

# A STUDY OF EMOTIONAL INTELLIGENCE AMONG PUPIL- TEACHERS OF PUNJAB

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## Abstract

A number of studies have advocated that teacher's personal competencies, and more specifically Emotional Intelligence (EI), are particularly important for teacher effectiveness in her teaching and her profession. Hence, the present study is an attempt to explore the emotional intelligence among Pupil-Teachers who are considered as nation builders in coming time. The descriptive survey method was used to conduct the study. Sample for the present study consisted of 400 pupil teachers which was selected from Barnala, Bathinda, Mansa and Sangrur districts. The data for emotional intelligence was collected by using Mangal Emotional Intelligence Inventory developed by Dr. S. K. Mangal and Mrs. Subhra Mangal (2009). For data analysis, the means, SDs and SEs were calculated. To compare the groups formed on the basis of gender and type of teaching subjects, t- ratios were calculated. The results of the study reveal that there were no gender differences on all aspects of emotional intelligence. Results are also indicated that there is no significant difference found among all pupil teachers stream wise on almost all the aspects of emotional intelligence.

**Keywords:** Emotional Intelligence (EI), Pupil- Teachers.

## INTRODUCTION

Teaching profession is considered as one of the most stressful occupations because it involves daily work based on social interactions of a teacher where a teacher makes great effort to control not only his or her own emotions, but also those of colleagues, students, parents etc., (Brotheridge & Grandey, 2002). Teacher education deals with the policies and procedures that are specially designed to equip Pupil-Teachers with the updated knowledge, attitudes, behaviors and skills so that they can interact effectively not only in the classroom but also in school and community. Teacher education is related to the development of teacher proficiency, efficiency and competence that would enable and empower the teacher to meet the needs of the teaching profession and accepts the challenges therein. In 1995, a book on emotional intelligence written by Daniel Goleman was published and got popularity, after

that research work started in this area particularly in America and at that time this work was published in organizational behavior. Only a few years back, that research on the concept of Emotional Intelligence in the area of Educational Psychology was undertaken in India. The various abilities in emotional intelligence can be classified into five domains: Self-awareness, Emotion Management, Motivating oneself, Empathy and Handling relationships (Salovey and Mayer, 1993). Social intelligence also included Self-awareness (intrapersonal intelligence), empathy and handling relationships (interpersonal intelligence) as its essential dimensions. It is the latest development in understanding the relation between reason and emotion. Emotional intelligence is the single most important factor in predicting success and other important factors are: technical skills, specific knowledge, mental abilities, physical fitness, physical appearance, and interest in a particular type of work,

aspirations and career goals and life circumstances that either support or hinder performance. Emotional self-awareness, self-confidence, achievement, developing others and conflict management have a positive and significant relationship with the teacher's job performance (Asrar-ul-Haq, Anwar, & Hassan, 2017). The teacher's behaviour affects the interpersonal relationships, perceptions, and feelings of emotional security of her students in the classroom (Boyd, 2005). Teacher's emotional intelligence is significantly related to the job satisfaction and organizational commitment (Anari, 2012). The emotional intelligence of teachers influences the student achievement (Rust, 2014). An individual with higher score of emotional intelligence also had higher score for empathic perspectives taking, self-monitoring, social skills, cooperative response, close and affectionate relationship along with greater satisfaction to partners (Schutte et.al.2001). All institutes of teacher training should give utmost importance to the enhancement of emotional intelligence competencies of teachers and accordingly implement suitable training programmes for ensuring effective teaching and superior performance (Kaur, Charu & Mittal, 2019). The development of emotional intelligence through training can have a positive impact, produce a wide range of psychological results, and thus lead to better health and well-being; there seems to be a direct support for the well-being of teachers (Vesely-Maillefer, & Saklofske, 2018).

### Concept of Emotional Intelligence

Emotional Intelligence is consisted of two words i.e., emotion and intelligence. Emotion refers to the intense feelings of human beings, whereas intelligence is the general mental ability of man to deal effectively with the environment. It is the ability to adapt to one's life, learn from her experience, and make thinking at abstract level. Emotional intelligence is more or less related to social intelligence. According to Gardner's theory of multiple intelligences, it includes interpersonal intelligence and intrinsic intelligence. It is a capacity to form an accurate model of one and to be able to use that model to operate effectively in life. The concept of emotional intelligence shows that to understand and appreciate intelligence in totality one needs to attend to the domains of personality, emotions and

motivation. The merging of emotions and intelligence as a cognitive tool under the caption of emotional intelligence was proposed by Yale Psychologists, Peter Salovey and John Mayer (1997). They define emotional intelligence as "the ability to control the feelings and emotions of oneself and others, distinguish between them, and use this information to guide thoughts and actions.

### Statement of the problem

The present study is entitled as:

The Study of Emotional Intelligence among Pupil- Teachers of Punjab

### Objectives of the study

The objectives of the present study are: -

- To measure the emotional intelligence of the Pupil- Teachers
- To find out the differences in emotional intelligence of Pupil- Teachers on the basis of gender
- To find out the significance of differences in emotional intelligence among the Pupil- Teachers of humanity and science groups

### Hypotheses

- There would be no significant differences in emotional intelligence of Pupil- Teachers of Punjab on the basis of gender
- There would be no significant differences in emotional intelligence of Pupil- Teachers on the basis of their stream

### Operational definitions of the study

1 Emotional Intelligence – Emotional Intelligence is the ability to identify intrapersonal and interpersonal awareness and their management.

2 Pupil- Teachers - Students who had got enrolled in B.Ed. programme and they were getting teacher education for pursuing B.Ed. degree

## Methodology

### Method & Design

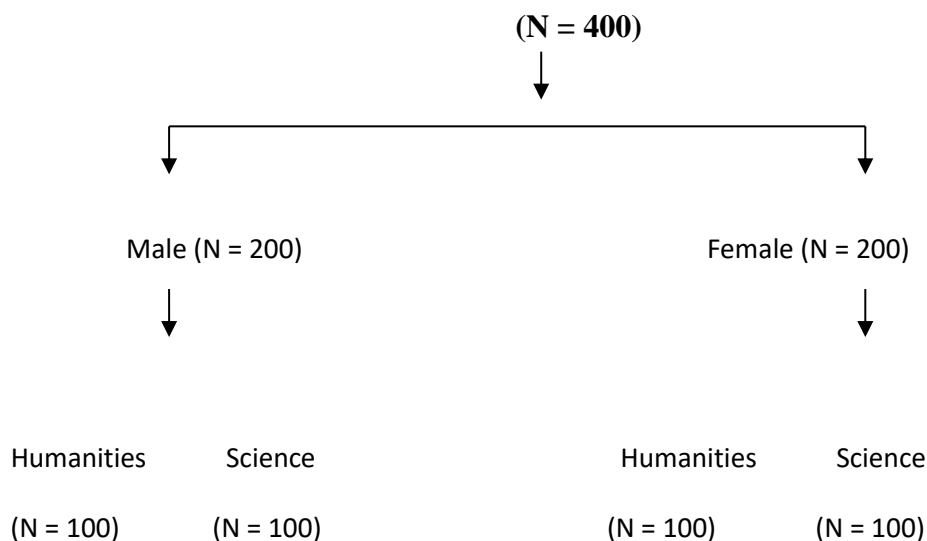
Descriptive research is dealt with how, what is or what exists is related to some proceeding event that has influenced or affected a present condition or event where as survey gather the data at particular point in time with intention of describing the nature of existing condition. Here

descriptive survey design is attempted to discover the emotional intelligence of the Pupil-Teachers in respect to their gender and stream.

Sample: -

The sample of this study constituted 400 Pupil-Teachers of different educational colleges of district Barnala, Bathinda, Mansa and Sangrur.

### Total Sample



Tools Used: -

- Mangal Emotional Intelligence Inventory by Dr. S. K. Mangal and Mrs. Shubhra Mangal (2009).

sheet was done with the help of the scoring procedure as given in their respective manual.

Data Analysis and Interpretation: -

Data Collection: -

After seeking the permission from affiliating agency, the investigator personally approached the pupil-teachers (Prospective- teachers) studying in educational colleges of the selected districts in a specific session for collecting data. Firstly, the investigator established rapport to make them feel comfortable then distributed the questionnaire to them. In due time filled up questionnaires were collected by the investigator. Then scoring of each response

Hypothesis 1: - There would be no significant differences in emotional intelligence of Pupil-Teachers of Punjab on the basis of gender

Emotional intelligence of the Pupil- Teachers was measured with the help of Mangal's test of Emotional Intelligence. This test contains four dimensions i.e. (i) intrapersonal awareness; (ii) interpersonal awareness; (iii) intrapersonal management and (iv) interpersonal management.

Table 1 Means, SDs and t-ratios of scores of different aspects of emotional intelligence for male and female subjects

	EI	Males (N = 200)			Females (N = 200)			Dm	SEdm	t-ratios	Significance Level
		M	SD	SE	M	SD	SE				
I	Intrapersonal Awareness	18.26	3.09	0.22	17.75	3.49	0.25	0.48	0.33	1.59	NS
II	Interpersonal Awareness	17.85	3.02	0.20	17.20	3.84	0.27	0.69	0.35	1.85	NS
III	Intrapersonal Management	17.16	3.21	0.23	16.56	3.12	0.21	0.57	0.32	1.87	NS
IV	Interpersonal Management	16.37	3.28	0.22	16.23	2.97	0.21	0.34	0.30	0.46	NS
Total		69.64	10.34	0.32	67.74	10.78	0.77	2.08	1.05	1.81	NS

In the above table-1, the comparison of emotional intelligence is made between male pupil-teachers and female pupil- teachers. The initial descriptive statistics show that the mean and SD scores of male pupil-teachers are 69.64 and 10.34 (overall) whereas mean and SD scores of female pupil-teachers are 67.74 and 10.78 (overall). But, to know whether these differences are statistically significant or not, the investigator further applied the t-test. The t-test result of various dimensions of EI shows that

there is no significant difference exists among Pupil- Teachers on the basis of gender. Hence, both male and female pupil teachers have same developmental rate in terms of emotional intelligence. Hence, we can say that the null hypothesis is not rejected at 0.05 level.

Hypothesis 2: - There would be no significant differences in emotional intelligence of Pupil- Teachers' stream wise.

Table 2 Means, SDs and t-ratios of scores of all aspects of emotional intelligence for humanities and science pupil teachers

	EI	Humanities (N = 200)			Sciences (N = 200)			Dm	SEdm	t-ratios	Significance Level
		M	SD	SE	M	SD	SE				
I	Intrapersonal Awareness	17.67	3.21	0.23	17.55	3.38	0.24	0.12	0.34	0.35	NS
II	Interpersonal Awareness	16.01	3.53	0.25	16.31	3.43	0.23	0.29	0.35	0.88	NS
III	Intrapersonal Management	17.19	3.10	0.22	17.94	3.20	0.28	0.75	0.32	2.35	P < .05

IV	Interpersonal Management	18.01	3.22	0.23	17.92	3.023	0.24	0.18	0.31	0.29	NS
Total		68.88	10.49	0.74	69.72	10.71	0.76	0.74	1.06	0.79	NS

In the above table-2 mainly illustrate the comparison of emotional intelligence between Science and Humanity stream. The initial descriptive statistics show that the prospective Science stream teachers are achieved 69.72, 10.71 as Mean & SD score than the prospective teacher of humanity on 17.67, 16.01, 17.19, 18.01 & Overall 68.88) and mean difference in the Habitat on the various dimensions of EI is respectively. But, to know whether these differences are statistically significant or not, the investigator further applied the t-test. The t-test result of various dimensions of EI shows that there is no significant difference exists between Pupil- Teachers of Science and Humanities except Intrapersonal. In the dimension intrapersonal management  $p \leq 0.05$  is statistically significant. Both are achieved the same developmental rate in terms of EI. Hence, we can say that the null hypothesis is not rejected except intrapersonal management at 0.05 level of significance.

### Discussion:

The measurement of emotional intelligence determines us to concentrate on the abilities that enrich the interpersonal and intrapersonal management and awareness. Most of the studies show that there is correlation between the emotional intelligence and its traits, social skills and academic performance. According to Goleman, EI (Emotional Intelligence) consists of multidimensional structures including four important parts: Self-awareness, self-regulatory, self-motivation, and communication/relationship management. Emotional intelligence was positively associated with communication skills. Gender differences in emotional intelligence and communication skills were not found significant (Yousefi, 2006). Higher score of emotional intelligence leads towards affectionate relationship (Schutte et.al.2001). Prediction on the student's emotional intelligence and behavioral difficulties can be done by receiving the

perception of teachers on emotional intelligence and student's social skills (Ploulou, 2017)

### Conclusions: -

The results of the study indicate that emotional intelligence is able to predict the performance of an individual at working place. It is demonstrated that the score of emotional intelligence in pupil-teachers tells something important about the predictive validity of the specific intrapersonal and interpersonal awareness and management used and the potential for emotional management. The findings of the study clearly indicate that the individual, who is more emotionally intelligent, is expected to perform better at his/ her working place. The results of the study reveal that there were no gender differences on all dimensions of emotional intelligence; as there were no significant differences between male and female student-teachers. So, the hypothesis that there would be no significant differences between male and female teachers under training on emotional intelligence hence is not rejected. The results reveal that there were no significant differences in almost all the aspects of emotional intelligence between two types of teachers whether they were going to be science teachers or they wanted to be teachers with humanities and arts subjects as teaching subjects; except the third component of emotional intelligence i.e., intrapersonal management; where differences were found that the science pupil- teachers were found to be better on this aspect of emotional intelligence. But overall, no differences were found in emotional intelligence for humanities and science group student teachers. The results of the study demonstrate that ability of emotional intelligence directs towards occupational potential as well. Therefore, according to the differences observed in this study, it seems appropriate to provide specific training in accordance with the degrees of origin. It can make part of the training to develop the skills to manage.

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