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A STUDY OF EMOTIONAL INTELLIGENCE IN RELATION TO LEVEL OF ASPIRATION OF B.ED STUDENT TEACHERS

Jawed Ahmad

Abstract:

The aim of study was to assess the relationship between emotional intelligence and level of aspiration in terms of subject background of B.Ed student teachers. The sample size was 600, among them 300 are boys and 300 are girls. The tool used for this study is 'Emotional Intelligence Scale' developed by Ankool Hyde, Sanjyot Pethe and Upinder Dhar. The result revealed the Positive correlation between EI with level of aspiration. The science student teachers shows positive correlation between EI and level of aspiration. Whereas there is no positive correlation was found between EI and level of aspiration in respect of arts and social science of B.Ed student teachers respectively.

KEYWORDS:

Emotional Intelligence , managing emotions , environment , Social Skills.

INTRODUCTION

According to Goleman (1998) “Emotional Intelligence refers to capacity of recognizing our own feelings and those of others for motivating ourselves and for managing emotions well in ourselves and in our relationship.”

Emotional intelligence is the capacity of an individual to define his own emotions and to become sensitive to those that he perceives from the environment and the circle of people he is interacting with. It may also be that emotional intelligence is the use of knowledge of these emotions to control situations and create plans and decisions based on the perceived emotions. Resources would further add that emotional intelligence is part of our personality that dictates us to become more aware of what triggered a specific reaction, both done by the and people surrounding the “self”. Emotional Intelligence (EI), often measured as an emotional intelligence quotient (EQ), describes an ability, capacity, or skill to perceive, assess and manage the emotions of one's self, of others, and of groups.

EMOTIONAL INTELLIGENCE INVOLVES IN FIVE TYPES OF SKILLS:

Self-awareness: It is a persons ability to understand and be aware of their feelings and moods. Self awareness helps, a person keep an eye on their thoughts and emotions so they can better understand why they feel a particular way.

Managing emotions: The skill helps people display their emotions in socially appropriate ways. It helps one control anger, sadness and fear.

Motivation: It helps a person use their emotions to reach their goals. It helps them hold back their impulses

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and delay gratification to reach these goals.

Empathy: This is the ability to understand how a person feels. It is different from feeling sorry for someone. It is feeling like “walking” in their shoes.”

Social Skills: Social skills are dealing with others in social situations. It is ability to carry on a conversation and deal with other's emotions. It is being socially competent.

LEVEL OF ASPIRATION:

The concept of level of aspiration (LOA) was first introduced by Dembo (1931) while referring to the degree of difficulty of the goal towards which a person is striving. He also made some experimental observation to justify his stand point. Hoppe (1930) performed the first experimental analysis of aspirational phenomena. Experimental results of Dembo and Hope stimulated other researchers to investigate into the factors that influence goal setting behaviour. Hope 1930 defined the level of aspiration as the degree of difficulty of the task chosen as a goal for the next action. He found that on a given task, if a person's performance falls short of his expectations or the level of aspirations, he experiences the feeling of failure. But in case his performance meets or exceeds his level of aspiration, he owns a sense of success. This may be explained as a having negative feeling and positive feeling respectively.

REVIEW OF LITERATURE:

Brown (1993), Mayes Cohen (1992), found that symbolic imagery representing affective other self interactions contributes to development of memories, fantasies and dreams that help in containing and modulating states of emotional arousal. Damasio (1994, 1999) found that the lesions in these area produce deficits in the abilities of emotional intelligence, namely self awareness, self management, similar to lesions in discrete areas of neocortex selectively impairing aspects to purely, cognitive ability such as verbal fluency or special reasoning.

Day & Leitch (2001); Hargeaves, Beatty, Lasky, Schmidh, & Wilson (2006) found that there is emerging evidence that teacher's emotional responses to work vary by career stage, teaching context, and others key factors.

Khan (2001) found that there was no significant difference in the overall work motivation of male and female teachers. Singaravelu (2007) found that no significant difference was observed in emotional intelligence between men and women.

Lasky (2005) worked on secondary school teachers responses to comprehensive school reforms and found that these reforms frequently constrained teacher's sense of agency. These studies advance research on teachers emotions by acknowledging that teachers affective responses are likely to vary depending on their (a) Schooling level, (b) Work context (e.g. interacting with students versus interacting with parents); (c) role (e.g. teacher, department, chair etc.); and (d) reform context.

OBJECTIVES:

- 1) To study the relationship between EI and level of aspiration of B.Ed student teachers.
- 2) To study the relationship between EI and level of aspiration in terms of subject background (Science, Arts, and Social Science)

HYPOTHESES

Ho1 There is no significant relationship between EI and level of aspiration of B.Ed student teachers.

Ho2 There is no significant relationship between EI and level of aspiration in terms of subject background such as Science, Arts, and Social Science of B.Ed student teacher.

METHODOLOGY

Population and Sample:

Keeping in the view the objectives of the present study, 600 B.Ed students teachers were selected from C.C.S University Meerut through cluster sampling produce. Out of 600 B.Ed student teachers, 300 were boys and 300 were girls respectively.

Tools Used:

Emotional Intelligence scale (EIS) developed by Anukool Hyde, Sanjyot Pethe and Upinder Dhar was adopted and used for the research. It contains 34 items and measures emotional intelligence through ten factors namely (i) self awareness, (ii) empathy, (iii) self motivation, (iv) emotional stability (v) managing relation, (vi) integrity (vii) self development (viii) value orientation (ix) commitment and (x) altruistic behavior. For the measurement of level of aspiration, L.A. Coding test was used, which is developed by A. Ansari and G.A. Ansari.

Statistics Used

According to proposed objectives of the study, the correlation coefficient was use to see the relationship between EI and level of aspiration.

Presentation and Analysis of Data

Relationship between EI and level of aspiration of three groups of student teachers. The EI indicators have been studied also in terms of level of aspiration of student teachers. The level of aspiration analysed in two categories such as A.D. Score and G.D. Score. The indicator of EI also been related to the level of aspiration as a whole. Table 01 summarises the results obtained in this regard.

(N= 600)

Dimensions of EI	Level of Aspiration	A.D. Score	G.D. Score
Self awareness	.037	-.027	-.002
Empathy	.115**	-.036	-.023
Self motivation	.122**	-.099*	-.023
Emotional Stability	.071	-.060	-.010
Managing relations	.028	-.024	-.039
Integrity	.139**	-.048	-.001
Self development	.022	-.009	-.015
Value Orientation	.143**	-.049	-.031
Commitment	.043	-.087*	-.034
Altruistic behavior	-.004	-.100*	-.005
EI Total	.130**	-.092*	-.023

* significant at .05 level

** significant at .01 level

The perusal of the table 01 bring out in fact that the value of correlation between EI of student teachers and level of aspiration is .130 which is statistically significant at .01 level, where as the relationship of EI and A.D. Score is -.092 which is also significant at .05 level. But value of correlation for the scores of EI and G.D. Scores is -.023 which is not significant at any level.

The various dimensions of EI have also been correlated to the level of aspiration, A.D. Score and G.D. Score. The table indicates significant relationship between empathy, self motivation, integrity, value orientation with level of aspiration. The value being .115, .122, .139 and .143 respectively and which are significant at .01 level. However the table also reveals that the relationship between self motivation and commitment with A.D. Score as indicated by the value being -.099, -.087 respectively and significant at 0.05 level. Whereas there is no significant relationship seems to be observed between dimension of EI and G.D. Scores as is evident from the value being -.002, -.023, -.023, -.010, -.039, .001, -.015, .031, -.034 & -.005

A STUDY OF EMOTIONAL INTELLIGENCE IN RELATION TO LEVEL OF ASPIRATION

Relationship between EI and level of aspiration with science student teachers

Table 02 shows the relationship between EI and level of aspiration of science student teachers. The level of aspiration has been analysed in the two categories such as A.D. Score and G.D. Score respectively. The EI have also been related to the level of aspiration as a whole. Table 02 summarises the result obtained in this regard.

(N=200)

Dimension's	Level of Aspiration	A.D. Score	G.D. Score
Self awareness	.160*	-.001	-.060
Empathy	.218**	-.021	-.108
Self motivation	.096	-.206**	-.022
Emotional Stability	.138	-.090	-.091
Managing relations	.122	-.070	-.098
Integrity	.154*	-.100	-.088
Self development	.139	-.023	-.078
Value Orientation	.214**	-.193*	-.003
Commitment	.108	-.093	-.056
Altruistic behavior	.047	-.141	.166
EI Total	.227**	-.154*	-.091

* significant at .05 level

** significant at .01 level

The table 02 indicates the value of correlation between EI with level of aspiration is .227 and which is significant at .01 level, whereas the relationship between EI and A.D. Score is -.154 which is significant at .05 level. But there is no significant correlation observed between EI and G.D. Score of Science student teachers.

The various dimensions of EI have been correlated to the level of aspiration, A.D. Score and G.D. Score. The table shows significant relationship between self awareness, empathy, integrity and value orientation. The value being .160, .218, .154, and .214 respectively. The relationship between empathy and integrity has been observed to be significant at .01 level and the values for self awareness and integrity being .160 and .154 are observed to be significant at .05 level. However the table also reveals that the relationship between self motivation, value orientation and altruistic behavior with A.D. Score as indicated by the value being -.206, -.193 and -.141 respectively. Which is significant at .01 level and relationship between value orientation and altruistic behavior being -.193 and -.141 are observed to be significant of .05 level. Where as there is no significant relationship could be seen between EI and G.D. Score of science students teachers.

Relationship between EI and Level of aspiration with arts student teachers

Table 03 present, the findings in respect of relationship of EI with level of aspiration, A.D. Score and G.D. Score of arts student teachers. EI have also been related to level of aspiration of arts students as a whole. The table 03 summarises the result, obtained in this regard.

A STUDY OF EMOTIONAL INTELLIGENCE IN RELATION TO LEVEL OF ASPIRATION

(N=200)

Dimension's	Level of Aspiration	A.D. Score	G.D. Score
Self awareness	-.071	.012	.043
Empathy	.009	.089	.090
Self motivation	.043	.031	.066
Emotional Stability	.105	.048	.067
Managing relations	-.143	.060	.041
Integrity	.054	.063	.111
Self development	-.009	-.064	.047
Value Orientation	.100	-.029	.060
Commitment	-.054	-.113	.049
Altruistic behavior	-.071	-.113	-.083
EI Total	-.004	-.009	.088

* significant at .05 level

** significant at .01 level

The scrutiny of the table 03 brings out the fact that the value of correlation of total score of EI with level of aspiration, A.D. Score and G.D. Score is -.004, -.009 and -.008, which is not significant at any level.

The only one dimension of EI that is managing relation, the value of this dimension is -.143, which is significant at .05 level. After that the table does not show significant relationship between EI with level of aspiration, A.D. Score and G.D. Score respectively.

Relationship between EI and level of aspiration with social science student teachers

Table 04 embodies the result of relationship of EI with level of aspiration, A.D. Score and G.D. Score of Social Science student teachers. This table also shows the relationship of EI with level of aspiration of Social Science teachers as a whole. Table 04 summaries the result obtained have under.

A STUDY OF EMOTIONAL INTELLIGENCE IN RELATION TO LEVEL OF ASPIRATION

(N=200)

Dimension's	Level of Aspiration	A.D. Score	G.D. Score
Self awareness	.032	-.092	.001
Empathy	.110	-.141*	-.050
Self motivation	.093	-.085	-.094
Emotional Stability	-.083	-.047	.029
Managing relations	.039	-.075	-.036
Integrity	.187**	-.101	-.005
Self development	.023	-.007	.018
Value Orientation	-.040	.009	.055
Commitment	.032	-.070	-.080
Altruistic behavior	-.048	-.052	-.063
EI Total	.073	-.126	-.047

* significant at .05 level

** significant at .01 level

Table 04 reveals that the value of correlation between EI with level of aspiration, A.D. Score and G.D. Score of student teachers is .073, -.126 and -.047, which is not significant. It implies that there is no relationship between EI with level of aspiration, A.D. Score and G.D. Score.

The dimension wise analysis, integrity is the factor of EI, the value so obtained in this dimension is .187, which is found to be significant at .01 level. It shows that there is a correlation between EI with level of aspiration of social science students. The correlation value for empathy with A.D. Score is -.141, which is significant at .05 level and is negatively correlated. Table shows that there is no significant relationship between dimensions of EI with G.D. Score of social science student teachers.

CONCLUSION

The analysis of the study reveals that there is positive correlation between EI total with level of aspiration, but EI total shows the negative relationship with A.D. Score respectively. As for as subject is concerned such as science, arts and social science the science student teachers has shows positive correlation of EI total with level of aspiration and also shows negative correlation of EI total with A.D. score. The findings of the results of arts student teachers indicate no significant correlation between EI and level of aspiration and EI with A.D. Score respectively. There was no significant correlation found, between social science student teachers of EI with level of aspiration and EI with A.D. and G.D. Score respectively.

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A STUDY OF EMOTIONAL INTELLIGENCE IN RELATION TO LEVEL OF ASPIRATION

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