

STUDY OF PERSONALITY IN RELATION TO EMOTIONAL INTELLIGENCE OF PUPIL TEACHERS

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ABSTRACT

The Present study seeks to examine a study of personality in relation to emotional intelligence of pupil teachers. The present study was carried out on a sample of 200 students (100 male and 100 female) drawn randomly belonging to rural and urban areas of 10 educational colleges. Emotional Intelligence Scale by Hyde, Pethe and Dhar (2001) reliability coefficient was found to be 0.88 and Eysenks's personality inventories were used. Inventory had high test retest reliability ranging from 0.70 to 0.90. After the analysis of data, it was found Boys were more extroverts, expressive, easy going and seek more experience as compared to females but now females were equally intelligent, educated, social, expressive and extrovert because male and female were getting same family and society. So there was exist a significant relationship between personality and emotional intelligence of pupil teachers stands partially accepted. The reason may be that a balanced and emotionally strong person adjusts in every situation but area play a significant role. Urban pupil teachers get more facilities and they were emotionally strong.

Keywords: Personality, Emotion and Intelligence.

INTRODUCTION:

Education plays an important role in the development of the country. Education culturists the individual and helps him in the fulfillment at his needs, all over the world. There is no denying the fact that the future of the nation lies in the hands of the students. Consequently, it becomes necessary to build the foundation of the student's firm and strong personality. Education develops personality of an individual in all fields and aspects, making him intelligent, learned, bold, courageous and possessing strong good character much in the same way as it contributes to the growth and development of society.

The way the teacher teaches and handles the students has impact on the future personality of children. He should follow fair democratic method. Personality refers to the dynamic organization. Personality is the response made by others to the individual as a stimulus. Personality and emotional intelligence is the ability that helps a teacher to use emotional situation to guide his thoughts and actions in a helpful way. Truly, there lies a tremendous source of strength, potential and vigor in emotions, and in case one is capable of utilizing this vast source of energy lying in one self and others in the most intelligent and useful way, then surely and certainly it may work wonders in terms of getting success in all fields of life.

Education in democracy is not concerned with the imparting of bookish knowledge to children but with the all round development of human personality. Progress of any country depends mainly on the utilization of the potential of every individual.

NEED & SIGNIFICANCE OF THE PROBLEM :

The concept of personality and emotional intelligence in the Indian context are embedded in its highly values social concerns virtues, religious, traditions and cultural practices.

Personality and emotional intelligence are totally depending upon environment. Pupil-teachers experience more stress during their study due to heavy work load. It is presumed those pupil teachers who are emotionally intelligent and well personated can successfully manage all situations. An emotionally intelligent pupil teachers can handled class room situations in a better way and influence the learning of his students.

As modern age, we all know in the age of competition, everybody is worried about his future. An individual's personality is shaped by the experiences received during his education and this period is known as a period of "Emotional up heals" which lead to the psychological problems. A well adjusted and emotionally intelligent person is considered as a symbol of progress. Emotional intelligence is the part of human personality and personality provides the context in which emotional intelligence operates.

OBJECTIVES:

1. To study the personality of pupil teacher.

2. To study the emotional intelligence of pupil teachers.
3. To study the difference in variable of personality and emotional intelligence on the basis of gender and area.
4. To study relationship between personality and emotional intelligence.

HYPOTHESES:

1. There will be no significant mean difference between the personality of male and female pupil teachers.
2. There will be no significant mean difference between personality of male and female pupil teacher belonging to rural and urban areas.
3. There exists no significant mean difference between emotional intelligence of male and female pupil teachers.
4. These exists no significant mean difference between emotional intelligence of male and female pupil teacher belonging to rural and urban areas.
5. These exists no significant relationship between the personality and emotional intelligence of pupil teachers.

DESIGN OF THE STUDY:

Research is a purposive, scientific and planned deliberation, it is not haphazard task. The present investigation is essentially descriptive and survey type.

SAMPLE:

Sample will be selected randomly from the educational colleges of Ludhiana district 200 pupil teachers (100 male and 100 female) will be chosen belonging to urban and rural areas.

TOOLS TO BE USED:

1. Eysenks's personality inventory. This inventory consists of 57 items. Inventory had high test retest reliability ranging from 0.70 to 0.90 and internal consistency coefficient ranging between 0.75 to 0.90.

2. Emotional Intelligence Scale by Hyde, Pethe and Dhar (2001). The reliability of the scale was determined by calculating reliability coefficient on a sample of 200 subjects, the split half reliability coefficient was found to be 0.88. The reliability index was calculated, which indicated high validity on account of being 0.93.

STATISTICAL TECHNIQUES:

The statistical techniques such as mean, standard deviation, t-value and co-efficient of correlation will be used to interpret the data. The present study was undertaken with the purpose of finding the relationship between personality and emotional intelligence of pupil teachers.

Hypothesis-I

There exists no significant difference of the personality between male and female pupil teacher.

Table 1

| S.No. | Group | N | M | S.D. | S.E _M | t-value | Result |
|-------|--------|-----|-------|------|------------------|---------|---|
| 1. | Male | 100 | 14.79 | 3.30 | 1.39 | 0.38 | N.S. |
| 2. | Female | 100 | 15.32 | 2.91 | | | N.S.-Not significant at 0.01 and 0.05 level |

N.S.: Not significant at 0.01 and 0.05 level of significance

Table shows mean value of personality of male pupil teachers is 14.79 and of female pupil teachers is 15.32. Standard deviation of male pupil teachers is 3.30 and of female pupil teachers is 2.91. The t-ratio comes out to be 0.38. By referring the table, 't' value at 0.05 level is 1.98 and at 0.01 level is 2.63 which is high than calculated value at both levels. Hence there is no significant difference. Hypotheses-2 stands accepted. Mean score of female pupil teachers were higher than male; it means female pupil teachers were more parental encouragement than male.

Hypothesis-II

There exists no significant mean difference between the personality of male and female pupil teachers belonging to rural and urban area.

Table 2

| S.No. | Group | N | M | S.D. | S.E _M | t-value | Result |
|-------|-------|-----|-------|------|------------------|---------|--------------------------------------|
| 1. | Rural | 100 | 14.45 | 2.96 | 0.433 | 2.80** | S-significant at 0.01 and 0.05 level |
| 2. | Urban | 100 | 15.66 | 3.16 | | | |

**significant at 0.01 and 0.05 level of significance.

Table shows S.E_M of personality of male and female pupil teachers belonging to rural and urban area is 0.433. The t-ratio comes out to be 2.80. By referring the table, 't' value at 0.05 level is 1.98 and at 0.01 level is 2.63 which is low than calculated value at both levels. Hence there is significant difference. Hypotheses-2 stands rejected. The mean score of urban pupil teachers is greater than rural pupil teachers, so that urban pupil teachers more competent.

Hypothesis – III

There exists no significant mean difference between emotional intelligence of male and female pupil teacher.

Table -3

| S.No. | Group | N | M | S.D. | S.E _M | t-value | Result |
|-------|--------|-----|--------|-------|------------------|---------|------------------------------------|
| 1. | Male | 100 | 130.01 | 13.83 | 1.884 | 2.54** | significant at 0.01 and 0.05 level |
| 2. | Female | 100 | 134.80 | 12.79 | | | |

**significant at 0.01 and 0.05 level of significance.

Table shows S.E_M of emotional intelligence of male and female pupil teachers is 1.884. The t-ratio comes out to be 2.54. By referring the table, 't' value at 0.05 level is 1.98 and at 0.01 level is 2.63 which is low than calculated value at both levels. Hence there is significant difference. Hypotheses-2 stands rejected. Mean score of female pupil teachers were higher than male; it means female pupil teachers were more intelligent emotionally than male.

Hypothesis – IV

There exists no significant mean difference between emotional intelligence of male and female pupil teacher belonging to rural and urban areas.

Table - 4

| S.No. | Group | N | M | S.D. | S.E _M | t-value | Result |
|-------|-------|-----|--------|-------|------------------|---------|------------------------------------|
| 1. | Rural | 100 | 128.52 | 11.38 | 1.832 | 4.29** | significant at 0.01 and 0.05 level |
| 2. | Urban | 100 | 136.37 | 14.36 | | | |

**significant at 0.01 and 0.05 level of significance.

Table shows S.E_M of emotional intelligence of male and female pupil teachers belonging to rural and urban area is 1.832. The t-ratio comes out to be 4.29. By referring the table, 't' value at 0.05 level is 1.98 and at 0.01 level is 2.63 which is low than calculated value at both levels. Hence there is significant difference. Hypotheses-2 stands rejected. Urban pupil teacher get more facilities and they are emotionally strong. Mean score of urban pupil teachers is more than rural pupil teachers, it means urban pupil teachers is more Intelligent emotionally comparatively rural.

Hypothesis – V

There exists no significant relationship between the personality and emotional intelligence of pupil teachers.

Table 5

| Respondents | N | r | Result |
|-------------|-----|--------|---|
| Total | 200 | 0.21** | Significant at 0.01 level and not significant at 0.05 level |
| Male | 100 | 0.15 | |
| Female | 100 | 0.27** | |
| Rural | 100 | 0.15 | |
| Urban | 100 | 0.18 | |

** Significant at 0.01 level

Table 5 shows the coefficient of correlation between personality and emotional intelligence of total, male, female, rural and urban pupil teachers as 0.21, 0.15, 0.27, 0.15 and 0.18 respectively out of which correlation in case of total pupil teachers and the female pupil teachers was found to be significant at 0.01 and 0.05 level of confidence whereas no significant relationship was found in case of male, rural and urban pupil teachers.

Therefore the hypothesis stating that there exist a significant relationship between personality and emotional intelligence of pupil teachers stands partially accepted. The reason may be that a balanced and emotionally strong person adjusts in every situation but area play a significant role.

CONCLUSION:

1. Rural and urban surroundings have more impact on both male and female people teacher. Female are consider more intelligent as compare to male.
2. Pupil teachers are influenced by rural and urban surroundings. In case of personality of pupil teacher area plays a significant role.
3. Inspite of females are more sensitive and less experienced than male but now they become more experienced more explosive to society than males.
4. Urban pupil teacher get more facilities and they are emotionally strong.
5. A balanced and emotionally strong person adjusts in every situation but area play a significant role.

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