

EMOTIONAL INTELLIGENCE OF PUPIL TEACHERS IN RELATION TO THEIR GENDER AND LOCALITY

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ABSTRACT

Emotional intelligence is now being considered as an important field of research, development and application. It is essential for achievement, leadership and personal health. Intelligence is individual's ability to perceive, understand, and regulate emotions. It prevents stress and helps them deal with complicated situations in the classroom without affecting the students. In the present study to the emotional Intelligence of Pupil teachers in relation to their gender and Locality descriptive survey method was used. The sample of this study consists of 200 Pupil teachers studying in Teacher Training Institutes in Distt Solan of Himachal Pradesh. The sample was selected by using random sampling technique. 'Emotional Intelligence inventory' constructed and standardized by Anukul Haide, Sanjot Pathi and Upandra Dhar was used to collect data. Mean, Standard deviation and t-value were calculated to analyze data. It is concluded from the study that male and female, rural and urban Pupil teachers do not differ significantly in reference to their Emotional Intelligence. Rural and urban male Pupil teachers do not differ significantly in reference to their Emotional Intelligence but Urban and rural female Pupil teachers are differ significantly in reference to their Emotional Intelligence.

Keywords: Emotional Intelligence, Pupil teachers, Locality, Gender.

INTRODUCTION:

Bharat Ratna Dr. Sarvepalli Radhakrishnan, India's former President once said, "Teachers are the backbone of our education system. True teachers are those who help us think for ourselves." Today, as we all celebrate this day, we recall those moments at school where our teachers made a significant impact on our lives. When teachers become mentors, they open the doors of knowledge and life. We all have fond memories of our teachers and remember those who have left some impact on us. For some, the teacher is good in her subject but for some, the teacher has encouraged and motivated us in many ways. We remember those words of our teachers or we remember their positive attitude or friendly nature; whatever it is- a teacher is remembered for that entire he or she has contributed in a student's life in more than one way. The emotional connection between the teacher and the student is important as it stays forever. Although in a short period burdened with syllabi, a teacher has her limitations to interact with children at an emotional level. However, with little effort and sensitivity towards students' emotional needs, the teacher can develop children of tomorrow with a positive outlook towards life.

EFFECT OF EMOTIONAL INTELLIGENCE ON TEACHERS

Teachers can create an effective learning classroom by their sheer will and motivation to make their students more aware in various subjects and skills. Highly emotional intelligent teachers tend to motivate their students better and understand their students' behavioural and psychological wellbeing. They can also be more sensitive towards their students' 'disruptive behaviours, academic performance and relationship management. They can handle and deal with various issues children are facing in a better way. Self-regulation is an important aspect of Emotional Intelligence. Thus, a more self-aware teacher can manage her children more successfully. Today, children too have many age-related issues or home or at school. Thus, it is also important for the child to show confidence in the teacher also.

A good and emotionally intelligent teacher will not only be self-aware but will also show empathy towards children, parents, peers, etc. Today, what children need is someone who understands their feelings and emotions, guides them and does not judge in any way. Empathy thus shown by the teacher makes a positive and an everlasting impact on a student's mind.

EMOTIONAL INTELLIGENCE IN TEACHERS' TRAINING PROGRAMS

Today, in both education and corporate world, the role of emotional intelligence for more sustainable and positive development is talked about. Across the Globe, Emotional intelligence has become a prime factor for human development. The fact is organizational culture is changing and employees and educators are being selected based on not only IQ but also all components of emotional intelligence like self-awareness, empathy, self-regulation, etc. The emotional climate created by any individual can have a drastic effect on any output- business or personal. Today, various institutions are developing teacher training programs keeping in mind the emotional intelligence as one of the prime factors to develop a teacher as a mentor, a leader or a guide. It is important to develop teachers who are emotionally intelligent for the growth and development of both students and schools. The need of the hour is to not only create teacher training modules on emotional intelligence but also impart the right kind of training.

Education is more important part of human life and education is an instrument for bringing out potentialities of human beings while effectiveness of a system of education is mainly dependent upon its teachers and teacher give the light of intellectual. In 1990, Peter Salovey and John D. Mayer (1990) have been among the leading researchers on Emotional Intelligence. In their influential article "Emotional Intelligence" they defined Emotional Intelligence as, "The subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to Emotional Intelligence is a phase that incorporates the intricate aspects of both emotion and intelligence emotionally intelligence teacher can produce emotionally intelligence citizens. Teachers, who can perceive, integrate, understand and Emotional Intelligence of the male and female secondary teacher's. Pandit Bansibhari and Yunus G. Pathan (2004) revealed that Emotional Intelligence is independent from gender and age.

The various studies on the Emotional Intelligence of secondary Pupil teachers Sharma (2003) found no significant difference among Emotional Intelligence, S.E.S. and gender. Golman (1995) suggested that to some extent, a person's success in life is determined by his or her Emotional Intelligence he also indicated that an emotionally intelligence person is likely to be skilled in key areas, namely "personal competence "i.e., how one manage his or her self and "social competency" i.e., how he manage relations hips with others. Emotional Intelligence refers to four

major parts: The ability to be aware of, to understand and to express oneself, the ability to be aware of, to understand and to relate it to others, the ability to deal with strong emotions and control ones impulses, the ability to adopt to change and to solve problems of personal and social nature Indu (2009) revealed that majority of the Pupil teachers possessed Emotional Intelligence and there was no significant difference in the Emotional Intelligence of the sub-samples: gender type of family and type of institution..

OBJECTIVE OF THE STUDY:

1. To study the Emotional Intelligence of Pupil teachers in relation to their Gender.
2. To study the Emotional Intelligence of Pupil teachers in relation to their Locality
2. To study the Emotional Intelligence of Male Pupil teachers in relation to their Locality.
3. To study the Emotional Intelligence of Female Pupil teachers in relation to their Locality.

HYPOTHESIS:

To answer the aforesaid objectives two major null hypotheses were formulated -

1. There is no significant difference between Emotional Intelligence of Pupil teachers in relation to their gender.
2. There is no significant difference between Emotional Intelligence of Pupil teachers in Relation to their Locality.
3. There is no significant difference between Emotional Intelligence of Male Pupil teachers in relation to their Locality.
4. There is no significant difference between Emotional Intelligence of Female Pupil teachers in relation to their Locality.

METHODOLOGY

Keeping in view the nature of the problem under investigation and the nature of data for the Study, Descriptive survey method was used for data collection

POPULATION:

The population for the present study consisted of Pupil teachers, studying in all teachers Training Colleges (B.Ed.) of Solan District of Himachal Pradesh.

SAMPLE AND SAMPLING:

Out of total 650 Pupil teachers in the District Solan a sample of 200 is selected consisting of 100 male and female pupil teachers. The sample was selected by using random sampling technique.

TOOLS USED:

1. **Emotional Intelligence inventory:** was used to collect data which is Constructed and standardized by Anukul Haide, Sanjot Pathi and Upandra Dhar Validity and reliability of this measure is highly accepted by researchers and educationists.

STATISTICAL TECHNIQUE:

To analyze the data inferential statistical techniques like Mean, Standard Deviation and t-value to find the significant difference between Emotional Intelligence of Pupil teachers in relation to their gender and Locality

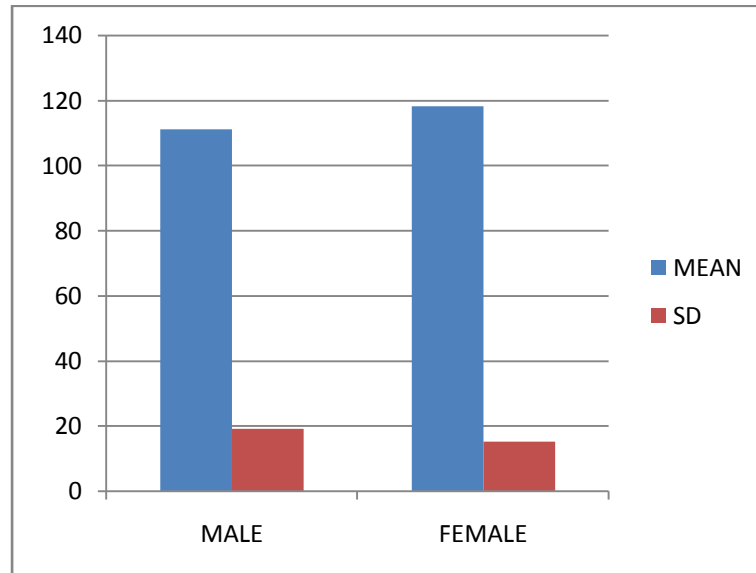
ANALYSIS AND INTERPRETAION OF THE DATA**TABLE - 1****COMPARISON OF THE EMOTIONAL INTELLIGENCE OF PUPIL TEACHERS IN
RELATION TO THEIR GENDER**

SN	GENDER	SAMPLE SIZE	MEAN	STD DEVIATION	STD ERROR	T-VALUE
1.	MALE	100	114.03	15.03	1.99	0.70
2.	FEMALE	100	116.69	13.98		

Table1 shows that emotional intelligence of male and female teacher trainees after the calculation of mean 114.03 and 116.69, standard deviation 15.03 and 13.98, standard error 1.99 and t-value is 0.70. Which is not significant at 0.05 and 0.01 level of significance hence Hypothesis 1 “There is no significant difference between emotional intelligence of teacher trainees in relation to their gender” is accepted? So that it is concluded that male and female teacher trainees do not differ significantly in reference to their emotional intelligence.

FIGURE: 1.1

Figure 1.1 depicts the mean differences in Emotional Intelligence scores of Mean and SD of the pupil teachers in relation to their Gender.

**TABLE – 02**

COMPARISON OF THE EMOTIONAL INTELLIGENCE OF PUPIL TEACHERS IN RELATION TO THEIR LOCALITY

SN	LOCALITY	SAMPLE SIZE	MEAN	STD DEVIATION	STD ERROR	T-VALUE
1.	RURAL	81	111.01	19.10	2.45	1.61
2.	URBAN	119	118.23	15.07		

Table -2 shows the Emotional Intelligence of rural and urban Pupil teachers after the calculation of mean 111.01 and 118.23, standard deviation 19.10 and 15.07, standard error 2.45 and t-value is 1.61. Which is not significant at 0.05 and 0.01 level of significance hence the second hypothesis of the study “There is no significant difference between Emotional Intelligence of

Pupil teachers in relation to their Locality” accepted so It is concluded that rural and urban Pupil teachers do not differ significantly in reference to their Emotional Intelligence however the mean score of urban Pupil teachers is greater than rural Pupil teachers.

FIGURE 2.1

Figure 2.1 exhibits the mean differences in Emotional Intelligence scores of Mean and SD of the pupil teachers in relation to their Locality.

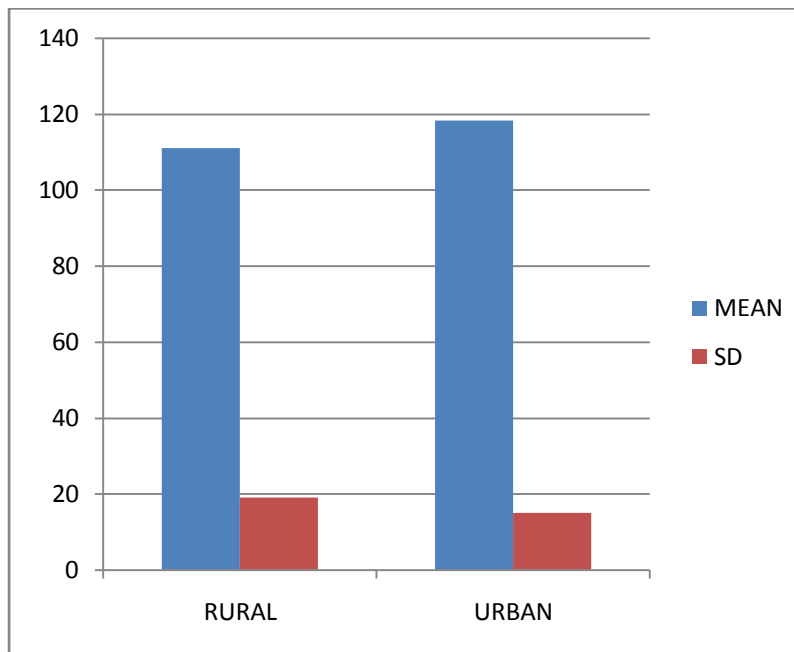


TABLE – 03

**COMPARISON OF THE EMOTIONAL INTELLIGENCE OF MALE PUPIL
TEACHERS IN RELATION TO THEIR LOCALITY**

SN	GENDER	SAMPLE SIZE	MEAN	STD DEVIATION	STD ERROR	T-VALUE
1.	RURAL	45	125.93	15.49	2.44	2.25
2.	URBAN	55	118.48	13.99		

Table 3 explains the Emotional Intelligence of rural or urban male Pupil teachers in terms of mean 125.93 and 118.48, standard deviation 15.49 and 13.99 standard error 2.44, t- value is 2.25.

Hence The Hypothesis “There is no significant difference between Emotional Intelligence of male Pupil teachers in relation to their Locality” is accepted on the degree of freedom 0.01. So that researcher it is concluded that rural and urban male Pupil teachers do not differ significantly in reference to their Emotional Intelligence however the mean score urban male Pupil teachers mean score is lesser than rural male pupil teachers .

FIGURE 3.1

Figure 3.1 shows the mean differences in Emotional Intelligence scores of Mean and SD of the Male pupil teachers in relation to their Locality.

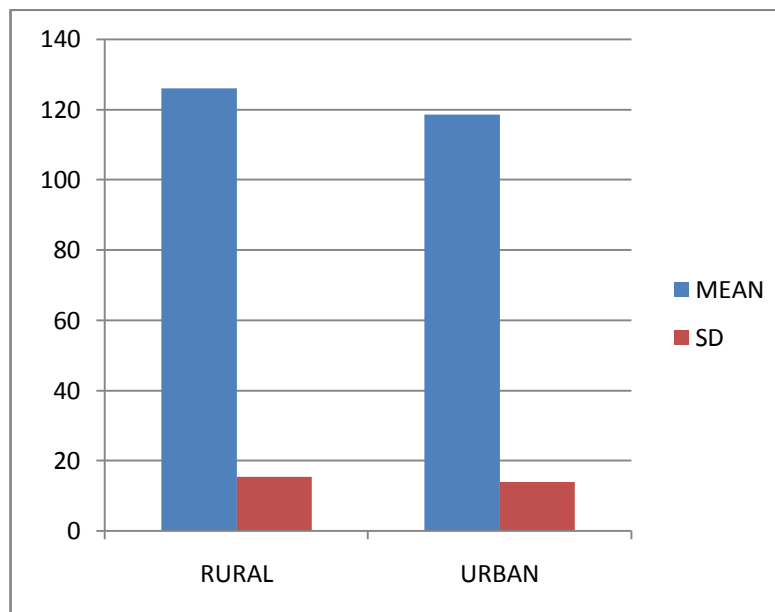


TABLE-04

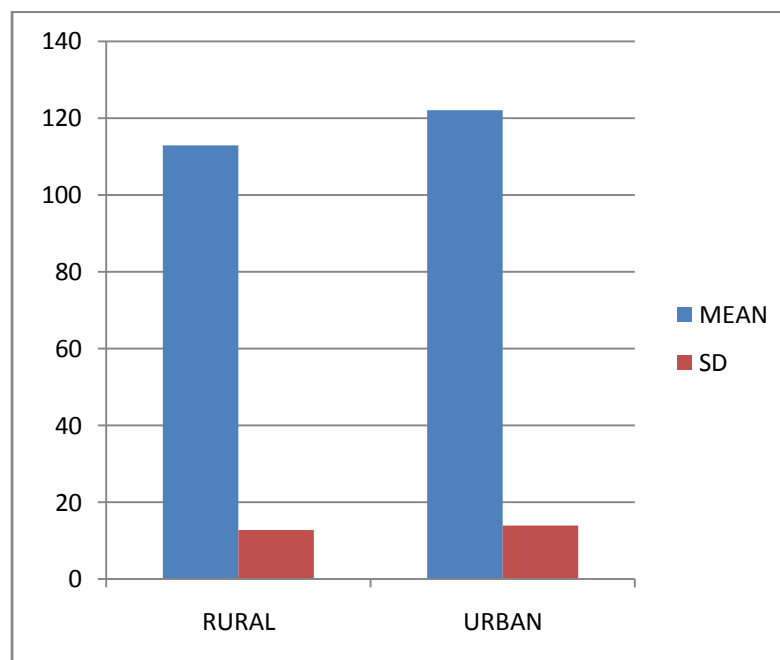
COMPARISON OF THE EMOTIONAL INTELLIGENCE OF FEMALE PUPIL TEACHERS IN RELATION TO THEIR LACALITY

SN	LOCALITY	SAMPLE SIZE	MEAN	STD DEVIATION	STD ERROR	T-VALUE
1.	URBAN	46	112.79	12.89	2.54	3.49
2.	RURAL	64	122.09	14.01		

It is clear from the Table 04 that the mean score 112.79 and 122.09, standard deviation 12.89 and 14.01, standard error 2.54 and t- value is 3.49. the Hypothesis “There is no significant difference between Emotional Intelligence of female Pupil teachers in relation to their Locality.” is rejected on the degree of freedom 0.01. On the basis of this it is concluded that urban and rural female Pupil teachers are differ significantly in reference to their Emotional Intelligence.

FIGURE 4.1

Figure 4.1 shows the mean differences in Emotional Intelligence scores of Mean and SD of the Female pupil teachers in relation to their Locality.



RESULTS, DISCUSSION AND SUGGESION:

Results of this study concluded that male and female Pupil teachers do not differ significantly in reference to their Emotional Intelligence. Rural and urban Pupil teachers do not differ Significantly in reference to their Emotional Intelligence. Rural and urban male Pupil teachers do not differ significantly in reference to their Emotional Intelligence. Urban and rural female Pupil teachers are differing significantly in reference to their Emotional Intelligence.

The results of the studies conducted by Mittal (1992), S. Singarawalu (2008) supports the results of this study. Mittal (1992) found no significant difference in the Emotional Intelligence of the

male and female teachers. S. Singarawalu (2008) found no significant difference in the Emotional Intelligence of rural and urban primary teachers. Pandit Bansibihari and Yunus Pathan (2004) found no significant difference in the Emotional Intelligence of urban and rural male and female secondary school teachers.

SUGGESTIONS:

1. Teacher educators and Parents should encourage the pupil teachers to express their emotions freely in the classrooms and also at homes. This may helpful to create self – confidence and can face the real life and situations; moreover they will be able to solve their emotions related issues of the students in teaching learning encounters.
2. Curriculum of teacher education should be modified so that lessons relating to emotional and social skills are given importance in the activities.
3. Teachers and parents can play an important role in the developing Emotional Intelligence. Therefore they should be role models; by observing these role models children gradually learn to analyze and copy with. Every teacher and school personnel should be trained to behave with Emotional Intelligence to make their life free from all type of stresses.

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