



A STUDY ON EMOTIONAL INTELLIGENCE OF PRIMARY SCHOOL TEACHER TRAINEES

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Abstract

The main objectives of the study is to find out the level of Emotional Intelligence of Primary School Teacher Trainees and to see the difference among the trainees with respect to sex and annual income. The investigator has adopted the survey method. The tool developed by Bijendra was used to find out the Emotional Intelligence of Primary School Teacher Trainees. Percentage Analysis, 't' test, ANOVA and Chi-square analysis were employed for analysis of data. The major findings were that 24.4% of Primary School Teacher Trainees have high level of Emotional Intelligence and there is significant association between the annual income of Primary School Teacher Trainees and their Self-awareness, the dimension of Emotional Intelligence.



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Introduction:

Shankaracharya says, "Education is realization of the self". Education is continuous reorganization and integration of activities and experiences. Kothari commission (1964) said "of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant. A course in teacher education should seek to reshape the attitudes, remodel the habits and in the way to reconstitute the personality of a teacher".

The term "Primary Education" is understood as a basic stage of education which is either a self-contained phase or which forms a part of a longer cycle of general education. For primary school students education plays a very prominent role in cultural, emotional, ethical, intellectual, physical, social and spiritual development. The children become more dependent and reliable on their teachers and parents for their growth in various aspects. Therefore, it's indeed the utmost duty of primary school teachers to reach the students emotionally.

Significance of the Study

Teachers with high Emotional Quotient know and manage their own emotional life well and understand and deal effectively with the feelings of others. They are skillful in relationships. Teacher education as an area of interdisciplinary knowledge is not merely an application of a few core disciplines, but a praxis of a context where theories and practical wisdom are generated continuously. Teacher education programs provide little scope for student teachers to reflect on their experiences. In working towards a holistic approach to education, the importance of an emotionally supportive environment in the classroom is created by a teacher. Emotionally healthy behavior is reflected in characteristic ways of thinking, identifying, managing and expressing feelings and choosing effective behaviors.

Emotional experience and expression are unique to each teacher and student. As the primary school teachers deal with childhood students, they are in a position to have a personal rapport with them for which emotional intelligence plays a significant role. The primary school teacher trainees should possess emotional quotient in order to handle the primary school children in a healthy manner. Hence, the investigation at the level of Emotional Intelligence of the Primary School Teacher Trainees is taken up for the study.

Statement of the Problem

The title of the present research paper is “A Study on Emotional Intelligence of Primary School Teacher Trainees”

Objective of the Study

- (i) To find out the level of Emotional Intelligence of Primary School Teacher Trainees
- (ii) To find out the difference among primary school teacher Trainees if any, with respect to gender, type of institution and annual income of parents.

Hypotheses of the Study

1. There is no significant difference between male and female Primary School Teacher Trainees in their Emotional Intelligence and its dimensions - Self-awareness, Self-management, Social-awareness and Relationship management.
2. There is no significant difference among Primary School Teacher Trainees of boys, girls and co-education institution in their Emotional Intelligence and its dimensions - Self-awareness, Self-management, Social-awareness and Relationship management.
3. There is no significant association between the annual income of parents of the Primary School Teacher Trainees and their Emotional Intelligence and its dimensions- Self-awareness, Self-management, Social-awareness and Relationship management.

Population and Sample

The population for the study consists of all Primary School Teacher Trainees in Meerut district. The investigator has selected 90 Primary School Teacher Trainees using stratified random sampling technique

Tool Used

For collecting data, the standardized tool “Emotional Intelligence Inventory” constructed by Thomas Alexander and Annaraja (2008) was used which includes four major dimensions namely Self-awareness, Social-awareness, Self-management and Relationship management.

Statistical Techniques Used

Percentage Analysis, 't' test, ANOVA and Chi-square analysis were used for analysis of data.

Table 1 Level of Emotional Intelligence Of Primary School Teacher

Dimensions of Emotional Intelligence	Low		Moderate		High	
	N	%	N	%	N	%
Self - awareness	22	24.4	47	52.2	21	23.3
Self-management	22	24.4	49	54.4	19	21.1
Social-awareness	21	23.3	48	53.3	21	23.3
Relationship Management	20	22.2	48	53.3	22	24.4
Emotional Intelligence	20	24.4	46	51.1	22	24.4

It is observed from the table that 24.4% of Primary School Teacher Trainees have low, 51.1% of Primary School Teacher Trainees have moderate and 24.4% of Primary School Teacher have high levels of Emotional Intelligence

Table 2 Difference between Male and Female Primary School Teacher Trainees in Their Emotional Intelligence

Dimensions of Emotional Intelligence	Male(N=16) Mean	SD	Female(N=74) Mean	SD	Calculated „t“ value	Remarks at 5% level
Self - awareness	63	6.54	62.95	7.67	0.09	NS
Self-management	60.94	6.79	60.59	9.11	0.17	NS
Social-awareness	60.69	6.01	61.30	9.98	0.31	NS
Relationship Management	63.31	6.92	62.69	10.18	0.3	NS
Emotional Intelligence	247.94	23.50	247.53	29.93	0.06	NS

(At 5% level of significance, the table value of „t“ is 1.96)

It is inferred from the above table that there is no significant difference between male and female Primary School Teacher Trainees in their Emotional Intelligence and its dimensions Self-awareness, Self-management, Social-awareness and Relationship management.

Table 3 Difference among Primary School Teacher Trainees of Boys“, Girls“ and Co-Education Institutions in Their Emotional Intelligence

Dimensions of Emotional Intelligence	Source of Variation	Sum of squares	Degree of freedom	Variance Estimate	Calculated “f” value	Remarks at 5% level
Self - awareness	Between	13.38	2	6.69	0.18	NS
	Within	4926.44	87	56.64		
Self-management	Between	16.33	2	81.66	1.07	NS
	Within	6592.99	87	75.78		
Social-awareness	Between	298.29	2	149.46	1.72	NS
	Within	7530.86	87	86.56		
Relationship Management	Between	290.61	2	145.31	1.57	NS
	Within	8011.78	87	92		
Emotional Intelligence	Between	1937.78	2	968.74	1.75	NS
	Within	71746.11	87	824.66		

(At 5% level of significance, the table value of “F” is 3.09)

It is inferred from the above table that there is no significant difference among Primary School Teacher Trainees of boys“, girls, and co-education institution in their Emotional Intelligence and its dimensions Self-awareness, Self-management, Social awareness and Relationship management

Table 4 Association between the Annual Income of Parents of the Primary School Teacher Trainees and Their Emotional Intelligence

Dimensions of Emotional Intelligence	Degree of freedom	Calculated “Z” value	Remarks at 5% level
Self - awareness	2	9.62	S
Self-management	2	2.40	NS
Social-awareness	2	3.78	NS
Relationship Management	2	4.44	NS
Emotional Intelligence	2	1.77	NS

(At 5% level of significance, the table value of “ χ^2 ” is 9.49)

It is inferred from the above table that there is no significant association between the annual income of parents of the Primary School Teacher Trainees in their Emotional Intelligence and its dimensions Self-management, Social-awareness and Relationship management but there is significant association between the annual income of parents of the Primary School Teacher

Trainees in their Self-awareness

Findings and Discussion

1. 24.4% of Primary School Teacher Trainees have high level of Emotional Intelligence
2. There is no significant difference between male and female Primary School Teacher Trainees in their Emotional Intelligence and its dimensions Self-awareness, Self-management, Social-awareness and Relationship management. Gender has no influence on the level of their Emotional Intelligence.
3. There is no significant difference among boys", girls, and co-education institution Primary School Teacher Trainees in their Emotional Intelligence and its dimensions Self-awareness, Self-management, Social-awareness and Relationship management. Type of institution has no influence on the level of their Emotional Intelligence.
4. There is no significant association between the annual income of parents of the Primary School Teacher Trainees in their Emotional Intelligence and its dimensions Self-management, Social-awareness and Relationship management but there is significant association between the annual income of parents of the Primary School Teacher Trainees in their Emotional Intelligence and its dimensions Self-awareness.

This may be due to the fact that economic conditions of an individual have a direct impact on his self-awareness. When a teacher trainee is comfortable with the economic status of the family, he or she is in relaxed state of mind and has sufficient time to become aware of them.

Suggestions

Teacher education programs provide very little scope for trainees to reflect on their experience. Ample opportunities should be provided to identify, understand, experience and express human emotions in healthy and productive ways. Disciplinary knowledge is viewed as independent of professional training in pedagogy. To achieve the high expectations of education, the intentional inclusion and development of emotional intelligent skills in teacher preparation programs is needed. The evaluation system followed in the teacher education program is information-oriented, qualitative and lacks comprehensiveness. With the established relationship of Emotional Intelligent skills and academic achievement, students would benefit from learning and applying emotional intelligent skills to improve academic performance in school settings. Primary School Teachers who model emotional intelligent behavior on a daily basis experience more success and satisfaction in their professional career and life.

Conclusion

The training of teachers is a major area of concern at present, since pre-service and in-service training of Primary School Teachers is extremely inadequate. Pre-service training needs to be improved and differently regulated in government, aided and self-financing institutions. Apart from conceptual and pedagogical aspects the teacher training program needs to develop certain psychological attitudes, dispositions, habits and interests in teacher.

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