



ORIGINAL RESEARCH PAPER

Education

A STUDY ON SOCIAL AND EMOTIONAL INTELLIGENCE OF TRAINEE TEACHERS OF PUNJAB AND HIMACHAL

KEY WORDS: Social, Emotional, Teachers, students, relationship

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ABSTRACT

Education is often expected as the key for the future that can build up the necessary knowledge forces among younger generation and citizens for local and global developments in different areas .Emotionally and socially intelligent teachers provide their learners with a secure base and optimize their learning. Teachers need to focus on their social skills first. To internalize social and emotional skills we must teach by example. Smyth (1989) sees teaching as the process of social change. Social interactions are for learning with attention focused on teacher-student and peer relationships as essential to the learning process.

INTRODUCTION:

The role has changed from being a knowledge provider to a facilitator in supporting teaching learning process and developing students multiple intelligence and lifelong self learning abilities. So, in the present classroom situation a lot more is expected from a teacher, who apart from providing the necessary content knowledge but also understands the child emotionally and socially i.e. to what extent the teacher is effective in terms of understanding the child so as the role has changed from being only as instructor to a facilitator. Emotionally and socially intelligent teachers provide their learners with a secure base and optimize their learning.

National institutions, state level institutions and university have taken some measures for revising the teacher preparation programmes, upgrading the existing requirements in colleges of education and providing programmes for in service education of teacher. There is large gap between what is taught in training colleges and what is observed in school classrooms. In other words the prospective teachers remain almost the same even after training. Professionalism demands teachers to be innovative in their attitude, flexible in their approach and always refreshing themselves with day to day developments in their subject area. At the same time they should be capable of recognizing the value of human potential, understanding the diverse needs of learners and provide society becomes real only when the teachers are well equipped with moral, professionals, emotional, intellectual, social and communication skills. In this situation the social intelligence and emotional intelligence are imperative construct in the field of psychology and education. A teacher who is socially and emotionally competent will naturally try to build a sense of natural understanding, group feeling and a climate of trust by encouraging students to communicate freely.

Objective of the study

- 1) To study the difference in the level of Emotional intelligence of male and female B.Ed. teacher trainees.
- 2) To study the difference in the level of social intelligence of male and female B.Ed. teacher trainees.

Hypotheses:

There exists no significant difference in the level of Emotional Intelligence of male and female teacher trainees.

There exists no significant difference in the level of social Intelligence of male and female teacher trainees.

Sample

The sample consisted of three hundred B. Ed. Teacher trainees in which 71 were male and 229 were female

Tool Used

Tools In order to assess the level of emotional Intelligence, the investigator has used **Wong' Emotional Intelligence scale**

(WEIS) developed by Chi-sum wong, Ping-Man wong and Kenneth S. Law (2004). To assess the level of social Intelligence, the investigator has used Tromso' Social Intelligence scale (TSIS) developed by David H. Silvera, Monica Martinussen and Tove I. Dahl (2001)

Analysis and Interpretation

The collected data is known as raw data. The raw data are meaningless unless certain statistical treatment is given to them. The data were mainly analysed in terms of mean and standard deviation. In general, t-test, Anova was used to find out the significance difference.

There exists no significant difference in the level of emotional Intelligence of male and female teacher trainees.

Table 1.1 Gender wise Statistical Differential of emotional Intelligence of B.Ed>Teacher trainees

Gender	N	Mean	S.D.	Df	t-Value
Male	68	26.54	4.72	288	1.45
Female	232	27.32	3.63		

Table 1.1 shows that mean scores and S.D. of male are 26.54 and 4.72 respectively and mean and S.D. of females are 27.32 and 3.63 respectively. The calculated value of t-ratio is 1.74, which is less than the table value 1.97 at 0.05 level of significance with df.298. It indicates that the hypothesis is accepted. In other words, it may be concluded that there exists no significant difference in the level of Emotional Intelligence of male and female, teacher trainees.

There exists no significant difference in the level of social Intelligence of male and female teacher trainees.

Table.2 Gender wise statistical differential on Social Intelligence of B.Ed. Teacher trainees.

Gender	N	Mean	S.D.	df	t-Value
Male	68	46.26	3.67	298	1.45
Female	232	46.21	3.82		
df=298 P.0.05 Not Significant					

Table 1.2 Shows that mean score and S.D of males are 46.26 and 3.67 respectively and mean and S.D. of females are 46.62 and 3.82 respectively. The calculated value of t ratio is 0.11, which is less than the table value 1.97 at 0.05 level of significance with df 298. It indicates that the hypothesis is accepted. In other words, it may be concluded that there exists no significant difference in the level of Social intelligence of male and female B.Ed. teacher trainees.

Educational Implication:

1. In the Educational process, the personality of teacher is very important and for a balanced personality proper organization of emotions is needed. So at the time of admission to B.Ed. course the social intelligence and emotional intelligence tests should be given to the

candidates to identify the level of emotional intelligence and social intelligence.

2. To ensure the social and emotional development, the concept of and social intelligence and emotional intelligence should be included in the syllabus of B.Ed. course.
3. As teacher trainees have to be associated with the adolescent students, it is very essential that they take care to be emotionally stable themselves possess higher emotional and social intelligence and help to maintain a sound emotional social tone in the school.

Suggestion for further studies

1. A comparative study may be designed to investigate the difference in emotional intelligence and social intelligence of distance learner and campus based prospecter learners.
2. Similar study may be conducted on large sample size
3. Similar studies may be concluded at elementary level.
4. In service teacher serving in government and private school may be enquired.

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