

EMOTIONAL INTELLIGENCE OF TEACHER TRAINEES IN RELATION TO THEIR LIFE SATISFACTION

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Every human being has emotions. Emotions are necessary for human beings for his adjustment in the environment and to enable him to cope with the circumstances. Our emotion plays quite a significant role in guiding and directing our behaviour. Many times they seem to dominate us in such a way that we have no solution other than behaving as they want us to. Intelligence is a descriptive concept. It represents theoretical dimensions which may vary from very low to very high value.

Daniel Goleman (1993), a Harvard educated psychologist in his published title "Emotional Intelligence," states that I.Q. contributes only 20% the factor that determine life success. The huge impact on life success is of E.Q. (Emotional quotient). Only high intelligence is not enough for a person to be successful in the society.

According to John D. Mayer and Peter Salorery (1995) Emotional intelligence may be defined as the capacity to reason with emotion in four areas: to perceive emotion, to integrate it in thought, to understand it and to manage it.

Dalip Singh (2003) explains that emotional intelligence consists of three Psychological dimensions such as emotional competency, emotional maturity and emotional sensitivity which motivate as individual to manage and lead others as well as empathize with them.

Life Satisfaction

Every step in our life is taken for our satisfaction. Every human being wants to satisfy his desires in his life. With life satisfaction a man can lead a better and prosperous life. Life is full of worries, tensions, anxieties and happiness. Satisfaction in our life does not depend upon what happens outside but on what happens inside. It is measured by the spirit in which you meet the problems of life.

Today's modern age of science and technology has increased the complexities of life. Man has become victim of passions, jealousy and arrogance. Because of rapid industrialization, urbanization, technical advancement and desire for success, individual's life

has become chaotic and full of stress and strain. Satisfaction with one's self and one's environment is very important.

Life satisfaction is a broad concept and varies with type of relationship established, age as well as gender. It measures, the extent to which an individual is satisfied with his life in relation to environment in which he lives. Life satisfaction is the ultimate goal that we as human beings are striving to achieve. It is one of the oldest and most persistently investigated issues in the study of adulthood.

Life satisfaction is a complex index of one's adjustment, attitude towards life and events, perception and experience of problems and international events.

Life satisfaction refers to retrospective evaluation of life and happens through self judgment. A person having high life satisfaction is expected to have happy adjustment with his life situations and vice versa.

According to *Wallestein (1974)* "Satisfaction means the simple feeling state accompanying the attainment of the goal; the end state in the feeling accompanying the attainment by an impulse of its objective."

According to *Webster (1977)* "Satisfaction means the fulfillment of a need or desire. Some define it as feeling of pleasantness or contentment while others say that it is a complex of feeling, emotions and sentiments."

Life Satisfaction can be defined in terms of the specific life situation and not a generalized trait in the individual. It can also be defined in terms of human needs; in general words life is phenomenon popularly known as life that would be universally satisfactory.

Life satisfaction is very important in an individual's life. A person, who is satisfied, is happy and leads a comfortable life without jealousy for others and has peace of mind. Thus life satisfaction has been defined as "the extent to which a person is pleased or satisfied by the inadequate life conditions and environmental situations."

According to *Singh and Mulay (1982)*, "Life satisfaction is a broader term which includes satisfaction in relation to job and to the basic general requirement of life."

According to *Dienes (1984)*, "Life satisfaction refers to an individual personal judgment of well being and quality of life based on his or her chosen criteria."

Statement of the Study

"Emotional Intelligence of Teacher Trainees In Relation To Their Life Satisfaction"

Objectives of the Study

1. To study the Emotional intelligence of teacher trainees.
2. To study the life satisfaction of teacher trainees.
3. To study the relationship between emotional intelligence and life satisfaction of teacher trainees.
4. To study the difference in emotional intelligence of male and female teacher trainees.
5. To study the difference in life satisfaction of male and female teacher trainees.
6. To study the difference between emotional intelligence of rural and urban teacher trainees.
7. To study the difference between life satisfaction of rural and urban teacher trainees.
8. To study the difference between emotional intelligence of science and arts teacher trainees.
9. To study the difference between life satisfaction of science and arts teacher trainees.

Hypotheses

1. There will be significant relationship between emotional intelligence and life satisfaction of teacher trainees.
2. There will be no significant difference in emotional intelligence of male and female teacher trainees.
3. There will be no significant difference in life satisfaction of male and female teacher trainees.
4. There will be no significant difference in emotional intelligence of rural and urban teacher trainees.
5. There will be no significant difference in life satisfaction of rural and urban teacher trainees.
6. There will be no significant difference in emotional intelligence of science and arts teacher trainees.
7. There will be no significant difference in life satisfaction of science and arts teacher trainees.

Design of the Study

Descriptive survey method was employed in the present investigation. Survey was conducted on a sample of 200 teacher trainees with respect to their emotional intelligence and life satisfaction.

Sample of the Study

The research investigation was carried out on 200 teacher trainees. The sample was selected by random sampling technique.

Tools Used

1.) Sevenfold Emotional Intelligence Scale (SPEIS) standardized and cross validated by KHERA, AHUJA and SARBJIT KAUR (2002) was used.

2.) Life-Satisfaction scale- by Q.G. Alam and Ram ji Srivastva (1973)

Collection of Data

After going through the method of administration and scoring of tools. The investigator approached the principals of the colleges with a request that he wanted time for the purpose of data collection in connection with his research work. The head of the institutions were kind enough to give time for the purpose. Rapport was establish with the students and instructions were given by investigator. Scoring of the test was done with the help of manuals and others relevant material.

Statistical Technique Used

Following techniques were employed for testing the research hypotheses:

1. Normality of emotional intelligence and life satisfaction scores were found by K.S. test.
2. Person's Product Moment correlation between emotional intelligence and life satisfaction of teacher trainees.
3. t- ratio were calculated to find out significant difference between:
 - i) Emotional Intelligence of male female, rural urban and science arts teacher trainees.
 - ii) Life satisfaction of male female rural urban and science arts teacher trainees.

Conclusions

In the present study researcher wanted to study the relationship of emotional intelligence and life satisfaction of teacher trainees. Hypothesis wise findings revealed: -

- I) There is no significant relationship between emotional intelligence and life satisfaction of teacher trainees. Thus the hypothesis No. I that there will be significant relationship between emotional intelligence and satisfaction of teacher trainees is rejected.

- II) There is no significant difference in emotional intelligence of male, female teacher trainees. Thus hypothesis II that there will be no significant relationship in emotional intelligence of male and female teacher trainees is accepted.
- III) There is significant relationship in life satisfaction of male and female teacher trainees. That hypotheses No. III that there will be no significant difference in life satisfaction of teacher trainees is rejected.
- IV) There is significant difference in emotional intelligence of rural and urban teacher trainees. Thus Hypothesis No. IV that there will be no significant difference in emotional intelligence of rural and urban teacher trainees is rejected.
- V) There is no significant difference in life satisfaction of rural and urban teacher trainees. Thus Hypothesis No. V that there will be no significant difference in life satisfaction of rural and urban teacher trainees is accepted.
- VI) There is no significant difference in emotional intelligence of science and arts teacher trainees. Thus Hypothesis No. VI that there will be no significant difference in emotional intelligence of science and an arts teacher trainee is accepted.
- VII) There is no significant difference in life satisfaction of science and arts teacher trainees. Thus Hypothesis No. VII there will be no significant difference life satisfaction of science and arts teacher trainees is accepted.

Suggestions for Future Research

1. A replicative study involving larger and different sample may be undertaken to establish the validity of findings of the present study.
2. A comparative study Emotional Intelligence in relation to Life Satisfaction of ETT teacher trainees, NTT teacher trainees & B. Ed. teacher trainees may also be taken.
3. A similar study of Emotional Intelligence in relation to Life Satisfaction of regular teacher trainees and correspondence teacher trainees may also be taken.
4. A study of Emotional Intelligence in relation to certain other variables may also be taken.

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