



Emotional Intelligence of Pupil Teachers in Relation to their Well Being

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Abstract

The present study is an attempt to assess the level of Emotional Intelligence and Well being of pupil teachers. For the purpose of conducting the study, sample comprising 120 pupil teachers (B Ed students) was selected from the department of Education of Aligarh Muslim University and two private colleges in Aligarh. Standardized tools were administered to draw information. Statistical analysis of the data was done using Mean, SD and t test and it was observed that male and female pupil teachers were similar in their Emotional Intelligence but difference exists in relation to wellbeing. The study further brought into light that Emotional Intelligence has positive and significant relationship with overall Well-being of pupil teachers.

Keywords: Emotional Intelligence, Well being, Empathy, Pupil teachers.

Introduction

Teachers' task is multifaceted as they are not only involved in teaching but also with different aspects related to the curriculum, students, school, community etc. It is very important for a teacher to maintain a balanced personality throughout his/her teaching profession since a teacher has to face diverse and challenging situations many a times. There are various factors that strengthen the personality of teachers and thereby contribute to their overall wellbeing.

During past three decades, the concept of Emotional intelligence has attracted the attention of several psychologists and researchers. The term Emotional intelligence has been rooted from social intelligence which was first coined by Thorndike in 1920. It involves abilities and skills related with understanding of self and others, and getting adapted to changing environmental needs. According to Goleman¹ "The success of a person depends on the art of managing emotions which includes practical skills and the ability to handle people is referred as Emotional Intelligence". Salovey² and Mayer² developed a model of Emotional intelligence which involves four mental processes like Perception – Perceiving and identifying emotions, Assimilation-Integrating emotions into thought patterns, Understanding – Understanding one's own and others emotion and Managing – Managing emotions.

Nowadays extensive researches are being carried out on factors leading to Well-being of individuals. Wellbeing has been viewed as a combination of several factors that consists of happiness, satisfaction, enjoyment and other hedonic and eudaimonic factors. Well-being includes different dimensions like physical, mental, social, emotional and spiritual well-being. Archer, Probert and Gage³ define well-being as the process and state of quest for maximum human functioning that involves the body, mind and spirit. Well being of a person depends upon

various factors like upbringing, personal choices and the social conditions.

The present study is intended to measure Emotional Intelligence and Well being of pupil teachers.

Review of related literature

Indu attempted to measure Emotional intelligence of teacher trainees and observed that majority of them possessed average Emotional Intelligence. The result showed that no significant difference exists between Emotional Intelligence of teacher trainees based on the sub scales, gender, type of family and type of institution⁴. Shakya found that the female prospective teachers appear to be more effective in teaching and less emotionally intelligent as compared to male prospective teachers⁵. Singaravelu found no significant difference in Emotional Intelligence among student teachers in relation to gender while significant difference was observed in Emotional Intelligence with respect to locality of the residence of student teachers⁶. Latha observed that all B.Ed trainees had high Emotional Intelligence. The result revealed that male and female B.Ed trainees were similar in their Emotional Intelligence measure. The result also showed no significant difference between Emotional Intelligence of Science and Arts B.Ed trainees and Aided and Private college trainees⁷. Manju observed no significant difference in Emotional intelligence of B.Ed students with respect to gender, type of colleges but difference was observed in relation to streams of study⁸.

Mundase Gaur observed that the female trainee teachers possess higher level of EQ than their male counterparts. Significant difference occurred among trainee teachers when compared on the grounds of streams they studied and type of family they belongs to. Urban and rural nativity didn't offer any scope for difference in EQ of trainee teachers⁹.

Ahamad found no significant difference between boys and girls pupil teachers on Emotional intelligence. Similar results were related to religion. No significant difference was observed among Hindu, Muslim and Sikh pupil teachers and concluded that religion has no role in developing emotional intelligence among pupil teachers¹⁰.

Kaur conducted a study on well being of teacher educators and observed no significant difference of well-being among the teacher educators based on difference of sex and the nature of the subjects taught¹¹, while Tali examined that well-being of prospective teachers was significantly related with their learning styles and decision making styles. Prospective teachers having high, average and low level of well being exhibited similar magnitude of preference for activist, reflective, theorist and pragmatist style of learning¹², Kaur attempted to study the Well being of University students and found that university students have moderate level of well being and there was no significant difference observed between male and female students in their well being¹³. Aggarwal observed significant differences in mental, emotional and total well being of male and female teacher trainees but urban and rural teacher trainees did not differ significantly on well being measure (total as well as dimension wise)¹⁴.

Objectives of the study: The present study has following objectives. i. To examine the level of Emotional intelligence and Well being of pupil teachers. ii. To compare Emotional intelligence of male and female pupil teachers. iii. To study the difference in well-being of pupil teachers with respect to gender. iv. To compare Emotional intelligence of male and female pupil teachers at different levels of well-being. v. To understand the extent and nature of relationship between Emotional intelligence and well-being of pupil teachers.

Hypotheses of the study: The study was carried out with following null hypotheses. i. There will be no significant difference in Emotional intelligence of male and female pupil teachers. ii. There will be no significant difference in the well-being of pupil teachers with respect to gender. iii. There will be no significant difference in Emotional intelligence of High well-being and Average well-being pupil teachers. iv. There will be no significant difference in Emotional intelligence of High well-being and low well-being pupil teachers. v. There will be no significant difference in Emotional intelligence of Average well-being and Low well-being pupil teachers. vi. There will be no significant relationship between Emotional intelligence and well-being (overall as well as with different dimensions) among pupil teachers.

Sample: Pupil Teachers are students studying at B Ed level in various Colleges and departments of education for Pre-Service Teacher Education Programme. B.Ed students studying in the department of education of Aligarh Muslim University and two other private colleges in Aligarh formed the sample of the study. Incidental sampling technique was used to select the sample.

Sample size consisted of 120 (B. Ed students) pupil teachers out of which 56 were male pupil teachers and 64 were female pupil teachers.

Tools used in the study: In order to collect the data following standardized tools were used.

Roqan Emotional Intelligence Test: Roqan Emotional Intelligence Test developed by Zainuddin and Ahmed¹⁵ was employed in the present study. The scale consists of 30 items that measures five dimensions -self awareness, self regulation, motivation, empathy and social skills. According to the authors Reliability was determined by calculating Cronbach's alpha coefficient that was found to be 0.7 and the scale was validated by correlating with "Emotional Intelligence scale" by Anukool Hyde, Upinder Dhar and Sanjoy Pethe. The reliability index was found to be 0.83 indicating that the scale possess high validity.

Well-being Scale: Well-being scale developed and standardized by Sandhu and Gupta¹⁶ was employed for the present study. The scale has 50 items that measures five dimensions (physical well-being, mental well-being, social well-being, emotional well-being, spiritual well-being). Each dimension contains 10 items. Reliability has been established by Test-retest reliability (0.98) and Split half reliability (0.96). Concurrent validity of the scale was determined by comparing it with the scores of Subjective Well-being Inventory by Sall and Nagpal (1992). Correlation between Subjective Well-being inventory and different dimensions of the scale were -0.45, 0.78, -0.90, 0.28 and 0.18 respectively. The total correlation of the scale according to the constructors was found to be 0.53.

Statistical techniques used: In order to fulfill the objectives of the study, data was analyzed by using Mean, SD, t test and Product Moment Correlation.

Results and Discussion

Table-1
Descriptive Statistics of Emotional intelligence and Well-being of Pupil Teachers

Group	N	Mean	SD
Emotional Intelligence well being	120	70.53 181.63	5.11 19.69

Table-1 shows that, after comparing the mean and standard deviation, the standard deviation is less than one-third of the mean. This shows that the sample is normally distributed. The mean score for Emotional intelligence was 70.53 which falls in the normal range (65-75) and the standard deviation of the scores was found to be 5.11.while the mean score for well-being was found to be 181.63 which falls in the range of High well-being (177 and above) and the standard deviation of the scores was 19.69

Table-2
Comparison of Emotional intelligence of Male and Female Pupil Teachers

Groups	N	Mean	S D	t value
Male	56	70.9	5.62	0.77NS
Female	64	70.18	4.65	

NS Non significant

The mean values of Emotional Intelligence scores for male and female pupil teachers were found to be 70.9 and 70.18 respectively, which shows that both the groups have minor difference in their Emotional intelligence. The statistical evidences are in favour of general observations that the Emotional intelligence of male and female are similar.

It is evident from the table that the t value for male and female pupil teachers was found to be 0.77, which was insignificant at .01 level. Hence, the hypothesis that was framed in this context was accepted and it was concluded that there is no significant difference between the Emotional intelligence of male and female pupil teachers.

Table-3
Comparison of Well being of Male and Female Pupil Teachers

Groups	N	Mean	S D	t value
Male	56	186.64	24.07	2.69**
Female	64	176.62	15.30	

**significant at .01 level

It is evident from Table-3 that the t value for male and female pupil teachers was found to be 2.69 which was significant at .01 level. Hence, the null hypothesis was rejected and it was concluded that there is a significant difference between the Well being of male and female pupil teachers. By comparing the means it can be said that male pupil teachers are better in their Well being compared to their female counterparts.

Table 4 reveals that t value calculated for High and Average well-being pupil teachers was found to be 1.7 which was insignificant at .01 level, so null hypothesis was accepted. It indicates that pupil teachers belonging to High and average

Well-being groups do not differ each other and hence are similar in their Emotional Intelligence.

Table-4
Comparison of Emotional Intelligence of Pupil Teachers among Various Levels of well being

Groups	N	Mean	S D	Df	t value
High W B	83	77.14	5.75	106	1.7 NS
Average WB	25	74.93	5.73		
High W B	83	77.14	5.75	93	10.27 **
Low WB	12	59.67	3.84		
Average WB	25	74.93	5.73	47	10.9**
Low WB	24	59.67	3.84		

NS Non significant **Significant at .01 level

High well-being and Low well-being groups with t value of 10.27 achieved the required level of significance on Emotional Intelligence measure similarly with the case of Average Well-being pupil teachers with a Mean of 74.93 and Low well-being pupil teachers with a Mean of 59.67 reached the acceptable level of significance when their mean difference was tested by t-test (t=10.9). In both the cases null hypothesis was rejected. It is clear from the table that the mean values of High and Average Well-being groups are significantly higher than their Low Well-being counterparts pointing out that Emotional Intelligence is higher in better Well being groups.

Table-5 gives an idea about the relation of Emotional Intelligence and Well-being of Pupil teachers. Emotional Intelligence has positive and significant relationship with mental well-being, social well-being and Emotional Well-being dimensions. Least relationship was found to be with Physical Well-being (0.03), followed by Spiritual well-being (0.17) and maximum relation was observed with Mental well-being (0.54) followed by Emotional Well-being (0.43). The correlation value of Emotional Intelligence with overall well-being was found to be 0.48 and was significant at .01 level and hence null hypothesis was rejected. This indicates that Emotional Intelligence and Well-being of pupil teachers are positively and significantly correlated.

Table-5
Correlation of Emotional Intelligence and Well being of Pupil Teachers

Well - being	Physical well-being	Mental well-being	Social well-being	Emotional well-being	Spiritual well-being	Overall
Emotional intelligence	0.03NS	0.54**	0.38**	.43**	0.17NS	0.48**

**Significant at .01 level

NS Non significant

Discussion: The present investigation was an attempt to study the Emotional Intelligence and Well-being of pupil teachers. It was observed that Emotional Intelligence of pupil teachers fall in the normal range consistent with the findings of Indu⁴, Manju⁸ and inconsistent with the findings of Latha⁷ who observed that the B.Ed trainees were high in their Emotional Intelligence.

It was confirmed that male and female pupil teachers are similar in their Emotional Intelligence supported by the findings of Indu⁴, Singaravelu⁶, Manju (2014)⁸ but does not corroborate with the findings of Mundase Gaur⁹.

It was found that Pupil teachers are enjoying overall good sense of Well-being but male and female pupil teachers differ in their well-being consistent with the findings of Aggarwal¹⁴ and Male pupil teachers were found better in their Well-being when compared to their female counterparts.

The study proved that Emotional Intelligence of pupil teachers is higher in better Wellbeing groups and comparatively very low in Low Well being group.

The study brought into light that Emotional Intelligence has positive and significant relationship with overall well-being of pupil teachers. Maximum correlation was observed with Mental well-being, Emotional Well-being followed by Social Well-being dimension. Least relationship was observed with Physical Well-being (0.03) and Spiritual well-being dimensions.

Conclusion

The present study was aimed to examine the relation of Emotional intelligence with Well-being of pupil teachers. The result indicates that, Emotional Intelligence is intimately related with Well-being of Pupil teachers. Pupil teachers with high levels of emotional intelligence (EI) allow them to cope effectively with the challenges they face and promote well-being. Hence due emphasis should be given by teacher educational institutions to enhance the level of emotional intelligence and Well being of pupil teachers so that the pass outs are able to cope with various challenges in teaching environment.

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