

A STUDY OF EMOTIONAL INTELLIGENCE AMONG PUPIL-TEACHERS

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ABSTRACT

Man is endowed with certain intellectual abilities which make him a rational being. However, he is also endowed with certain emotions, which are equally significant. The objectives of the study were: 1) To study the difference between male and female student-teachers with respect to emotional intelligence. 2) To study the difference between Science and Art stream student-teachers with respect to emotional intelligence. 3) To study the difference in emotional intelligence among graduates and post-graduates student-teachers. 4) To work out the percentage of high and low emotionally intelligent male and female student-teachers. The sample of the study consisted of 110 students-teachers from which Seventy-five student-teachers were taken from Govt. (State) College of Education, Patiala and thirty-five student-teachers were taken from Asian Group of Colleges, Patiala. Sample was selected from both colleges by implying simple random sampling and quota sampling. Mean, Median, Mode, SD, Skewness and Kurtosis were calculated. t-test was applied to observe the difference between various dimensions of data as per the requirement of the objective of the present study. The findings were: 1) No significant difference was found between the male and female student-teachers with respect to emotional intelligence. 2) No significant difference was found between the science and arts stream student-teachers with respect to emotional intelligence. 3) No significant difference was found between the graduate and post-graduate student-teachers with respect to emotional intelligence.

Keywords: Emotional Intelligence, Pupil-teachers.

Man is endowed with certain intellectual abilities which make him a rational being. However, he is also endowed with certain emotions, which in reality are no less important than his intellectual abilities. The term emotional intelligence is considered to be coined in 1985 by a graduate student in his doctoral dissertation (Payne, 1985).

According to Mayer and Salovey (1993), Emotional Intelligence may be more clearly distinguished from general intelligence as involving the manipulation of emotions and emotional content. Emotional Intelligence is the product of one's heredity and his interaction with his environmental forces. The term Emotional

Quotient may be defined as a relative measure of one's emotional intelligence possessed by him at a particular period of his life.

According to Goleman (1995), Emotional Intelligence consists of "abilities such as being able to motivate one and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathize and to hope." Goleman conceptualized emotional intelligence as composed of 6 areas including self awareness, self management, internality and optimism, motivation, empathy and social skills.

Emotional Intelligence is one of the

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significant developments in the area of intelligence and personality. The present study has been undertaken to study the difference between male and female Student teachers, between science and art streams student teachers and between graduates and postgraduates student teachers. Bansibihari (2004) found the majority of all teachers fall under the 'low' category (320 i.e. 64%) and 'extremely low' category (172 i.e. 34.4%) of emotional intelligence. Only 8 teachers (1.6%) fall under average emotional quotient level. Bansibihari (2004) found that unlike intelligence quotient which changes little after our teen years, emotional quotient seems to be largely learned and it continues to develop as we go through life and learn from experience. Bansibihari (2004) found that male and female teachers do not differ in respect of levels of emotional intelligence. Mahansundram (2004) reported that the men and women teacher trainees do not differ in their emotional intelligence. High level of Emotional Intelligence leads to more adjustable behaviour patterns to deal with the various kinds of situations (Messmann and Mulder, 2015). Literature depicts that teachers having higher Emotional Intelligence are more adaptable while selecting their teaching strategies while taking care of the needs of a diverse student population. High Emotional Intelligence enables the teachers to handle their own emotions as well as the emotions of their students and to build strong bonds based upon trust and reliance (Yilmaz and Yilmaz, 2022).

Objectives of the study

- To study the differences on the various dimensions of emotional intelligence among male and female student- teachers.
- To study the difference between science and

art stream student-teachers with respect to emotional intelligence.

- To study the difference in emotional intelligence among graduates and post-graduate student-teachers.
- To work out the percentages of high and low emotionally intelligent male and female student-teachers.

Methodology

The objective of the study was to assess the level of Emotional Intelligence among pupil-teachers of various TEI's (Teacher education institution), subsequently a comparison of the subgroups was conducted on the basis of gender, stream and level of qualification.

Population

The pupil teachers of various TEI's (teacher education institutes) affiliated to Punjabi University, Patiala, which includes pupil teachers of 3 government colleges and 16 self finance colleges of education comprise the population of present study.

Sample

A list was prepared of TEI's (Teacher education institution) of rural and as well as urban areas of district, Patiala respectively. Two TEI's (Teacher education institution) Govt. (State) College of Education, Patiala and Asian Group of Colleges, Patiala were selected randomly. The sample consisted of 110 student-teachers from which seventy-five students-teachers were taken from Govt. (State) College of Education, Patiala and thirty-five student-teachers were taken from Asian Group of Colleges, Patiala.

Tools

The Personal Profile Survey (appendix I) (Surbhi Purohit 2003) was used to collect data.

Data Analysis and Findings

In order to test the hypotheses the data was analyzed by using mean, median, mode, SD, skewness, kurtosis, and t-test.

Table: 1 Scores of male and female student-teachers

	Mean	Median	Mode	SD	Skewness	Kurtosis
Male	50.94	52	54	14.13	-0.28	0.42
Female	53.22	55	63	13.67	-0.33	-0.52
		Mean		SD		t-ratio
Male		50.94		14.13		
Female		53.22		13.67		

Table 1 represents the values of mean, median, mode, SD, skewness, kurtosis which can be considered normal, it also represents the difference between Emotional Intelligence of male and female student-teachers. The mean value of male student-teachers was 50.94 and SD was 14.13. The mean value of female student-teachers was 53.22 and SD was 13.67. To test the difference between the two mean t-value was calculated which was found to be 0.6 that is lower than the table value 1.98 with df 108 at 0.05 level. Hence the hypothesis that “There is no significant difference between the male and female student-teachers with respect to Emotional Intelligence” is accepted.

Table: 2 Scores of science and arts student-teachers

	Mean	Median	Mode	SD	Skewness	Kurtosis
Science	51.69	53	42	14.59	-0.37	-0.41
Arts	54.05	54.5	59	12.79	-0.17	-0.71
		Mean		SD		t-ratio
Science		51.69		14.59		
Arts		54.05		12.79		

Table 2 represents the values of mean, median, mode, SD, skewness, kurtosis which can be considered normal, it also represents the difference between Emotional Intelligence of science and arts student-teachers. The mean value of science student-teachers was 51.69 and SD was 14.59. The mean value of arts student-teachers was 54.05 and SD was 12.79. To test the difference between the two mean t-value was calculated which was found to be 0.36 that is lower than the table value 1.98 with df 108 at 0.05 level. Hence the hypothesis that “There is no significant difference between the science and arts student-teachers with respect to Emotional Intelligence” is accepted.

Table: 3 Scores of graduate and post-graduate student-teachers

	Mean	Median	Mode	SD	Skewness	Kurtosis
Graduate	52.83	53	42	14.60	-0.13	-0.74
Post-Graduate	53.00	55	52	12.20	-0.88	0.48

	Mean	SD	t-ratio
Graduate	52.83	14.60	0.07
Post-Graduate	53.00	12.20	

Table 3 represents the values of mean, median, mode, SD, skewness, kurtosis which can be considered normal, it also represents the difference between Emotional Intelligence of graduate and post-graduate student-teachers. The mean value of graduate student-teachers was 52.83 and SD was 14.60. The mean value of post-graduate student-teachers was 53.00 and SD was 12.20. To test the difference between the two mean t-value was calculated which was found to be 0.07 that is lower than the table value 1.98 with df 108 at 0.05 level. Hence the hypothesis that "There is no significant difference between the graduate and post-graduate student-teachers with respect to Emotional Intelligence" is accepted.

Discussion

- There was no significant difference between the male and female student-teachers with respect to emotional intelligence.
- There was no significant difference between the science and arts stream student-teachers with respect to emotional intelligence.
- There was no significant difference between the graduate and post-graduate student-teachers with respect to emotional intelligence.

Conclusion

There was no significant difference between subgroups of the gender, stream and level of qualification with respect to emotional intelligence.

Education implications

- Teachers with high emotional intelligence

can have much better rapport with the pupils and this results in a high level of motivation. This further leads to more scope of participation with an ample positive attitude towards teaching learning process.

- High level of Emotional Intelligence among teachers is associated with positive classroom climate as this is helpful in recognizing and responding appropriately to the students emotional needs.
- Congenial teaching learning environment can be created by catering to the individual differences among the learners and high level of Emotional Intelligence leads to a better understanding of the teachers by the learners.
- The better emotional strength equip the teachers to face the challenges of a complex teaching learning environment and to maintain wholesome life work balance.
- Emotional Intelligence empowers a teacher to choose their teaching methodologies as per the learners age and state of mind, so that various classroom situations can be handled in the most appropriate way. It will further lead to healthy teacher taught relationships, better understanding overall congenial teaching learning environment and holistic development of the learner.

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