CHAPTER - V

INTERPRETATION OF DATA

The present study deals with the emotional intelligence of the teachers under training and teachers in service in relation to their locus of control and perceived self-efficacy. The main objective of the study was to measure the emotional intelligence, locus of control and self-efficacy of the teachers whether they were undergoing training or they were serving in different schools and also to find out the significant differences on these psychological variable between these two types of teachers as well as their gender (male and female teachers). It was also the aim of the present study to establish the relationship between the emotional intelligence and the internal and external locus of control of the teachers under training as well as teachers in service and also to find out the relationship between emotional intelligence and the perceived self-efficacy of these two types of teachers. An attempt was also made to know the significant differences on different aspects and components of emotional intelligence between the teachers with internal and external locus of control as well as with those of high, average and low self-efficacy.

In order to accomplish these objectives, the hypotheses framed for this study were that
1. There is no significant differences between male and female teachers of under training and in service on emotional intelligence.
2. There is no significant differences between male and female teachers of under training and in service on locus of control.
3. There is no significant differences between male and female teachers of under training and in service on self-efficacy.
4. There is no significant differences between teachers under training and teachers in service on emotional intelligence.
5. There is no significant differences between teachers under training and teachers in service on locus of control.
6. There is no significant differences between teachers under training and teachers in service on perceived self-efficacy.

7. There is no significant differences on emotional intelligence between teachers with internal and external locus of control.

8. There is no significant differences on emotional intelligence among teachers with high, average and low self-efficacy.

9. There is no significant relationship between emotional intelligence and self-efficacy of teachers both under training and in service.

10. There is a significant relationship between locus of control and self-efficacy of teachers both under training and in service.

To test these above mentioned hypotheses of the study, a sample of 600 teachers was selected randomly from the different colleges of Education (B.Ed. colleges) and different schools of Bathinda District of Punjab. Out of this sample, 300 (150 males and 150 females) were B.Ed. students (teachers under training) and 300 (150 males and 150 females) were working teachers. In order to make the study a scientific one, the well known standardized psychological tests/tools were administered to all these 600 teachers for measuring the different aspects and components of emotional intelligence; e.g. Mangal's emotional intelligence inventory and Ekta scale of emotional intelligence. For assessing the locus of control variable of the teachers, Hasnain and Joshi test of locus of control scale was administered to find out the internal and external LOC of the subjects. For knowing the self-efficacy of the teachers, Rekha Gupta test of self-confidence inventory was used.

After collecting the data, the results were subjected to statistical analysis. The mean, SDs and SEs of the scores of all the variables for the different groups of teachers were calculated. t-ratios were computed in order to find out the significant differences between the mean scores of the two groups of teachers. Wherever there were more than two groups; ANOVA technique was applied in order to find out the F-ratios to know if significant differences existed or not.

5.1 EMOTIONAL INTELLIGENCE OF THE TEACHERS
Emotional intelligence, according to Salovery & Mayer (1990) is "the ability to monitor one's own and others feelings and emotions, to discriminate among them and to use this information to guide one's thinking and action." This concept of E.I. according to the cognitive model given by Peter Salovery and John Mayer, primary focus on the complex, potentially intelligence tapestry of emotional reasoning in everyday life. It is based on the assumption that emotions convey knowledge about a person's relationship with the world. Now they say that emotional intelligence is the capacity to reason with emotions in four areas to perceive emotions, to integrate it in through, to understand it and to manage it. Daniel Goleman (1995) says, "Emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in own relationship."

Mangal's emotional intelligence inventory (MEII) measures four aspects of emotional intelligence, i.e. (i) intrapersonal awareness which means understanding one's own emotions; (ii) interpersonal awareness which is related with understanding the emotions of other persons; (iii) intrapersonal management which means monitoring and managing one's own emotions and (iv) interpersonal management which is concerned with managing the emotions of others persons.

On the other hand, Ekta's test of emotional intelligence scale measures five areas of emotional intelligence; i.e. (i) self-awareness, (ii) measuring one's own emotions; (iii) motivating oneself; (iv) empathy and (v) handling relationship. Self-awareness is observing one's self and recognizing a feeling as it happens. Managing emotions means handling feelings so that they are appropriate, realizing what is behind a feeling, finding ways to handle fears and anxieties, anger and sadness. Motivating oneself is channelizing emotions in the service of a goal; emotional self-control, delaying gratification and stifling impulses. Empathy is the sensitivity to other's feelings, concerns and taking their perspectives; appreciating the differences in how people feel about things. Handling relationships is the managing emotions in others; social competence and social skills.

The results of the present study show that the teachers under training and teachers in service differed each other on two aspects of emotional intelligence; i.e. interpersonal awareness and intrapersonal management as well as total EI; as t-values were found to be significant at 0.01 level. But the teachers under training i.e. the B.Ed. students were found to possess higher level of those two aspects of emotional intelligence as compared to the teachers in service; as the mean scores of the formers were more than the laters. It may be that B.Ed. students have not as yet faced the rigors of school life and they have no experience
of training the young minds of school students; so they have not faced the stresses and strains of the teaching profession and this may be reason that they were more emotionally matured and balanced and hence possessed higher E.Q. than their counterparts. The same results were obtained in case of the female teachers under training and female teachers in service. But in case of the male teachers; they only differed in the third aspect i.e. intrapersonal management and not on other aspects of emotional intelligence. Hence it can be said that the null hypotheses of no differences between teachers under training and teachers in service was partially accepted and partially rejected.

But on Ekta's test of emotional intelligence, no significant differences were observed on all the components of emotional intelligence between teachers under training and teachers in service whether they were females teachers or combined group of teachers. Only in case of the male teachers; difference was available on the fourth component i.e. empathy between male teachers under training and teachers in service. In all other components, t-values were statistically non-significant and so it can be said that these results could not reject the null hypotheses that there would exist no significant differences on emotional intelligence between teachers under training and teachers in service.

So far as sex differences on emotional intelligence was concerned; it was observed that males and females teachers under training differed on the second aspect and not on other three aspects of emotional intelligence. Where females seemed to be better on this aspect than their male counterparts. Male and female teachers in service had differences on the first and second aspects of emotional intelligence i.e. intrapersonal and interpersonal awareness; where male serving teachers were found to have more emotional intelligence as compared to the female teachers. In the combined group of males and females teachers; differences existed on the first and third aspects of emotional intelligence i.e. intrapersonal awareness and intrapersonal management, where males were better on the first aspect and the females on the third aspect in comparison to their counterparts.

On the Ekta's test of emotional intelligence it was seen that male and female B.Ed. students had differences on the first and third aspect i.e. self-awareness and motivating oneself. Here, the males seemed to be better on self-awareness; whereas females were higher on the motivating oneself component of EI. On all other three components as well as total EI; no significant differences were found between males and female teachers under training. On the other hand; male and female teachers in service differed on only one component i.e. empathy and not on other four components of emotional intelligence. Here again, the males were found to be higher on this component. In the case of the combined group; male and
female teachers differed on the first component i.e. self awareness; where males were better than females. These results have failed to reject or accept the null hypotheses of no differences between male and female teachers on emotional intelligence. But it can be said that the findings of this study have partially accepted and partially rejected the hypotheses regarding sex differences.

Many previous studies like Tyagi (1996), Ellan Weiner (1996), Paul and Perhayl (2004), Sukhdeep (2011) and Ashu Jain (2012) did not find any significant differences on the basis of the sex of the students; whereas Sameer Babu (2008) found that girls show more EI than boys. But Rupinderjit (2012) concluded in her study that on emotional intelligence, male and female students differed significantly and the males had more emotional intelligence. The females were better on self-motivation and empathy whereas males were better social skills. But Manmohan (2012) did not find any difference on emotional intelligences between male and female teachers as well as rural and urban school teachers. According to Gill (2013) that there are no significant differences on various aspects and components of emotional intelligence on the basis of sex, location of schools of students. But differences existed on the basis of types of schools.

5.2 LOCUS OF CONTROL OF SCHOOL TEACHERS

The concept of 'Locus of Control' was popularized by Rotter (1954) embedded in his "social learning theory". It was developed by Rotter, Chance and Pharas (1972), Weiner (1973) and Lefcourt (1976). It stresses the role of expectancy and reinforcement value relation with the outcome of behavior or events. The outcome of events is referred to as reinforcers as perceived either internal or external by different persons. Internal locus of control refers to believes and outcomes of events or rewards, which are controlled by the individual's own ability behavior and efforts; whereas external locus of control means the believes that outcomes of events or rewards are not controlled by the individual's own ability or efforts; but by someone outside himself like luck, fate and significant others. Internal and external locus of control has many behavior and decision making consequences which may bring happiness or sadness to the individual.

In the present study, locus of control was assessed by a test constructed and standardized by Dr. Hasnain and Dr. Joshi. This scale consist of 36 items out of which 16 positive items measure the internal and 20 negative items measure the external locus of control. On this scale those who get high scores are called internally oriented persons and those who score low are externally oriented.
The results of the study reveal that significant differences between teachers under training and teachers in service were found on the external and total locus of control and not on the internal LOC. The teachers in service were more externally oriented than the teachers under training; as they believe more on their luck, fate and chance factors for success in their lives. On the other hand, whether the teachers were undergoing training or doing their service have the same level of internal locus of control. Though they believe in their abilities, capabilities and capacities; yet their level is moderate. Their level is neither too high nor too low. The same results were evinced in case of the male teachers under training and male teachers in service. But in case of the female teachers; no significant differences were noticed either on internal or external locus of control variables.

Here the null hypotheses of no differences between the teachers under training and teachers in service on the locus of control was accepted in case of internal LOC; but was rejected in case of external LOC. So it can be said that the hypotheses stood partially accepted and partially rejected.

So far as the sex differences on locus of control was concerned; it was found that male and female teachers under training and teachers in service as well as combined group of teachers did not differ on the internal LOC; but differed on the external locus of control as well as total LOC. Females teachers; whether undergoing training or doing service were more externally oriented as compared to the male teachers. It is also seen in ordinary life that women are more prone to believe in their luck, fate and chance factor for everything which is happening in their lives. It is quite obvious that the same characteristics of personality construct would be there among the female teachers; because those were women first and teachers later on. Hence they have more external locus of control than the males. Here also the null hypotheses of no sex differences between male and female teachers was accepted in case of internal locus of control; but rejected in case of external locus of control; as the significant differences existed on external LOC between male and female teachers; whether under training or in service. So the hypotheses was partially accepted and partially rejected.

Harris (2001) found that males tend to be more internal than females; whereas Terje Manger & Ore Johan Erkland (2001) found that girls had significantly higher total internal locus of control scores than boys. Sukhdeep (2011) in her study concluded that gifted children differed with the normal children on the internal and not on the external locus of control where the gifted students were better on the internal LOC than the nongifted students. No sex differences were there on either external or internal LOC and no differences were found on both LOC between rural and urban students. Rupinderjit (2012) found that the male
students were more internally oriented than the females; but there was no difference on locus of control on the basis of location of schools. Private school students had more internal LOC than Govt. school student. Gill (2013) found no significant differences on the internal and external locus of control between male and female students, students of rural and urban schools, as well as students of Govt. & private schools.

5.3 PERCEIVED SELF-EFFICACY OF THE TEACHERS

Self-efficacy trait of the personality manifests that how much a person is self-confident whether he has own belief or if he has self-belief, self esteem, self-prestige, good self-image and good self-picture. The Agnihotri's self-confidence inventory (ASC) which has been used in the present study was designed to assess the level of self-confidence among teachers and adults. The personality pattern is a unified multi-dimensional structure in which the concept of self is the core or centre of gravity (Breckenridge & Vincent, 1965). Into this structure are integrated many patterns of response tendencies, known as traits which are closely related and influenced by the concept of self.

Self-confidence is one such personality trait. The self is a component of a person's thoughts and feelings, strengths and hopes, fears and fantasies, his view of what he is, what he has been or what he might become and his attitudes pertaining to his worth. Self-confidence is a positive attitude of oneself toward one' self-concept. It is an attitude of perceived self. Self-confidence refers to a person's perceived ability to tackle situation successfully without leaning on other and to have a positive self-evaluation. In the words of Basavanna (1975), "In general terms, self-confidence, refers to an individual's perceived ability to act effectively in a situation to overcome obstacles and to get things go all right." A self-confident person perceived himself to be socially competent, emotionally matured, intellectually adequate, successfully satisfied, decision making, optimistic, independent, self-reliant, self-assigned toward moving, fairly assertive and having leadership qualities.

The results of the study could not find out any significant differences on self-confidence between the teachers under training and teachers in service; whether they were males or females or combined groups; as all the t-values were not statistically significant. Hence, the hypotheses of no differences on self-confidence between these two types of teacher stood accepted by the findings of this research.

Similarly no sex differences were found on self-confidence between the males and female teachers; whether they were undergoing training and in service or combined group of teachers; as all the F-ratios were not found to be significant statistically. Here also the null
hypotheses on the basis of sex could not be rejected; but it stood accepted; as no differences were noticed between males and female teachers.

Sukhdeep in her study found that gifted students were found to be more self-confident than the normal ones, whereas no differences on self-confidences were found on the basis of sex and location of schools. Ashu Jain (2012) found that males and females do not differ on self-confidence whereas the students of the rural schools and urban schools as well as Govt. and private schools have significant differences. Urban schools and private school students have higher level of self-confidence as compared to their counterparts Gurdev Singh Gill (2013) concluded in his study that significant differences on perceived self-efficacy have not been found between male and female students, rural and urban students as well as students of Govt. and private schools.

5.4 RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND LOCUS OF CONTROL OF SCHOOL TEACHERS

One of the objectives of the study was to investigate the relationship between emotional intelligence and locus of control of the teachers under training as well as teachers in service. For this purpose, the sample was divided into two groups; i.e. teachers who were internally oriented and the second one those who were externally oriented. Those who got higher scores on the locus of control test were having internal LOC and those who got less scores were having externally oriented. The criterion was the median score on the total score of the inventory for the total sample. In this way 146 B.Ed. students were in the high group and they were internally oriented and 154 were in the low group who were externally oriented. In the same way 169 teachers in services were found to be having internal LOC and 131 were in the external LOC group. Now their scores on the different aspects and components of emotional intelligence were subjected to statistical analysis. After finding the means, SDs and SEs of the scores, t-ratios were calculated between the internal LOC and external LOC teachers.

The results of the study did not find out any significant differences between these two groups of teachers on all the aspects of emotional intelligence; whether they were undergoing training (B.Ed. students) or they were in service and also the combined group of teachers i.e. teachers under training and teachers in service. The mean scores differences were also assessed on all the components of emotional intelligence based on Ekta’s test. The results again indicate no differences on all the components of emotional intelligence between the two types of teachers formed on the basis of their locus of control i.e. internally oriented and
externally oriented whether the teachers were under training or in service or a combined group of teachers. The results did not show any significant differences. Even in the total EI on both the scales, t-values were not significant; hence there were no differences between teachers of internal and external LOC on the emotional intelligence. So it can be said that no relationship could be established between the emotional intelligence and locus of control of school teachers. These results have rejected the hypotheses that there would for significant differences on emotional intelligence between the teachers with internal and external locus of control. On this test, those who get high scores are internally oriented and those who get low scores are externally oriented. The results conclude that the locus of control has no effect on emotional intelligence, whether the teachers were internally or externally oriented. They have the same level of emotional intelligence.

Gill (2013) also found no relationship between emotional intelligence and locus of control as there were no significant differences between the students of internal and external LOC on all the aspects and components of emotional intelligence. But Ashu Jain (2012) concluded that the three groups of students with high, average and low emotional intelligence differed on this external and total locus of control and not on the internal LOC. Students who had high level of emotional intelligence were more externally oriented. Moreover internally and externally oriented students differed on most of the dimensions of emotional intelligence. Externally oriented students had better emotional intelligence than internally oriented students. Sukhdeep (2011) found that there was a positive and significant relationship between emotional intelligence and locus of control; as the three groups of students of high, medium and low LOC differed each others; whereas high group have more EI and low group less. It means that internally oriented students have high emotional intelligence and externally oriented students have low EI. The students with internal LOC were more emotionally matured and have emotional competencies than the students with external LOC.

Rupinderjit & Agyajit Singh (2013) concluded that no significant differences were found between internally and externally oriented students on all components of emotional intelligences whether they were males or females.

1.5 RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND PERCEIVED SELF-EFFICACY

Another objective of the study was to find out any relationship between emotional intelligence and perceived self-efficacy of the school teachers. For this purpose, the
significant differences were found on the different aspects and components of emotional intelligence between three groups of teachers formed on the basis of their self-efficacy scores. So the sample was divided into three groups; i.e. high, medium and low self-efficacy groups. The criterion adopted for forming these three groups were the mean scores plus and minus half standard deviation scores of the self-efficacy of the total sample. Those who got score more than mean plus half SD were taken into low self-efficacy group and those who got less score than mean minus half SD were considered into the high self-efficacy group. Other were in the medium group. Because, here, in this scale, high scores indicate the low self-efficacy and low scores reveal the high self-efficacy of the teachers. Now the mean scores of these three groups of teachers on all aspects and components of emotional intelligence were compared. First of all, means, SDs and SEs of the scores of these three groups of teachers were calculated on all these aspects and components of emotional intelligence and then ANOVA was applied in order to find out F-ratios to see if any significant difference existed or not.

The results of the study indicate that there were no significant differences on all the aspects and components of emotional intelligence between three groups of teachers formed on the basis of their self-efficacy; as all the F-values calculated were found to be statistically non-significant and so these three groups did not differ each other on all the aspects and components of emotional intelligence. Hence, it can be inferred that there was no relationship between emotional intelligence and perceived self-efficacy of the school teachers. The results have rejected the hypotheses that there would be significant and positive relationship between emotional intelligence and self-efficacy of school teachers.

Gill (2013) also could not find out any relationship between emotional intelligence and perceived self-efficacy; as no differences were found on most of the aspects and components of emotional intelligence between students of high and low self-confidence. Ashu Jain (2012) concluded that students of low emotional intelligence were found to be more self-confident as compared to those with high emotional intelligence which established a negative relationship between emotional intelligence and self-confidence. But Sukdeep (2011) found that there was a significant and positive relationship between emotional intelligence and self-efficacy; as the high group of self-efficacy students have more emotional intelligence than the low group.

1.6 RELATIONSHIP BETWEEN LOCUS OF CONTROL AND PERCEIVED SELF-EFFICACY
An attempt was also made to know if any relationship existed between locus of control and perceived self-efficacy of the school teachers. For this purpose, the significant differences on self-efficacy scores were compared between teachers with internal LOC and those with external LOC. This comparison was analyzed for the teachers under training and teachers in service separately. Their mean scores differences indicate that significant differences existed between internally oriented and externally oriented teachers; whether they were under training or in service or combined group; as all the t-values were found to be statistically significant. The mean scores indicate that externally oriented teachers were more self-confident (M = 19.00) as compared to internally oriented teachers (M = 20.76). This shows a negative relationship between locus of control and self-efficacy. It means that those who believe in their luck, fate and chance factors seemed to be having more self-efficacy.

Gill (2013) did not find out positive relationship between locus of control and perceive of self-efficacy of the school students; Ashu Jain (2012) concluded that students with internal LOC had more self-confidence than those of external LOC. The students of external LOC have higher level of emotional intelligence.

In the present study, an attempt was also made to compare the mean scores of internal and external locus of control between three groups of teachers formed on the basis of self-efficacy level i.e. low, medium and high, self-efficacy. The results indicate that significant differences existed only in internal LOC (F = 4.622 p < .01) and not on the external LOC. The mean scores indicate that low self-efficacy teachers were more internally oriented (M = 21.01) as compared to the medium group (M = 18.48) and high self-efficacy group (M = 16.42) which again concludes that there was a negative relationship between locus of control and perceived self-efficacy.

To conclude; it may be stated that on emotional intelligence; differences between the teachers under training and teachers in service as well as male and female teachers were found on some aspects and components. On locus of control; differences were observed only on external and not on internal LOC between these two types of teachers. But on self-efficacy variable, no differences were observed. Similarly there was no relationship between emotional intelligence and locus of control as well as emotional intelligence and self-efficacy of teachers. But locus of control has been found to be related with self-efficacy of the school teachers whether they were under training or in service.