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## Emotional Intelligence and Self-Concept Among Prospective Teachers



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### ABSTRACT

*The teacher's behaviour not only as a person but also as a teacher is predominantly controlled by his emotional behaviour, which in turn depends upon the degree of emotional intelligence possessed by him. In the modern world we need not just competent teachers, but teachers, who can question own actions and who are able to envisage new forms of professionalism. In this context the researcher has conducted a study of emotional intelligence and self-concept of prospective teachers. The main objective of the study was to see the relation between emotional intelligence and self-concept of would be teachers. Descriptive survey method was used to solve the purpose. A random sample of 120 prospective teachers from education colleges of Rohtak city was taken. The methodology includes central tendency, 't' test and Pearson product moment correlation method to know the nature of data. The results of the study show that there is a significant relationship between emotional intelligence and self-concept of prospective teachers. It has also been noticed that there is a significant difference between self-concept of male and female prospective teacher.*

**Key Words:** *Prospective teacher, emotional intelligence, self-concept,*

#### **Introduction:**

Modern age of science and technology is marked by competition in every field. In spite of spectacular advancement, man is not happy and contented. Surviving and progressing in such an unpredictable environment calls for the mutual functioning of the intellect, emotions and skills to manage stress and strain. Since education is viewed as an instrument to develop the cognitive understanding of people, it should prepare the younger generation to understand and face the realities of today's world. In this context, the schools and teachers have more responsibilities in moulding the character of student. The role of

teacher in the society keeps on changing. The over burdening spectrum of education and scientific achievement has raised the question of better learning and better achievement for all. In a fast development society of today's success has become an index of attaining position and respect. According to Bhattacharjee (1994) education converts man into productive and competent human capital to undertake various development of any nation requires that its students should receive appropriate education. Students constitute the most delicate, valuable, vibrant and dynamic asset of a nation. If a nation has to pave its path of progress and prosperity, there is no alternative

but to take full care of students. It is a well accepted fact that the quality of the nation depends upon the quality of the education imparted to its citizens which in turn depends upon the 'quality of its teachers'. However, a teacher with innumerable degrees and high profile personality cannot necessarily be termed as a good teacher. The primary quality that makes a whole lot of difference is the classroom interaction and his teacher-like behaviour. The teacher's behaviour not only as a person but also as a teacher is predominantly controlled by his emotional behaviour, which in turn depends upon the degree of emotional intelligence possessed by him. In the modern world we need not just competent teachers, but teachers, who can question own actions and who are able to envisage new forms of professionalism. In this context the researcher has conducted a study of emotional intelligence and self-concept of prospective teachers.

We are at the beginning of a new century and now a days, Emotional intelligence is considered more important than intelligence in the success of a person. Emotional intelligence is the ability to use your emotions to help you solve problems and live a more effective life Emotional intelligence without intelligence is only part of a solution. It is the head working with the heart. Historically speaking the term emotional intelligence was introduced in 1990 by two American university professors Dr. John Mayer and Dr. Peter Salovey. However the credit for popularizing the concept of emotional intelligence goes to another American psychologist Daniel Goleman (1998) According to Goleman, I.Q. accounts for only 20% of a person's success in life. The balance can be attributed to emotional Intelligence or E.Q.

On the other hand, self-concept is one's image in one's eyes. Every person tries to equip one self in such a manner, so as to be liked by others. Self-concept helps the individual in various important moments of life, e.g. in judgement, in decision making and in other various situations. It is an important mental apparatus which influ-

ences every function of life. A realistic self-concept helps an individual to grow professionally and also helps in proper emotional adjustment with the environment. An individual's behaviour and adjustment in one's society are determined by his attitude, perception and feeling about himself as well as the perception of others towards him. Self-concept plays a very important role in understanding complex human behaviour.

**Objectives:** The objectives of the study are as follows:

- 1 To study the emotional intelligence of prospective teachers.
- 2 To study the self-concept of prospective teachers.
- 3 To study the relationship between emotional intelligence and self-concept among prospective teachers.
- 4 To study the relationship between Emotional intelligence and self-concept among male prospective teachers.
- 5 To study the emotional intelligence and self-concept among female prospective teachers.
- 6 To study the difference between emotional intelligence of prospective male and female teachers.
- 7 To study the difference between self-concept among prospective male and female teachers.

#### **Hypotheses**

- 1 There is no significant relationship between emotional intelligence and self-concept among prospect teachers.
- 2 There is no significant relationship between emotional intelligence and self-concept among male prospective teachers.
- 3 There is no significant difference between emotional intelligence and self-concept among female prospective teachers.
- 4 There is no significant difference between emotional intelligence among male and female prospective teachers.
- 5 There is no significant difference between self-concept among male and female prospective teachers.

#### **Design (Methodolgy)**

Descriptive survey method was followed for the present study. Data was collected from different education college of Rohtak district with the help of emotional intelligence scale and self-concept scale. The investigator has taken randomly a sample of 120 prospective teachers from the given two colleges of Education in Rohtak

district i.e. 60 students (30 male and 30 female) from C.R. College of Education, Rohtak, 60 students (30 male and 30 female) G.B. College of Education, Rohtak.

**Tools:** In this investigation the investigator has used the Emotional Intelligence Scale By Dr. S.K. Mangal and Dr. Shubra Mangal and Self-concept inventory By Dr. R.K. Sarswat.

**Statistical technique:** Keeping the nature of the study and the nature of objective the investigator used statistical techniques such as Measures of central tendency, 't' test and Karl Pearson Product Moment correlation method.

**Analysis and Interpretation:** The data in the present study is interpreted as follows:

**Objective 1:** To study the emotional intelligence among prospective teachers

It is observed from the table 1 that most of the students have an average level of emotional intelligence among prospective teachers. The mean and S.D. of emotional intelligence are 80.5 and 8.71 respectively. The standard error of mean is 0.79. There are five chances out of hundred that true mean lies beyond the limit 78.96-82.04 at 5% level. There is one chance out of hundred that true mean lies beyond the limit 78.47-82.53 at 1% level.

**Objective 2 :** To study the self-concept among prospective teachers.

It is observed from the table 2 that most of the students have an average level of self-concept among prospective teachers. The mean and S.D. of self-concept are 191.6 and 14.17 respectively. The standard error of mean is 1.29. There are five chances out of hundred that true mean lies beyond the limit 189.08-192.89 at 5% level. There is one chance out of hundred that true mean lies beyond the limit 188.28-194.92 at 1% level.

**Objective 3 :** To study the relationship between emotional intelligence and self-concept among prospective teachers.

It is observed from the table 3 that the computed value of co-efficient of correlation between emotional intelligence and self-concept of male prospective teachers is (0.28) which is positive in

nature that indicates a positive correlation. The computed 'r' value is greater than 0.17 (0.05) to 0.23 (0.01) the value required to reach 5% and 1% level of significance. Hence, the null hypothesis of no significant correlation between emotional intelligence and self-concept among prospective teachers is rejected. Now, it can be interpreted that emotional intelligence and self-concept have low correlation, definite but small relationship.

**Objective 4 :** To study the relationship between Emotional Intelligence and Self-Concept among male prospective teachers.

It is observed from the table 4 that the computed value of co-efficient of correlation between emotional intelligence and self-concept of male prospective teachers is (0.24) which is positive in nature that indicates a positive correlation. The computed 'r' value is greater than 0.17 (0.05) to 0.23 (0.01) the value required to reach 5% and 1% level of significance. Hence, the null hypothesis of no significant correlation between emotional intelligence and self-concept among prospective teachers is rejected. Now, it can be interpreted that emotional intelligence and self-concept have low correlation, definite but small relationship.

**Objective 5 :** To study the Emotional Intelligence and Self-concept among female prospective teachers.

It is observed from the table 5 that the computed value of co-efficient of correlation between emotional intelligence and self-concept of male prospective teachers is (0.32) which is positive in nature that indicates a positive correlation. The computed 'r' value is greater than 0.17 (0.05) to 0.23 (0.01) the value required to reach 5% and 1% level of significance.

**Objective 6:** To study the difference between emotional intelligence among prospective male and female teachers.

It is observed from the table 6 that the mean score of emotional intelligence among male and female prospective teachers are 79.08 and 81.82 respectively. It is evident that the t-value is 1.64

**Table : 1 Mean, S.D. and SE<sub>M</sub> of the scores of emotional intelligence among prospective teachers.**

Variable	Number of Students	Mean	S.D.	SE <sub>M</sub>
Emotional Intelligence	120	80.5	8.71	0.79

**Table 2: Mean, S.D. and SE<sub>M</sub> of the scores of self-concept among prospective teachers.**

Variable	Number of Students	Mean	S.D.	SE <sub>M</sub>
Self-Concept	120	191.6	14.17	1.29

**Table : 3 Correlation between Emotional Intelligence and Self-Concept among Prospective Teachers**

S.No.	Variable	No. of Students	Mean Scores	'r'	Remarks
1	Emotional Intelligence	120	80.05	0.28	Significant at 0.05 and 0.01 level of significance
2	Self-concept	120	191.6		

**Table : 4 Correlation between Emotional Intelligence and Self-Concept among Male Prospective Teachers**

S.No.	Variable	No. of Students	Mean Scores	'r'	Remarks
1	Emotional Intelligence	60	79.08	0.24	Significant at 0.05 and 0.01 level of significance
2	Self-concept	60	188.3		

**Table: 5 Correlation between Emotional Intelligence and Self-Concept among Female Prospective Teachers**

S.No.	Variable	No. of Students	Mean Scores	'r'	Remarks
1	Emotional Intelligence	60	81.82	0.32	Significant at 0.05 and 0.01 level of significance
2	Self-concept	60	194.9		

**Table: 6 Mean, S.D. and 't' value for the emotional intelligence among male and female prospective teachers**

Groups	Total Student	Mean Score	S.D.	Critical Value (C.V.)	Remarks
Male	60	79.08	9.067	1.64	Not significant at 0.05 and 0.01 level of significance
Female	60	81.82	9.009		

**Table : 7 Mean, S.D. and 't' value for the self-concept among male and female prospective teachers**

Groups	Total Student	Mean Score	S.D.	Critical Value (C.V.)	Remarks
Male	60	188.3	12.63	2.53	Significant at 0.05 and 0.01 level of significance
Female	60	194.9	15.71		

which is not significant so the mean scores of the self-concept among prospective male and female teachers. emotional intelligence among male and female prospective teachers do not differ significantly. It is observed from the table 7 that the mean

Objective 7: To study the difference between score of emotional intelligence among male and

female prospective teachers are 188.3 and 194.9 respectively. It is evident that the t-value is 2.53, which is significant so the mean scores of self-concept among male and female prospective teachers are differ significantly.

### Findings of The Study:

1 It has been found that prospective teacher's emotional intelligence level is above average. 2 It has been found that prospective teacher's have positive attitude towards self-concept. 3 It has been found that there is significant relationship between emotional intelligence and self-concept among prospective teachers. 4 It has been found that there is significant relationship between emotional intelligence and self-concept among male prospective teachers. 5 It has been found that there is significant relationship between emotional intelligence and self-concept among female prospective teachers. 6 It has been found that there is not significant difference in the mean score of emotional intelligence among male and female prospective teachers. 7 It has been found that

there is significant difference in the mean score of self-concept among male and female prospective teachers.

**Conclusion**—On the basis of the findings we can conclude that there is a significant relationship between emotional intelligence and self-concept among prospective teachers. It is also found that there is no significant difference in the mean score of emotional intelligence in relation to sex. We can say that the students having high emotional intelligence and self-concept are better for teaching. The present study also helps the individual to choose the correct carrier because I.Q. contributes 20% of the factor that determine success. It means that emotional intelligence is more valuable for success than the I.Q. and other factor. So they should be sublimated through constructive activities. As this study is confined to prospective teachers, it can help in the recruitment of prospective teachers in training colleges and it can also be used as an evaluation tool to study their professional growth.

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