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Teaching Aptitude in Relation to Emotional Intelligence of Pupil Teachers

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Abstract:

The present investigation was conducted to study teaching aptitude in relation to emotional intelligence of pupil teachers. The sample comprises of 200 pupil teachers selected from four Colleges of Education in Ghaziabad. In order to collect the requisite data, Mangal Emotional Intelligence Inventory (2004) by S. K. Mangal and S. Mangal and; Teaching Aptitude Test (2001) by S. C. Gakhar and Rajnish were administrated in selected pupil teachers. Data were analyses with the statistical technique of correlation and t test. The result revealed that there was a significant positive, moderate correlation between teaching aptitude and emotional intelligence of pupil teachers and there was no significant difference between male and female pupil teachers in teaching aptitude.

Keywords: *Teaching aptitude, emotional intelligence, pupil teachers*

1. Introduction

A teacher is an acknowledged guide in the processes of learning. The purpose of teaching is to help student to learn. Each person learns, however, from his own efforts and experiences. Teacher may inspire a student to learn and guide him in experiences from which he may learn knowledge, attitude and values, but the teacher cannot learn anything on behalf of student. Today, teaching has developed into an important and necessary profession. Every country now understands the importance of teacher for the development of its future generation.

From the ancient period human relationship and teaching were interrelated. During those days the teachers used to special method of teaching which was based on love and affection. The population was small, students were also in small numbers therefore, the teacher was able to give full attention and help to the students individually. But now the situation is different. Technological development has developed the hedonistic philosophy of teaching. On one hand technological development has influenced the science and industries and on the other hand, these discoveries and inventions have also influenced education. This is why a revolution is taking place in the sphere of education. The concept of teaching is changing and due to these changing concepts now education has not remained the right of a limited few but now it has become the right of everyone. New technological developments have discovered these concepts of teaching and learning.

2. Teaching Aptitude

Besides the general intellectual ability, teaching aptitude helps the individual to acquire a required degree of proficiency or achievement in the teaching profession. Any person, who wants to become a teacher, should have a teaching aptitude. In teaching profession, the success of a teacher not only depends upon the ability to teach the subject but also his interest and aptitude towards teaching.

3. Emotional Intelligence

Emotional intelligence is the ability to feel good about doing whatever you are told, ordered, forced, convinced, or expected to do. It is the ability to keep doing it regardless of the level of stress or pressure you are put in. It is the ability to find ways to cope with your stress and thus keep doing it, regardless of your actual true desire to do it. In other words, it is the ability to keep doing it despite all your negative feelings, even feelings which may be coming from your conscience. It is, therefore, the ability to go against your feelings and to not feel your emotional pain or discomfort. It is the ability to not listen to your conscience or your own inner voice, but to listen instead to external voices which tell you to study, achieve and perform. An emotionally intelligent leader, then, is one who can persuade others to do the same thing and to make them feel good about it and want to wake up in the morning and keep doing it. The term emotional intelligence was coined by Peter Salovey and John Mayer in 1990 and then popularised by Daniel Goleman in 1995 in his ground-breaking bestseller, *Emotional Intelligence: Why It Can Matter More Than IQ?*. According to Goleman, rational intelligence only contributes about 20 per cent to the factors that determine success in life. Some extraneous factors such as luck, and

particularly the characteristics of emotional intelligence, constitute the other 80 per cent. These vital Emotional Quiescent characteristics are the abilities to motivate oneself and persist despite frustrations; to control impulse and delay gratification; to regulate one's mood and keep distress from overwhelming thought and to empathize and to hope.

4. Components of Emotional Intelligence

According to S. K. Mangal and Shubhra Mangal, "The aspects of Emotional Intelligence like, Intrapersonal Awareness (Knowing about one's own emotion) Inter-personal Awareness (knowing about other's emotions), Intra personal Management (Managing one's own emotions) and Inter Personal Management (Managing other's emotion) respectively".

4.1. Intra Personal Awareness

Intra personal awareness is the first component of emotional intelligence which can measure or by which we can knowing about one's own emotions by this we can observing own-self and recognizing of feeling as it happens. Channeling emotions in the service of a goal emotions self-control delaying gratification and stifling impulses. This refers to the ability in administering or managing self in every day to get the highest results.

4.2. Inter Personal Awareness

Inter-personal awareness is the second component of emotional intelligence which can measure or by which we can knowing about other's emotions. By this we can observe other self and recognizing of other's feeling as it happens. Sensitivity to other's feelings and concerns and taking their perspective, appreciating the difference in how people feel about thing.

4.3. Intra Personal Management

Intra personal management is the third component of emotional intelligence which can measure or by which we can knowing about the managing of one's own emotions. Channeling emotions in the service of a goal emotional self-controls delaying gratification and stifling impulses and handling feelings, so that they are appropriate to realize what is behind a feeling finding ways to handle fears and anxieties anger and sadness.

4.4. Inter Personal Management

Inter personal management is the fourth component of emotional intelligence which can measure or by which we can knowing about the managing of other's own emotions. This is the skill in managing the subordinates and the social relations, the ability in getting along with others, the ability to interest work according to the aptitude of the person.

5. Statement of the Problem

5.1. Teaching Aptitude in Relation to Emotional Intelligence of Pupil Teachers

5.2. Operational Definitions

I. Teaching Aptitude

Teaching aptitude refers ability helps the individual to acquire a degree of proficiency or achievement in the teaching profession as measured by S. C. Gakhar and Rajnish on Teaching Aptitude Test (2001).

II. Emotional Intelligence

Emotional Intelligence refers as person's ability to inter-personal awareness (own emotions), Intra-personal awareness (other emotions), inter-personal management (own-emotions) and intra-personal management (other emotions) as measured by S. K. Mangal and S. Mangal on Mangal Emotional Intelligence Inventory (2004).

III. Pupil Teachers

Pupil teachers refers to those individual who are studying in Colleges of Education

5.3. Objectives of the Study

1. To study the significant relationship between teaching aptitude and emotional intelligence of pupil teachers.
2. To study the significant relationship between teaching profession and emotional intelligence of pupil teachers.
3. To study the significant relationship between Interests towards students and emotional intelligence of pupil teachers.
4. To study the significant relationship between innovations regarding activities of the school and emotional intelligence of pupil teachers.
5. To study the significant relationship between professional ethics and emotional intelligence of pupil teachers.
6. To study the significant relationship between teaching potentiality and emotional intelligence of pupil teachers.
7. To study the significant difference in mean emotional intelligence of male and female pupil teachers.

5.4. Hypotheses of the Study

1. There exists no significant relationship between teaching aptitude and emotional intelligence of pupil teachers.
2. There exists no significant relationship between teaching profession and emotional intelligence of pupil teachers.
3. There exists no significant relationship between Interests towards students and emotional intelligence of pupil teachers.
4. There exists no significant relationship between innovations regarding activities of the school and emotional intelligence of pupil teachers.
5. There exists no significant relationship between professional ethics and emotional intelligence of pupil teachers.
6. There exists no significant relationship between teaching potentiality and emotional intelligence of pupil teachers.
7. There exists no significant differences in mean emotional intelligence of male and female pupil teachers.

6. Research Methodology

In order to collect the necessary data for the present study, Descriptive Survey Method was employed.

6.1. Population and Sample

The population consists of all Colleges of Education of Ghaziabad district, which were affiliated to CCS University, Meerut. The researcher was select four Colleges of Education on the basis of simple random technique. From these colleges sample of 200 students was taken into consideration. From the above sample of 200 students, 100 were girls out of which 50 were postgraduates and 50 were graduates. Similarly out of 100 boys students, 50 were postgraduates and 50 were graduates.

6.2. Tools Used

- a. Mangal Emotional Intelligence Inventory (2004) by S. K. Mangal and S. Mangal.
- b. Teaching Aptitude Test (2001) by S. C. Gakhar and Rajnish.

6.3. Main Findings

1. There was a significant positive moderate correlation between teaching aptitude and emotional intelligence of pupil teachers. The relationship between teaching aptitude and emotional intelligence shows that the increase of emotional intelligence had a positive effect on teaching aptitude of pupil teachers.
2. There was a significant positive correlation between teaching profession and emotional intelligence of pupil teachers. The relationship between teaching profession and emotional intelligence shows that the increase of emotional intelligence had a positive effect on teaching profession of pupil teachers.
3. There was a significant positive correlation between interests towards students and emotional intelligence of pupil teachers. The relationship between interests towards students and emotional intelligence shows that the increase of emotional intelligence had a positive effect on interests towards students of pupil teachers.
4. There was a significant positive correlation between innovations regarding activities of the school and emotional intelligence of pupil teachers. The relationship between innovations regarding activities of the school and emotional intelligence shows that the increase of emotional intelligence had a positive effect on innovations regarding activities of the school of pupil teachers.
5. There was a significant positive correlation between professional ethics, and emotional intelligence of pupil teachers. The relationship between professional ethics, and emotional intelligence shows that the increase of emotional intelligence had a positive effect on professional ethics of pupil teachers.
6. There was a significant positive correlation between potentiality teaching and emotional intelligence of pupil teachers. The relationship between potentiality teaching and emotional intelligence shows that the increase of emotional intelligence had a positive effect on potentiality teaching of pupil teachers.
7. There was no significant difference between male and female pupil teachers in teaching aptitude. This shows that the variable of sex does not create a difference in teaching aptitude of pupil teachers.

6.4. Educational Implications

The aim of education is to humanize the humanity and to made life progressive, cultured and civilized. It is through education that man develops his thinking and reasoning, problem solving and creativity, intelligence and aptitude, positive sentiment and skills, good values and attitudes, etc. Teacher holds a key position in the whole of infrastructure of education. Teaching is a novel profession. Understanding the teaching profession require teaching aptitude of teacher. Teaching aptitude is based on such skill of teacher, which require in the teaching profession. Emotional intelligence is such ability processes by teacher in the teaching profession. Those individual is selected for teaching profession and pursuing their training as pupil teacher are also emotional intelligence. The study reveals that there is a positive correlation between teaching aptitude and emotional intelligence. In the educational field emotional intelligence has a positive effect in development in teaching aptitude of pupil teachers. So, emotional intelligence has given priority in the educational field.

Teaching profession require different activities in the educational field of pupil teacher. They better understanding the teaching profession on the basis of own emotional intelligence. The study shows that teaching profession has positive correlation with the emotional intelligence of pupil teacher. So, emotional intelligence is given emphasis for better development of the teaching profession of pupil teacher.

Teacher is a leader in the school. He led the miniature society according to his own ability such as emotional intelligence. The study gives us that interest towards students of pupil teacher has positive correlated with emotional intelligence. Emotional intelligence help the pupil teacher to better understand the social relationship with students so emotional intelligence should require by pupil teacher for establishing better interest towards students.

Novelty in education is given priority. New innovation always leads to better understanding in educational activities. The study shows that innovation regarding activities of the school has a positive relationship between emotional intelligence of pupil teacher. It represent as emotional intelligence has positive enhancement of innovation regarding activities of the school by pupil teacher. So, emotional intelligence of pupil teacher should be given emphasis in teaching learning process.

Each profession requires some ethics. Ethical responsibility of pupil teacher should be given emphasis because teacher is a social worker. The study reveals that professional ethics has positive correlation with emotional intelligence of pupil teacher. Better understanding of professional ethics of pupil teacher requires emotional intelligence. So, emotional intelligence is helpful towards development of professional ethics of pupil teacher.

A good teacher is always has an ability or potential towards teaching, he better understanding of teaching skill and application in teaching learning field. The study shows that teaching potentiality has positive correlated with emotional intelligence of pupil teacher. So impact of emotional intelligence is helpful towards better teaching potential of pupil teacher. Emotional intelligence is given emphasis in teaching learning process for the enhancement of teaching potential of pupil teacher.

Teaching is an arts and science. Teaching requires skills application in teaching learning field. Some educational believes that gender is an issues for teaching profession. In the study, teaching aptitude of pupil teacher represent no difference between male and female. Each one has own ability towards teaching profession. So, gender is not a matter of concern in teaching aptitude skill and every human being given equal opportunities towards teaching profession.

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