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## Study of Emotional Intelligence among Pupil Teachers in relation to Gender and Religion

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### Abstract

This paper is focused on emotional intelligence of pupil teachers in Lucknow district of Uttar Pradesh. It is important for a teacher to show his or her balanced emotions in class. It is observed in the behavior of teacher in every work related to solve the problems of students. Teacher is friend, philosopher and guide also. Students need their support and advice all time. The objectives were to study about emotional intelligence of pupil teacher according to gender and religion. Total 180 samples from 4 colleges of Lucknow were selected with the help of Emotional Intelligence Scale (EIS) developed by *Anukool Hyde, Sanjyot Pethe and Upinder Dhar* and published by National Psychological Corporation, Agra. Data was analyzed by SPSS package. The result shows that no significant difference was found between boys and girls pupil teachers. Similar results were related to religion. No significant difference was observed among Hindu, Muslim and Sikh pupil teachers. It means that religion has no role in developing emotional intelligence among pupil teachers of Lucknow. Approximately same level of EI was reported in all the students. They were emotionally balanced.

**Keywords:** Emotional Intelligence, Pupil Teachers and religion

### 1. Introduction

Emotional intelligence is a set of competencies and qualities that includes a collection of individual skills, especially soft and intra-personal skills. Emotions are intrinsic part of individual which influenced the personality. It can be easily visible in one's behaviour or act of work. Pupil teacher teaches in classroom and use their intelligence every steps in modifying the behaviour of students. It is very important for a teacher to show their balanced emotions before students. Emotional Intelligence is an ability to identify the emotions and related to problem solving. The concept of emotional intelligence is popularized after the work of Daniel Goleman's book on Emotional Intelligence: "why It Can Matter Than I.Q?" It is best predictor of individual behavior. Mayer and Cobb (2000) defined "Emotional intelligence as the ability to process emotional information, particularly as it involves the perception, assimilation, understanding and management of emotions." Dr. Goleman defined it "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".

These are the Components of Emotional Intelligence-

1. Self-Awareness
2. Managing Emotions
3. Empathy
4. Communicating
5. Co-Operation
6. Resolving Conflicts

### Need and Significance of the Study

The issue of emotional well-being of teachers is being addressed more and more these days. There is a talk of teaching emotional intelligence and social learning skills to teachers in training. The influence of western culture, media exposure, easy access through internet and mobile has come to us with their advantages as well as disadvantages. The children are getting into different types of violence, drug abuse, crime and other related problems. This can be minimized if the teachers are sensitized towards the emotional void that these children have. When the security and warmth of the family is lacking as a result of consumerist and

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commercial society, the role of teacher becomes all the more important in the light of the emotional needs of the students in the school.

Teachers can no longer afford to overlook this part of their duty. Teacher training institutions need to sensitize the trainees for the stress and emotional demands and effect of their own emotional wellbeing and maintaining their emotional balance.

Large scale reviews of research have consistently shown that approaches to emotional and social competence of teachers have an impact on the behavior of the pupils (Weare, 2002). Since the teacher has to be an empathetic person who understands the feelings of students and responds appropriately to those feelings, it is necessary that they have affective competencies necessary for good teaching (Olson and Wyett, 2000). The task of creating encouraging environments to learn thus rests heavily on the talents and efficacy of the teachers.

**Objectives**

1. To study the emotional intelligence of Pupil teachers on the basis of gender.
2. To analyze the emotional intelligence of pupil teachers in relation to their religion.

**Hypotheses**

1. There is no significant difference between Boys and Girls pupil teachers on emotional intelligence.
2. There is no significant difference between Hindu and Muslim pupil teachers on emotional intelligence.
3. There is no significant difference between Muslim and Sikh pupil teachers on emotional intelligence.
4. There is no significant difference between Hindu and Sikh pupil teachers on emotional intelligence.

**Review of Related Literature**

Singh, Gaurav and Kumar, Girijesh (2009) [7] studied Emotional Intelligence among Convent and Saraswati school teachers. Major objectives of the study were to compare the Emotional Intelligence of teachers of convent schools and sarawati schools and to analyze the major aspects of Emotional Intelligence of teachers of convent schools and Saraswati schools. From the analysis of data it is clear that teachers of convent schools and Saraswati schools have a significant difference in their Emotional Intelligence as it has been observed.

Sumanta, Kumar, Panda and Singhal, Nidhi (2009) [8] conducted a study on teachers work behavior in relation to emotional intelligence of primary school teachers. The major findings of the study were there is positive moderate correlation between teacher’s works behavior and emotional intelligence of primary school teachers. This shows that Emotional Intelligence has positive effect on teachers work behavior of primary school teachers.

**Design of the Study**

The present study is survey type research and conducted in Lucknow district. The pupil teachers were belongs to different B.Ed colleges. They were related to different community, religion and castes. There are many B.Ed colleges in the Lucknow city. Students belong to Hindu, Muslims and Sikhs community. Researcher selected only four B.Ed colleges for this study. The name of the colleges was Jai Narayan P.G. College, Integral University,

Bhalchandra Institute of Management and Technology and Ramadheen Singh Degree College, Lucknow. Only 180 pupil teachers were selected as sample from above said colleges. Purposive sampling technique was used for selection of units.

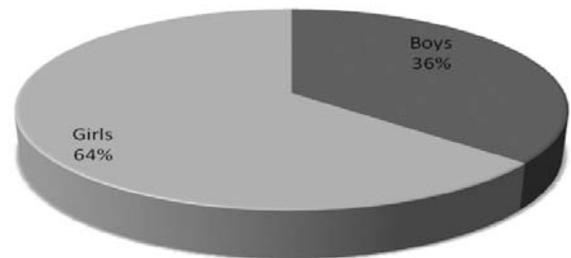
Investigator used tool named Emotional Intelligence Scale (EIS) developed by Anukool Hyde, Sanjyot Pethe and Upinder Dhar and published by National Psychological Corporation, Agra. Data collection and scoring was done with the help of manual. It was a summated rating scale. Data was organized and analyzed on different parameter to make useful for this study.

**Distribution of Data according to Gender**

Gender	Frequency	Percentage
Boys	65	36.1
Girls	115	63.9
Total	180	100.0

The table shows that the number of boys pupil teachers was 65 and girls pupil teachers was 115. Thus the total number of sample was 180. The percentage of pupil teachers according to gender is given in graph.

**Pupil Teachers according to Gender**

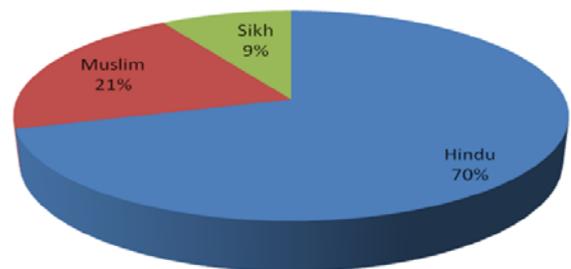


**Distribution of Data according to Religion**

Religion	Frequency	Percentage
Hindu	127	70.6
Muslim	37	20.6
Sikh	16	8.9
Total	180	100.0

The table shows that the number of Hindu pupil teachers was 127, Muslim pupil teacher was 37 and Sikh pupil teachers were 16. Thus the total number of sample was 180. The percentage of pupil teachers according to religion is given in graph.

**Pupil Teachers according to Religion**



**Analysis and Interpretation**

**Hypothesis-1** There is no significant difference between boys and girls pupil teachers on emotional intelligence.

Gender	N	Mean	S.D.	t-value (d.f-178)	Significance
Boys	65	137.28	11.146	1.67	Not Significant at .05 level
Girls	115	134.06	14.442		

The table shows that total number of boys pupil teachers in the study is 65, mean score on emotional intelligence is 137.28, S.D. is 11.146. The number of girls pupil teachers is 115, mean is 134.06, S.D. is 14.442. The t- value between boys and girls is observed 1.67 at 178 degree of freedom. The level of significance is taken .05. Here the calculated value of t is less than the table value i.e 1.96. Hence hypothesis is accepted. It means that there is no significant difference between boys and girls pupil teachers on emotional intelligence. Both have approximately same level of emotional intelligence and their adjustment in environment is not differing. We can say that gender plays no role in developing emotional intelligence.

**Hypothesis-2** There is no significant difference between Hindu and Muslim pupil teachers on emotional intelligence.

Religion	N	Mean	S.D.	t-value (d.f-162)	Significance
Hindu	127	134.85	12.930	.651	Not Significant at .05 level
Muslim	37	136.65	15.283		

The above table reveals that total number of Hindu pupil teacher in the study is 127, mean score on emotional intelligence is 134.85, S.D. is 12.930. The number of Muslim pupil teacher is 37, mean is 136.65, S.D. is 15.283. The t-value between Hindu and Muslim pupil teacher is observed .651 at 162 degree of freedom. The level of significance is taken .05. Here the calculated value of t is less than the table value i.e 1.96. Hence hypothesis is accepted. It means that there is no significant difference between Hindu and Muslim pupil teacher on emotional intelligence. Both have approximately same level of emotional intelligence and their adjustment in environment is not differing. We can say that religion plays no role in developing emotional intelligence among students. It is a psychological development and religion is not affecting it.

**Hypothesis-3** There is no significant difference between Muslim and Sikh pupil teachers on emotional intelligence.

Religion	N	Mean	S.D.	t-value (d.f-51)	Significance
Muslim	37	136.65	15.283	.429	Not Significant at .05 level
Sikh	16	134.88	13.140		

The above table reveals that total number of Muslim pupil teacher in the study is 37, mean score on emotional intelligence is 136.65, S.D. is 15.283. The number of Sikh pupil teacher is 16, mean is 134.88, S.D. is 13.140. The t-

value between Muslim and Sikh pupil teacher is observed .429 at 51 degree of freedom. The level of significance is taken .05. Here the calculated value of t is less than the table value i.e 1.96. Hence hypothesis is accepted. It means that no significant difference is observed between Muslim and Sikh pupil teacher on emotional intelligence. Both have approximately same level of emotional intelligence and their adjustment in environment is same. We can say that religion plays no role in developing emotional intelligence among students. It is a psychological development and religion is not affecting it.

**Hypothesis-4** There is no significant difference between Hindu and Sikh pupil teachers on emotional intelligence.

Religion	N	Mean	S.D.	t-value (d.f-141)	Significance
Hindu	127	134.85	12.930	.007	Not Significant at .05 level
Sikh	16	134.88	13.140		

The above table shows that total number of Hindu pupil teacher in the study is 127, mean score on emotional intelligence is 134.85, S.D. is 12.93. The number of Sikh pupil teacher is 16, mean is 134.88, S.D. is 13.140. The t-value between Muslim and Sikh pupil teacher is observed .007 at 141 degree of freedom. The level of significance is taken .05. Here the calculated value of t is less than the table value i.e 1.96. Hence hypothesis is accepted. It means that no significant difference is observed between Hindu and Sikh pupil teacher on emotional intelligence. Both have approximately same level of emotional intelligence and their adjustment in environment is same. We can say that religion plays no role in developing emotional intelligence among students. It is a psychological development and religion is not affecting it.

**Educational Implications**

This study is relevant to the know the emotional intelligence of would be teachers because they are the future teacher of the country. They will be the real carrier shapers of our children. If they have balanced emotional intelligence, it must be predicted their socially accepted behaviour. Religion is no matter in this regarding. It will be helpful for teacher educator for designing new syllabus and course and also helpful for administrator as well as teachers.

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