Relationship between Emotional Intelligence and Personality among Pupil Teachers of Jammu

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Abstract

The objective of this study is to explore the relationship between Emotional Intelligence (EI) and Personality among pupil teachers of jammu. For this purpose, data was collected from 300 randomly selected pupil teachers, both male and female from various colleges in Jammu. Multi-Dimensional personality Inventory by Manju Aggarwal.and Emotional intelligence scale by Anukool Hyde, Sanjyot Pethe, Upinder Dhar (2001) was used as tools for data collection. The results of the study showed that there exists a strong positive correlation between the emotional intelligence and personality of pupil teachers

KEYWORDS: Emotional Intelligence, Personality and Relationship

Introduction:

Emotional intelligence particularly refers to the ability to get along with people and make good personal decisions. This is more essential and required in life than theoretical or abstract intelligence. Emotional intelligence, like general intelligence, is the product of one's heredity and its interaction with his environmental forces. Until recently, we have been led to believe that a person's general intelligence measured as I.Q or intelligence quotient is the general predictor of success in any walks of life - academic, social, vocational or professional. Consequently, the I.Q scores are often used for selection, classification and promotion of individuals in various programmes, course and job placement etc. However, researches and experiments conducted in the 90's onwards have tried to challenge such over-dominance of the intelligence and its measure intelligence and its measure, Emotional quotient (E.Q). These have revealed that a person's Emotional intelligence measured through his E.Q may be a greater predictor of success than his or her I.Q. Mayer and Salovey (1990) were the first to propose a theory of EI in academic literature. In their model, EI is defined as the ability to: (a) perceive and express emotions, (b) use emotions to facilitate thoughts, (c) understand and reason with emotion, and (d) regulate emotion in the self and others

The literal meaning of the term personality is derived from the Latin word Persona. Persona originally denoted the theatrical mask, first used in Greek drama and adopted about a 100 years before Christ by Roman players. it was the mask used by actors in Roman theaters for changing their facial make up. After putting on the mask, audience expected the person to perform a role in a particular manner. Personality is the dynamic organization within the individual of those psychophysical systems that determine his characteristic behavior and thought (Allport, 1961).In psychological terms, personality refers to our characteristic, ways of responding to individual and situations. People can describe the way in which they respond to a particular situation. There are certain words or traits associated with the personality. These words are used to describe the personality. Words like shy, quite, sensitive,

warm, concerned are used to refer the different components of personality. In this sense, personality refers to unique and relatively stable qualities that characterise an individual's behaviour across different situations over period of time. McCrae and Costa (1987; McCrae and john, 1992) described personality through 5 dimensions or 5 main factors including neuroticism, extraversion, openness, agreeableness and conscientiousness.

According to Lean & Schwartz (1987)emotional ability is considered as a factor of mental health while emotional disorder has an important role in developing mental and personality disorders. Brackett and Mayer (2003) found that EI is significantly correlated with extraversion, neuroticism, agreeableness, and conscientiousness, but fairly related to openness to experience. The relationships between EI and personality traits have been heavily discussed in the literature. Several models of EI are closely related to personality theory, specifically the mixed models (Bar-On, 2005; Goleman, 1995).

Objectives Of the study:
1) To study the emotional intelligence of Pupil Teachers
2) To study the Personality of Pupil Teachers
3) To study the relationship between emotional intelligence and personality of pupil teachers

 Sample

For the present study, 5 colleges of education were selected out of 10, according to convenience in the Jammu district affiliated to Jammu University. Out of these colleges, 60 pupil-teachers from each college were selected randomly to collect the information regarding emotional intelligence and personality.

The total sample for the study comprised of 200 pupil-teachers. (Table A)

Name of College	Total Population	No. of students taken
Govt. College of Education Canal road Jammu	300	60
M.S Khalsa College Education Chand Nagar, Jewel Jammu	250	60
K.C. Gurukul College Education Muthi Jammu	300	60
K.C. College Education Muthi Jammu	250	60
Calliope College Education Akhnoor Road, Doomi Jammu	220	60
	Total	**300**

TOOLS:

The following tools were used to collect data:

1. Multi-Dimensional personality Inventory by Manju Aggarwal.
2. Emotional intelligence scale by Anukool Hyde, Sanjyot Pethe, Upinder Dhar (2001)

Analysis: Objective vise analysis is as under
1) First objective of the study was to study emotional intelligence of pupil teachers. The data related to this objective was analysed by calculating emotional intelligence of the sample. It was found that average emotional intelligence of pupil teachers was 136.5 . the mean score of emotional intelligence of female pupil teachers was 142.34 and mean score of emotional intelligence of male pupil teachers was 131.52.
2) Second objective was to analyze personality type of the pupil teachers. The data related to this objective was analyzed by computing the percentages

Extroversion-Introversion

Percentages were computed after dividing the pupil teachers into the three types of personality types. Result is shown in the table

Table B showing percentages of pupil teachers having different personality type w.r.t Extroversion-Introversion

Serial Number	Personality Type	Number of pupil Teachers	Percentage
1	Introvert	118	39.33 %
2	Ambivert	125	41.66 %
3	Extrovert	57	19%
	Total	**300**	

From the table it is clear that maximum number of pupil teachers i.e 125(41.66%) are having Introvert personality type whereas minimum number i.e 57(19%) are having extrovert personality type

3) Third objective of the study was "To study the relationship between emotional intelligence and personality of pupil teachers". Data related to this objective was analyzed with the help of Pearson's Product moment correlation. Pearson's Correlation was calculated between emotional intelligence scores of pupil teachers with their corresponding total personality scores. The results are given in the Table C

Table C Coefficient of Correlation between Emotional Intelligenceand Personality of Pupil Teachers

Variables	N	R
Emotional Intelligence	300	0.68**
Personality	300	

** Significant at .01 level

The coefficient of correlation between emotional intelligence and personality of pupil teachers came out to be 0.68 which is significant at .01 level of confidence which shows that there exists a highly positive and significant relationship between emotional intelligence and personality of pupil teachers. In this context, the null hypothesis, namely, "There will be no significant relationship between emotional intelligence and personality of pupil teachers.", is rejected. The results indicated that there exists a strong positive correlation between the emotional intelligence and personality of pupil teachers.

Results:

1) It was found that average emotional intelligence of pupil teachers was 136.5 . the mean score of emotional intelligence of female pupil teachers was 142.34 and mean score of emotional intelligence of male pupil teachers was 131.52.
2) maximum number of pupil teachers i.e 125(41.66%) are having Introvert personality type whereas minimum number i.e 57(19%) are having extrovert personality type
3) there exists a strong positive correlation between the emotional intelligence and personality of pupil teachers

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