



# LOCALE DIFFERENCES IN EMOTIONAL INTELLIGENCE AMONG TEACHER TRAINEES

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**Abstract:** Emotions manipulate all aspects of human interaction. Emotional intelligence involves the ability to recognize accurately, the judgment and expression of emotions, the ability to assess and / or generate feelings when they assist thought; the ability to understand emotions and emotional knowledge and the ability to control emotions to promote emotional and intellectual growth. A teacher in the classroom has to make adjustments in teaching strategies according to the nature and scope of curriculum and estimate the success of teaching in terms of students' growth. Teaching is an emotional practice. Teachers' emotional commitments and relations to students energize and articulate everything that teachers do. This investigation revealed that gender does not play any role in development of emotional intelligence; also type of institution does not have any effect on emotional intelligence.

The present research paper focuses on finding the effect of locale on emotional intelligence of teacher trainees. In this study survey method has been employed and Emotional Intelligence Scale by Anukool Hyde, Sanjyot Pethe & Upinder Dhar(2005) is used as tool for data collection. The sample for the study is 100 Teacher Trainees of District Hamirpur in Himachal Pradesh. The findings of the study concluded that there is no significant difference in Emotional Intelligence of Rural and Urban Teacher Trainees.

Keywords: Emotional Intelligence, Locale, Teacher Trainees...

## INTRODUCTION

It was earlier belief that only being intelligent is sufficient to live a healthy life and to get growth in life. Human is a rational animal so that there are countless emotions in their life. These emotions control his activities and establish the path of success. Emotions are personal experiences that come up from complex interaction among physiological, cognitive and circumstantial variables. It is now well accepted that emotions are an essential tool for successful and fulfilling life. But if emotions are out of control, it can result in troubles. In routine life, they affect our relations with other people, our self-identity and our ability to complete a task. Emotional practice is not an isolated incident but component of general experience, constantly influencing and influenced by other processes going on at the same time.

According to Mayer & Salovey(1997)<sup>[7]</sup>, examining more complex manifestation of Emotional Intelligence often requires understanding of individual's cultural framework. Also, all questions about emotions do not have the right answers. Salovey & Mayer(1990)<sup>[11]</sup> said that emotional intelligence involves the ability to perceive accurately, the appraisal and expression of emotions, the ability to assess feelings when they facilitate thought; the ability to understand emotions and emotional knowledge and the ability to regulate emotions to promote emotional and intellectual growth. Goleman(1995)<sup>[4]</sup> viewed emotional intelligence as the ability to know and manage one's own emotions, recognize them in others and to handle relationships. It includes abilities such as being able to motivate one self and persist in the face of frustrations, to control impulses and delay gratifications, to regulate one's mood and keep distress from swamping the ability to think, to empathize and to hope. This definition of emotional intelligence includes self-control, zeal and persistence, and the ability to motivate oneself. Goleman calls emotional intelligence "a master aptitude, a capacity that profoundly affects all other abilities, either facilitating or interfering with them". Goleman further asserts that "There is intelligence in the emotions and the senses in which intelligence can be brought to emotions...Emotional intelligence is a master aptitude, a capacity that intensely affects all other abilities, either facilitating or interfering with them. From a long time it is considered that teaching is a job of high status and responsibility.

Development of nation depends on its devoted citizens and these citizens are being shaped in classroom so it is very clear that we need very devoted and genuine teachers to teach them. It is very important that only high emotionally intelligent peoples should come in this teaching profession. Being emotional intelligent for a teacher is very important because students always follow their teachers. Emotionally intelligent teacher can handle the emotion of adolescents effectively .As a teacher, understanding your Emotions is critically important. When you understand your Emotions, you can find out how this affects the individuals. Our classroom settings demand that student-teachers must learn how to appreciate and accept differences in emotional expressions and executive among students. Emotions are an imperative part of one's personality. They determine the nature and usefulness of the pattern of social interaction and also put in to the psychological well-being of an individual. If our teacher trainees are emotionally intelligent, they will be able to articulate their emotions positively without threatening students or other persons. An attempt has been made in this study to find out that does emotional intelligence is affected by the locale?

## REVIEW OF LITRATURE

Review of literature acts as the spine of any research work. With the help of review of literature researcher will know, what others have learned from similar research situations and helps in the formation of hypothesis for the study. **Singh (2003)<sup>[12]</sup>** has found that there is a significant positive relationship between emotional intelligence and adjustment. Teacher working in higher educational institution have better emotional intelligence and adjustment in comparison to the teachers in secondary and primary schools **Perry, Ball & Stacey (2004)<sup>[10]</sup>** has revealed that Emotional intelligence is directly related to the understanding of teaching motivation and self directed learning of student teachers

**Annaraja & Jose (2005)**<sup>[1]</sup> found that rural and urban B.Ed., trainees did not differ in their self awareness, self-control, social skills and emotional intelligence.

**Mishra (2006)**<sup>[8]</sup> has found that as compared to high emotionally intelligent student teachers; less emotionally intelligent student-teachers have less teaching work motivation. For highly emotionally intelligent student-teachers emotional intelligence was found to be positively related to teaching work motivation. But for less emotionally intelligent student-teachers the relationship was not significant.

**Updhyaya (2006)**<sup>[14]</sup> has found that as compared to low emotionally intelligent student teachers, high emotionally intelligent student-teachers are more confident, persistent, supportive, enthusiastic and divergent

**Suresh & Joshith (2008)**<sup>[13]</sup> suggested that emotional intelligence and stress are negatively related to each other, i.e. a person having high emotional intelligence may have low stress and vice versa.

**Chopra (2009)**<sup>[3]</sup> revealed that through emotional intelligence both teachers and students will be benefited in the use, control and managing of their emotions and thus contribute not only to their development but also to the process of teaching and learning and making it far more effective.

**Kumar (2009)**<sup>[9]</sup> revealed that there was no significant difference between rural and urban pupil teachers in emotional intelligence.

**Mahmood Ahmad Khan and Mohammad Muzzafar Lone (2015)**<sup>[6]</sup> The results revealed that there was no significant difference between the emotional intelligence of the rural and urban students but there is a significant difference between the two on factor D (emotional stability) and factor H (value orientation) of emotional intelligence.

**Kumar (2020)**<sup>[5]</sup> showed that results revealed that emotional intelligence was independent of gender, subject, locality of the school, type of family, father's occupation, and family income. The level of higher secondary school student's emotional intelligence was average in nature. The female students are better than the male students on their emotional intelligence.

**Chanchal Sharma (2021)**<sup>[2]</sup> The result showed that there is no significant difference in emotional intelligence of urban and rural area secondary school students.

## **SIGNIFICANCE OF THE STUDY**

Emotional Intelligence play most important element in the life of a teacher. In the modern era every nation want to develop in every prospective of sustainable goals declared by the United Nations. For the development of a nation, education system has the

leading role. Teachers are the most important part of education system so they need to be emotionally stable and strong so that they can understand the students of their class very well.

The review of literature indicates that very few researches have been done on the emotional intelligence of teacher trainees in relation to their gender. Hence the investigators propose to study emotional intelligence of teacher trainees.

## STATEMENT OF THE PROBLEM

Emotional intelligence is a master aptitude, a capacity that intensely affects all other abilities, either facilitating or interfering with them. From a long time it is considered that teaching is a job of high status and responsibility. Therefore, the primary aim of the study is to discover the Emotional Intelligence of Teacher Trainees from Himachal Pradesh.

## OBJECTIVES OF THE STUDY

**O.** To find out the difference in emotional intelligence among teacher trainees based on locale.

## HYPOTHESES OF THE STUDY

**H.** There will be no significant difference in Emotional Intelligence of teacher trainees based on locale.

## METHOD

The Descriptive survey method for the present study has been used by investigator.

## POPULATION

The teacher trainees of Hamirpur district will constitute the population of the study.

## SAMPLING

The sample for the present study consists of 100 Teacher Trainees of Hamirpur district of Himachal Pradesh.

## RESEARCH TOOL UESD

Emotional Intelligence Scale by Anukool Hyde, Sanjyot Pethe & Upinder Dhar (2005) is used as tool for data collection.

## VARIABLES

In the present study, Emotional Intelligence was treated as dependent variable, whereas locale was taken as independent variables.

## STATISTICAL TECHNIQUES USED

Mean, Standard Deviation and t-test has been used for data analysis.

## ANALYSIS AND INTERPRETATION

Table-1 presents the calculated statistics of Emotional Intelligence of rural and urban teacher trainees.

Table -1

## Significant of Mean Difference in Emotional Intelligence of Rural and Urban Teachers

Groups	N	Mean	SD	df	't' - value	Significance
Rural	58	126.03	12.34	98	0.20	NS
Urban	42	129.14	11.72			

NS= Not significant at 0.05 level of significance

The Table-1 indicates that the obtained 't'-value was found to be 0.204 with respect to Emotional Intelligence of rural and urban teacher trainees which is not significant at 0.05 level of significance. It means that rural and urban teacher trainees do not differ significantly with regard to their emotional intelligence. In other words it can be said that rural and urban teacher trainees have similar levels of emotional intelligence. This may be due to intelligence, decisiveness, equal qualification, organized prospective teachers, same teaching learning environment.

Hence, the null hypothesis stating that, 'there will be no significant difference in Emotional Intelligence of teacher trainees based on locale was retained.

### FINDINGS OF THE STUDY

On the basis of the analysis and interpretation of the data the following conclusions were drawn:

- No significant difference was found in the emotional intelligence of Teacher Trainees on the basis of their Locale.

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