

A STUDY OF RELATIONSHIP AMONG EMOTIONAL INTELLIGENCE, SELF-CONCEPT AND TEACHING APTITUDE OF PUPIL TEACHERS OF GHAZIABAD DISTRICT

Dr.Mamta Sharma

Assistant Professor

Noida College of Physical Education

Dadri, G.B.Nagar

ABSTRACT

This study investigated the relation ship among emotional intelligence, self Concept and Teaching aptitude. Sample was 200 pupil teachers. Descriptive Survey method was used. Tools were emotional intelligence by Upindar Dhor, Self-concept- BY MUKTA RASTOGI and Teaching Aptitude-BY DHAIYA AND SINGH. The Finding were that there was highly correlation among the variable.

INTRODUCTION

“The central task of education is to implant a will and facility for learning; it should produce not learned but learning people. The truly human society is a learning society, where grand parents, parents and children are student together.”

-
Eric Hoffer

Education as the process of educating or teaching, education is further defined as “to develop the knowledge and skill”. Thus we might assume that the purpose of education is to develop the knowledge and character. Education is the process of in Emotional intelligence is as powerful, and at times more powerful than I.Q. While I.Q contributes only about 20% of success in life, emotionally intelligent people are more likely to succeed in everything they undertake in their life. self-concept involves a slow process of differentiation in which the child gradually emerges into focus out of his total world of awareness and defines progressively more clearly just who and what he is and his position in relation to his environment. The self-concept is different from self consciousness, which is an awareness or preoccupation with one’s self .Component of self-concept include physical , psychological, and social attributes, which can be influenced by the individual’s attitudes, habits, belieAlong with self-concept teaching aptitude also plays an important role. According to traditional concept teaching is the act of imparting instructing to the learners in the classroom situations. It is traditional classroom teaching in which the teacher gives information’s to students, or one of students reads a text-book, while the other students silently follow him in their

own text books and ideals.

Need and significance

Many channels have come up in the educational field, which require challenging job for the teachers first to prepare themselves and then impart knowledge to the student .It will be very helpful for school authorities as well as other educationist to know the emotional intelligence, self-concept and aptitude of B.Ed trainee because they are would be teachers and are going to enter in this profession. Unless and until they are having basic aptitude in this profession, they wouldn't be able to do full justice.

OPERATIONAL DEFINITIONS OF THE TERMS USED

EMOTIONAL INTELLIGENCE

According to John D Mayer and Peter Salovey (1995) "Emotional intelligence may be defined as the capacity to reason with emotions in four areas; to perceive emotion , to integrate it in thought , to understand it and to manage it ".

TEACHING

"Teaching is used to denote efforts directed towards bringing about learning of a certain kind of quality typically learning which part of a programme of education is. Teaching here means normally undertaken activity aiming at imparting instruction in the classroom situations."

APTITUDE -Bingham defines aptitude as "A condition or set of characteristics regarded as symptomatic of individual's ability to acquire with training some knowledge, skill or set of response, such as ability to speak a language, to produce music".

SELF – CONCEPT -According to **FRANKEN** state that " there is great deal of research which shows that the self concept is, perhaps, the bias for all motivated behaviour.It is the self – concept that gives rise to possible selves , and it is the possible selves that create the motivation for behavior."

PUPIL TEACHER-"Pupil teachers are the individuals who are getting training of teacher education in teacher's training institutions before entering to teaching profession."

OBJECTIVES

1. To study the relationship between emotional intelligence and teaching aptitude of pupil teachers.
2. To study the relationship between emotional intelligence and self-concept of pupil teachers.

Hypothesis

1. There is no significant relationship between emotional intelligence and teaching aptitude of pupil teachers.
2. There is no significant relationship between emotional intelligence and self-concept of pupil teachers.

Sample and technique

In the present study sample will collect with the help of **stratified random sampling** technique. 200 pupil teachers were taken.

Tool Used

Emotional intelligence- **BY ANUKUL, SANJYAT AND UPENDER DHAR**

Self-concept- **BY MUKTA RASTOGI**

Teaching Aptitude **-BY DHAIYA AND SINGH**

ANALYSIS AND INTERPRETATION**Table -1**

Table showing coefficient of correlation between Emotional Intelligence and Teaching Aptitude of pupil teachers:

VARIABLE	N	r
Emotional Intelligence	200	0.98
Teaching Aptitude		

The value of coefficient of correlation between Emotional Intelligence & Teaching Aptitude of pupil teachers was found to be 0.98. The investigator found very high positive correlation between Emotional Intelligence & Teaching Aptitude of pupil teacher's. Therefore there exists significant relationship between Emotional Intelligence and Teaching Aptitude of pupil teachers? Thus hypothesis of relationship between Emotional Intelligence and Teaching Aptitude of pupil teacher is accepted.

Table -2

Table showing coefficient of correlation between Emotional Intelligence and Self-concept of pupil teachers:

VARIABLE	N	r
Emotional Intelligence	200	0.21
Self-concept		

The value of coefficient of correlation between Emotional Intelligence and Self-concept of pupil teachers was found to be 0.21. The pupil very low positive correlation between emotional and self-concept of pupil teacher's. Therefore there exists significant relationship between Emotional intelligence & Self-concept of pupil teachers. Thus hypothesis of relationship between Emotional Intelligence and Self-concept of pupil teacher is accepted.

1. **Main Finding-** 1. The value of coefficient of correlation between Emotional Intelligence and teaching aptitude of pupil teachers is 0.98. The value of 'r' shows that there is very high positive correlation between Emotional Intelligence and Teaching Aptitude of pupil teachers.
2. The value of coefficient of correlation between Emotional Intelligence and Self-concept of pupil teachers is 0.21. The value of 'r' shows that there is low positive correlation between Emotional Intelligence and Self-concept of pupil teachers.

Educational implication - The present study has various implications; emotional intelligence motivates pupil teachers to pursue their unique potential and purpose, and activates innermost potential values and aspirations, transforming them from things they think about to what they do. Teaching is a very sensitive profession and linked with the children.

Educational planners should conduct seminars in the educational institutions in order to make more conscious about the self-concept, emotional intelligence and teaching aptitude of pupil teachers. These seminars would be more helpful in developing positive self-concept and aptitude towards teaching in the pupil teachers Workshops should be organized which would help in developing soft skills and refresher courses would helpful in updating their knowledge. In conclusion, emotional intelligence, self-concept and teaching aptitude related with each other. Time to time seminars should conduct in the educational institutions for the development of emotional intelligence, self-concept and teaching aptitude of pupil teachers.

REFERENCES

- Aggarwal, Y.P.**(1990).*Statistical methods concept application and computation* , Sterling Publishers Pvt limited.,New delhi.
- Buch, M.B.** (2000).*Fifth survey of research in education*, N.C.E.R.T, New Delhi.
- Buch, M.B.** (1983). *Third survey of research in education*, N.C.E.R.T, New Delhi, 762-776.
- Buch, M.B.** (1993). *Fourth survey of research in education*, N.C.E.R.T II, New Delhi.
- Dunkin, J.Michael.** (1987).*Definitions of teaching, The international encyclopedia of teacher education*, The University of Sydney, Pergamon presses Australia.

Garret, Henry's. (1981). *Statistics in psychology and education*, Paragon International Publishers, New Delhi.

Husun Torsten, Postlethwaite, T.Neville. (1985). Development of self- concept *the international encyclopedia of education*, Pergamon Press, Oxford, 4505.

Koul Lokesh (1996). *Methodology of educational research*, Vikas Publishing house private limited, New Delhi.

Kerlinger Fred.N. (2007). *Foundation of behavioural research*, second edition, Surjeet Publication, Delhi.

Kumar, Shiva. (2006). "*Self-concept among school children*" *Edutrack*, Neelkamal Publications Pvt.Ltd., Hyderabad, 5.