

## EMOTIONAL INTELLIGENCE OF IN-SERVICE AND PRE-SERVICE TRAINEE TEACHERS: A COMPARATIVE STUDY

By

GAURAV SINGH \*

GIRIJESH KUMAR \*\*

*\* Sr. Lecturer, Rakshpal Bahadur Teachers Training Institute, Bareilly.*

*\*\* Head, Department of Education, Faculty of Education and Allied Sciences, M.J.P. Rohilkhand University, Bareilly.*

### ABSTRACT

*A teacher is more near to students than any other during his school days. Students want to share each and every thing related to educational as well as personal matters with him. It reflects that a teacher has strong emotional bondage with students. In the light of above discussion researcher decided to carry out a research on trainee teachers to analyze their emotional intelligence in relation to their mode of training i.e. Pre-service training programme (B.Ed. Regular) and In-service training programme (B.Ed. Distance mode).*

*Research has been carried out on 182 trainee teachers (divided into two groups i.e. Pre-service training programme (B.Ed. Regular) and In-service training programme (B.Ed. Distance mode), using Emotional Intelligence Scale (EIS) by Anukool Hyde, Sanjyot Pathe and Upinder Dhar (2002). Mean, Standard deviation and T-test are used to analyze the data.*

*The research has indicated that emotional intelligence of trainee teachers differs significantly in relation to their mode of training. It also has been observed that on the aspects like Self awareness, Emotional Stability, Managing Relation, Integrity, Self-development, Empathy and Value Orientation, trainee teachers of in-service course (B.Ed. Distance) are much better, whereas on the aspects like Self-motivation, Commitment and Altruistic behavior, the trainee teachers of pre-service course (B.Ed. Regular) are significantly better than trainee teachers in distance programme.*

*Keywords: Emotional Intelligence, B.Ed. Distance, B.Ed. Regular, In-service Trainee Teachers, Pre-service Trainee Teachers*

### INTRODUCTION

Teaching is not wholesome of a teacher's duty, but it includes a lot from social to moral development of a child. A teacher is more near to students than any other during his school days. Students want to share each and every thing related to educational as well as personal matters with him. It reflects that a teacher has strong emotional bondage with students. It is generally agreed that the goodness of an educational programme to a large extent is dependent on the quality of teachers available to implement it.

Some times it has been observed that an effective teacher is that who is the master of his subject, but it is he, who can transact the knowledge in students as per their needs and interests and who can understand them well. This thought directed to researcher towards analyzing the

emotional intelligence of trainee teachers.

For long, it has been believed that success at the workplace depends on the level of intelligence or IQ as reflected in the academic achievements, examinations, marks obtained etc. All these are aspects of intelligence of academic significance, but the question is how bright an individual is outside the classroom when he/she encounters with life's difficult moments? Here, one needs a different kind of resourcefulness, termed as Emotional Intelligence (EQ), which is a different way of being smart. Emotional Intelligence is what gives a person a competitive edge (Singh, 2001).

The teaching community feels deeply concerned about the emotional well being of the teachers. Moreover such orientation can lead towards raised standards of social and emotional literacy levels of students across the

education institutions. Emotional intelligence is a factor which either developed or be destroyed depending upon environmental experiences provided by parents, teachers and society (Mangle, 2004).

Moreover after Salovey & Mayer, 1990, p.189, who popularized the concept of Emotional Intelligence, defined as the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions. It was Goleman (1995), who pointed out two important points for teachers.

(i) The degree of Emotional Intelligence positively predicted degree of life success.

(ii) The emotional intelligence could be learned.

More recently, Cohen (2001) expanded upon the work & proposed a new form of literacy -social and Emotional literacy. He defined it as the ability to read or decode one's own emotions and those of others, to use decoded information to solve social emotional problems, and to be creative, helpful learners.

In the light of above discussion researcher decided to carry out a research on trainee teachers to analyze their emotional intelligence in relation to their mode of training i.e. Pre-service training programme (B.Ed. Regular) and In-service training programme (B.Ed. Distance mode).

## Statement of the Problem

The research problem can be stated as "To Analyze Emotional Intelligence of Trainee Teachers (B.Ed.) in relation to their mode of Training i.e. Pre-service training programme (B.Ed. Regular) and In-service training programme (B.Ed. Distance mode)". In order to make problem researchable, researcher has decided to analyze the major aspects of emotional intelligence: Self awareness, Empathy, Self-motivation, Emotional Stability, Managing Relation, Integrity, Self- development, Value Orientation, Commitment and Altruistic behavior.

## Objectives of the Study

Major objective of the study were:

- To compare the emotional intelligence of trainee teachers of B.Ed. in relation to their mode of Training i.e.

pre-service training programme (B.Ed. Regular) and In-service training programme (B.Ed. Distance mode).

- To analyze the major aspects of emotional intelligence of trainee teachers of B.Ed. in relation to their mode of Training i.e. pre-service training programme (B.Ed. Regular) and In-service training programme (B.Ed. Distance mode).

## Hypotheses Framed

Ho1: There is no significant difference between overall emotional intelligence of trainee teachers of B.Ed. in relation to their mode of Training i.e. B.Ed. Regular and B.Ed. Distance mode.

Ho2: There is no significant difference in various aspects of emotional intelligence of trainee teachers of B.Ed. in relation to their mode of Training i.e. B.Ed. Regular and B.Ed. Distance mode.

## Delimitations of the Study

The present study was conducted in Bareilly city (India). The trainee teachers (B.Ed.) in pre-service training programme (B.Ed. Regular) in all five colleges and in-service training programme (B.Ed. Distance mode) at Bareilly Center of Indira Gandhi National Open University and Center for Distance and Open Learning, Jamia Millia Islamia are considered as population for study.

## Sampling Technique and Sample

For the present study random sampling technique was used. Overall 182 trainee teachers were taken as sample. Out of which, 115 were taken from three Regular B.Ed. teacher training institutions (two institutions refused to help in conduction of the research) and 67 (32 from Indira Gandhi National Open University and 35 from Center for Distance and Open Learning, Jamia Millia Islamia) were taken from Distance mode Teacher Training centers.

## Tools used for the Study

Researcher has used Emotional Intelligence Scale (EIS) constructed by Anukool Hyde, Sanjyot Pathe and Upinder Dhar (2002). This 5 point Scale consists of 34 items to measure ten factors of Emotional Intelligence i.e. Self awareness, Empathy, Self-motivation, Emotional Stability, Managing Relation, Integrity, Self-development, Value

Orientation, Commitment and Altruistic behavior.

### Reliability and Validity of the Scale

The reliability of the scale was determined by calculating reliability co-efficient on a sample of 200 Subjects. The split-half reliability co-efficient was found to be 0.88. Besides face validity, as all items were related to the variable under focus, the scale has high content validity. In order to find out the validity from the coefficient of reliability (Garrett, 1981), the reliability index was calculated, which indicated high validity on account of being 0.93.

### Statistical Technique Used for Analysis

Researcher has used Mean, Standard Deviation and 't'-test to test the null hypotheses formulated.

### Analysis and Interpretation of Data

As the hypotheses have been formulated, the data collected was analyzed in accordance with the hypotheses. The summarization of data interpretation to compare the emotional intelligence scores of trainee teachers in B.Ed. in relation to their training mode i.e. pre-service training programme (B.Ed. Regular) and In-service training programme (B.Ed. Distance mode) is presented in Table 1.

From the mean, standard deviation and t-scores shown in Table 1, it can be observed that emotional intelligence of trainee teachers differ significantly in relation to their training mode. Thus null hypotheses 1 is rejected. The emotional intelligence is found significantly different in trainee teachers of Pre-service training programme (B.Ed. Regular) and In-service training programme (B.Ed. Distance mode), which means that mode of training has a significant relationship with emotional intelligence.

In order to analyze the relation of major aspects of emotional intelligence of trainee teachers in pre-service training programme (B.Ed. Regular) and In-service training programme (B.Ed. Distance mode), corresponding

| Type of Sample | N   | Mean   | S.D. | t-value | Level of Significance |
|----------------|-----|--------|------|---------|-----------------------|
| B.Ed. Regular  | 115 | 115.70 | 8.67 | 3.71*   | 0.01                  |
| B.Ed. Distance | 67  | 121.10 | 9.89 |         |                       |

Table 1. Emotional Intelligence scores of trainee teachers in B.Ed. in relation to their training Mode

scores of trainee teachers are compared by using 't'-test as per Table 2 in order to test the hypothesis 2.

It is clear from the comparison of mean and standard deviation as per Table 2 that the null hypothesis 2 has not been rejected completely. On all of the aspects of emotional intelligence, mean scores of trainee teachers of pre-service training programme (B.Ed. Regular) and In-service training programme (B.Ed. Distance) mode are significantly different. On the aspects like Self awareness, Emotional Stability, Managing Relation, Integrity, Self-development, Empathy and Value Orientation, trainee teachers of in-service course (B.Ed. Distance) are much better, whereas on the aspects like Self-motivation, Commitment and Altruistic behavior, the trainee teachers of pre-service course (B.Ed. Regular) are significantly better than trainee teachers in distance programme.

### Result

From the interpretation of data and hypotheses testing it can be concluded that emotional intelligence of trainee teachers differs significantly in relation to their mode of training. Trainee Teachers of in-service training programme (B.Ed. Distance) are more emotionally intelligent as per findings of this study. From the analysis of various aspects of emotional intelligence, it is clear that on the aspects like Self awareness, Emotional Stability, Managing Relation, Integrity, Self-development, Empathy and Value Orientation, trainee teachers of in-service course (B.Ed. Distance) are much better, whereas on the

| Aspect of EQ         | B.Ed.Regular (115) |      | B.Ed. Distance (67) |      | t-ratio | Level of Significance |
|----------------------|--------------------|------|---------------------|------|---------|-----------------------|
|                      | Mean               | S.D. | Mean                | S.D. |         |                       |
| Self awareness       | 13.46              | 2.98 | 14.67               | 2.78 | 2.76*   | 0.01                  |
| Empathy              | 16.71              | 3.57 | 18.26               | 3.12 | 3.06*   | 0.01                  |
| Self-motivation      | 20.23              | 4.04 | 18.25               | 4.04 | 3.19*   | 0.01                  |
| Emotional Stability  | 13.46              | 2.87 | 15.23               | 3.16 | 3.77*   | 0.01                  |
| Managing Relation    | 13.56              | 3.03 | 14.87               | 2.84 | 2.93*   | 0.01                  |
| Integrity            | 12.12              | 2.62 | 13.73               | 2.54 | 4.08*   | 0.01                  |
| Self-development     | 6.04               | 2.15 | 7.18                | 2.29 | 3.31*   | 0.01                  |
| Value Orientation    | 5.79               | 2.01 | 7.24                | 2.06 | 4.62*   | 0.01                  |
| Commitment           | 7.85               | 2.10 | 6.33                | 2.29 | 4.45*   | 0.01                  |
| Altruistic behaviour | 6.48               | 2.11 | 5.34                | 2.08 | 3.55*   | 0.01                  |

Table 2. Relation of major aspects of emotional intelligence of trainee teachers in pre-service training programme (B.Ed. Regular) and In-service training programme (B.Ed. Distance mode)

aspects like Self-motivation, Commitment and Altruistic behavior, the trainee teachers of pre-service course (B.Ed. Regular) are significantly better than trainee teachers in distance programme. The finding suggests that the trainee teachers in distance mode B.Ed. are more emotionally intelligent. This finding can be correlated with the fact that the teachers already in job are more aware about student problems and practical aspects of teaching as well as they are quite experienced in teaching. Due to this reason, they are much ahead to pre-service trainees as per-service trainees are fresher's and have no idea about practical situations of teaching.

### Educational Implications and Recommendations

Emotional Intelligence is an important area of consideration now-a-days. It is equally important for teachers and students. The in-service teacher training programs are becoming more and more popular now-a-days as they provide the opportunity to get training with Job. The most effective way to nurture the social and emotional competencies of pre-service teachers would be for teacher education to change its primary purpose from that of developing students' cognitive abilities to that of developing students' affective abilities (Singh and Singh, 2006). As the study suggests that pre-service trainee teachers are far behind on various aspects of Emotional Intelligence, it means that there is a need to redefine the objectives of teacher training and reframe the curriculum of teacher education as per requirements. The curriculum should be more practical oriented and opportunities of interaction with students should be increased for pre-service teacher trainees. . The medium of instruction is also an area of consideration. The Teachers should be prepared separately for Hindi and English medium schools (Singh and Kumar, 2009). The traditional lecture method should be replaced by case-study and Society-interactive projects. As the students are

trained in realistic situations, their emotional intelligence can be increased and they can deal effectively with teaching-learning as well as social environment.

### References

- [1]. Cohen, J. (Ed.) (2001). *Caring Classrooms – Intelligent Schools: The Social Emotional Education of young children*. New York: Teacher College Press.
- [2]. Garrett, H. E. (1981). *Statistics in Education and Psychology*. Bombay: Vakils, Feffer and Simons.
- [3]. Goleman, D.P (1995). *Emotional Intelligence; Why It Can Matter More Than IQ for Character, Health and Lifelong Achievement*. Bantam Books, New York.
- [4]. Mangal, S.K. (2004). *Advanced Educational Psychology* (2nd Ed.) New Delhi: Prentice Hall of India.
- [5]. Salovey, P. & Mayor, J.D. (1990). Emotional Intelligence. *Imagination, Cognition & Personality*. Vol. 9 p.p. 185-211.
- [6]. Singh, D. (2001). *Emotional Intelligence at Work: A Professional Guide*, New Delhi: Saga Publication pp. 16-20.
- [7]. Singh, G. and Singh, A. (2006). Development of Emotional Intelligence: Role of a Teacher Educator, *Journal of Educational Studies*, Allahabad: AES, 4(1&2), p.p. 56-57.
- [8]. Singh, G. and Kumar, G. (2009). Emotional Intelligence and Medium of Instruction: A Study of Secondary School Teachers, *Experiments in Education, The S.I.T.U. Council of Educational Research*, Chennai, 38(3), p.p. 43-46.
- [9]. Singh, G. and Kumar, G. (2009). Emotional Intelligence among Convent and Saraswati Schools' Teachers, *Psycho-lingua*, Psycho-Linguistic Association of India, Agra. 39 (2), p.p. 139-141.

## ABOUT THE AUTHORS

*Dr. Gaurav Singh has done his M.Sc. in Physical Chemistry in 2001 from Bareilly College, Bareilly. He has completed his M.Ed. in 2003 from Faculty of Education and Allied Sciences, M. J. P. Rohilkhand University, Bareilly and secured First rank in University. He qualified UGC-NET in the same year and started his career as a Lecturer at Rakshpal Bahadur Teachers Training Institute, Bareilly. He has completed his Ph.D. under the guidance of Prof. Girjesh Kumar on Self-financing Teacher Education. He has attended more than 35 seminars/ conferences and symposium and his twelve research articles / papers have been published in National/International Journals so far. He has organized three national seminars as an organizing committee member and six university level cultural festivals in his institute. He is an innovative lecturer and during his active participation Rakshpal Bahadur Teachers Training Institute, Bareilly was accredited B+ by NAAC and became the first self-financing institution attaining this status in the state.*



*Prof. Girjesh Kumar graduated from Modi College of Science and Education. He has done his M.Sc. in Chemistry in 1972 and M.Ed. in 1974 from IASE, Meerut University, Meerut. After doing his M.Ed., he started his Career as Lecturer in Dept. of Education, Hindu college, Moradabad. He has completed his Ph.D. under the guidance of learned Prof. M. K. Raina in 1978. At Hindu College, he taught B.Ed. and M.Ed. classes. Since 1980, he has started to guide research at Hindu College. In 1998, Prof. Kumar joined Dept. of Education, M. J. P. Rohilkhand University, Bareilly as a Professor and till date 26 students have been awarded Ph.D. under his guidance. His more than 65 research papers have been published in various international and national Journals. He has chaired a number of seminars, conferences, workshops and also conducted various UGC refresher courses. Presently, he is officiating as Head, Department of Education, Faculty of Education and Allied Sciences, M. J. P. Rohilkhand University, Bareilly. He is a member of R.D.C. and board of studies in various universities. Under his headship, Faculty of Education and Allied Sciences, M. J. P. Rohilkhand University, Bareilly was accredited A+ by NAAC. He has visited various universities as a member and Chairman of NAAC peer team.*

