

Study of Personality and Emotional Intelligence of Pupil Teachers in Relation to Gender and Locale

Parmvir Singh

Assistant Professor G.M.T. College of Education, Ludhiana, Punjab, India

Abstract

The purpose of this study was to make "A study of personality and emotional intelligence of pupil teachers". The study was conducted on sample of 200 educational colleges of males and females of Ludhiana district. Eysenck's Personality Inventory and Emotional Intelligence Scale by Hyde Pethe Dhar were used to collect data. The results showed that Boys may be more extroverts, expressive, easy going and seek more experience as compared to females but now females are equally intelligent, educated, social, expressive and extrovert because male female are getting same family and society. Pupil teachers are influenced by rural and urban surroundings. In case of personality of people teacher area plays a significant role. Females are more sensitive and less experienced than male but now they become more experienced more explosive to society than males.

KEYWORDS: Personality, Emotional Intelligence, Pupil Teachers.

Introduction

Education plays an important role in the development of the country. Education cultivates the individual and helps him in the fulfillment of 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.

Objectives

1. To investigate the significance of difference between the personality of male and female pupil teachers.
2. To investigate the significance of difference between personality of pupil teachers belonging to rural and urban areas.
3. To investigate the significance of difference between emotional intelligence of male and female pupil teachers.
4. To investigate the significance of difference between emotional intelligence of pupil teacher belonging to rural and urban areas.
5. To investigate the significance of relationship between the personality and emotional intelligence of pupil teachers.

Hypotheses

1. There exists significant difference between the personality of male and female pupil teachers.
2. There exists significant difference between personality of pupil teachers belonging to rural and urban areas.
3. There exists significant difference between emotional intelligence of male and female pupil teachers.
4. There exists significant difference between emotional intelligence of pupil teacher belonging to rural and urban areas.
5. There exists significant relationship between the personality and emotional intelligence of pupil teachers.

Sample

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

Method

In the present study survey method of investigation was employed to a study of personality and emotional intelligence of people teacher on the students of B.Ed. colleges.

Tools Used

1. Eysenck's Personality Inventory.
2. Emotional Intelligence Scale by Hyde Pethe Dhar.

Results

Table 1**Significance of the Difference between Mean Scores of Personality among Male and Female Pupil Teachers**

| Group | N | M | S.D | SE _M | t-value |
|--------|-----|-------|------|-----------------|---------|
| Male | 100 | 14.79 | 3.30 | 0.33 | 1.21 |
| Female | 100 | 15.32 | 2.91 | 0.29 | (N.S.) |

N.S. means non significant

Table 1 revealed that the mean scores of personality of male and female pupil teachers as 14.79 and 15.32 respectively and their standard deviation as 3.30 and 2.91 respectively. The t-ratio is 1.21 with $d_f=198$ which is not significant at 0.01 and 0.05 level of confidence. This revealed that no significant difference exists between mean scores of personality of male and female pupil teachers.

Therefore the Hypothesis-1 “There exists significant difference between the personality of male and female pupil teachers,” stands rejected. The reason for above results may be that both male and female people teacher are influenced by rural and urban surroundings. Boys may be more extroverts, expressive, easy going and seek more experience as compared to females but now females are equally intelligent, educated, social, expressive and extrovert because male and female are getting same family and society.

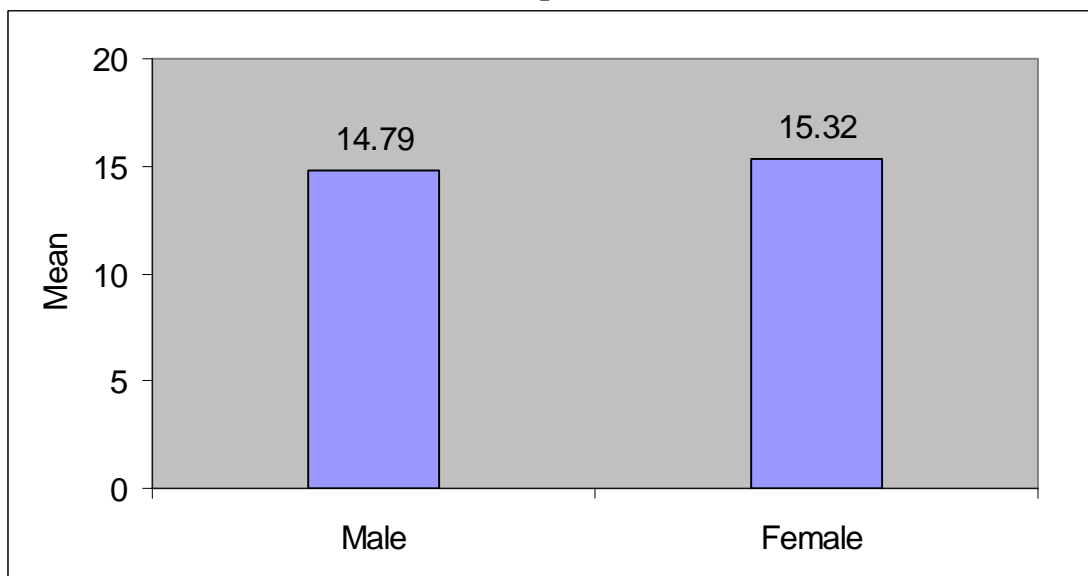
Fig. 1**Bar Graph showing Difference of Mean Scores of Personality among Male and Female Pupil Teachers**

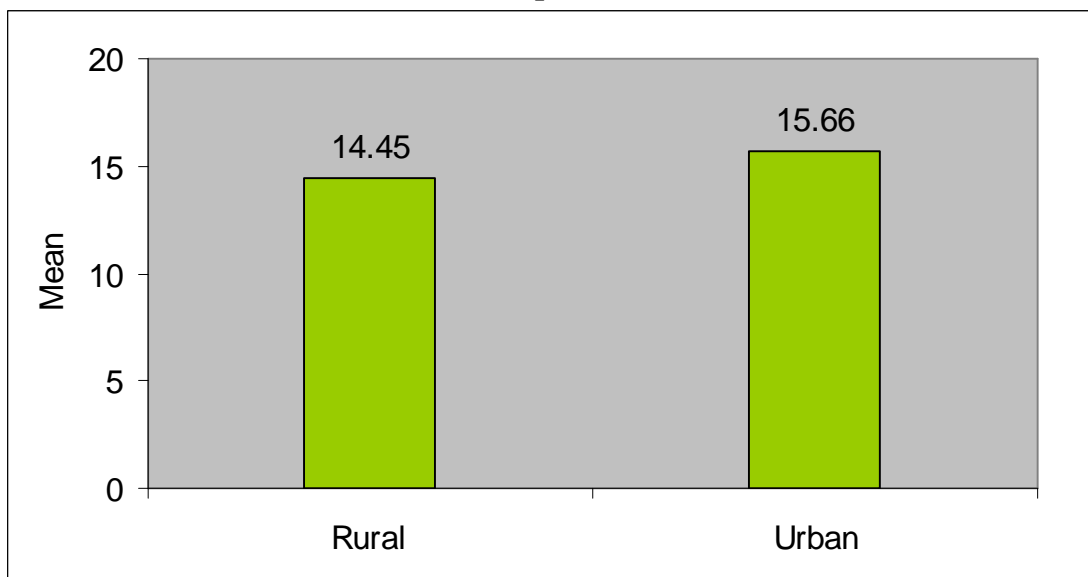
Table 2**Significance of the Difference between Mean Scores of Personality among Rural and Urban Pupil Teachers**

| Group | N | M | S.D | SE _M | t-value |
|-------|-----|-------|------|-----------------|---------|
| Rural | 100 | 14.45 | 2.96 | 0.30 | 2.80** |
| Urban | 100 | 15.66 | 3.16 | 0.32 | |

***significant at 0.01 and 0.05 level of significance.*

Table 2 revealed that the mean scores of personality of rural and urban pupil teachers as 14.45 and 15.66 respectively and their standard deviation as 2.96 and 3.16 respectively. The t-ratio is 2.80 with $d_f = 198$ which is significant at 0.01 and 0.05 level of confidence. This revealed that a significant difference exists between mean scores of personality of rural and urban pupil teachers.

Therefore the Hypothesis-2 “There exists significant difference between the personality of pupil teachers belonging to rural and urban area,” stands accepted. The reasons for above result may be that pupil teachers are influenced by rural and urban surroundings. In case of personality of people teacher area play a significant role.

Fig. 2**Bar Graph showing Difference of Mean Scores of Personality among Rural and Urban Pupil Teachers****Table 3****Significance of the Difference between Mean Scores of Emotional Intelligence among Male and Female Pupil Teachers**

| Group | N | M | S.D | SE _M | t-value |
|--------|-----|--------|-------|-----------------|---------|
| Male | 100 | 130.01 | 13.83 | 1.38 | 2.59** |
| Female | 100 | 134.80 | 12.79 | 1.28 | |

***significant at 0.01 and 0.05 level of significance.*

Table 3 revealed that the mean scores of emotional intelligence of rural and urban pupil teachers as 130.01 and 134.80 respectively and their standard deviation as 13.38 and 12.79 respectively. The t-ratio is 2.59 with $d_f=198$ which is significant at 0.01 and 0.05 level of confidence. This revealed that a significant difference exists between mean scores of emotional intelligence of male and female pupil teachers.

Therefore the Hypothesis –3 “There exists significant difference between emotional intelligence of male and female pupil teacher,” stands accepted. The reason for above result may be that inspite of females are more sensitive and less experienced than male but now they become more experienced more explosive to society than males.

Fig. 3

Bar Graph showing Difference of Mean Scores of Emotional Intelligence among Male and Female Pupil Teachers

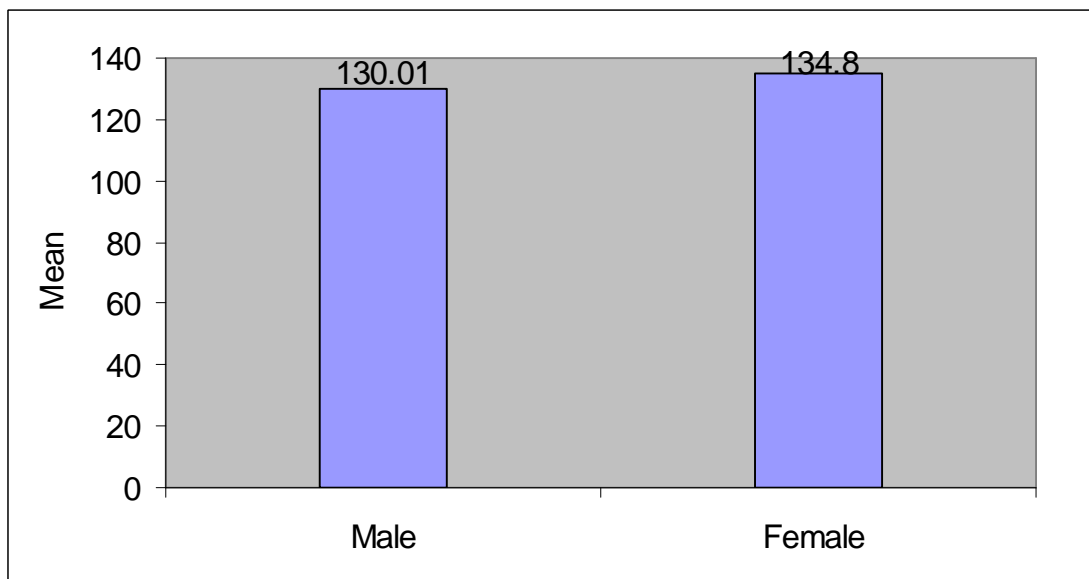


Table 4

Significance of the Difference between Mean Scores of Emotional Intelligence among Rural and Urban Pupil Teachers

| S.No. | Group | N | M | S.D | SE _M | t-value | Result |
|-------|-------|-----|--------|-------|-----------------|---------|--------------------------------------|
| 1. | Rural | 100 | 128.52 | 11.38 | 1.14 | 4.29** | S-significant at 0.01 and 0.05 level |
| 2. | Urban | 100 | 136.37 | 14.36 | 1.44 | | |

**significant at 0.01 and 0.05 level of significance.

Table 4 revealed that the mean scores of emotional intelligence of rural and urban pupil teachers as 128.52 and 136.37 respectively and their standard deviation as 11.38 and 14.36 respectively. The t-ratio is 4.29 with $d_f=198$ which is significant at 0.01 and 0.05 level of confidence. This revealed that a significant difference exists between mean scores of emotional intelligence of rural and urban pupil teachers.

Therefore the Hypothesis -4 “There exists significant difference between emotional intelligence of pupil teacher belonging to rural and urban areas,” stands accepted. The reason for above result may be that pupil teacher are influenced by rural and urban surroundings. Urban pupil teacher get more facilities and they are emotionally strong.

Fig. 4
Bar Graph showing Difference of Mean Scores of Emotional Intelligence among Rural and Urban Pupil Teachers

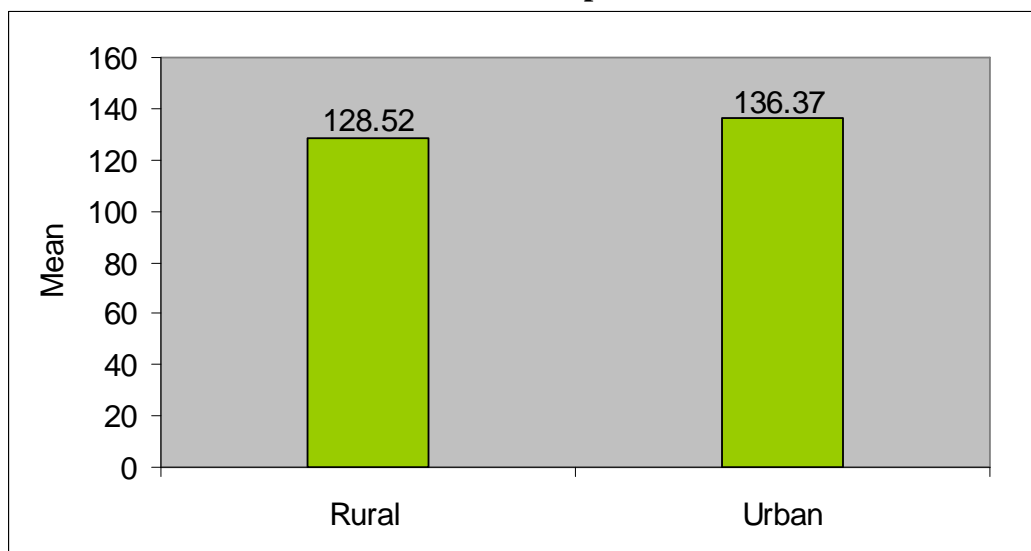


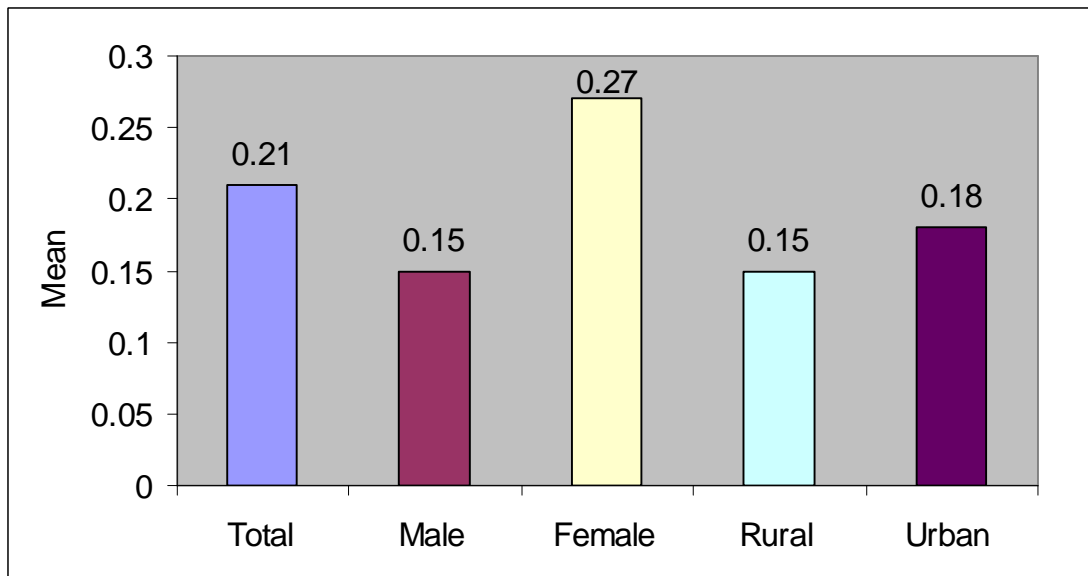
Table 5
Coefficient of Correlation between Personality and Emotional Intelligence of Pupil Teachers

| Respondents | N | r |
|---------------|-----|--------|
| Total | 200 | 0.21** |
| 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 – 5** “There exists significant relationship between the personality and emotional intelligence of pupil teachers,” stands partially accepted. The reason may be that a balanced and emotionally strong person adjust in every situation but area play a significant role.

Fig. 5**Bar Graph showing Coefficient of Correlation between Personality and Emotional Intelligence of Pupil Teachers****Implications**

The study reveals that significant difference is found in personality and emotional intelligence of pupil teachers. On the basis of this findings it can be said that equal opportunities, attention and same kind of environment should be given to both so that they can make there good and balance personality. Also the teachers, parents and administrator should make provisions so that the individuals may be provided with adequate training to master and control their emotions. In other words, both male and female pupil-teacher should develop their emotional intelligence which may be possible by providing them congenial environment in the family and in educational institutes.

References

- Bharti, A. K. (2010). Personality Adjustment of urban and rural adolescents of both the sexes. *Asian Journal of Psychology and Education*, 43(7), 32-34.
- Finnegar, J.E. (1998). Working with emotional intelligence, where we are today Montgomery at Auburn University at Montgomery School of Education.
- Gupta, B.S. & Singal, W.R. (1971). Sex and intelligence on personality adjustment. *Psychological Studies*, 16(2), 39-44.
- Kaur, V. (2003). *Emotional intelligence and its impact on adjustment pattern among +2 students*. Unpublished M.Ed. dissertation, Panjab University, Chandigarh.
- Lekhi, V. (2005). *A study of emotional maturity of adolescents in relation to cognitive and non-cognitive variables*. Unpublished Ph.D. Education thesis, Panjab University, Chandigarh.
- Miglani, D. (2001). *Emotional intelligence as related to academic achievement of adolescents*. Unpublished M.Ed. dissertation, Panjab University, Chandigarh.
- Sabapathy, T. (1986). A study of relationship of manifest anxiety, emotional maturity

and social maturity of standard Xth students with their Academic Achievement. *Fourth survey of Research in Education*, New Delhi: NCERT. 1, 84.

Shah, K.M. (1987) An investigation into the personality factors in the context or innovativeness or the teachings. *The Journal of Progress of Education*, 9(2), 65-78.

Swain, B.C. & Parida, A.K. (2010). Sociometric status in relation to personality characteristics and intelligence of high school students. *Journal of Community Guidance and Research*, 27(3), 352-361.