66	Not Significant
Rural	23	92.65	4.66			

The observed value of t was found 1.66, which is less than the table value 2.58 at 0.01 level. Hence the null hypothesis was accepted. It can be concluded that there is not a significant difference between the mean scores of emotional intelligence of future teacher educators of urban and rural areas. The mean value showed that the urban and rural future teacher educators were equal in their emotional intelligence level.

Emotional Intelligence of future teacher educators in relation to academic achievement,

H$_0$3: There will be no significant difference in the mean score of Emotional Intelligence between the future teacher educators having high and low academic achievement

Table 3: Significance of difference between mean scores of Emotional Intelligence of future teacher educators in relation to academic achievement

Academic Achievement	N	Mean	SD	SE$_D$	t-value	Remarks
High	21	90.90	6.58	1.90	0.99	Not Significant
Low	19	92.63	4.25			

The observed value of t was found 0.99, which is less than the table value 2.58 at 0.01 level. Hence the null hypothesis was accepted. It can be concluded that there is not a significant difference between the mean scores of emotional intelligence of future teacher educators having high and low academic achievement. The future teacher students having high and low academic achievement were equal in their level of emotional intelligence.

Major findings:

1. There was not a significant difference between the mean score of emotional intelligence of male and female future teacher educators. Both were equal in their level of emotional intelligence.

2. There was not a significant difference found between the mean score of emotional intelligence of future teacher educators belonging to urban and rural areas. Both were having similar level of emotional intelligence.

3. There was not a significant difference found between the mean score of emotional intelligence of future teacher educators having high and low academic achievement. They both were having similar level of emotional intelligence.

Conclusion:

The researcher studied the emotional intelligence of future teacher educators with relation to gender, area and academic achievement. The researcher constructed tool to collect the data. Effect of area, gender and academic achievement was investigated on emotional intelligence. The findings of the present study showed that gender, area and academic achievement had no effect on emotional intelligence of the future teacher educators. The level of emotional intelligence was also found at average level. The teacher educators should develop the level of emotional intelligence of their students which helped them to sustain in difficult situation.

References:

Anne, A (1976), *Psychological Testing*, New York, Macmillan publishing Company

Babu, M.S. (2013), *Impact of stress and emotional intelligence on psychological well being of junior college teachers*, unpublished PhD thesis, Sri Venkateswara University

Best J. W. & Kahn J. (1989), *Research in Education*, New Delhi: Prentice-Hall of India Pvt. Ltd.

Borg, W. (1963), *Educational Research*, London: Longmans green and Co. Ltd.

Goleman, D. (1995), *Emotional Intelligence*, New York: Bantam

Goleman, D. (2013), *Emotional Intelligence: Why it can matter more than IQ,* Bloomsbury Publishing India and New Delhi

Goleman, D. (2013), *Working with Emotional Intelligence,* Bloomsbury Publishing India and New Delhi

Rogers, (1969), *Freedom to learn,* Ohio: Bell & Howell Company, retrieved from https://pdfs.semanticscholar.org