



**A STUDY TO FIND THE RELATIONSHIP BETWEEN SOCIO-ECONOMIC
STATUS AND EMOTIONAL INTELLIGENCE OF TEACHER EDUCATORS
OF COLLEGES OF EDUCATION AFFILIATED TO THE
PANJABUNIVERSITY CHANDIGARH**

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Abstract

The present study is to find out the relationship between emotional intelligence of teacher educator with their socio-economic status. Emotional intelligence involves the ability to perceive accurately, the ability to understand emotions and emotional knowledge and the ability to regulate emotions to promote emotional and intellectual growth. A sample of 321 teacher educator teach in affiliated colleges of Panjab University, Chandigarh was selected through stratified random sampling for the present study. Statistical analysis was done through Coefficient of correlation. Standardized tools of reliability and validity were used for data collection. The result of the study revealed that emotional intelligence is significantly related to socio economic status. So high socio economic status are more emotionally intelligent this is because they have ample resources to use, while on other hand who were belong to low socio economic status show less emotional intelligence



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Introduction

Goleman (1998) claimed "IQ and technical skills are important but EI is the sine qua non of leadership." Such skills add up for the enhancement of EI, and they are even more important as educators skills are critical to academic achievement. Emotionally intelligent students stand out. At school, they do better on standardized tests and help create a safe, comfortable classroom atmosphere that makes it easier to learn. There is currently a tendency to consider schools as organic wholes where people learn something of their future social behaviour and certain skills related to understand emotions in one and in one's relationships with others.

Emotional intelligence leads to a pervasive sense to excel in life irrespective of age, caste, sex, creed or profession. It is found that people who are emotionally adapted, who know and manage their own feelings well and who read and deal effectively with other people's feelings is at an advantage in any domain of life. People with well-developed emotional skills are also

more likely to be contented and effective in their lives, mastering that habits of mind that foster their own productivity and people who cannot marshal some control over their emotional life fight inner battles that sabotage their ability for focused work and clear thought. Emotions as intelligence and as a competence that could be acquired was a powerful “zeitgeist” (Mayer and Salovey, 2000).

Socioeconomic status (SES) is the measure of the influence that the social environment has on individuals, families, communities, and schools. In many ways SES is related to the concept of social class. Both have financial stability as a foundation for classification. Both are important to a child's optimal development and an adult's satisfaction with life. However, the concept of social class is considered to be continuous throughout one's lifetime and from one generation to the next. The SES classifications are established in an effort to find the means of identifying and changing inequalities. In addition, social class has economic differences as a primary influence. The concept of SES considers other influences such as the chance for social or economic advancement, influence on policy, availability of resources, and prestige of the primary occupation.

The definitions of SES emphasize that, as a construct, (1) it is conditional, (2) it is imposed on people, (3) it is used for comparisons, (4) it is based on economics, opportunity, and means of influence. Santrock (2004) defines it as “the grouping of people with similar occupational, educational, and economic characteristics” (p. 583). Woolfolk (2007) calls SES “the relative standing in society based on income, power, background and prestige” Santrock (2004) adds that an important qualification is “the ability to control resources and participate in society's rewards” Woolfolk (2007) also notes that every researcher will define it differently based on the nature of the study. In most discussions, there are three levels of SES: low, moderate, and high. Because most problems associated with low SES are related to poverty, sometimes poverty level is used as a similar concept to low SES. Race may also be considered a factor because Blacks and Latinos are disproportionately represented in the low SES.

Goleman (1998) found that professionals having high emotional intelligence show better quality, high economic status, speed and efficiency in work and commitment as compared to their counterparts who are having low emotional intelligence.

Singh (2003) has studied the emotional intelligence and adjustment of teachers working in different levels of education. He found that there is a significant positive relationship between emotional intelligence and adjustment. Teacher working in higher educational institution

have better emotional intelligence and adjustment in comparison to the teachers in secondary and primary schools.

Day, Elliot and Kington (2005) concluded a study on Australian English teachers. Results show that teachers having similar professional interest, socio status, needs, emotional environment at school and home and relationship with other people found to be most significant in sustaining professional commitment.

Morgan, Kitching and O'Leary (2007) in their study on micro-events that teachers experience and which enhance or undermine their motivation. They conceptualize such events in terms of their proximity/distance. They argued that experiences with proximal origin (Class room and school) may have more relevance to motivation than events of a more remote origin (National and global events) partly because of the frequency with which they impinged on proximal events happening. They also argued that positively effected tone was more significant for motivation than events that have a negative emotional effect.

Hiolmes (2007) in which emotional intelligence was considered as criterion variable and SES as predictor, and measured by household income, parent education and occupation. Bivariate and multivariate correlational analysis revealed significant positive relationship except mother's occupation and household income.

Namdar, Sahebihagh, Ebrahimi and Rahmani (2008) have found a significant relationship between emotional intelligence score and the student's satisfaction of their family socioeconomic status among nursing students. In order to find out the effect of monthly income on the level of emotional intelligence among B.Ed. teacher trainees (N=300)

Gowdhaman and Murugan (2009) have executed on empirical study and results showed that the socio economic status or monthly income do not cause any significant effect on the emotional intelligence. They also studied the locate effect(mentioned as community) on the emotional intelligence of 300 B.Ed. teachertrainees and inconsistently found that there is not any significant effect ofcommunity on the emotional intelligence.

Jacques (2009) the relationship between emotional intelligence and socio economic status was studied among 221 college students and the study reported that socio economic status did not predicted emotional intelligence.

Mohanty and Devi, L. (2010) in their study, revealed that good education and occupation of parents in positively and significantly effects the interpersonal relationship (EI) of the adolescents. It means that parents having good occupation have adolescents having the ability in establishing and maintaining mutually satisfying relationship characterized by emotional closeness and intimacy.

Need of the study

Teaching' is a transitive verb; to teach someone is to do something to that person. Teaching leads to learning measured in terms of certain changes in the behaviour of the learner. It is influenced by various factors which include: (i) the social structure in which teaching takes place; (ii) the specific objectives of education; (iii) the theories of Psychology (learning, motivation etc.) held by those who teach; and (iv) the maturity level of learners. "The social change has brought a new order of life. The economic conditions, however, take time to change and under the circumstances, the teachers' lot has not improved. In the materialistic world of today, man has become money minded.... If we look at the teaching profession from this perspective, we find the situation deplorable". So the whether highly emotional developed teacher educators are effected by good Socio economic status. Teaching profession going to conduct a study on their Socio-economic Status levels have they are living? How much money they earn and how much they spend for their life? They give more importance to money or not? This money increases their Socio Economic Status Level so this factor is how influencing on their Emotional Intelligence. Its explain the impact of Socioeconomic Status on their Emotional Intelligence and emotionally how they are? We measure Total ambition of this study is how Socio Economic status is influence on teacher educators, emotional Intelligence.

Objective of the study

To study the relationship between socio-economic status and emotional intelligence of teacher educators of colleges of education affiliated to the Panjab University Chandigarh.

Hypothesis of the study

There will be no significant relationship between socio-economic status and emotional intelligence of teacher educators of colleges of education affiliated to the Panjab University Chandigarh.

Methodology

SAMPLE

The present study was conducted on a stratified random sample of 321 teacher educators teaching in the colleges of education affiliated to the Panjab University Chandigarh.

TOOLS

Emotional Intelligence Scale (Hyde, Pathe and Dhar, 2000).

The 34 items thus chosen were administered on 200 subjects. The data was then tabulated and item total correlations were calculated. Items having correlation less than the value of .25 ($p < .01$) were dropped. The value is taken from Fisher (1950) table of correlation coefficients and their levels of significance. The final form of the scale constituted 34 items. The reliability of the scale was determined by calculating reliability coefficient on a sample of 200 subjects. The split-half reliability coefficient was found to be 0.88. Besides face validity, the scale has high content validity. It is evident from the assessment of judges/experts that items of the scale are directly related to the concept of Emotional Intelligence. In order to find out the validity from the co-efficient of reliability (Garrett, 1981), the reliability index was calculated, which indicated high validity on account of being 0.23.

Socio-Economic Status Scale (Kulshrestha, 1998).

This scale measures the status of the family, professional levels, caste, total monthly income, etc. In other words the scale collects information regarding the following component variables. Parents and siblings occupation, Parental and siblings education, Economic indicators, Cultural indicators.

STATISTICAL TECHNIQUES USED

Coefficient of correlation

OPERATIONAL DEFINITION OF THE TERM USED

Emotional Intelligence:

It is the measures of factors such as self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment and altruistic behaviour. Its measurement are the scores on Emotional Intelligence Scale by Hyde, Pathe and Dhar (2000).

Teacher Educators:

The phrase refers to those teachers, who are employed as teacher educators in Colleges of Education affiliated to the P.U. University, Chandigarh.

Socio-Economic Status

It is the measurement of family professional level, income, caste, facilities available in the family etc. Its measurement are the scores on Socio-Economic Status Kulshrestha (1998).

Result and Discussion

Table 1 Coefficient of correlation in Socio-Economic Status and Emotional intelligence

Variable 1	Variable 2	Correlation	Significant Level
Socio-Economic Status	Emotional intelligence	0.146	0.01

It show that emotional intelligence of teacher educators is significantly positively correlated with socio economics status. It is evident from table 1 that Socio-Economic Status and emotional intelligence were significantly positively related with each other as the obtained correlation .146 was found to be significant at .01 level. socio economic status plays a significant role in development of emotional intelligence. Who they are coming from high socio economic status are more emotionally intelligent this is because they have ample resources to use, while on other hand who were belong to low socio economic status show less emotional intelligence because they are facing the paucity of resources so they are always try to acquire basic need of daily life so is generally assumed that one's level of education and education of siblings and spouse, level of income, facilities at home and social status may influence one's emotions as above factors help in the emotional development of teacher educators. Which shows teacher educators having healthy income and social status are more emotional intelligence than their counter parts which shows teacher educators with high Socio-Economic Status has high emotional intelligence so the hypothesis that there will be no significant relationship between Socio-Economic Status and emotional intelligence of teacher educator is not accepted.

Findings & Conclusion

A positive significant correlation is obtained between emotional intelligence and Socio-Economic Status of teacher educator of colleges of education affiliated to the Panjab University Chandigarh.

Therefore hypothesis that there will be no significant relationship between Socio-Economic Status and emotional intelligence of teacher educator of colleges of education affiliated to the Panjab University Chandigarh is not accepted.

From above result we conclude that the co-relationship between emotional intelligence and socio-economic status is significant positively. The emotional intelligence of teacher educators is high of those having high Socio-Economic Status. The teacher educators having high Socio-Economic Status is manage their emotions because they have good quality of life in terms of family income, parents' occupation and their culture. The high Socio-Economic Status help and manage their own feelings well and who read and deal effectively with other people's feelings is at an advantage in any domain of life which help to increase their emotional intelligence, on the other hand emotional intelligence positively influences such as the chance for social or economic advancement, influence on policy, availability of resources, and prestige of the primary occupation i.e. for Socio-Economic Status

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