

## Emotional Intelligence and Self Concept of B.Ed Students.

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**Abstract:** *The present study examines the relationship between Emotional Intelligence and Self concept of B.Ed students. Emotional Intelligence and Self Concept inventory was administered on 150 B.Ed students, and the data obtained was subjected to descriptive, correlation and differential analysis. The results revealed that there is positive significant relationship between Emotional Intelligence and Self concept. Students from unaided colleges have possessed high level of Self Concept compared to students from aided colleges. Female B.Ed Students are significantly different from male B.Ed Students as far as Emotional Intelligence is considered. Students from unaided colleges have possessed high level of Emotional Intelligence when compared to students from aided colleges.*

### I. INTRODUCTION

Anyone can become angry- that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose and in the right way that is not easy”

- Aristotle.

The aim of education is to discover and develop each individual's abilities and full moral excellence in order to serve society better. The education imparting institute should emphasize intellectual activities, moral judgments, aesthetic judgments, self – realization, individual freedom, individual responsibility and self control development. In the educational process, a good and effective teacher occupies a place of tremendous importance (NPE, 1986). A teacher is not just a mere passanger of information, he is more than that. Apart from performing the role of teacher he should be in such a position to guide and understand his/her students emotions, feelings and able to have supportive relationship. For this he should be Emotionally Intelligent and have better knowledge of his/herself i.e., Self Concept.

Emotional Intelligence a new yardstick in the field of research which determines our potential for learning the practical skills that are based on its five elements self awareness, motivation, self regulation, empathy and adeptness in relationships (Goleman, 2000). The history of the Emotional Intelligence can be traced in the work of Thorndike on social intelligence which lays a solid foundation for the concept of Emotional Intelligence in 1920. He defined social intelligence as “the ability to understand and manage men and women, boys and girls to act wisely in human relations”.

Peter Salovey and Mayer (1990) first used the phrase Emotional Intelligence in their attempt to develop a scientific measure for knowing the difference between people's ability in the areas of emotions. But the term has gained the popularity through Daniel Goleman's book “Emotional Intelligence: Why it can matter more than IQ?” (1995).

He defined it as the ability to know, manage one's own emotions, and recognize them in others and to handle relationships”.

Emotional attention the dimension of Emotional Intelligence is relevant to the definition of self. It is the human capacity to feel and know one's feelings in the moments that are happening. Therefore, to identify the emotions is the first step to learn to control our emotional states, which in turn affects a safer personal and professional life (Goleman, 1998).

On the other hand, Self Concept is one's image in one's eyes. Every person tries to equip one self in such a manner, so as to be liked by others. Self Concept helps the individual in various important moments of life, e.g. in judgment, in decision making and in other various situations. It is an important mental apparatus which influences every function of life. A realistic Self Concept helps an individual to grow professionally and also helps in proper emotional adjustment with the environment. An individual's behaviour and adjustment in one's society are determined by his attitude, perception and feeling about himself as well as the perception of others towards him. Self Concept plays a very important role in understanding this complex human behaviour.

Self Concept is the picture of own. It is his view of himself as distinct from who he is viewed by other on the basis of his behaviour. Roger has derived a systematic form of Self Concept. The individuals Self Concept is the picture of image of himself, his views of himself as distinct from other persons and things. The Self –Image incorporates his perception of what he really likes and his worth as a person as well as his aspirations for growth and accomplishment. Self–concept is not a substance but a process in which three stages viz., self identity, self evaluation and self ideal will take place. Sanchez (2009) believes that the self is responsible for many successes and failures, as it promotes a positive self-esteem, promoting safety and personal trust to develop skills.

### II. NEED AND SIGNIFICANCE OF THE STUDY

“The destiny of India is being shaped in its classroom”, as rightly pointed by Kothari, the teachers are the future destiny makers of our nation. If the teacher is well matured

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emotionally, he can easily understand others feelings or emotions which help him to predict future behavior according to situation. If the teacher has a self –ideal means he will become role model to students. Fundamentally human beings are creatures of feelings and emotions. Our emotions control our behavior; emotion in the organism is a dynamic internal adjustment that operates for the satisfaction and welfare of the individual and society.

Mere acquisition of degree and position are not a great thing but the conduct and character are very important. To behave in this manner the teacher should have the self perception himself which leads him to understand professional and personal life. Then he will be capable to express his emotions in a right time, in a right manner and right amount. If the teacher is well matured emotionally, he can easily understand others feelings or emotions which help him to predict future behavior according to situation.

As the B.Ed student teachers are future teachers who deals with the student at the transition stage who face lot of emotional problems. Hence it is better to train them itself at the preparation to have knowledge of their self and an understanding of the emotions i.e., make them emotionally intelligent and possess all the capacities to make use of the opportunities and available resources for students welfare and also social welfare. With this background the researcher made an attempt to know about the Emotional Intelligence and Self Concept of B.Ed Student Teachers.

### III. METHODOLOGY.

The study is descriptive in nature and survey method was used.

#### 3.1 Statement of the problem.

The present study is purposed to measure the level of Self Concept and Emotional Intelligence of B.Ed student teachers of Bangalore North Zone. It also aims to study the differences between the B.Ed students of different categories in Self Concept and Emotional Intelligence. Hence the present study is entitled as,

**“A study on Self Concept and Emotional Intelligence of B.Ed Students of Bangalore North Zone”.**

#### 3.2 Objectives of the study.

The following objectives were formulated to carry out the study.

- To study the level of Self Concept of B.Ed students.
- To study the level of Emotional Intelligence of B.Ed students.
- To find out whether there is a significant difference in the means of Self Concept of B.Ed student’s with reference to the following categories of variables.
- Male and female students.
- Aided and unaided college students.
- Science and Arts subject background students.
- Kannada and English medium of instruction students.
- 21-25 years age and above 25 years age students.
- To find out whether there is a significant difference in the means of Emotional Intelligence of B.Ed student’s with

reference to the following categories of variables.

- Male and female students.
- Aided and unaided college students.
- Science and Arts subject background students.
- Kannada and English medium of instruction students.
- 21-25 years age and above 25 years age students.
- To find out whether there is a significant correlation between Self Concept and Emotional Intelligence of B.Ed students of Bangalore North Zone.

#### 3.3 Hypotheses of the Study:

H-1. There is no significant difference between the following categories of B.Ed students in their level of Self Concept.

- Male and female students.
- Aided and unaided college students.
- Science and Arts subject background students.
- Kannada and English medium of instruction students.
- 21-25 years and above 25 years age students.

H-2. There is no significant difference between the following categories of B.Ed students in their level of Emotional Intelligence.

- Male and female students.
- Aided and unaided college students.
- Science and Arts subject background students.
- Kannada and English medium of instruction students.
- 21-25 years and above 25 years age students.

H-3. There is no significant correlation between Self Concept and Emotional Intelligence of B.Ed students of Bangalore North Zone.

#### 3.4 Variables.

##### Main variables

- Self Concept
- Emotional Intelligence

##### Background variables

- Gender  
Male students  
Female students
- **Types of colleges**  
Aided college  
Unaided college
- Subject background (stream)  
Arts subject background  
Science subject background
- **Medium of instruction**  
Kannada medium of instruction  
English medium of instruction
- **Age**  
21-25 years age students  
25+ years age students

The study is descriptive in nature and survey method was used.

### 3.5 Sample of The Study

150 B.Ed Students studying in both aided and unaided B.Ed college in Bangalore North were drawn through random sampling technique.

### 3.6 Tools Used for Data Collection

SL.NO.	VARIABLES	TOOLS	CONSTRUCTED BY
1.	Self Concept	Self Concept Inventory	Dr. Beena Shah (1986)
2.	Emotional Intelligence	Emotional Intelligence Scale	Anukool Hyde, Sanjyot Pethe, Upindar Dhar.(2002)

## IV. DATA ANALYSIS AND INTERPRETATION

Data analysis divided in-to three parts.

Part -1 Percentage analysis

Part-2 't' test

Part-3 Correlation test

### 4.1 Part one: Percentage Analysis

In this part level of Self Concept and Emotional Intelligence of the B.Ed trainee students was analyzed by using percentage analysis technique.

#### • The Level of Self Concept of B.Ed Students.

**Table 1: Level of Self Concept**

Category	Score limits	Students	%
Above average	113 and above	24	16.1%
Average	86 to 112	100	66.%
Below average	0 to 83	26	17.33%

The above table shows that most of the 66% of the B.Ed Students have average level of Self Concept (100 students out of 150 students).

- 17.33% (26 students) B.Ed Students have below average and 16.1% of (24 students) B.Ed Students have above average Self Concept level.

This means most of B.Ed Students are at the level of average.

#### • The level of Emotional Intelligence of B.Ed students.

**Table 2: Level of Emotional Intelligence**

Category	Score limits	Students	%
Above average	148-177	22	14.66
Average	124-147	104	69.33
Below average	0-123	24	16.1

The above table shows that (Most of the students) 69.33% of the B.Ed Students have average level of Emotional Intelligence (104 students out of 150 students)

14. 66% (22 students) of B.Ed Students have above average

and 16.1% (24 students) of B.Ed Students have below average level of Emotional Intelligence.

This means most of the B.Ed Students are at the level of average.

### 4.2 t-test

**Table 3: 't' value table of Self Concept with reference to gender, types of college, stream, medium of instruction and age.**

Gender	N	Mean	SD	't' value	df	Level of significance
Male	35	98.714	15.76	0.10	148	Not Significant
Female	115	98.97	12.0			
Types of College						
Aided	70	101.39	11.06	2.17	148	0.05
Unaided	80	96.75	14.48			Significant
Stream						
Arts	93	99.25	12.46	0.409	148	Not Significant
Science	57	98.35	14.33			
Medium of Instruction						
Kannada	67	98.02	11.56	0.73	148	Not Significant
English	83	99.62	14.35			
Age						
21-25 years	30	99.56	14.52	0.30	148	Not Significant
Above 25 years	120	98.75	12.86			

### 4.3 Results and discussion:

1. Comparison of Self Concept of B.Ed Students with regard to their gender.

Mean Self Concept scores of male and female group of B.Ed Students were compared in the table 1. t-value calculated was found to be 0.10 which is not significant. Therefore the first hypothesis that Self Concept among male and female B.Ed Students does not differ significantly is accepted. It means that both male and female B.Ed Students have same level of Self Concept. The probable reason for this result may be that now days both male and females have equal opportunities with respect to all domains of the society which makes them to develop high level of Self Concept.

2. Comparison of Self Concept among B.Ed Students with regard to types of colleges.

t-value calculated (2.17) between these two groups of B.Ed Students was found to be significant. Therefore the hypothesis that Self Concept among B.Ed Students does not differ significantly with regard to types of colleges is rejected. So the conclusion may be drawn that B.Ed Students from aided and unaided are significantly different as far as Self Concept is considered.

3. Comparison of Self Concept among B.Ed Students with regard to their stream of study.

The t-value calculated between these two groups was found to be 0.409 which is not significant. Therefore the hypothesis that Self Concept among B.Ed Students does not differ significantly with reference to their stream of

study was accepted. It means that B.Ed Students from Arts stream and Science stream possess same level of Self Concept.

4. Comparison of Self Concept of B.Ed Students with regard to their medium of instruction.

Mean Self Concept scores of B.Ed Students from Kannada and English medium of instruction were compared in the table 1. t-value calculated was found to be 0.73 which is not significant. Therefore the hypothesis that Self Concept among B.Ed Students from Kannada and English medium of instruction does not differ significantly is accepted. It means that both the groups of B.Ed Students have the same level of Self Concept. The probable reason for this result may be that the system of education has considered both the languages are essential for the development of the students where the regional language or mother tongue is vehicle for understanding of the other languages. Hence the language builds up confidence among the students which in turn develops the self image of the students.

5. Comparison of Self Concept of B.Ed Students with regard to their age.

Mean Self Concept scores of B.Ed Students from age group of 21-25 years and above 25 years were compared in the table 1. t-value calculated was found to be 0.30 which is not significant. Therefore the hypothesis that Self Concept among B.Ed Students from age group of 21-25 years and above 25 years does not differ significantly is accepted. It means that both the groups of B.Ed Students have the same level of Self Concept. The probable reason for this result may be that now days individuals have open and wider opportunities to widen their knowledge irrespective of their age group which helps in building up their Self Concept.

**Table 4. 't' value table of Emotional Intelligence with reference to gender, types of college, stream, medium of instruction and age.**

Gender	N	Mean	SD	't' value	df	Level of significance
Male	35	130.14	10.63	2.38	148	Significant
Female	115	135.32	12.18			
<b>Types of College</b>						
Aided	70	133.17	13.04	2.38	148	Significant
Unaided	80	135.32	11.05			
<b>Stream</b>						
Arts	93	134.01	11.03	0.40	148	Not Significant
Science	57	134.82	13.58			
<b>Medium of Instruction</b>						
Kannada	67	133.43	11.18	0.81	148	Not Significant
English	83	135.03	12.69			
<b>Age</b>						
21-25 years	30	136.93	14.22	1.33	148	Not Significant
Above 25 years	120	133.66	11.39			

1. Comparison of Emotional Intelligence of B.Ed Students with regard to their gender.

Mean Emotional Intelligence scores of male and female group of B.Ed Students were compared in the table 2. t-value calculated was found to be 2.38 which is significant. Therefore the first hypothesis that Emotional Intelligence among male and female B.Ed Students does not differ significantly is rejected. It means that female B.Ed Students are significantly different from male B.Ed Students as far as Emotional Intelligence is considered. Female B.Ed Students have high level of Emotional Intelligence than the male B.Ed Students. The probable reason for this result may be females have more patience when compared to male who can think about their emotions and take decisions.

The finding is in agreement with the report of Gowdhaman and Bala Murugan, Umadevi, Indu.H (2009). They reported that gender has significant effect on Emotional Intelligence of B.Ed teacher B.Ed Students.

2. Comparison of Emotional Intelligence among B.Ed Students with regard to types of colleges.

t-value calculated (2.38) between these two groups of B.Ed Students was found to be significant. Therefore the hypothesis that Emotional Intelligence among B.Ed Students does not differ significantly with regard to types of colleges is rejected. So the conclusion may be drawn that B.Ed Students from aided and unaided are significantly different as far as Emotional Intelligence is considered. The finding is in agreement with the report of Singaravelu S. (2009). He reported that locality of residence has significant influence on Emotional Intelligence of primary student teachers.

3. Comparison of Emotional Intelligence among B.Ed Students with regard to their stream of study.

The t-value calculated between these two groups was found to be 0.40 which is not significant at 0.01 level. Therefore the hypothesis that Emotional Intelligence among B.Ed Students does not differ significantly with regard to their stream of study was accepted. It means that B.Ed Students from Arts and Science stream have same level of Emotional Intelligence. The result is in agreement with the findings of Patil. A.B. (2004), Umadevi. M.R.(2009).

4. Comparison of Emotional Intelligence among B.Ed Students with regard to their medium of instruction.

The t-value calculated between these two groups was found to be 0.81 which is not significant at 0.01 level. Therefore the hypothesis that Emotional Intelligence among B.Ed Students does not differ significantly with regard to their medium of instruction was accepted. It means that B.Ed Students from Kannada and English have same level of Emotional Intelligence.

5. Comparison of Emotional Intelligence among B.Ed Students with regard to their age.

The t-value calculated between these two groups was found to be 1.33 which is not significant at 0.01 level. Therefore the hypothesis that Emotional Intelligence among B.Ed Students does not differ significantly with regard to their age was accepted. It means that B.Ed Students from different age have same level of Emotional Intelligence.

### Part 3: Correlation test

#### H-3 There is no significant correlation between Emotional Intelligence and Self Concept of B.Ed students

**Table 5. Correlation table showing relationship between Self- Concept and Emotional Intelligence**

Variables	N	df	r-value	Result
Emotional Intelligence and Self Concept	150	148	3.17	S*

Table 5 shows that the correlation between variables Emotional Intelligence and Self Concept is positive and significant at 0.01 levels of significance. This shows that there is a significant relationship between Emotional Intelligence and Self Concept of elementary teacher B.Ed Students. The finding is in agreement with the findings of the Deshmukh & Sawalakhe, 2010 which suggests that there is a significant positive and low correlation ship between Self Concept and Emotional Intelligence. This implies that the Self Concept supports the development of Emotional Intelligence. If an individual has higher level of Self Concept he/she is able to have knowledge of his capabilities, limitations, make judgments, take decisions which in turn are the essential characteristics of an emotionally intelligent individual. A person with high self concept may naturally have more self confidence and deals with other persons and situations in life in a positive way. Thus high self concept has a positive correlation with emotional intelligence.

#### 4.4 Major findings of the study.

- B.Ed students have possessed the same level of Self Concept with reference to the variables viz., gender, subject, medium of instruction and different age groups. But as for as B.Ed Students from aided and unaided are considered they significantly different, where students from unaided colleges have possessed high level of Self Concept compared to students from aided colleges.
- Female B.Ed Students are significantly different from male B.Ed Students as far as Emotional Intelligence is considered. B.Ed students from aided and unaided colleges are significantly different with reference to Emotional Intelligence. Students from unaided colleges have possessed high level of Emotional Intelligence when compared to students from aided colleges.
- But the B.Ed Students from Arts Science stream, medium of instruction and different age groups have possessed same level of Emotional Intelligence.
- A significant relationship was found between Emotional Intelligence and Self Concept of B.Ed Students.

#### 4.5 Educational Implications:

As the students from the aided college have possessed high level of Self Concept and Emotional Intelligence, the government institutions should also emphasize development of the competencies of Emotional Intelligence and should take necessary actions to develop the self concept of the students. The training programmes related to life skills should be organized for the students. It is essential to include

the components of emotional intelligence and self concept in the curriculum and ample opportunities should be provided for practical as the theoretical knowledge will not help students to develop their self concept and emotional intelligence. Moreover it is the duty of the teachers who should be the role models and first they should have high level of self concept and emotional intelligence should take active role in the enhancing these factors among the students who in turn can contribute to the national development.

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