



Personality & emotional intelligence on regular teacher & other teacher

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Introduction

Education is the process of development which consists of the passage of human being from infancy to maturity. In which teachers play the most important role in teaching learning process, because while he is teaching he is shaping generations. As like Dr. A.P.J Abdul kalam said “If you are a teacher in whatever capacity you have a very special role to play because more than anybody else you are shaping generations”. The progress of a country is depends on educational system and the education system will be able to discharge its set function only when accomplishment by right kind of teaching staff.

The teacher is a very important person in the field of education. Upon his shoulders organization of education is based. His scholarship, conduct and behaviors have a permanent effect on the students, because the student usually imitates his teacher. For young children he is the ideal. It is necessary for the teacher to be intelligent, polite nature and expert in his subject.

Teaching is one of the most complicated jobs today. It demands broad knowledge of subject matter, curriculum, and standards; enthusiasm, a caring attitude, and a love of learning; knowledge of discipline and classroom management techniques; and a desire to make a difference in the lives of young people.

But the job of a teacher get more challenging when it came about teaching to a student who are not as like as normal student. We are talking about the students with disability that needs a special education, children’s who are Mental challenged, learning disabled, hearing impaired, visual impairment, physical impairment, ADHD, etc. This job is challenging because while teaching these kind of children’s a teacher requires some extra efforts and qualities, like empathetic approach, sensitivity, patients, emotionally stability, interest in teaching children, specific knowledge as well as Personality, Emotional intelligence. Some of this

factors also required in a teacher who are teaching in a normal children school.

Teaching to such kind of students is known as special education. Special education is a specialized area of education which uses unique instructional methods, materials, learning aids, and equipment to meet the educational needs of children with learning disabilities.

This kind of education comes under the Educational Scheme for Special Need. Under which Special school, Sarva shiksha Abhiyan and Integration scheme are covered by the Indian government.

For achieving all the of the Educational goals or for the accomplishment of teaching – learning process in the area normal children school and special children school Personality and Emotional Intelligence are very essential things for a teacher. Personality in teacher is very crucial for the development of the any educational institution. Teacher in school and special education school requires high emotional intelligence because teaching to the children’s who between aged 5 to 18 and children’s with some special educational need requires lots of emotional stability and patient. Because A teacher while teaching those with children’s Therefore a teacher with good personality and must have high emotional intelligence.

Here in this study a researcher wanted to study all these factors with relation to normal children school and special children school. Because a teacher with good Personality and high emotional intelligence of a teacher would be good predictor of having teaching reviews.

Statement of problem

21st century is a known as generation of a young. But it is important that the young generation to be on a right path of development. In recent years many factors like development in technology, changing scenario of educational system, social media and globalization are influencing to the overall

behavior of a young generation. The process of globalization in being increasing day by day, and the young individuals are majorly influenced with that. The chances of maladjustment are high if there is lacking of proper guidance. But factors like moral values, family personality, and emotional intelligence are play major role in regular teacher and special teacher well day to day life.

The researcher has focused on comparisons between Personality and Emotional Intelligence of in Regular Teacher & Special (CWSN) Teacher.

There might be positive comparisons between Personality Emotional Intelligence. But researcher wants to search if it is true or not. Therefore research has selected these three variables which have major influence on individual's personality factors in the life. Emotional intelligence is a basic factor which encourages. If emotional intelligence is better, the individual may be better in social competency and in the effect his achievement motivation will also better.

Therefore in the present study researcher wants to see the comparisons between personality and emotional intelligence of in Regular Teacher & Special (CWSN) Teacher males and females.

Significance of the study

1. This study may provide quantitative data on effect of Personality & Emotional Intelligence to improve self confidence of Special Teachers
2. To suggest the importance of Special teachers is predictive of their compatibility with Regular teachers

Objectives

1. To measure personality and emotional intelligence of regular teachers.
2. To measure personality and emotional intelligence of special teachers.
3. To study the difference in personality and emotional intelligence between regular teachers & Special teachers.

Hypotheses

1. There will be difference in Emotional Intelligence between Normal Teachers and special Teachers.
2. There will be difference in personality factors between Normal Teachers and Special Teachers.

Methodology

a) Sample

The administration of the tests will be followed by obtaining the permission from the Principle of the respective Education officer. The purpose of the testing will be conveying to all the teachers, and test administration instructions will be given to the teachers of all tests one by one.

There will not be time limit for answering the test but they will be requested to complete the work as soon as possible. Participants will be assured of the confidentiality of the data.

Sample

Table 1

Normal Teachers		Special Teachers	
Gender	Total	Gender	Total
Male	60	Male	60
Female	60	Female	60
Total:	120	Total:	120

All samples will be administered all the tests.

b) Design

Table 2: Factorial design-2X2 ANOVA

Level	A1	A2
B1	B1 A1	B1 A2
	100	100
B2	B2 A1	B2 A2
	100	100

- A. Type of Teacher
 - A1. Regular Teacher
 - A2. Special Teacher
- B. Gender
 - B1. Male
 - B2. Female

c) Variables

1. Independent variables
 - a) Normal Teachers (Male & Female)
 - b) Special Teachers (Male & Female)
2. Dependent variables
 - a) Personality factors.
 - b) Emotional Intelligence.
3. Constant variables
 - a) Age range
 - b) Educational & Professional qualification

d) Measurement Tools

1. Personality Test by Paul T. Costa, Jr. and Robert R. Mc Crae (1995)
2. Emotional Intelligence by Scale Schutte et. al (1998)

e) Proposed statically procedure-

The data will carefully analyze and accordingly interpreted as per the norms of the tests. Following steps will be carried out for the data analysis.

1. Data will be analyzed by calculating Means and SDs for all groups.
2. The 't' will be calculated by 'ANOVA' to find out the gender differences.

The raw data compared Personality & Emotional intelligence factors within, Regular Teaches and Special Teachers in order to accept or reject the hypotheses.

Result Analysis

Table 3: Compared Personality factors Means by Regular Teaches and Special Teachers Personality factors

Test	Factors	Total Test	Regular Teachers		Special Teaches		df value sap rat level	't' value
			Mean	Stranded Deviation	Mean	Stranded Deviation		
Personality test	Neuroticism or Emotionality	120	35.3	4.22	38.1	5.72	118	3.03
	Extraversion or Sergency		34.7	4.79	33.3	3.69	118	1.79
	Oppress to Experience		32.5	4.96	31.3	6.05	118	1.14
	Agreeable		34.3	4.37	39.1	4.03	118	6.28
	Conscientiousness		34.2	4.31	34.3	4.72	118	0.06
Total			137	18.3	142	19.5	472	2.45
			%					2.44

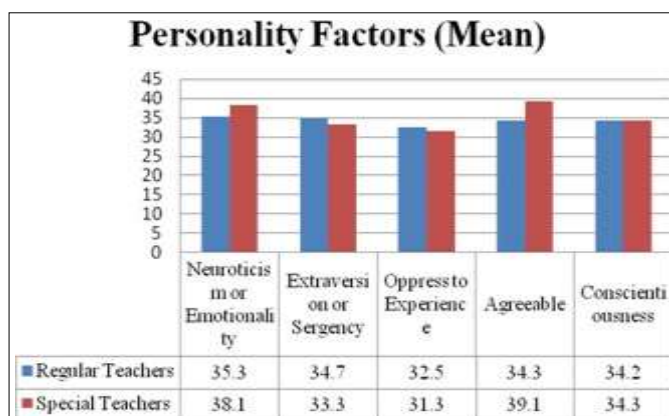


Fig 1: Bar diagram showing Personality factors Mean value for Regular Teaches and Special Teachers

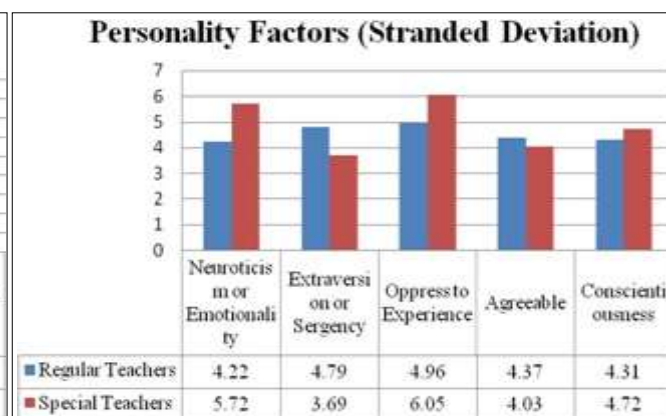


Fig 2: Bar diagram showing Personality factors Stranded deviation value for Regular Teaches and Special Teachers

Table 3 and Figure 1 & 2 Present the mean & Stranded deviation value the Personality for Regular Teacher's and Special Teacher's. It can be observed from the table that the

score of the Special Teacher's means & Stranded deviation value is increase than Regular Teacher's almost some factors.

Table 2: Compared Emotional intelligence factors Means by Regular Teaches and Special Teachers

Emotional Intelligence Factors								
Test	Factors	Total Test	Regular Teachers		Special Teaches		df value sap rat level	't' value
			Mean	Stranded Deviation	Mean	Stranded Deviation		
Emotional Intelligence	Self awareness	120	16.4	1.7	17.1	1.79	118	2.25
	Empathy		19.2	2.39	20.9	2.33	118	3.88
	Self-Motivation		23.5	2.26	25.1	2.08	118	4.04
	Emotional stability		22.2	1.97	24.1	2.04	118	3.99
	Managing relations		16.3	1.87	17.4	1.59	118	3.53
	Integrity		12.3	1.54	12.2	1.66	118	0.11
	Self-development		8.13	1.24	8.23	1.37	118	0.42
	Value orientation		7.97	1.07	8.08	1.25	118	0.55
	Commitment		7.67	1.02	8.33	1.13	118	3.39
	Altruistic behavior		8.2	1.04	8.77	1.04	118	2.85
Total			75.4	8.21	80.5	7.78	118	13.69
			%					1.52

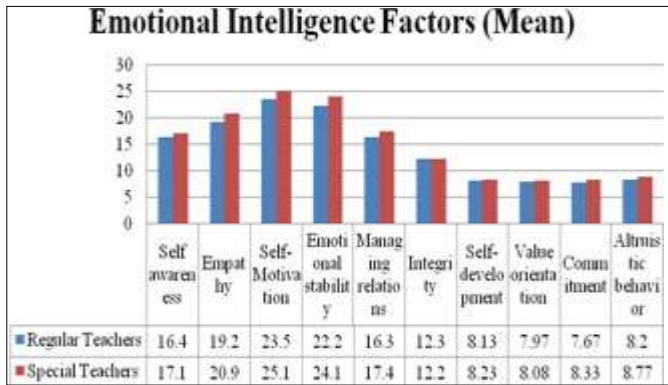


Fig 3: Bar diagram showing Emotional Intelligence Factors Mean value for Regular Teaches and Special Teachers

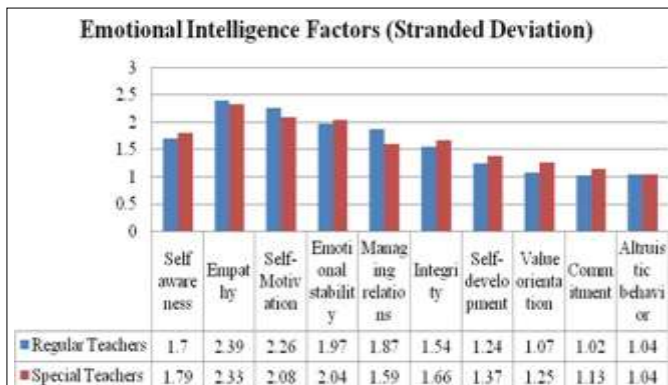


Fig 4: Bar diagram showing Emotional Intelligence factors stranded deviation value for Regular Teaches and Special Teachers

Table 4 and Figure 3 & 4 Present the mean & Stranded deviation value the Emotional Intelligence for Regular Teacher’s and Special Teacher’s. It can be observed from the table that the score of the Special Teacher’s means & Stranded deviation value is increase than Regular Teacher’s almost some factors.

Conclusion

On the basis of data and discussion of results, the hypotheses were tested and verified following conclusion were drawn. Tend to show Personality & Emotional Intelligence factors can be improved in Special Teacher’s between Normal Teacher’s

Limitations and Suggestions of the present research-

1. The population was limited area restricted to Dist. Ahmednagar only. It can be spread into other area also.
2. The sample of the study was smell. The study can also be done by taking large sample size

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