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## RESEARCH ARTICLE

# A COMPARATIVE STUDY OF EMOTIONAL INTELLIGENCE AMONG PROSPECTIVE ELEMENTARY AND SECONDARY TEACHERS

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### ABSTRACT

Emotional intelligence of teachers plays vital role in managing their own life and deal effectively with the feelings of others. Emotionally healthy teacher behavior is reflected in characteristic ways of thinking, identifying, managing and expressing feelings. Emotional Intelligence is the ability to understand own emotions and those of people around. The concept of emotional intelligence means persons have a self-awareness that enables to recognize feelings and manage his emotions. An effort is made in this paper to analyze the concept of emotional intelligence and compare the emotional intelligence of prospective elementary and secondary teachers' on self- awareness, self - motivation, emotional stability, self- development, value orientation, commitment and altruistic behaviour components.

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## INTRODUCTION

Our country now stands on the verge of the 21st Century. Whether the Emotional Intelligence plays a vital role in schools; it has direct impact on the teacher's behavior working in an institute. The strong appeal of concepts like Emotional intelligence reflects a shift in social attitudes generally, as well as in education. Fifty years ago, the idea that abstract rationality was the epitome of human intelligence was still widely accepted. The law courts acted as if reasoned argument between clever men was the best way to get at the truth, while public and grammar schools esteemed analytical discussion, based on sound knowledge, above all other forms of intelligence. Indeed, it seemed as if there were no other forms and it is important for the success of their profession. Teachers are considered as the main pillar in the educational system. They are the moderators through which the knowledge can be transferred to the students who represent foundation of the society. Teachers cannot be the effective source of knowledge unless they are possessed with the essential skills, knowledge and talents. In the recent years, the concept of the emotional intelligence among teachers has been taken attention in the educational institutions due to its great importance.

In fact, emotional intelligence is a type of social intelligence that includes to control own and others emotions; make a choice between them and the ability of using these emotions to set his life. Therefore this skill is really required to make the teachers performance very effective. This skill can make the teachers not only able to deal with their students but with their colleagues as well. Emotional intelligence, are the characteristics which deserve due to attention of the researchers in teacher education, The finding flowing from such investigation are likely to improve the quality of pre services teacher educations.

### Objectives of the Study

The following objectives were framed to carry out the present study

- To compare the Emotional Intelligence of Prospective Elementary and Secondary Teachers.
- To compare the Emotional Intelligence of Prospective Elementary and Secondary Male teachers.
- To compare the Emotional Intelligence of Prospective Elementary and Secondary Female Teachers.

### Hypotheses

- There will be no significant differences in Emotional Intelligence of Prospective Elementary and Secondary Teachers.

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- There will be no significant difference in Emotional Intelligence of Prospective Elementary and Secondary Male Teachers.
- There will be no significant difference in Emotional Intelligence of Prospective Elementary and Secondary Female Teachers.

## RESEARCH METHOD

To conduct any research it becomes inevitable to select the appropriate research method. There several research methods; the historical, normative survey, experimental, the causal comparative, the case study and genetic method, etc. Each method is used in appropriate situation depending open the objectives of the study.

The descriptive research method was deemed appropriate and suitable and was used in the present study. Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and whatever possible to draw of valid general conclusion for the fact discovered. Description studies are more than just a collection of data; they involve measurement, classification, analysis, comparison and interpretation.

**Sample for the Present study:** In the present study, the sample consisted of 200 prospective elementary and secondary teachers. Four (04) J.B.T. and (04) B.Ed. Colleges were selected from Hamirpur District of Himachal Pradesh. The sample included male and female teachers. The sample was drawn through random simple sampling technique, (Lottery Method).

**Tool Used:** Tools are the means of data collection suitability, validity and language are the main criteria which serve the basis for selection of research tools. In the present study Emotional Intelligence Scale By Anukool Hyde, Sanjyot Pethe, Upinder Dhar was used.

**Data Collection:** The data was collected by administering the one tool on prospective elementary and secondary teachers on prefixed schedule in group setting. Before administration, however, teachers were told the purpose of the study. They were motivated and inspired to extend their co-operation in the process of data collection. Instructions were given to the subject regarding the procedure of responses. However, by interacting them on individual basis, necessary information of completing the tool was given to them. After collection of data, scoring was done with the help of scoring keys.

### Statistical Techniques Used

**The following statistical technique was used in present study:**

- Mean
- Standard Deviation and
- The 't'-test

**Data Analysis and interpretation:** The data on emotional intelligence of prospective elementary and secondary teachers was collected. After that an attempt was made to organize the collected relevant data with the stipulated goal of the study.

Then needed statistics were calculated for analyzing and interpreting the data.

**Comparison of Emotional Intelligence of Prospective Elementary and Secondary Teachers:** The Calculated statistics for the Comparison of Emotional Intelligence of Prospective Elementary and Secondary Teacher has been given in the Table -1:

It is evident from the Table - 1 that the obtained 't'- value 3.853, 3.275, 3.812, 4.549, 3.404, 2.618, and 3.968 for self – awareness, self-motivations stability, value orientation, commitment, Altruistic behavior and overall emotional intelligence were found to be significant at 0.01 level of significant. It means that prospective elementary and secondary teachers differ significantly with regard to their overall Emotional Intelligence along with self - awareness , self - motivation, emotional stability, value orientation, commitment and altruist components of emotions intelligence. It is also clear from the Table - 1 that the Means value of prospective secondary teachers (M=15.89, 22.72,15, 23,7.76,7.83,7.67 and 129.4)are greater than the mean values of prospective elementary teachers (M=14.31,21.09,13.64, 6.68,6.9 ,6.96 and 119.37) for self - awareness, self - motivation, emotion stability, value orientation, commitment, altruistic behavior components and over all emotional intelligence respectively meaning thereby that prospective secondary teachers were found to be more on their self - awareness self motivation ,emotional stability ,value orientation commitment components of Emotional Intelligence and overall emotional intelligence respectively as compared to the prospective elementary teachers Hence, the null hypotheses that, 'There will be no significant differences in emotional intelligence of prospective elementary and secondary teachers,' was not accepted.

**Comparison of Emotional Intelligence of Prospective Elementary and Secondary Male Teachers:** The calculated statistics for the comparison of Emotional Intelligence of Prospective Elementary and Secondary Male Teachers has been given in the Table-2:

It is obvious from the Table -2 that the obtained 't'- value 3.70 for self awareness was found to be significant at 0.01 level of significance of. It means that prospective elementary and secondary teachers differ significantly with regard to self awareness emotional intelligence. Further the mean value of prospective secondary teachers(M=15.867)is greater than mean value of prospective elementary teachers(M=13.575) thereby that prospective secondary teachers were found to be more on their self awareness component of emotional intelligence of respectively as compared to prospective elementary teachers. Hence, the null hypotheses that, 'There will no significant difference in emotional intelligence of male prospective elementary and secondary teachers,' was rejected.

**Comparison of Emotional Intelligence of Prospective Elementary and Secondary Female Teachers:** The calculated statistics for the comparison of Emotional Intelligence of Prospective Elementary and Secondary Female Teachers has been given in the Table-3: It is obvious from the Table-3 that the obtained 't' values 3.069,2.637,3.753, 2.718, 2.859 and 3.071 for emotional stability, self development, value orientation, commitment, altruistic behaviour and over all emotional intelligence were found to be significant at 0.01

**Table 1. Significance of Difference in Mean Scores of Emotional Intelligence of Prospective Elementary and Secondary Teachers**

Emotional Intelligence	Prospective Elementary Teachers		Prospective Secondary Teachers		df	't'-Value	Significance
	Mean	SD	Mean	SD			
Self Awareness	14.31	3.3865	15.89	2.3133	198	3.853	**
Sympathy	17.74	3.5208	18.015	3.4034	198	0.837	NS
Self Motivation	21.09	4.4588	22.92	3.3685	198	3.27	**
Emotional Stability	13.64	3.1607	15.23	2.7224	198	3.812	**
Managing Relations	14.42	2.6254	15.03	2.6032	198	1.65	NS
Integrity	10.56	2.1988	11.11	2.3737	198	1.69	NS
Self Development	7.07	1.6159	7.66	1.6405	198	2.562	*
Value Orientation	6.68	1.8796	7.76	1.4503	198	4.549	**
Commitment	6.9	1.9975	7.83	1.8644	198	3.404	**
Altruistic Behaviour	6.96	1.7403	7.67	2.0795	198	2.618	**
Overall	119.37	18.725	129.4	16.984	198	3.968	**

\*\* = Significant at 0.01Level, \* = Significant at 0.05 Level , and NS= Not Significant

**Table 2. Significance of Difference in Mean Scores of Emotional Intelligence of Prospective Elementary and Secondary Male Teachers**

Emotional Intelligence	Elementary Male Teachers		Secondary Male Teachers		df	't'-value	Significance
	Mean	SD	Mean	SD			
Self Awareness	13.575	3.335	15.877	1.776	68	3.70	**
Sympathy	16.725	3.53	17.467	3.4813	68	0.877	NS
Self Motivation	20.5	4.8251	22.133	2.6488	68	1.808	NS
Emotional Stability	13.15	3.3093	14.533	2.6747	68	1.933	NS
Managing Relation	14.1	2.5095	13.967	2.4563	68	0.223	NS
Integrity	10.475	2.2187	10.4	2.2682	68	0.138	NS
Self Development	6.975	1.5605	7.233	2.1284	68	0.561	NS
Value Orientation	6.55	1.8667	7.433	1.3566	68	2.293	*
Commitment	6.775	1.8185	7.6	2.0274	68	1.760	NS
Altruistic Behaviour	7	1.7831	7.1333	1.8889	68	0.299	NS
Overall	115.83	17.778	124.1	14.597	68	2.136	*

\*\*=Significant at 0.01 Level,\*=Significant at 0.05 level and NS=Not Significant

**Table 3. Significance of Difference in Mean Scores of Emotional Intelligence of Prospective Elementary and Secondary Female Teachers**

Emotional Intelligence	Prospective Elementary Teachers		Prospective Secondary Teachers		df	't'-Value	Significance
	Mean	SD	Mean	SD			
Self Awareness	14.8	3.358	15.9	2.5204	128	2.083	*
Sympathy	18.417	3.376	18.443	3.352	128	0.044	NS
Self Motivation	21.483	4.192	23.257	3.598	128	2.566	*
Emotional Stability	13.967	3.0419	15.529	2.7065	128	3.069	**
Managing Relations	14.633	2.6994	15.486	2.5466	128	1.842	NS
Integrity	10.617	2.2024	11.4414	2.3682	128	1.988	*
Self Development	7.133	1.6618	7.8429	1.3581	128	2.637	**
Value Orientation	6.767	1.8989	7.9	1.4759	128	3.753	**
Commitment	6.983	2.1193	7.9286	1.7963	128	2.718	**
Altruistic Behaviour	6.933	1.7258	7.9	2.1275	128	2.860	**
Overall	121.73	19.112	131.67	17.517	128	3.071	**

\*\* = Significant at 0.01Level, \* = Significant at 0.05 Level, and NS= Not Significant

level of significance. It means that prospective elementary and secondary female teachers differ significantly with regard to their overall emotional intelligence along with emotional stability, self- development, value orientation, commitment, altruistic behaviour components of emotional intelligence. It is also clear from the Table-3 that the mean values of prospective secondary female teachers (M=15.529,7.8429,7.9,7.9286,7.9 and 131.67) are greater than the mean values of prospective elementary female teachers (M=13.967,7.133,6.767,6.983, 6.933 and 121.73) for emotional stability, self development, value orientation, commitment, altruistic behaviour components and over all emotional intelligence respectively meaning thereby, that prospective secondary female teachers were found to be more on their emotional stability, self - development, value orientation, commitment, altruistic behaviour and over all emotional intelligence respectively as compared to prospective elementary female teachers. Hence, the null hypotheses that,

There will be no significant differences in emotional intelligence of prospective elementary and secondary female teachers,' was not accepted.

## Conclusion

**In the light of analysis and interpretation of data, the following conclusions may be drawn**

- Prospective secondary teachers were found higher on their self- awareness, self - motivation, emotional stability, self- development, value orientation, commitment and altruistic behaviour components along with over all emotional intelligence than prospective elementary teachers.
- No significant difference were found among prospective, secondary teachers with regard to their sympathy,

managing relations and Integrity components of emotional intelligence

- Prospective male secondary teachers were found more prone toward their self- awareness and value orientation along with over all emotional intelligence as compared to prospective male elementary teachers.
- Prospective elementary and secondary male teachers do not have any significantly differences with regard to their sympathy, self- motivations, emotional stability, managing relations, integrity, self development, commitment and altruistic behavior components of emotional intelligence.
- Prospective secondary female teachers were found higher on their overall emotional intelligence along with self - awareness, self - motivation, emotional stability, integrity self - development, value orientation, commitment and altruistic behaviour components of emotional intelligence.
- Prospective female elementary and secondary teachers had no significant differences with regard to their sympathy and managing relations components of emotional intelligence.

### Suggestions

**Several researches may be offered for further research based on experience gained through present investigation:**

- A comparative study may be conducted of non –service and pre-service teachers.
- Impact of emotional intelligence on academic achievement of prospective elementary and secondary teachers of difference backgrounds may be studied.
- A similar study may be conducted at College and University level.
- A study may be designed to predict the emotional intelligence of prospective teachers in other states.
- Impact of emotional intelligence can be studies on educational administration of effective and ineffective teachers.
- A similar study may be conducted in other countries.
- Comparative study of emotional intelligence among B.C.A and B.B.A student of Himachal Pradesh may be conducted.
- A study may be designed to the effect of emotional intelligence in vocational adjustment of prospective teacher educators.

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