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**A STUDY OF PERSONALITY IN RELATION TO EMOTIONAL INTELLIGENCE
OF DEGREE COLLEGE TEACHERS**

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Abstract

The present study seeks to examine a study of personality in relation to emotional intelligence of degree college teachers. The present study was carried out on a sample of 200 degree college teachers (100 male and 100female) drawn randomly belonging to rural and urban areas of 10 affiliated degree colleges of VSK university Ballari. Emotional Intelligence scale was developed by Investigatorsitsreliability coefficient was found to be 0.75 and Singh's Differential Personality Inventory (DPI) developed by Aashish Kumar Singh and ArunKumar Singh (2002),inventory had high test retest reliability ranging from 0.70 to 0.90,were used to collect the data. After the analysis of data,so there was exist a significant relationship between personality and emotional intelligence of degree college teachers stands partially accepted. The reason may be that a balanced and emotionally strong teachers adjusts in every situation but locality play a significant role. Urban degree college teachers get more facilities and they were emotionally strong.

Introduction

Education plays an important role in the development of the country. Education culturists the individual and helps him in the fulfillment at his needs, all over the world. There is no denying the fact that the future of the nation lies in the hands of the students. Consequently, it becomes necessary to build the foundation of the student's firm and strong personality. Education develops personality of an individual in all

fields and aspects, making him intelligent, learned, bold, and courageous and possessing strong good character much in the same way as it contributes to the growth and development of society.

The way the teacher teaches and handles the students has impact on the future personality of children. He should follow fair democratic method. Personality refers to the dynamic organization. Personality is the response made by others to the individual as a stimulus. Personality and emotional intelligence is the ability that helps a teacher to use emotional situation to guide his thoughts and actions in a helpful way. Truly, there lies a tremendous source of strength, potential and vigor in emotions, and in case one is capable of utilizing this vast source of energy lying in one self and others in the most intelligent and useful way, then surely and certainly it may work wonders in terms getting success in all fields of life.

Education in democracy is not concerned with the imparting of bookish knowledge to children but with the all round development of human personality. Progress of any country depends main on the utilization of the potential of every individual.

PERSONALITY

Life is a mixture of necessity and freedom, change and choice. No two individuals are alike; some adopt themselves easily to new situations while other feels difficulties. Human personality is a very broad and comprehensive concept consisting on many aspects and factor that influence the behavior pattern.

In the educational world, the term Personality has a wide significance. By personality, it is generally meant that it is the organization and integration of the large number of human traits like temperament, interests and aptitudes. One person behaves in a pleasing way, another in an irritating way; one acts energetically, another languidly, personality is said to be the mirror of one's behavior. It is the total integration of physical makeup of the individual which is expressed in term of behavior, experience, manner, attitude, 'value, belief, sentiment, temperament and traits etc. The personality is influenced by many needs at once and final result. It produced by whatever is dominant at the particular time. The dominant elements are the product of the interaction of the physiologic and

psychological state and external situation. Personality words are not names of different activities but names of qualities of behavior. Any act may reveal the personality by showing the individual's characteristic style of action.

Personality is the style of life, a form of behavior and characteristic way of life. What we are and what we hope or aspire to become is our personality. It preserves every aspect of human life. It influences every aspect of behavior and is said to be a mirror of what one passes as he grows from a biological newborn to a biological adult. Environment and cultural milieu. Cattell (1950) remarks "Personality is a unique configuration of self-identity, motive traits, interests and values that express itself in a style of life".

There was a discussion among the psychologists about the relation of heredity and environment in the development of personality. Arguments were given from both sides and much matter was gathered on observation and experimentation. It was concluded that the development of personality depends upon both heredity and environment. Hence modern psychology includes both heredity and environment in the factors influencing personality.

EMOTIONS : Emotions are our response to the world around us and they are created by the combination of our thoughts, feelings and actions. What is most important is that for each of us to learn that we create our own emotions. Our responses are shaped by our thoughts by what we tell ourselves. As we clarify our understanding of our own beliefs and patterns. We learn we are actually choosing our lives, we take responsibility for our thoughts, feelings and actions we become accountable. Emotion is associated with mood, temperament, personality and disposition and motivation. It is the complex psychophysiological interacting with internal and external influences. Emotion is an affective experience that accompanies generalized learning and adjustment and mental and physiological stress. It is stated in the individual and that shows itself in his overt behavior.

INTELLIGENCE: Intelligence is an abstract whose definition continually involves and often depends upon current social values as much as scientific ideas. Modern definitions refer to a variety of mental capabilities including the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience as well as the potential to do these things. American psychologist Robert Sternberg developed a three part theory of intelligence which states that behavior must be viewed within the context of a particular culture: that a person's experiences effect expression of intelligence and the certain cognitive processes control all intelligent behavior. When all these aspects of intelligence are viewed together, the importance of how people use their intelligence becomes more important than the question of "how much" intelligent a person is Sternberg has suggested that some intelligence test focus too much on what a person has already learned rather than on how well a person acquires new skills or knowledge Stern (1914) "Intelligence is a general capacity of an individual consciously to adjust his thinking a new requirements, It is the general mental adaptability to new problems and conditions of life".

EMOTIONAL INTELLIGENCE

The concept "Emotional Intelligence refers to how intelligently we can control our emotions. It refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing our emotions well. It is a new concept and no one can yet say exactly how much of the variability of emotional exactly how much of the variability of emotional life from person to person it accounts for. But the data sufficient that it can be powerful and at times more powerful than intelligence quotient and old concept.

Even high intelligence quotient is no guarantee of prosperity prestige or happiness in life, our schools and our culture fixate on academic abilities, ignoring emotional intelligence. A set of traits that some might call character also matters immensely for personal destiny-

emotional aptitude is Meta ability; determine how well we can use whatever skills we have, including raw intellect.

NEED AND SIGNIFICANCE OF THE PROBLEM

The concept of personality and emotional intelligence in the Indian context are embedded its highly values social concerns virtues, religious, traditions and cultural practices. Personality and emotional intelligence are totally depending upon environment. Degree teacher experience more stress during their study due to heavy work load. It is presumed those degree teacher who are emotionally intelligent and well personated can successfully manage all situations.

Emotionally intelligent teachers can handled class room situations in a better way and influence the learning of his students.As modern age, we all know in the age of competition, everybody is worried about his future. An individual's personality is shaped by the experiences received during his education and this period is known as a period of "Emotional up heals" which lead to the psychological problems. A well adjusted and emotionally intelligent person is considered as a symbol of progress. Emotional intelligence is the part of human personality and personality provides the context in which emotional intelligence operates.

OBJECTIVES OF THE STUDY

- 1.To study the personality ofdegree college teachers
- 2.To study the emotional intelligence of degree college teachers.
- 3.To study the difference in variable of personality and emotional intelligence on the basis of gender and locality.
- 4.To study relationship between personality and emotional intelligence of degree college teachers.

HYPOTHESESOF THE STUDY

1. There is no significant mean differencebetween the personality of male and female degree college teachers.
2. There is no significant mean difference between personality of male and female degree college teachers belonging to rural and urban areas.

3. There exists no significant mean difference between emotional intelligence of male and female degree college teachers.
4. There exists no significant mean difference between emotional intelligence of male and female degree college teachers belonging to rural and urban areas.
5. There exists no significant relationship between the personality and emotional intelligence of degree college teachers.

DESIGN OF THE STUDY

Research is a purposive, scientific and planned deliberation, it is not haphazard task. The present investigation is essentially descriptive and survey type.

SAMPLE

Sample was selected randomly from the affiliated degree colleges of VSK university of Bellary and Koppal district 200 degree college teachers (100 male and 100 female) was chosen belonging to urban and rural areas.

DELIMITATIONS OF THE STUDY

1. The present study was conducted on a sample of 200 degree college teachers (100 male and 100 female) belonging to rural & urban areas of affiliated degree colleges of VSK university of Bellary.
2. The study was delimited to Bellary and Koppal district degree colleges only.

TOOLS USED

1. **Singh's Differential Personality Inventory (DPI)** developed by Aashish Kumar Singh and Arun Kumar Singh (2002), this inventory consists of 150 items. Inventory had high test retest reliability ranging from 0.70 to 0.90.
2. **Emotional Intelligence Scale** developed by investigator. The reliability of the scale reliability coefficient on a sample of 200 subjects, the split half reliability coefficient was found to be 0.75 indicated high validity.

STATISTICAL TECHNIQUES

The statistical techniques such as mean, standard deviation, t-value and co-efficient of correlation was used to interpret the data. The present study was undertaken with the purpose of finding the relationship between personality and emotional intelligence of degree college teachers.

TESTING OF HYPOTHESES

HYPOTHESIS - 1

There is no significant mean difference between the personality of male and female degree college teachers.

Table-1: Comparison of Male and Female Degree College Teachers w.r.t. Personality.

Sl.No.	Group	N	Mean	S.D.	S.EM	t-value	Result
1.	Male	100	14.79	3.30	1.39	0.38	NS.
2.	Female	100	15.32	2.91			

N.S.—Not significant at 0.01 and 0.05 level of significance

Table-1 shows mean value of personality of male degree college teachers is 14.79 and of female teachers is 15.32. Standard deviation of male teachers is 3.30 and of female teachers is 2.91. The t-ratio comes out to be 0.38. By referring the table, ‘t’ value at 0.05 level is 1.98 and at 0.01 level is 2.63 which is higher than calculated value at both levels. Hence there is no significant difference. Hypotheses- 1 stands accepted. Mean score of female degree college teachers were higher than male degree college teachers; it means female degree teachers were more family encouragement than male.

HYPOTHESIS-2

There is no significant mean difference between personality of male and female degree college teachers belonging to rural and urban areas.

Table-2: Mean and S.D. Scores of Male and Female Degree College Teachers.

Sl.No	Group	N	Mean	S.D	S.EM	t-Value	Result
1	Rural	100	14.45	2.96	0.433	2.80**	S**
2.	Urban	100	15.66	3.16			

**Significant at 0.01 and 0.05 level of significance.

Table-2 shows S.E_M of personality of male and female degree college teachers belonging to rural and urban area is 0.433. The t-ratio comes out to be 2.80. By referring the table, 't' value at 0.05 level is 1.98 and at 0.01 level is 2.63 which is lower than calculated value at both levels. Hence there is significant difference was found. Hypotheses-2 stands rejected. The mean score of urban degree college teachers is greater than rural degree college teachers, so that urban teachers are more competent.

HYPOTHESIS-3

There exists no significant mean difference between emotional intelligence of male and female degree college teachers.

Table -3: Mean and S.D. Emotional Intelligence Scores of Male and Female Degree College Teachers.

Sl.No	Group	N	Mean	S.D	S.E _M	t-Value	Result
1	Male	100	130.01	13.83	1.884	2.54**	S**
2.	Female	100	134.80	12.79			

**Significant at 0.01 and 0.05 level of significance.

Table-3 shows S.E_M of emotional intelligence of male and female degree college teachers is 1.884. The ratio comes out to be 2.54. By referring the table, 't' value at 0.05 level is 1.98 and at 0.01 level 2.63 which is lower than calculated value at both levels. Hence there is significant difference. Hypotheses -3 stands rejected. Mean score of female degree college teachers were higher than male degree college teachers; it means female teachers were more emotionally intelligence than male teachers.

HYPOTHESIS-4

There exists no significant mean difference between emotional intelligence of male and female degree college teachers belonging to rural and urban areas.

Table-4: Mean and S.D. Emotional Intelligence Scores of Male and Female Degree College Teachers Belonging To Rural and Urban Areas.

Sl.No.	Group	N	Mean	S.D	S.E _M	t-Value	Result
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1	Rural	100	128.52	11.38	1.832	4.29**	S**
2.	Urban	100	136.37	14.36			

**Significant at 0.01 and 0.05 level of significance.

Table-4 shows S.E_M of emotional intelligence of male and female teachers belonging to rural and urban area is 1.832. The t-ratio comes out to be 4.29. By referring the table, ‘t’- value at 0.05 level is 1.98 and at 0.01 level is 2.63 which is lower than calculated value at both levels. Hence there is a existssignificant difference. Hypotheses-4 stands rejected. Urban teacher get more facilities and they are emotionally strong. Mean score of urban teachers is more than rural teachers, it means urban teachers is more emotionally intelligent than comparatively rural degree college teachers.

HYPOTHESIS-5

There exists no significant relationship between the personality and emotional intelligence of degree college teachers.

Table-5 : Coefficient of Correlation Between The Personality and Emotional Intelligence of Degree College Teachers.

Respondents	N	R	Result
Total	200	0.21**	Significant at 0.01 level and no Significant at 0.05 level
Male	100	0.15	
Female	100	0.27**	
Rural	100	0.15	
Urban	100	0.18	

** Significant at 0.01 level

Table-5 shows the coefficient of correlation between personality and emotional intelligence of total, male, female, rural and urban teachers as 0.21, 0.15, 0.27, 0.15 and 0.18 respectively out of which correlation in case of total teachers and the female teachers was found to be significant at 0.01 and 0.05 level of confidence whereas no significant relationship was found in firm case of male, rural and urbanteachers. Therefore the hypothesis stating that there exist a significant relationship between personality and emotional intelligence of degree collegeteachers stands partially accepted. The reason may be that a balanced and emotionally strong person adjusts in every situation but locality play a significant role.

CONCLUSION

1. Rural and urban surroundings have more impact on both male and female degree college teachers. Female teachers are considered more emotionally intelligent as compared to male teachers.
2. Degree college teachers are influenced by rural and urban surroundings. In case of personality of Degree College teacher locality plays a significant role.
3. In spite of female teachers are more sensitive and less experienced than male but now they become more experienced more explosive to society than male teachers.
4. Urban teachers get more facilities and they are emotionally strong than rural teachers.
5. A balanced and emotionally strong person adjusts in every situation but locality play a significant role.

EDUCATIONAL IMPLICATIONS

The study reveals that significant difference is found in personality and emotional intelligence of degree college teachers. On the basis of these findings it can be said that equal opportunities, attention and same kind of environment should be given to both so that they can make their good and balance personality also the administrator should give provisions so that the individuals may be provided with adequate training to master and control their emotions. In other words, both male and female teacher should develop their emotional intelligence which may be possible by providing them congenial environment in the family and in educational institutes.

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