

Comparative Assessment of Emotional Intelligence of Prospective and Working Secondary Teachers of Delhi-NCR

Dr. Nidhi Agarwal, Dr. Ruchika Gupta and Dr. Geetanjali Chandra

Abstract--- *Emotional Intelligence can predict students' academic performance and employee workplace professional performance. The present paper is a research based study in secondary schools in Delhi and NCR to explore the emotional intelligence quotient in service teachers and prospective secondary teachers doing internship with effective teaching and learning. With the mushrooming of educational institutes in India it is very important that the teachers today have a high EI to ensure better transfer of knowledge. The study uses data collected from prospective secondary teachers doing their Internship and in service secondary teachers of NCR region by Normative Survey Method. The study results have uncovered that there exists a noteworthy distinction in emotional intelligence of prospective and working teachers which further gets distinguished based on gender. Male teachers are discovered more emotionally clever than the female teachers. The findings of this study may likewise be useful to the specialists of educational organizations.*

Keywords--- *Emotional Intelligence, Prospective Secondary Teachers, In Service Teachers.*

I. INTRODUCTION

Without petrol, a car becomes motionless, how can an adult be pushed to secondary education success without self-confidence? For any student, emotional intelligence is essential as they are the leaders in their own lives and drive either their success or failure to obtain a degree. As every student should recognize, the inspiration for achievement will lie inside themselves, because expectations and stress rates are both part of achieving educational performance.

Emotional Intelligence (EI) is regarded as the workplace skill of the 21st century. It is seen as a significant element that can forecast student academic success and employee output at work. Late in the day, seminars and conferences are conducted in workplaces to enable workers and managers become informed of EI components to enhance their efficiency. A number of research works have confirmed that EI helps manage stress, control emotions, and deal effectively with any adverse situation. If EI is regarded as vital to success, then it becomes imperative that colleges pay more attention to teaching students EI skills.

Emotional intelligence (EI), at the simplest level, refers to the capability to recognize and regulate emotions in ourselves and in others. The present paper is a research based study in secondary schools in Delhi and NCR to explore the emotional intelligence quotient in in service teachers and prospective secondary teachers doing

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internship with effective teaching and learning. With the mushrooming of educational institutes in India it is very important that the teachers today have a high EI to ensure better transfer of knowledge.

Recently there has been a widespread interest in understanding the factors which induce better organizational performance. Various researchers have suggested that, IQ is not the only factor for performance improvement, but also there is another factor important which cannot be ignored is emotional intelligence (EI) that results in better performance. Importantly, while teaching and interacting with pupils, teachers experience a wide range of positive and negative emotions. Hence teachers need high Emotional Intelligence to be successful.

Emotional Intelligence (EI)

The concept of EI was first introduced in the early 1990s by Salovey and Mayer, and popularized in 1995 by Daniel Goleman with the publication of his book, "Emotional Intelligence, Why It Can Matter More than IQ." Salovey & Mayer defined EI as "the ability to monitor feelings and emotions of one's own and others, to discriminate between them and to use this information to guide one's thinking and actions.

EI is composed of five components according to Goleman (1995):

1. Self-awareness-: recognition of one's emotions, personality, strengths and weaknesses,
2. Self-regulation: Control of one's emotions, impulses & adaptability,
3. Self-motivation: ability to collect one 's feelings and to be directed towards a goal set,
4. Empathy: Capacity to understand other people's emotions; attention to other people's feelings.
5. Managing Relationships (Social Skills): The ability to solve problems without insulting colleagues and maintain good relationships with others.

Why EI in Teachers?

Teaching is a demanding profession and sometimes expectations from teaching are very high, rather unrealistic sometimes, especially in professional colleges and institutes where the college rankings perpetuate insurmountable pressure. Under such circumstances an Emotionally Intelligent teacher can not only manage stress with competence but can also maintain high self confidence and self esteem. In addition, an Emotionally Intelligent teacher has the capability to take apt decisions, can manage time well, connect with the students, is empathetic to students needs, and has an ethical approach while dealing with students.

Teachers are a specialist of a change. By building up the character and identity of a youngster he gets an extraordinary change society. No individuals can transcend the dimension of this educator. In this specific circumstance, emotional intelligence of an instructor assumes a huge job Because an educator having abnormal state of emotional intelligence can handle their understudy with affection and care, with adjusted identity, improved inspiration, by the powerful utilization of time and different assets, with a decent administration quality with abnormal state of execution and so on.

A high emotional intelligence remainder may show that the instructor will have what it takes important to be progressively empathetic, deal with their feelings and display mindfulness. These abilities are significant in educating.

Ability in the four emotional intelligence areas can assist the teachers with establishing the fundamental sheltered and secure condition substance of the learning background is related to high scholastic accomplishment.

EI alludes to the capacity to see, control and assess feelings. A few specialists recommend that emotional intelligence can be learned and reinforced, while others guarantee it is an inalienable trademark. In the quest for this objective, teachers assume a huge job. As a general rule the educator instruction is the sine qua non of every single instructive improvement. The fundamental point of educator instruction is to create compelling teachers, so as to improve the nature of training. Amid the pre-administration program itself, the student teachers should be presented to emotional advancement program. So instructor teachers are to be emotionally sufficiently experienced to bargain hypothetical and applied direction with the emotional needs of the understudies. This examination is directed so as to evaluate the emotional intelligence of instructor teachers through its segments mindfulness, poise, inspiration, sympathy and social aptitudes.

II. REVIEW OF LITERATURE

Lewis, Joan D., (2016) Until as of late, the emotional parts of training had for some time been underestimated. Today, one finds perpetually contemplates on psychological and full of feeling interrelationships that are loaning backing to the possibility that effect and insight are best comprehended when seen as autonomous and integral mental capacities. The present work investigations the feelings of planned auxiliary instruction educators, recognizing them by sexual orientation, in connection to the instructing of Biology, Geology, Physics and Chemistry so as to add to structuring ensuing intercessions focused at improving science instructors' word related wellbeing. The complete example comprised of 178 understudies (53 male and 125 female) of the post-graduate showing testament course at the University of Extremadura, every one of whom were planned auxiliary teachers. We additionally worked with a sub-test of 66 Science and Engineering graduates (33 male and 33 female).

Ritugeet Kaur (2015) Schools and educators had more obligations in trim the character of understudies. The educator was relied upon to assume multidimensional job. So present examination was directed to research the effect of Emotional Intelligence on Teacher Effectiveness of B.Ed assistants. B.Ed understudies concentrating in universities with 5-10 years of foundation and schools with 15-20 years of foundation were chosen as test of study. Instructor Effectiveness Scale(TES) by Kumar and .Mutha, Emotional Intelligence Scale (EIS) by Hyde , Pethe and Dhar were utilized to quantify Teacher Effectiveness and Emotional Intelligence .After investigation it was discovered that understudies concentrating in schools with 5-10 years of foundation and 15-20 years of foundation were found to show various dimensions of Teacher viability. It was likewise discovered that high enthusiastic knowledge adds to educator viability reliably in both the classifications of foundations viz 5-10 years of foundation and 15-20 years of foundation, with one perception that if there should arise an occurrence of high passionate insight and normal enthusiastic canny understudies, development of organizations did not assume any job as for instructor adequacy But in the event of low passionate knowledge educator adequacy was observed to be higher if there should be an occurrence of establishments with 5-10 years of foundation than in establishments with 15-20 years of foundation.

Pritisha Mishra (2017) Education is essential component which decides manageability and advancement of country. Job of instructors in guaranteeing exchange of learning is generally noteworthy. Another reality is that "conduct" is a standout amongst the most significant parts by which we comprehend others conduct which is result of feelings. The best test looked by the board foundations include adapting to consistent change, and guaranteeing showing viability and understudy fulfillment, this makes job of enthusiastic knowledge significant. It helps in evaluating the impact of feelings on conduct. Higher EI improves everybody's presentation. Clearly educators involve a significant and pivotal spot in the arrangement of instruction. It very well may be comprehended that activity fulfillment mirrors the dimension of feelings that we show and practice and the state and dimension of a similar will rely upon feelings. In this way the specialist chose to think about the Job Satisfaction of encouraging experts in the executives establishments in connection to their Emotional Intelligence. The examination instruments utilized in the review poll were Faculty's Job Satisfaction Measurement Questionnaire developed by Vidushi and for estimating the executives workforce's Job Satisfaction, the Emotional Intelligence Scale built by the creators Anukool Hyde, Sanjyot Pethe and Upinder Dhar for estimating Emotional Intelligence was used. Three hundred reactions were acquired from the workforce of twenty-four foundations in the NCR locale. The discoveries of study demonstrated that employees scored better than expected EI independent of sexual orientation contrast. Employment fulfillment among female employees appeared to be higher in contrast with guys. EI and Job fulfillment measurements were observed to be very decidedly associated. Employees with relatively abnormal state of EI were found to score higher in Job fulfillment contrasted with those with low scores. The investigation in this way underscores on insinuable job of Emotional insight and its subsequent effect on employment fulfillment for ad libbing staff crew conveyance.

Dr. Anviti Rawat (2017). This paper is a rundown of the findings of an exploration directed to survey the connection between the enthusiastic insight and self-completion of B. Ed instructor students of Delhi regarding their sexual orientation and instructive streams. An example of 477 forthcoming instructors who were seeking after B.Ed from the affiliated schools of Guru Gobind Singh Indraprastha University was chosen for the investigation. The information was gathered with Emotional Intelligence Inventory created by S. K. Mangal and Shubhra Mangal (2012) and Self Actualization Inventory created by K. N. Sharma (2009). The information was examined by utilizing Mean, Standard Deviation and Statistically Significant Coefficient Correlation. The outcomes demonstrated that there is a positive however moderate connection between enthusiastic insight and self-completion based on sexual orientation and instructive streams.

Objectives of the Study

1. To analyze the emotional intelligence quotient of prospective secondary teachers.
2. To determine the emotional intelligence quotient of In Service secondary teachers.
3. To do a comparative analysis of the emotional intelligence of prospective secondary teachers and In Service secondary teachers.

Hypothesis of the Study

1. There is no significant difference between the emotional intelligence of prospective secondary teachers and in service secondary teachers.

Population of the Study

The Prospective secondary teachers and in service secondary teachers including Gender and locality of region are used of Delhi NCR.

Sample of the Study

Researcher used 25 prospective secondary teachers during Internship and 25 In Service Secondary teachers of NCR region by Normative Survey Method randomly purpose to fulfill.

Data Analysis

As per the title we tried to assess the level of emotional intelligence of prospective and in-service teachers. Hence, we asked the respondents whether they agree that there is difference in the level of emotional intelligence of prospective secondary teachers and secondary teachers. In this regard we got the response as mentioned below

Table 1: Response for the Question Number 1

S. No.	Parameters	Number of respondents
1	Agree	45
2	Disagree	02
3	Not sure	03

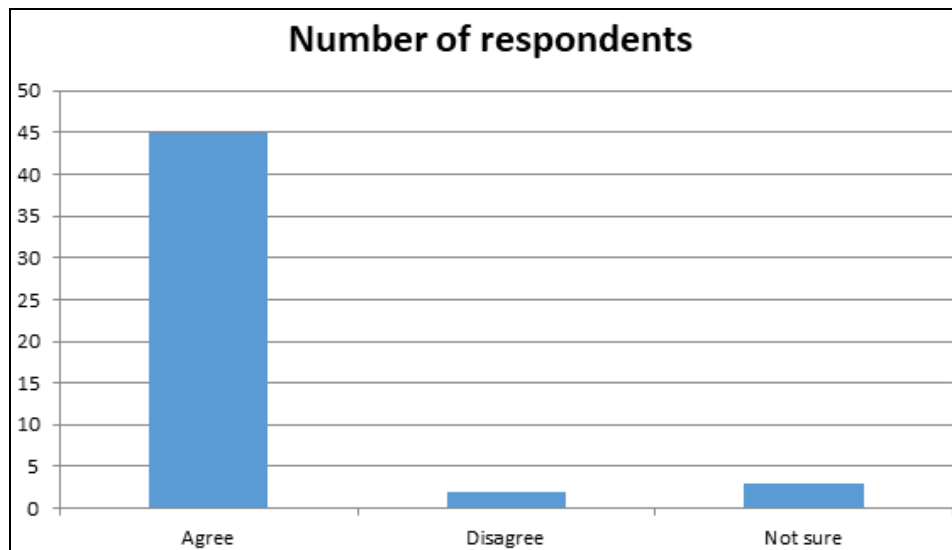


Chart 1: Response for the Question Number 1

We know that in schools there are both male and female teachers. Hence, we asked the respondents whether they agree that there is impact of gender on the emotional intelligence of a teacher. In this regard all the respondents were not similarly responsive. Therefore, overall response is mentioned below

Table 2: Response for the Question Number 2

S. No.	Parameters	Number of respondents
1	Agree	41
2	Disagree	05
3	Not sure	04

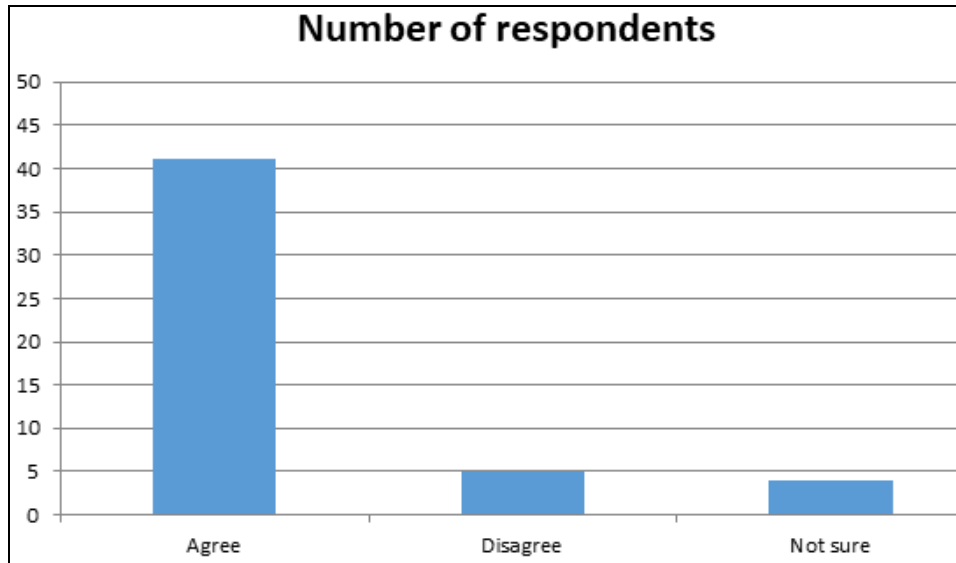


Chart 2: Response for the Question Number 2

We further asked the respondents whether they agree that comparison in the performance of a prospective teacher and working teacher should be made. In this regard all the respondents were not similarly responsive. Therefore, overall response is mentioned below

Table 3: Response for the Question Number 3

S. No.	Parameters	Number of respondents
1	Agree	13
2	Disagree	32
3	Not sure	05

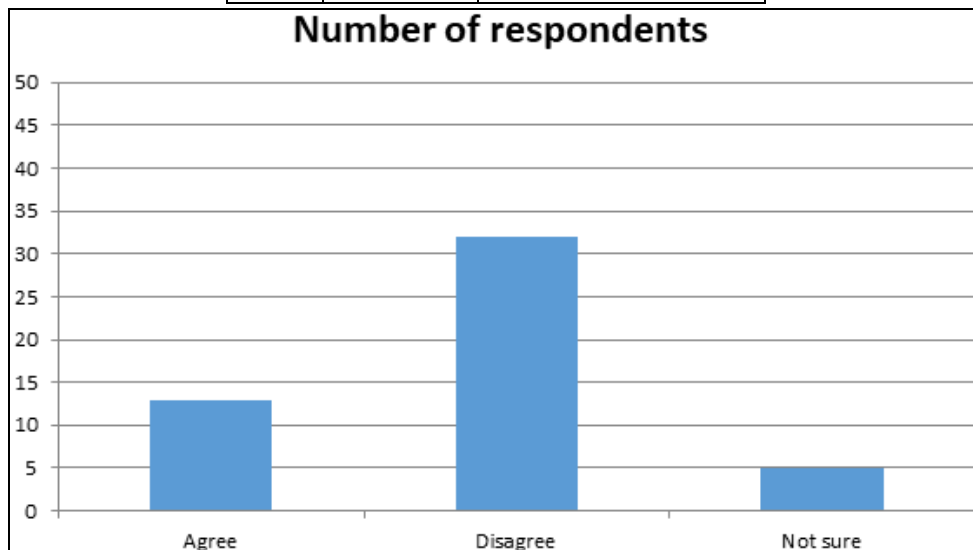


Chart 3: Response for the Question Number 3

When we asked the respondents whether they assume that working teachers understand better the importance of orientation programmes, workshops and trainings related to emotional intelligence skills and self-actualization, we got the feedback as given below.

Table 4: response for the Question Number 4

<i>S. No.</i>	<i>Parameters</i>	<i>Number of respondents</i>
1	Agree	39
2	Disagree	01
3	Not sure	10

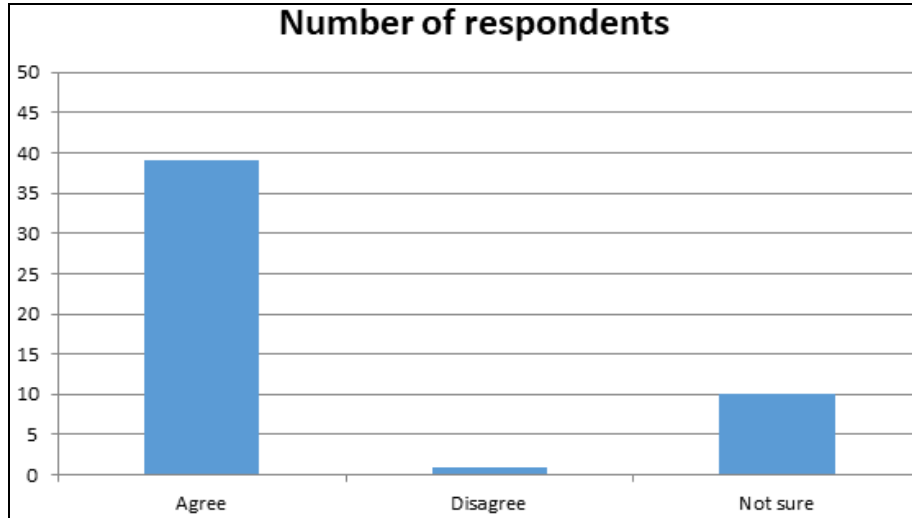


Chart 4: Response for the Question Number 4

We further asked the respondents whether they agree that both in-service and prospective teachers need to develop non-academic aspect of the teacher trainees. In this regard all the respondents were not similarly responsive. Therefore, overall response is mentioned below

Table 5: Response for the Question Number 5

<i>S. No.</i>	<i>Parameters</i>	<i>Number of respondents</i>
1	Agree	43
2	Disagree	01
3	Not sure	06

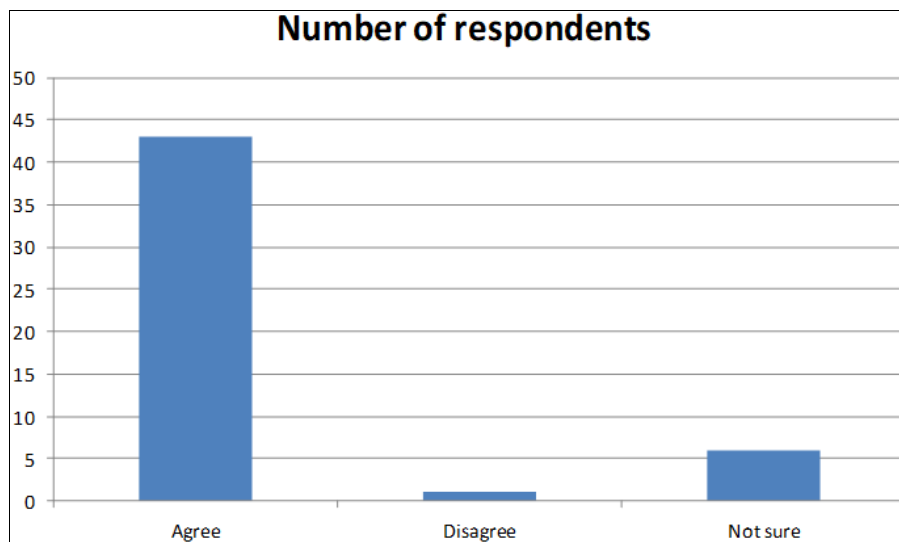


Chart 5: Response for the Question Number 5

Although teacher teaches students, still training makes it perfect. Hence, we asked the respondents whether they assume that teacher educational programmes play a significant role in developing secondary teachers. In this regard all the respondents were not similarly responsive. Therefore, overall response is mentioned below.

Table 6: Response for the Question Number 6

<i>S. No.</i>	<i>Parameters</i>	<i>Number of respondents</i>
1	Agree	38
2	Disagree	00
3	Not sure	12

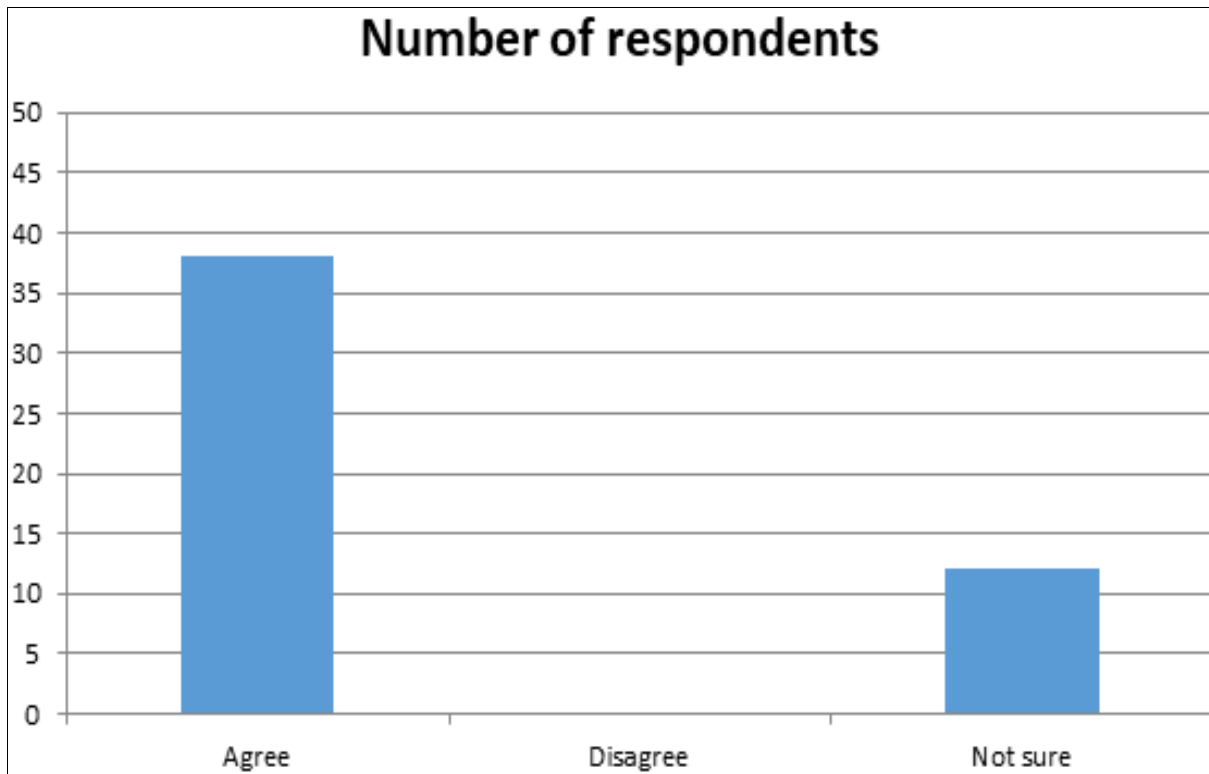


Chart 6: Response for the Question Number 6

We further asked the respondents whether they agree that teachers in NCR region are stronger with respect to emotional intelligence. In this regard all the respondents were not similarly responsive. Therefore, overall response is mentioned below.

Table 7: Response for the Question Number 7

<i>S. No.</i>	<i>Parameters</i>	<i>Number of respondents</i>
1	Agree	28
2	Disagree	01
3	Not sure	21

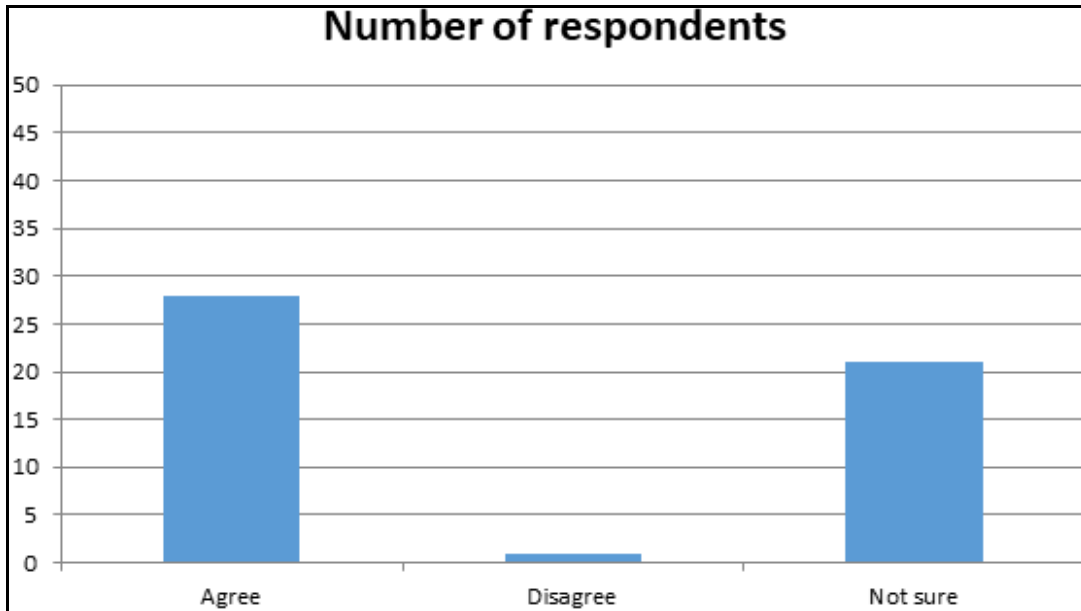


Chart 7: Response for the Question Number 7

Teacher’s performance directly or indirectly impacts the result of students. Hence, we asked the respondents whether they agree that emotional intelligence positively affect the teachers’ performance. In this regard all the respondents were not similarly responsive. Therefore, overall response is mentioned below

Table 8: Response for the Question Number 8

<i>S. No.</i>	<i>Parameters</i>	<i>Number of respondents</i>
1	Agree	47
2	Disagree	01
3	Not sure	02

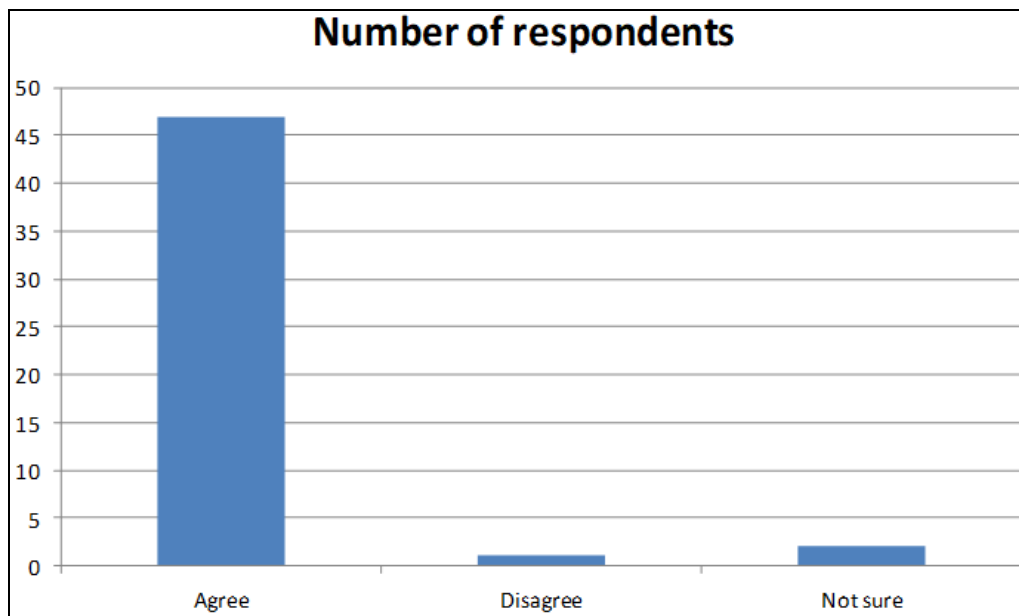


Chart 8: Response for the Question Number 8

We further asked the respondents whether they agree that there is need to maximize the opportunities for the teacher trainees to practice emotional intelligence skills. In this regard all the respondents were not similarly responsive. Therefore, overall response is mentioned below.

Table 9: Response for the Question Number 9

<i>S. No.</i>	<i>Parameters</i>	<i>Number of respondents</i>
1	Agree	49
2	Disagree	00
3	Not sure	01

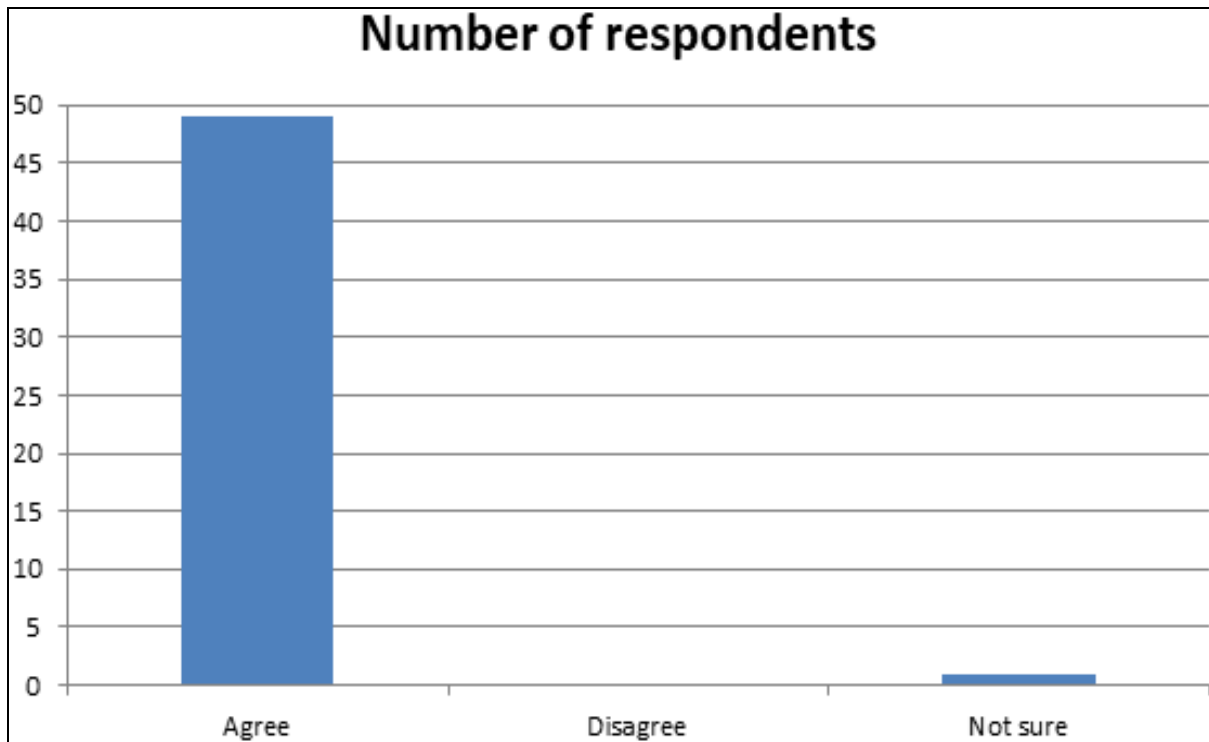


Chart 9: Response for the Question Number 9

At last we asked the respondents whether they agree that teachers should be trained in such a way that their talent is highlighted. In this regard all the respondents were not similarly responsive. Therefore, overall response is mentioned below.

Table 10: Response for the Question Number 10

<i>S. No.</i>	<i>Parameters</i>	<i>Number of respondents</i>
1	Agree	42
2	Disagree	03
3	Not sure	05

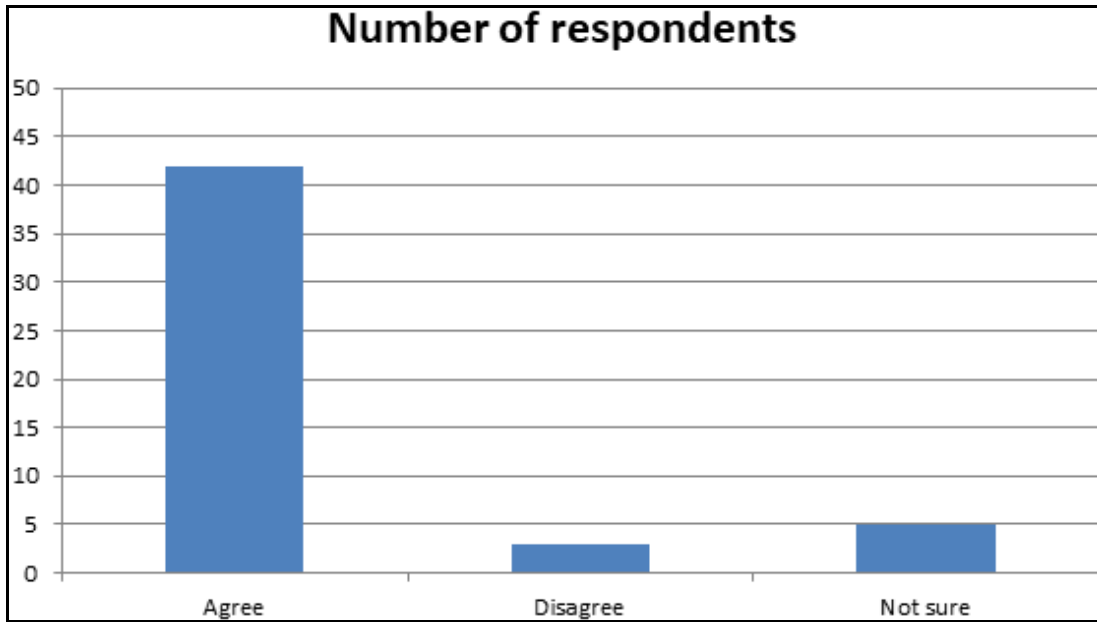


Chart 10: Response for the Question Number 10

III. RESULT AND DISCUSSION

The idea of intelligence has experienced a monstrous change amid the previous century, in this way adjusting the past idea of intelligence quotient (IQ). Amid ongoing decades, emotional intelligence has pulled in the consideration of analysts. Present day analysts invest heavily in referencing emotional quotient (EQ) for emotional intelligence, giving due acknowledgment to the coordinated psycho-social build of conduct.

A poll was readied that incorporates things on every one of the feelings that the prospective educator may feel when showing the subject as the in administration teachers feel. The outcomes demonstrated that the male teachers more regularly report positive feelings than the female.

The education that is granted today concentrates much on the intellectual viewpoint and only here and there offers significance to the full of feeling one. It has been acknowledged by all that education should assist the person with solving the difficulties of life and make effective modification. An emotionally capable instructor is probably going to underscore on capable conduct with respect to his/her students. An educator who has full command over his/her feelings can excite emotional intelligence in understudies as well. An emotionally stable instructor is the essence of any educational program. As the understudy teachers are at the edge of entering the vocation of educating, it is very alluring that they comprehend their dimensions of emotional intelligence, which assumes a turn job in their survival and wellness in the calling. Concentrates on emotional intelligence of understudy teachers had demonstrated that B. Ed. learners have a decent dimension of emotional intelligence'

In this way, it tends to be inferred that among understudy in service teachers emotional intelligence is decidedly identified with scholarly accomplishment and prospective teachers with high emotional intelligence scored better in principle and down to earth examination than the understudy teachers with low emotional intelligence. Subsequently, the discoveries of the investigation infer that educational preparing program with the assistance of an

educator is fundamental for the improvement just as for guaranteeing the achievement of any instructing learning action. Exertion should be made to increment emotional intelligence of understudy teachers by incorporating it in B. ED. educational programs. It can likewise be taught through different co-curricular exercises since it offers help to conquer disappointment, stress and uneasiness and to keep up their inspiration for learning.

IV. CONCLUSION

Examining emotions is important in the instructive development of prospective secondary teachers. After a short time, these understudies will face regular day-to-day existence in the investigation lobby, and a large portion of them, especially the women, will declare themselves genuinely defenseless, as they portray themselves as experiencing more grounded negative emotions. Giving prospective secondary teachers a program of help and seeing in the midst of their demonstration practice is essential in order to develop respect for their feelings towards science and its learning. The point must be to improve their self-rule and control capacity to change those emotions, and to join sound penchants.

To make teachers high emotionally clever, better establishment condition ought to be furnished too all know about the way that condition assumes a turning job being developed of emotional intelligence. Just emotionally savvy individual can deal with his feelings skillfully. To accomplish high emotional intelligence, teachers must figure out how to get a point of view on circumstance which generally would prompt emotional responses. They can do this best by talking about their issues with others. They should likewise figure out how to utilize emotional purification to clear their frameworks of saucy up emotional vitality. An educator, who has high Emotional intelligence, can instruct adequately and live in the public arena with better understanding. Emotional Intelligence is noteworthy build and all wannabes for achievement in the public activity and calling picked relies on Emotional Intelligence. Preparing establishment can be significantly profited by making it a point to survey these parts of understudy teachers at the season of confirmation in preparing organization so people with appropriate qualities might be chosen for educator preparing programs. Preparing organization may likewise give such circumstances to the prospective teachers in preparing period through which they may build up those qualities, which are valuable in improving emotional intelligence.

The discoveries of this examination may likewise be useful to the specialists of educational organizations. Regulatory experts may likewise understand the significance of the emotional intelligence of teachers. The present examination proposes that educational specialists should focus their consideration on scholastic capabilities, yet in addition on the emotional intelligence of teachers at the season of prerequisites.

This Study can give better approaches for deduction to better arranging and viable execution of educational projects. The discoveries of this examination may likewise be useful to the principals of schools. Key may energize a greater amount of common getting, helpfulness, esprit de corps and cause less of psychophysical preventions, danger, distance and control. They ought to give chances to teachers to take an interest in basic leadership procedure, cooperation and articulation of thoughts for development. In the event that such air is made, teachers are certain to drive higher showing viability, which thus, is probably going to prompt their more prominent distinguishing proof with their foundation and its different exercises.

The present examination has uncovered that there exists a noteworthy distinction in emotional intelligence of prospective and working teachers and furthermore on male and female teachers. Male teachers are discovered more emotionally clever than the female teachers. This has suggestions for subjective improvement of educating. So as to improve the nature of educating especially in the young ladies schools it appears to be important to attempt endeavors to assist the male teachers with developing to emotional intelligence. If so, advancement of emotional intelligence in the teachers is by all accounts significant from the perspective of subjective improvement of instructing.

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