



EMOTIONAL INTELLIGENCE OF PROSPECTIVE PRIMARY TEACHERS IT'S RELATION TO THEIR PERSONALITY- A STUDY IN SABARKANTHA DISTRICT GUJARAT STATE.

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ABSTRACT

The present study identify that, Emotional intelligence of prospective teacher it's relation to their personality. The emotional intelligence of prospective teacher all the variable are compare for their personality and identify the relationship of EMI and personality of primary prospective teachers in the district of sabarkantha. Analysis the objective related data and show conclusion that, there is no significant relationship between emotional intelligence of prospective primary teachers on their personality.

KEY WORDS: Emotional Intelligence, Personality, Primary Teachers.

INTRODUCTION

Emotional intelligence (EI) is the ability to understand and manage your own emotions, and those of the people around you. Teacher with a high degree of emotional intelligence know what they're feeling, what their emotions mean, and how these emotions can affect other people to himself behaviors of Intra personal awareness, inter personal awareness, intra personal management, inter personal management etc. behavior of prospective teacher direct and indirect shown their personality. Emotional intelligence has now become the point of general interest for in the school, colleges and universities. It is believed that emotional and social competences are as important as traditional dimensions of intellectual ability and personality. Prospective teacher emotional intelligence helps much in all spheres of life through its various constituents or components namely knowledge and personality of one's emotions and handling the various relations to their related area. Emotional intelligence is another layer of human mind which is constructive enough in exploring human intelligence by processing a scientific way. Such systematic understanding of human emotion to measure human intelligence will prove much beneficial in uplifting common success rate of contemporary education and its system. Emotional intelligence essentially reflects our ability to deal successfully with other people and with our own feelings. Curiosity of the good academics needs to study such emotional intelligence to get the meaningful of human heart. Bar-on 1997 has placed emotional intelligence in the context of personality he defined emotional intelligence as an umbrella concept of non-cognitive capabilities, competencies, and skills, which helps an individual to become more efficient in coping with environmental demands and pressures. He proposed a model of non-cognitive intelligences that includes five broad areas of skills or competencies from the personality domain and within each, more specific skills that appear to contribute to success, these include intra-personal skills, inter personal skills, adaptability, stress management and general mood.

Substantial research has been conducted on the various relationships between personality and Emotional Intelligence. All of the Big Five personality traits (Agreeableness, Openness, Extraversion, Neuroticism, and Conscientiousness) have been found to correlate at least moderately with Emotional Intelligence (McCrae, 2000). In particular, Emotional Intelligence measures have generally been found to have at least moderate significant correlations with Extraversion (positive direction) and Neuroticism

(negative direction), and smaller significant positive correlations with openness, agreeableness and conscientiousness (Matthews et al., 2006). Conceptually, such relationships make sense as both personality and Emotional Intelligence are comprised of both cognitive and emotional components (see, Mayer and Salovey, 1995; also see Shulman & Hemenover 2006). Indeed, it can be argued that Emotional Intelligence which is conceptualized as ability influences the development of personality etc. In this context the purpose of present research to identify that, emotional intelligence of prospective primary teacher it's relation to their personality.

OBJECTIVE OF STUDY :

1. To study the Emotional intelligence of prospective primary teachers it's relation to their Personality.

HYPOTHESIS OF STUDY:

1. There is no significant relationship between the Emotional Intelligence of prospective primary teacher on their overall Personality.

VARIABLE OF STUDY:

This study Emotional intelligence and its component Intrapersonal awareness, Interpersonal awareness, Intrapersonal management, Interpersonal Management is independent variable and Personality and it's component Extroversion personality, Introversion personality is dependent variable are be decided in this study.

LIMITATION & DE-LIMITATION OF STUDY:

In the Present study Primary prospective teacher in sabarkantha district included, this primary prospective teacher emotional intelligence and it's component and Personality and it's component studied. There is no studied that, gender, area, aided and non-aided junior college of education prospective primary teacher are not studied in the area of present research. That Primary Prospective teacher studying in second in educational year in 2017-18 are involve other variable related to the present study are not studied in present research study.

RESEARCH METHOD:

Normative survey Research method use for the present study the investigator personally visit for junior college of education and taking the permission for principal of college collecting the essential information related to prospective teacher and the objective of present research.

SAMPLING:

Cluster Random Sampling method was use for the present study. The investigator randomly selected for 10 junior college of education in the district of sabarkantha. In this selected junior college of education investigator given visit for this day the prospective teacher present in the class of second year boys and girls select for the study. Total size of sample for the present study total 200 prospective teacher studying in junior college of education class second year are selected according to the cluster technique. Therefore in the present study has been adept cluster random sampling method in present study.

TOOL :

The study emotional intelligence inventory constructed and standardized by Mangal S. K. and Personality inventory constructed and standardized by Singh H. & Singh Y. have use in the present student norm and scoring process has adept according to the guideline of those inventory manual.

ANALYSIS & INTERPRETATION :

Analysis & Interpretation data and evaluated the null hypothesis and shown the result are as follows.

Table no. 1.1

There is no significant relationship between the Emotional Intelligence of prospective primary teacher on their Personality.

Model Summary- Multiple R .139, R Square .019, Adjusted R Square -.006, Std. Error of the Estimate 6.292					
ANOVA					
Model	S. S.	df	Mean Square	F	Sig.
Regression	151.575	5	30.315	.766	NS
Residual	7682.005	194	39.598		
Total	7833.580	199			
Parameter Estimate					
Model	B	Std. Error	Beta	t	Sig
(Constant)	47.964	3.278	--	14.633	.000
Emotional Intelligence	.516	.404	.911	1.275	.204
Intra Personal Awareness	-.328	.445	-.192	.737	.462
Inter Personal Awareness	-.493	.394	-.288	1.251	.213
Intra Personal Management	-.579	.399	-.352	1.453	.148
Inter Personal Management	-.457	.370	-.320	1.236	.218

Data were analysed using multiple regression analysis. The alpha level of significant was set at 0.05. Above table reveals that, the multiple R for this model was .133. The joint impact of independent variable accounted for 06% (that is R adjusted .006) variable in personality of prospective teachers. The beta weight for overall Emotional intelligence was .516, Intra personal awareness -.328, Inter personal awareness -.493, Inter personal management -.579. Intra personal management -.457. In order to show that no significance of the predictive of overall emotional intelligence, intra personal awareness, Inter personal awareness, Intra personal management, Inter personal management variable, their regression coefficient were compute using the student t-statistics. These variables were tested at 0.05 level of confidence. The t values are as follows overall emotional intelligence 1.275, Intra personal awareness 0.737, Inter personal awareness 1.251, Intra personal management 1.453, Inter personal management 1.236. This shows that the independent variable has not significant relationship with overall personality of prospective teacher in junior college of education. It should be noted that, emotional intelligence and it's component are predictors of personality of prospective teacher in junior college of education with an F value 0.766. The regression model for this function is personality of prospective teacher in junior college of education +47.964 Overall Emotional Intelligence +.516 Intra personal awareness -.328 Inter personal awareness -.493 Intra personal management -.579. Inter personal management -.457 Overall emotional intelligence of was highly contributor to the variation followed by the other component of emotional intelligence.

The hypothesis which states that there is no significant relationship between emotional intelligence and this component on their personality is therefore accepted. It is concluded that there is no significant relationship between emotional intelligence and it's component with the exception of personality for prospective teacher in junior college of education.

CONCLUSION:

This study emotional intelligence and their component of intra personal awareness inter personal awareness, Intra personal Management and inter personal Management of prospective primary teacher relation to their personality. The conclusions drawn this study, the overall emotional intelligence and their all component is not significant relation between the personality of prospective primary teacher in study area. The level of relationship of various component of emotional intelligence the overall emotional intelligence of prospective teacher nearest relationship of their personality compare to other factor of emotional intelligence to their personality.

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