A STUDY OF EMOTIONAL INTELLIGENCE OF TEACHER TRAINEES OF MEERUT CITY

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ABSTRACT
The concept of Emotional intelligence in the Indian context is embedded in its highly valued social concerns, virtues, religious, traditions and cultural practices. To study the emotional intelligence of teacher trainees in relation to their gender and residential background descriptive survey method was used. The sample of this study consists of 201 teacher trainees studying in teacher trainees colleges of Meerut city. 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. Finding of this study suggests that male and female, rural and urban teacher trainees do not differ significantly in reference to their emotional intelligence. Rural and urban male teacher trainees do not differ significantly in reference to their emotional intelligence but Urban and rural female teacher trainees are differ significantly in reference to their emotional intelligence.

Keywords: Emotional Intelligence, Teacher Trainees, Residential Background, Gender.

INTRODUCTION:
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 . This work doing by teacher not today, it’s done from ancient period. Teacher is the builder of society and nation and they are expert of every skill of learning, tradition and knowledge of every part of subject. So, above the every quality of teacher competence, character and their professional preparation on the quality of teacher improve through by education program. Teacher education program give the knowledge of understand with all (cognitive, affective and psycho-motor) domain of learning. Affective
domain (emotion) refers to the ability to perceive, control and evaluate emotions of every student in the classroom, school and college. Since 1990, Peter Salovey and John D. Mayer (1990) has 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 discriminate among them and to use this information to guide one's 'thinking and actions'.". Emotional intelligence is a phase that incorporates the intricate aspects of both emotion and intelligence. Emotions rule the heart while intelligence reigns supreme in the brain. The twinned qualities are inseparable and they exercise tremendous influence in the lives of individuals. Baron (1997) is defined emotional intelligence as “An array of non-cognitive capabilities, competencies and skill that influence one’s ability to succeed in coping with environmental demands and pressures.” He suggested that, emotional intelligence can make a unique contribution to a better understanding of people and also use their potential to success. The concept of Emotional intelligence in the Indian context is embedded in its highly valued social concerns, virtues, religious, traditions and cultural practices. The level of emotional intelligence is not fixed genetically nor does it develop in the early childhood. Children who are in the elastic period of their life are easily influenced by their teacher. Emotionally intelligence teacher can produce emotionally intelligence citizens. Teachers, who can perceive, integrate, understand and manage the emotion of their own and of others as well as mere successful in class, school, college and working with other people. Mittal (1992) found no significant difference in the emotional intelligence of the male and female secondary teachers teachers. Pandit Bansibihari and Yunus G. Pathan (2004) revealed that emotional intelligence is independent from gender and age. The result of an investigation on the emotional intelligence of secondary teacher trainees Indu (2009) revealed that majority of the teacher trainees 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. 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 one’s impulses, the ability to adopt to change and to solve problems of personal and social nature. Prepare a perfect emotional intelligence teacher through by teacher education program with deal of many curriculum activities: play, poem, seminar, conference, debate etc. all the curriculum activities give the space develop of emotions and its uses of right time. The teacher’s ability to deal with emotional problem is a powerful factor in molding the mind. Emotionally intelligence teacher can produce emotionally intelligence citizens. A teacher who is able to carry out reasoning with regard to emotion and uses emotion to enhance reasoning will succeed in developing the emotional intelligence of pupil. So that Emotional Intelligence is very important factor of teacher trainees. Thus, researchers intended to find answers of some Questions i.e. is emotional intelligence of teacher trainees is independent to their Gender? is emotional intelligence of teacher trainees is independent to their residential background?

OBJECTIVE:
The objectives of this study were as follow:-

1. To study the emotional intelligence of teacher trainees in relation to their gender.
2. To study the emotional intelligence of teacher trainees in relation to their residential background.
   I. To study the emotional intelligence of male teacher trainees in relation to their residential background.
   II. To study the emotional intelligence of female teacher trainees in relation to their residential background.
HYPOTHESIS: To answer the aforesaid objectives two major null hypotheses were formulated -

1. There is no significant difference between emotional intelligence of teacher trainees in relation to their gender.

2. There is no significant difference between emotional intelligence of teacher trainees in relation to their residential background.

   I. There is no significant difference between emotional intelligence of male teacher trainees in relation to their residential background.

   II. There is no significant difference between emotional intelligence of female teacher trainees in relation to their residential background.

III.

METHODOLOGY:

By considering 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 teacher trainees, studying in all teachers training Colleges of Meerut city of Uttar Pradesh state.

SAMPLE AND SAMPLING: The sample this study consisted of 201 teacher trainees studying in teacher trainees colleges of Meerut city. The sample was selected by using random sampling technique.

TOOL:

‘Emotional intelligence inventory’ constructed and standardized by Anukul Haide, Sanjot Pathi and Upandra Dhar was used to collect data. 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 teacher trainees in relation to their gender and residential background.

ANALYSIS AND RESULT:
The obtained results have been presented in table that follows:

**TABLE - 01**
Comparison of the emotional intelligence of teacher trainees in relation to their gender

<table>
<thead>
<tr>
<th>S.NO.</th>
<th>GENDER</th>
<th>SAMPLE SIZE</th>
<th>MEAN</th>
<th>STANDARD DEVIATION</th>
<th>STANDARD ERROR</th>
<th>T-VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Male</td>
<td>100</td>
<td>115.53</td>
<td>16.30</td>
<td>2.16</td>
<td>0.87</td>
</tr>
<tr>
<td>2.</td>
<td>Female</td>
<td>101</td>
<td>117.41</td>
<td>14.10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1 shows that emotional intelligence of male and female teacher trainees after the calculation of mean 115.53 and 117.41, standard deviation 16.30 and 14.10, standard error 2.16 and t-value is 0.87. Hypothesis 1 “There is no significant difference between emotional intelligence of teacher trainees in relation to their gender” is accepted on the degree of freedom 0.01. So that it is concluded that male and female teacher trainees do not differ significantly in reference to their emotional intelligence.

**TABLE - 02**
Comparison of the emotional intelligence of teacher trainees in relation to their residential background

<table>
<thead>
<tr>
<th>S.NO.</th>
<th>REGION</th>
<th>SAMPLE SIZE</th>
<th>MEAN</th>
<th>STANDARD DEVIATION</th>
<th>STANDARD ERROR</th>
<th>T-VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Rural</td>
<td>84</td>
<td>113.51</td>
<td>20.01</td>
<td>2.58</td>
<td>1.63</td>
</tr>
<tr>
<td>2.</td>
<td>Urban</td>
<td>117</td>
<td>117.73</td>
<td>14.70</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table no. 2 show the emotional intelligence of rural and urban teacher trainees after the calculation of mean 113.51 and 117.73, standard deviation 20.01 and 14.70, standard error 2.58.
and t-value is 1.63. So that second hypothesis of the study “There is no significant difference between emotional intelligence of teacher trainees in relation to their residential background” accepted on the degree of freedom0.01. It is concluded that rural and urban teacher trainees do not differ significantly in reference to their emotional intelligence but the concern table is also evident that mean score of urban teacher trainees is greater than rural teacher trainees.

**TABLE -03**

Comparison of the emotional intelligence of male teacher trainees in relation to region

<table>
<thead>
<tr>
<th>S.NO.</th>
<th>REGION</th>
<th>SAMPLE SIZE</th>
<th>MEAN</th>
<th>STANDARD DEVIATION</th>
<th>STANDARD ERROR</th>
<th>T-VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Rural</td>
<td>38</td>
<td>118.39</td>
<td>13.19</td>
<td>2.68</td>
<td>2.07</td>
</tr>
<tr>
<td>2.</td>
<td>Urban</td>
<td>63</td>
<td>112.84</td>
<td>12.49</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3 shows the emotional intelligence of rural or urban male teacher trainees after the calculation of mean 118.39 and 112.84, standard deviation 13.19 and 12.49, standard error 2.68, t-value is 2.07. Hypothesis 2.I “There is no significant difference between emotional intelligence of female teacher trainees in relation to their residential background” is accepted on the degree of freedom 0.01. So that researcher it is concluded that rural and urban male teacher trainees do not differ significantly in reference to their emotional intelligence but the mean urban male teacher trainees mean score is greater than rural male teacher.

**TABLE -04**

Comparison of the emotional intelligence of female teacher trainees in relation to their locality

<table>
<thead>
<tr>
<th>S.NO.</th>
<th>REGION</th>
<th>SAMPLE SIZE</th>
<th>MEAN</th>
<th>STANDARD DEVIATION</th>
<th>STANDARD ERROR</th>
<th>T-VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Urban</td>
<td>47</td>
<td>112.83</td>
<td>12.92</td>
<td>2.59</td>
<td>3.58</td>
</tr>
<tr>
<td>2.</td>
<td>Rural</td>
<td>64</td>
<td>122.11</td>
<td>14.03</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 04 shows the emotional intelligence of urban or rural female teacher trainees after calculation of mean 112.83 and 122.11, standard deviation 12.92 and 14.03, standard error 2.59 and t-value is 3.58. Hypothesis 2.II “There is no significant difference between emotional intelligence of female teacher trainees in relation to their residential background.” is rejected on
the degree of freedom 0.01. on the basis of this it is concluded that urban and rural female teacher trainees are differ significantly in reference to their emotional intelligence.

CONCLUSION, DISCUSSION AND SUGGESTION:

Finding of this study suggests that male and female teacher trainees do not differ significantly in reference to their emotional intelligence. Rural and urban teacher trainees do not differ significantly in reference to their emotional intelligence. Rural and urban male teacher trainees do not differ significantly in reference to their emotional intelligence. Urban and rural female teacher trainees are differ significantly in reference to their emotional intelligence. The results of the studies conducted by Mittal (1992), S. Singarawalu (2008) Pandit Bansibihari and Yunus Pathan (2004) 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.

Teacher and parents should help the children to express their emotions freely in the classrooms and also at homes. This may helpful to create self – confidence in children. Curriculum of secondary and higher secondary school should be modified so that lessons relating to emotional and social skills are given importance in the activities. 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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