INTRODUCTION

1.1 NEED AND SIGNIFICANCE OF THE STUDY

Towards the end of Second Millennium, the twentieth century witnessed a major paradigm shift in the form of education for classes to education for masses. This era coincided with the advent of democracy and techno scientific advancements. Two major explosions in the forms of population explosion and knowledge explosion also occurred during this period. All this culminated into a major emphasis on Primary/Elementary education. The ultimate impact of all this resulted in declaring Primary Education as a Constitutional Right in the form of Right to Education Act. The main responsibility to fulfil this constitutional obligation is obviously on the shoulders of Primary School Teachers. It is understandable that the issues of Quality, Quantity and Equity in Education result to form elusive triangles. Enrolling all the children in the age-group 6 to fourteen and imparting Quality education to them are undoubtedly gigantic tasks. This is an extraordinary problem and hence needs extraordinary solutions.

Adequate infrastructural facilities, appropriate Instructional facilities and sufficient trained man power all are required to implement the provisions of Right to Education Act successfully.

It needs to be emphasised here that successful implementation of the provisions of Right to Education Act most heavily depends upon the Primary School Teachers. It has been rightly pointed out by Sousa, D.A. (2006:282) “Although a few students can learn on their own, most of them rely heavily on the instructional talents of their teachers to learn information and skills. For them, the quality of their learning rarely exceeds the quality of teaching.”

This emphatically speaks about the role and importance of Primary School Teachers. Their academic attainments, teaching skills and personality characteristics play an important role in shaping the behavioural patterns of their students.

Primary education is the base of educational edifice. Economists in the seventh decade of the twentieth century declared that Primary education is a ‘public good.’ Heavy investments in Primary education are justified in the sense that socio-economic development is definitely dependent upon the quality of education provided to the younger
generation. Concerted efforts are being made at various levels to enrol all the children in schools, retain them there for at least eight years and provide quality education to them. In such a scenario the task of Primary School Teachers has become very important and highly challenging. Primary School Teachers may fulfil their responsibilities more adequately when they are capable to teach effectively, have passion and dedication and are highly motivated to perform their multi-faceted tasks. It therefore becomes very important to undertake an investigation involving Primary School Teachers.

Most of the educationists agree that a teacher’s own learning style and sensory preferences can affect learning and teaching. It seems appropriate to reproduce the content available in page 57 of the book ‘How The Brain Learns’ authored by David. A. Sousa (2006). Although we use all five senses to collect information from our environment, they do not contribute equally to our knowledge base. Most people do not use sight, hearing and touch equally during learning. Just as most people develop a left-or right-handed preference, they also develop preferences for certain senses as they gather information from their environment. Some people have a preference for learning by sight, for example. They are called visual learners. Others who use hearing as the preferred sense are known as auditory learners. Still others who prefer touch or whole body involvement in their learning are called kinaesthetic learners. Sensory (also called modality) preferences are an important component of an individual’s learning style. Teachers need to

- Understand that students with different sensory preferences will behave differently during learning.
- Recognize that they tend to teach the way they learn. A teacher who is strong auditory learner will prefer this modality when teaching. Students who also are strong auditory learners will feel comfortable with this teacher’s methods, but visual learners can have difficulty in maintaining focus. They will doodle or look at other materials to satisfy their visual craving.
- Note, similarly, that students with auditory preferences want to talk about their learning and can become frustrated with teachers who use primarily visual strategies. Strong kinaesthetic learners require movement while learning or they become restless tapping their pencils, squirming in their seats, or walking around the room.
- Avoid misinterpreting these variations in learning style behaviour inattention or as intentional misbehaviour. The variations may, in fact represent the natural responses of learners with different and strong preferences.
- Understand that a teacher’s own learning style and sensory preferences can affect learning and teaching. Teachers should design lessons that include activities to address all sensory preference and learning styles.

The last decade of the twentieth century coincided with the emergence of a novel concept named ‘Emotional Intelligence.’ The model of emotional intelligence was first proposed in Peter Salovey and John D. Mayer, “Emotional Intelligence”, Imagination, Cognition, and Personality 9 (1990), pp.185-211. Unlike IQ, with its nearly one-hundred-year history of research with hundreds of thousands of people, emotional intelligence is a new concept. And that is the problem: academic intelligence offers virtually no preparation for the turmoil-or opportunity – life’s vicissitudes bring. Yet even though a high IQ 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– some might call it character–that also matters immensely for our personal destiny.

Emotional Intelligence related abilities have since succeeded in attracting the attention of educationists, educational policy makers and researchers. It is being stressed that emotionally intelligent individuals are assets to families and the larger society. There is no doubt that all good human beings are emotionally highly intelligent people. Education is rightly termed as a human enterprise and the larger society expects teachers to be good human beings.

Since the very beginning of human civilization and especially since the establishment of formal system of education, society expected that intellectually superior individual would undertake the task of teaching. It was then and even now is a general perception that intellectually superior individuals may perform the challenging task of teaching.

Primary School Teachers belong to this society. They are either females or males. They may differ in their academic pursuits. They may be new recruits or they may be highly experienced ones. They may belong to either the general category or they may be the members of reserved category. All these socio-educational variables may be assumed to be of vital significance in determining the personality
characteristics of Primary School Teachers which ultimately influence their quality of teaching. Hence it has been planned to make a study of Sensory Preferences and Emotional Intelligence of Primary School Teachers in relation to their Intellectual Ability and Socio-educational Variables.

1.2 TITLE OF THE STUDY

The title of the study is as follows:
“Study of Sensory Preferences and Emotional Intelligence of Primary School Teachers in relation to their Intellectual Ability and selected Socio-educational Variables.”

1.3 DEFINITIONS OF THE TERMS

The terms/concepts involved in the title of the study have been defined below:

1.3.1 SENSORY PREFERENCES

Concise Oxford English Dictionary (2006:1311) gives the meaning of the word ‘Sensory’ as ‘relating to sensation or the senses.’ The meaning of the term ‘preference’ has been given in it as ‘a greater liking for one alternative over another or others, a thing preferred’ (p.1131). The synonyms of ‘preference’ are ‘choice’, ‘priority’ (English Thesaurus, 2001:255).

Individuals differ from one-another with regard to the use of the senses for collecting information from their environments. On the basis of their sensory preferences individuals have been termed as visual learners, auditory learners or kinaesthetic learners.


It contains 33 statements and is in the form of a two-point scale. On the basis of the responses of the individuals on this instrument their sensory preferences scores are made known. A higher score for any one sensory preference indicates his/her preference. This tool has been used in this research work. For this purpose, it has been suitably translated into Hindi language and appropriate statistical techniques have been employed to determine its validity and reliability.
1.3.2 EMOTIONAL INTELLIGENCE

The concept of ‘Emotional Intelligence’ has been first elaborated and researched upon by Peter Salovey of Yale University and John Mayer of the University of New Hampshire in the year 1990. Jack Block of the University of California further researched their variable in the mid-nineties of the twentieth century. A book titled ‘Emotional Intelligence’ by Daniel Goleman (1995) elaborated this construct and several researchers have since been conducted on this variable.

Emotional Intelligence is ability. It reveals one’s ability to understand one’s own emotions and to handle them appropriately. It also reflects one’s ability to understand others emotions, to understand subtle social signals and interpersonal relations adequately. “Emotional Intelligence is the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence (Cooper & Sawaf, 1997:XIII)” as has been mentioned in Goleman, D. (1995:43-44)

Peter Salovey, a Yale psychologist subsumes Gardner’s personal Intelligence in his basic definition of Emotional Intelligence, expanding these abilities into five main domains:

a) **Knowing one’s Emotions. Self-Awareness:**
   Recognizing a feeling as it happens-is the keystone of emotional intelligence. The ability to monitor feelings from moment to moment is crucial to psychological insight and self-understanding. An inability to notice our true feelings leaves us at their mercy. People with greater certainty about their feelings are better pilots of their lives, having a surer sense of how they really feel about personal decisions from whom to marry to what job to take.

b) **Managing Emotions:**
   Handling feelings so they are appropriate is an ability that builds on self-awareness. People who are poor in this ability are constantly battling feelings of distress, while those who excel in it can bounce back far more quickly from life’s setbacks and upsets.

c) **Motivating Oneself:**
   Marshalling emotions in the service of a goal is essential for paying attention, for self-motivation and mastery and for creativity. Emotional self-control-
delaying gratification and stifling impulsiveness-underlies accomplishment of every sort. And being able to get into the “flow” state enables outstanding performance of all kinds. People who have this skill tend to be more highly productive and effective in whatever they undertake.

d) **Recognizing Emotions in others Empathy:**

Another ability that builds on emotional self-awareness is the fundamental “people skill.” People who are empathic are more attuned to the subtle social signals that indicate what others need or want. This makes them better at callings such as the caring professionals, teaching, scales, and management.

e) **Handling Relationships:**

The art of relationships is, in large part, skill in managing emotions in others. Social Competence and incompetence and the specific skills are the abilities that undergird popularity, leadership and interpersonal effectiveness. People who excel in these skills do well at anything that relies on interacting smoothly with others; they are social stars.

IQ and emotional intelligence are not opposing competencies, but rather separate ones. We all mix intellect and emotional acuity; people with a high IQ but low emotional intelligence (or low IQ and high emotional intelligence) are, despite the stereotypes relatively rare. Indeed, there is a slight correlation between IQ and some aspects of emotional intelligence-though small enough to make clear these are largely independent entities.

The term ‘Emotional Intelligence’ involves two sub-terms namely emotions and intelligence. In its most literal sense, the Oxford English Dictionary defines emotion as “any vehement or excited mental state.” There are hundreds of emotions, along with their blends, variations, mutations, and nuances. Indeed, there are many more subtleties of emotion that we have words for. The eight basic emotions as mentioned in Goleman, D. (1995:289)

a) **Anger**- fury, outrage, resentment, wrath, exasperation, indignation, vexation, acrimony, animosity, annoyance, irritability, hostility and perhaps at the extreme, pathological hatred and violence.
b) **Sadness** - grief, sorrow, cheerlessness, gloom, melancholy, self-pity, loneliness, dejection, despair and when pathological severe depression.

c) **Fear** - anxiety, apprehension, nervousness, concern, consternation, misgiving, wariness, qualm, edginess, dread, fright, terror; as a psychopathology, phobia and panic.

d) **Enjoyment** - happiness, joy, relief, contentment, bliss, delight, amusement, pride, sensual pleasure, thrill, rapture, gratification, satisfaction, euphoria, whimsy, ecstasy and at the far edge, mania.

e) **Love** - acceptance, friendliness, trust, kindness, affinity, devotion, adoration, infatuation, agape.

f) **Surprise** - shock, astonishment, amazement, wonders.

g) **Disgust** - contempt, disdain, scorn, abhorrence, aversion, distaste, revulsion.

h) **Shame** - guilt, embarrassment, chagrin, remorse, humiliation, regret, mortification, and contrition.

The benefits of the five dimensions of Emotional Intelligence as have been narrated in Goleman, D. (1995:283-284) have been mentioned below:

i) **Emotional Self-Awareness:**
   - Improvement in recognizing and naming own emotions.
   - Better able to understand the causes of feelings.
   - Recognizing the difference between feelings and actions.

ii) **Managing Emotions:**
   - Better frustration tolerance and anger management.
   - Fewer verbal put-downs, fights and classroom disruptions.
   - Better able to express anger appropriately, without fighting.
   - Fewer suspensions and expulsions.
   - Less aggressive or self-destructive behaviour.
   - More positive feelings about self, school and better at handling stress.
   - Less loneliness and social anxiety.

iii) **Harnessing Emotions Productively:**
   - More responsible.
   - Better able to focus on the task at hand and pay attention.
   - Less impulsive; more self-control.
- Improved scores on achievement tests.

iv) **Empathy: Reading Emotions:**

- Better able to take another person’s perspective.
- Improved empathy and sensitivity to others’ feelings.
- Better at listening to others.

v) **Handling Relationships:**

- Increased ability to analyze and understand relationships.
- Better at resolving conflicts and negotiating disagreements.
- Better at solving problems in relationships.
- More assertive and skilled at communicating.
- More popular and outgoing; friendly and involved with peers.
- More sought out by peers.
- More concerned and considerate.
- More “pro-social” and harmonious in groups.
- More sharing, cooperation, and helpfulness.
- More democratic in dealing with others.

**Operational Definition of Emotional Intelligence**

Emotional Intelligence, here in this investigation, refers to a variable measured by Emotional Intelligence Scale (EIS-1999) constructed, developed and validated by Tewary, Mala & Joshi, J.K. (1999). This Scale contains 30 items and it is a three points Scale. These 30 items are concerned with the following five dimensions of Emotional Intelligence:

i) Self-awareness

ii) Managing Emotions

iii) Motivating oneself

iv) Empathy

v) Handling relationships

The 30 items are related to eight basic emotions namely anger, sadness, fear, joy, love, surprise, shame and disgust.
1.4 PRIMARY SCHOOL TEACHERS

The term ‘Primary School Teachers’ refers to the teachers employed in the Government Primary Schools situated in Almora district of Kumaun region of Uttarakhand State.

1.5 INTELLECTUAL ABILITY

Intellectual Ability of an individual depends upon the quantum of the ‘intelligence’ possessed by him/her. The quantities approach for the measurement of intelligence dates back to 1905 when Binet and his associate Simon published their first set of intelligence tests.

Intelligence, a common word today, was almost unknown in popular speech less than a century ago. During the later part of the last century the philosopher Herbet Spencer and the gentleman- Scientist Francis Galton, stimulated by Darwin’s writings on the origin of species differences, reintroduced the ancient Latin term Intelligence to refer to individual differences in mental ability. These men and their followers believed that there is an inborn human characteristic of general Intelligence, distinct from special abilities (Aiken, L.R., 1976:108).

‘Intelligence is a hypothetical construct invented to help explain and predict behaviour’ (Conger, 1977:141). Modern Science recognizes that brain is the primary organ of mental activity and it may be said to be seat of thought, memory, emotion and above all, intelligence. While brain is a physical entity easy to describe on the basis of its size and structure, intelligence remains a Meta physical concept, difficult to define within the purview of both scientists and philosophers. Since the year 1905, when Alfred Binet and Theodore Simon, published their first test of intelligence, hundreds of researchers, the world around, have attempted to define, describe, explain and measure the concept of ‘Intelligence’. From ‘Culture-free tests’ to ‘Culture-fair tests’ – the journey of intelligence testing still going on any attempts have also been made to develop the Theory of Multiple Intelligences (Gardner, H., 1993). More recently an attempt has been made by Shearer, B. (2004) to review ‘Multiple Intelligence Theory after 20 years.’

Defining Intelligence

Intelligence as a concept has been understood in different ways by different psychologists and has therefore, a wide variety of definitions-
Stern (1914):
Intelligence is a general capacity of an individual consciously to adjust his thinking to new requirements. It is the general mental adaptability to new problems and conditions of life.

Thorndike (1921):
Intelligence may be defined as “the power of good responses from the point of view of truth or fact”.

Terman (1921):
An individual is intelligent in the proportion that he is able to carry on abstract thinking.

Wagnon (1937):
Intelligence is the capacity to learn and adjust to relative new and changing conditions.

Woodworth and Marquis (1948):
Intelligence means intellect put to use. It is the use of intellectual abilities for handling a situation or accomplishing any task.

Jean Piaget (1952):
Intelligence is the ability to adapt to one’s surroundings.

Apart from the foregoing definitions, there are several more, but all of them if taken separately, give an incomplete picture because each of them emphasizes a single aspect. For instance they define intelligence as the ability to learn, to deal with abstractions, to make adjustments, to adapt to new situations, or the ability or power to make appropriate responses to certain stimuli in a given situation.

In view of the lacunae in the existing definitions, David Wechsler (1944), who devised the adult intelligence test, tried to provide a somewhat comprehensive definition.

Intelligence is the aggregate or global capacity of an individual to act purposefully, to think rationally, and to deal effectively with his environment.
However, the terminology and language used in defining intelligence apart, there seems to be some agreement among the psychologists. They agree on the following:

a) Intelligence must be understood as the mental capacity or mental energy available with an individual at a particular time in a particular situation.

b) This mental capacity helps him in the task of theoretical as well as practical manipulation of things, objects or events present in his environment in order to adapt to or face new challenges and problems of life as successfully as possible.

c) His capacity or the fund of mental energy available with him can be judged only in terms of the quality of his behaviour or performance.

Keeping all these basic factors in mind, we may attempt a viable definition of Intelligence as a sort of mental energy, in the form of mental or cognitive abilities, available with an individual which enables him to handle his environment in terms of adaptation to face novel situations as effectively as possible. In terms of definition, we can access a person’s intelligence in proportion to his ability to use his mental energy to handle his problems and leading a happy and well contented life by Mangul, S.K., (2002:228, 229)

Various kinds of intelligences are now being talked about and elaborated and in such a scenario the Standard Progressive Matrices Test by Raven & Others (1992) still remain one of the most reliable and valid tool to measure the fluid ability in terms of the educative component of g as defined in Spearman’s theory of cognitive ability. The evidence from factor analysis research, as mentioned in the SPM Manual (1992:20), suggests that SPM is a good measure of general intellectual ability.

Hence, here in this investigation, ‘Intellectual Ability’ refers to a variable measured by Standard Progressive Matrices of Raven and Others (1992). On the basis of the scores of Primary School Teachers on this Test, they have been divided into the following two categories-

I- High Intellectual Ability Teachers.

II- Low Intellectual Ability Teachers.

1.6 SELECTED SOCIO-EDUCATIONAL VARIABLES

The term ‘Selected Socio-educational variables’ includes the variables namely caste/varna, academic stream, teaching experience and sex. Primary School Teachers have
been divided into appropriate groups on the basis of these variables to attain the various objectives of the study. This categorisation has been presented in Chapter III.

1.7 OBJECTIVES OF THE STUDY

The objectives of the study have been divided into the following three categories.

1.7.1 Concomitant Objective

To translate, modify and adapt the ‘Determining Your Sensory Preference’ tool. This tool is available in Sousa, D.A. (2006:58-60)

1.7.2 Main Objectives of The Study

1. To find out whether there exist any significant association between Sensory Preferences and Intellectual Ability of Primary School Teachers.
2. To understand the nature and extent of association between Sensory Preferences and Sex of Primary School Teachers.
3. To ascertain the nature and extent of association between Sensory Preferences and Caste of Primary School Teachers.
4. To find out whether there exist any significant association between Sensory Preferences and Teaching Experience of Primary School Teachers.
5. To ascertain the nature and extent of association between Sensory Preferences and Academic Stream of Primary School Teachers.
6. To understand the nature and extent of association between Emotional Intelligence and Intellectual Ability of Primary School Teachers.
7. To find out whether caste/varna wise groups of Primary School Teachers differ in their Emotional Intelligence.
8. To ascertain the significance of difference in the Emotional Intelligence of Primary School Teachers.
9. To understand the significance of difference in the Emotional Intelligence of Teaching Experience wise groups of the Primary School Teachers.
10. To find out whether sex wise groups of Primary School Teachers differ in their Emotional Intelligence.
1.7.3 Subsidiary Objectives of The Study

1. To identify Primary School Teachers with similar Auditory, Visual and Tactile/Kinaesthetic Preference and to find out whether they are high or low in Emotional Intelligence.

2. To identify Primary School Teachers with very strong Tactile/Kinaesthetic preference and to find out whether they are high or low in Emotional Intelligence.

3. To find out whether Primary School Teachers with very weak Tactile/Kinaesthetic Preference are high or low in Emotional Intelligence.

1.8 HYPOTHESES

In order to initiate the study the following ten null hypotheses have been framed to attain the major objectives of the study-

1. There exists no significant association between Sensory Preferences and Intellectual Ability of Primary School Teachers.

2. There exists no significant association between Sensory Preferences and sex of Primary School Teachers.

3. There exists no significant association between Sensory Preferences and caste/varna of Primary School Teachers.

4. There exists no significant association between Sensory Preferences and teaching experience of Primary School Teachers.

5. There exists no significant association between Sensory Preferences and academic stream of Primary School Teachers.

6. There exists no significant association between Emotional Intelligence and Intellectual Ability of Primary School Teachers.

7. Caste/varna wise groups of Primary School Teachers do not differ in their Emotional Intelligence.

8. Academic stream wise groups of Primary School Teachers do not differ in their Emotional Intelligence.

9. Teaching experience wise groups of Primary Teachers do not differ in their Emotional Intelligence.
10. Sex wise groups of Primary School Teachers do not differ in their Emotional Intelligence.

1.9 DELIMITATIONS OF THE STUDY

The study has been delimited as mentioned below:

1. Primary School Teachers employed in the State Government Primary School only have been included in the sample. It means that Primary School Teachers from Central Government School, Grant-in-aid recognized school and recognized private school were not included in the sample.

2. Only regular teachers employed in the State Government Primary Schools have been included in the sample. It means that teachers on contract basis/Shiksha Mitras/Shiksha Bandhus/Para Teachers etc. Shall not be included in the sample.