

## Emotional Intelligence of B Ed Student Teachers

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**Abstract:** The research study was taken to investigate the Emotional Intelligence of B Ed Student teachers. The sample of 200 B Ed Student Teachers from Mysore was selected to adopting Stratified random sampling technique. Considering the independent variables namely Gender, type of college and stream the stratification was made. B Ed Student Teachers Emotional Intelligence was accessed with the help of Emotional Intelligence scale Developed by Anukool Hyde and Sanjyot Pethe and Upinder Dhar (2010). Specific objectives formulated were: 1. To assess the level of Emotional Intelligence of B Ed Student Teachers. 2. To find whether there is any significant difference in Emotional Intelligence of Government, Aided and Unaided college B. Ed Student teachers. 3. To find whether there is any significant difference in Emotional Intelligence of Male and Female B. Ed Student Teachers. 4. To find whether there is any significant difference in Emotional Intelligence of arts and Science B Ed Student Teachers. The descriptive survey method was adopted for the study. The data, which was obtained from that survey, was analyzing using percentage analysis, t-test and one-way ANOVA. Findings of the study were: 1. A majority of the B. Ed student teachers that is 59.5% of them possess average level of Emotional Intelligence and 16.5% were found to possess low level of Emotional Intelligence. Only 24% of the B Ed student teachers possess high level of Emotional Intelligence. 2. There is no significant difference in Emotional Intelligence of B Ed Student Teachers belonging to government, private aided and private unaided B Ed Colleges. 3. There is no significant difference between male and female B Ed Student Teachers with respect to their Emotional Intelligence. 4. There is a significant difference was between Arts and Science B Ed Student Teachers with respect to their Emotional Intelligence.

**Key Words:** Emotional Intelligence, B Ed Student Teachers

### I. INTRODUCTION

Emotional Intelligence plays a vital role in behavior of human beings to lead a well balanced life in the society. Several studies have shown that, it has direct impact on the teacher's behavior working in an educational organization and it is important for the success of their profession. Teachers are considered as the main pillars in the educational system. They are the moderators through which the knowledge can be transferred to the students who represent the foundation of the society. Teachers cannot be the effective source of knowledge unless they are possessed with the essential skills, knowledge and talents. In the recent years, the concept of the emotional intelligence among teachers has been taken attention in the educational institutions due to its great importance. In fact, emotional intelligence is a type of social intelligence that includes to control his/her own and others emotions; make a choice between them and the ability of using these emotions to set his/her life. Therefore this skill is really required to make the teachers performance very effective. This skill can make the teachers not only able to deal with their students but with their colleagues as well. This study is based on the idea to know the level of the emotional intelligence among B Ed student teachers.

#### *Theoretical Concepts*

Emotional Intelligence (EI) is the ability to identify, assess and control the emotions of one, others, and groups. Thorndike, Wechsler, D. (1940) suggested that affective components of intelligence may be essential to get success in life. Maslow, A (1950) describes how people can build emotional strength.

Salovey, P., Mayer, J. (1990) coined the term 'emotional intelligence' they defined emotional intelligence as, "the subset of social intelligence that involves 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. They concluded that emotional intelligence comprised of four mental processes

- a. Perception – Perceiving and identifying emotions.
- b. Assimilation -Integrating emotions into thought patterns.
- c. Understanding – Understanding one's own and others emotion.
- d. Managing – Managing emotions.

Cooper and Sawaf (1997) defined Emotional Intelligence as the ability to sense, understand and effectively apply the power and insight of emotions as a source of human energy, information connection and influence. In modern times, the term EI was popularized by Goleman. Goleman's, D. (1995) explained the basic concept of emotional intelligence. Goleman, D. (1998) defined it as the capacity to recognize our own feelings and those of others for motivating ourselves and for managing emotions well in ourselves and in our relationships.

Emotional Intelligence has two types of competencies – personal and social competencies. These competencies include five major factors namely – self awareness, self control, self motivation, empathy and social skills. Bar on et.al, (2006) defined EI as the sum of social and emotional competencies of individuals communicating with him and

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others in order to cope with environmental pressure and demands. He also maintained that emotional intelligence is a series of collection of unknown capabilities, competencies, and skills which can have a strong effect on individual's capabilities in order to succeed in coping with environmental demands and pressures.

## II. NEED AND SIGNIFICANCE OF THE STUDY

Teachers are the assets for a nation. They can contribute in the social upliftment of the society. They can improve the mental and emotional health of the children. Teachers are made and not born. They are trained to learn the fundamentals of teaching methodologies with the help of new teaching technology, so that they may prove to be effective teachers in the society after their training programme. Hence it is very important that teachers should have high emotional intelligence along with the academic and social intelligence.

The study focused on identifying the phenomena related to emotional intelligence among B Ed Student teachers. It helps to establish social relationships and managing emotions in others. The teachers who have high emotional intelligence communicates with constructive goal in mind and controls his or her emotions carefully more than reacting to situation on the basis of impulse generated by emotion generated event. This may helps the educational institutions to initiate some change in environment so as to increase the level of emotional intelligence among the B Ed Student teachers at the institutions.

McDowelle and Bell (1997) found that lack of emotional intelligence skills lowered team effectiveness and created dysfunctional team interactions and most effective performers lost the best networking skills. Tapia and Marsh (2001) found an overall significant main effect of gender and two-way interaction of gender - GPA on emotional intelligence. Annaraja and Jose (2005) found that rural and urban B. Ed. trainees did not differ in their self-awareness, self-control, social skills and emotional intelligence. Devi and Uma (2005) found that the parental education, occupation had significant and positive relationship with dimensions of emotional intelligence like social regard, social responsibility, impulse control and optimism. Harrod and Scheer (2005) found that emotional intelligence levels were positively related to females, parents' education and household income. Amirtha and Kadhiravan (2006) found that gender, age and qualification influenced the emotional intelligence of school teachers. The main aim of education is the all round development of the students. In the pursuit of this goal, teachers play a significant role. Emotionally Intelligent teachers help students with improved motivation, enhanced innovation, increased performance, effective use of time and resources, improved leadership qualities and improved team work. Hence, it is essential to develop the emotional intelligence of student teachers during pre-service. The present study aims at studying the level of emotional intelligence of the B Ed student teachers.

## III. OBJECTIVES OF THE STUDY

The following are the objectives of the study:

1. To assess the level of Emotional Intelligence of B Ed Student Teachers.
2. To find whether there is any significant difference in Emotional Intelligence of Government, Private Aided and Private Unaided college B Ed Student teachers.
3. To find whether there is any significant difference in Emotional Intelligence of Male and Female B Ed Student Teachers.
4. To find whether there is any significant difference in Emotional Intelligence of Arts and Science B Ed Student Teachers.

## IV. HYPOTHESES OF THE STUDY

The following are the objectives of the study:

1. There is no significant difference in Emotional Intelligence of Government, Aided and Unaided B Ed college Student Teachers.
2. There is no significant difference in Emotional Intelligence of Male and Female B. Ed Student Teachers.
3. There is no significant difference in Emotional Intelligence of arts and science B Ed Student Teachers.

## V. METHODOLOGY OF THE STUDY

The present study was taken up to investigate to know the Emotional Intelligence of B Ed Student Teachers of University of Mysore and to find whether there is any significant difference in Emotional Intelligence with respect to type of B. Ed College, gender and stream. This study is a descriptive study adopting survey method.

### *Variables of the study*

#### **Main variables:**

Emotional Intelligence

#### **Background Variables**

Type of College, Gender and Stream

### *Operational Definitions of Key Terms*

**Emotional Intelligence (EI):** Emotional Intelligence is defined as the ability to monitor one's own and other's feelings and emotions to discriminate among others, and use this information to guide one's thinking and action. Emotional intelligence involves the ability to perceive accurately, appraise, and express emotions; the ability to access and/or generate feelings when they facilitate thoughts, the ability to understand emotions and emotional knowledge and intellectual growth. (Mayer and Salovey 1993). In the present study Emotional Intelligence is represented by their scores on Emotional Intelligence Scale developed by Anukool Hyde and Sanjyot Pethe and Upinder Dhar (2010).

**B. Ed Student-Teachers:** The B. Ed Student-Teachers are students admitted in B Ed Colleges for Pre-Service Teacher Education Programme.

### *Sample of the study*

The study was conducted on a sample of 200 student teachers from B. Ed colleges of University of Mysore. The selection of

B Ed student teachers was done on the basis of stratified random sampling technique.

**Tools used for the study**

The Emotional Intelligence Scale Developed by Anukool Hyde and Sanjyot Pethe and Upinder Dhar (2010) was used to collect the data for this study. The scale was contains 34 simple statements as drawn from emotional intelligence.

**Procedure for data collection**

Data for the study was collected by administering the Emotional Intelligence Scale to the selected sample by the investigator. The obtained data with respect to different back ground variables were tabulated and subjected to statistical analysis employing approximate statistical techniques.

**Statistical techniques used for analysis of data**

The obtained data was analyzed using

- 1. Descriptive statistics:** Mean & Standard Deviation
- 2. Inferential statistics:** ‘t’ test and One way ANOVA

**VI. ANALYSIS AND INTERPRETATION OF THE STUDY**

The analysis of data interpretation and discussion of the results are presented below:

**Objective 1: To assess the level of Emotional Intelligence of B Ed Student Teachers.**

Analysis related to objective 1 is presented in table no. 1

**Table No. -1** table showing the percentage of B Ed student teachers with respect to different levels of Emotional Intelligence.

B Ed Student Teachers	Levels of Emotional Intelligence			Total
	High	Average	Low	
Frequency	48	119	33	200
Percentage	24.0%	59.5%	16.5%	100

Table no.1 reveals that a majority of student teachers that is 59.5% of them possess average level of Emotional Intelligence. It also seen that 24% and 16.5% of the B Ed student teachers possesses high and low level of Emotional Intelligence respectively.

**Ho 1: There is no significant difference in Emotional Intelligence of B Ed student Teachers belonging to government, private aided and private unaided B Ed College.**

One way analysis of variance (ANOVA) was used to test Ho1. The results are shown in the table no 2

**Table No. -2** Descriptive Statistics of type of college of B Ed student teachers and their Emotional Intelligence.

Emotional Intelligence	Sum of Square	df	Mean Square	Mean F	Level of significant
Between Groups	8.08	2	4.040	0.881	NS
Within Groups	6304.64	197			
Total	6312.72	199	32.003		

NS-Not Significant

The obtained ‘f’ value of 0.881 is less than the F tabled value of 3.09 at 0.05 level of significance for the degrees of freedom 2 and 197. Hence the null Ho1 is accepted. It is thus inferred that there is no significant difference in Emotional Intelligence of B Ed Student Teachers belonging to government, private aided and private unaided B Ed College.

**Ho 2: There is no significant difference between male and female B Ed Student Teachers with respect to their Emotional Intelligence.**

‘t’ test was calculated to test the hypothesis 2. The results are presented in table no. 3

**Table No. -3** summary table of ‘t’ test of Emotional Intelligence of male and female B Ed Student Teachers.

Gender	N	Mean	SD	‘t’ value	df	Level of Significance
Male	100	59.19	5.50	0.276	198	N S
Female	100	58.97	5.78			

NS-Not Significant

Table no. 3 shows that the obtained ‘t’ value of 0.276 is less than the tabled ‘t’ value of 1.98 at 0.05 level of significance for degrees of freedom 198. Therefore the null hypothesis there is no significant difference between male and female B Ed Student Teachers with respect to their Emotional Intelligence is accepted and it is concluded that there is no significance difference between male and female B Ed Student Teachers with respect to their Emotional Intelligence.

**Ho 3: There is no significant difference between Arts and Science B Ed Student Teachers with respect to their Emotional Intelligence.**

‘t’ test was calculated to test the hypothesis 3. The results are presented in table no. 4

**Table No. -4** summary table of ‘t’ test of Emotional Intelligence of Arts and science B Ed Student Teacher.

Stream	N	Mean	SD	‘t’ value	df	Level of Significance
Arts	129	60.32	4.92	4.406	198	Sig.
Science	71	56.81	6.13			

Sig.-Significant

Table no. 4 shows that the obtained ‘t’ value of 4.406 is greater than the tabled ‘t’ value of 1.98 at 0.05 level of significance for degrees of freedom 198. Therefore the null hypothesis there is no significant difference between arts and science B. Ed Student Teachers with respect to their Emotional Intelligence is rejected and it is concluded that there is a significance difference between arts and science B Ed Student Teacher with respect to their Emotional Intelligence.

Compare to the mean scores of arts and science B Ed Student Teachers Arts B. Ed student teachers emotional intelligence were high to compare to their science B. Ed Student teachers counterparts.

## VII. FINDINGS OF THE STUDY

It is found that:

1. A majority of the B. Ed student teachers that is 59.5% of them possess average level of Emotional Intelligence and 16.5% were found to possess low level of Emotional Intelligence. Only 24% of the B Ed student teachers possess high level of Emotional Intelligence.
2. There is no significant difference in Emotional Intelligence of B Ed Student Teachers belonging to government, private aided and private unaided B Ed College.
3. There is no significant difference between male and female B. Ed Student Teachers with respect to their Emotional Intelligence.
4. There is a significant difference between Arts and Science B Ed Student Teachers with respect to their Emotional Intelligence.

## VIII. EDUCATIONAL IMPLICATIONS

The following educational implications could be drawn from the findings of the study:

1. The present study identified that Majority of the B Ed student teachers that is 59.5% of them possess average level of Emotional Intelligence, 16.5% of B Ed student teachers possess low level of Emotional Intelligence and only 24% of them Possess high level of Emotional Intelligence. Since 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 emotionally, he/she can easily understand others feelings or emotions which help him/her to predict future behavior according to situation. If the teacher has a self-ideal means he/she will become role model to the 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. Simple 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 him/her self which leads him to understand professional and personal life. Then he/she will be capable to express his/her emotions in a right time, in a right manner and right amount. If the teacher is well matured emotionally, he/she can easily understand others feelings or emotions which help him/her to predict future behavior according to situation. As the B.Ed student teachers are future teachers who deal 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 that is make them emotionally intelligent and possess all the capacities to make use of the opportunities and available resources for student's welfare and also social welfare.
2. As the student teacher from the science background found to possess lower level of emotional intelligence when compare to arts students. The system of education should

stress more on developing the values and feelings of B Ed student teachers. Apart from emphasizing more on cognitive aspects, other two domains affective and psychomotor domains need to be emphasized.

3. Realizing the reality of emotional intelligence, the curriculum of education right from primary to higher education should be reviewed by considering the role of emotional intelligence. A paradigm shift in the system of education together with professionalism of teacher education is the need of the hour. The policy maker of education should arrange the liberty and an approach as well to firmly support, to ensure the balance of national education system from the aspect of emotional intelligence and cognitive intelligence.

## IX. CONCLUSION

Emotional intelligence is necessity for every B Ed teacher trainees. If we can develop the emotional competencies of the B Ed teacher trainees, which in turn helps them to develop the same among their students. Inspirational subjects like art, literature, poetry and music help in developing an appreciation of the beautiful and sublime emotions in life. They should be included in the teacher education curriculum. Religious beliefs and an abiding faith in God help in tolerance and stability of emotions. There should be no suppression of emotions. They should be sublimated through constructive activities. Sports, games, dramatics, and other co-curricular activities are of great value. Skill, confidence and involvement in work as well as a healthy sense of humour are basic to emotional intelligence. Therefore, work ethics and balanced work and healthy living must be stressed in the curriculum. Emotions should be concentrated or directed towards some good object or healthy idea. Such a direction and concentration can lead to development like justice, patriotism and other moral qualities. Strategic competency in teaching can be developed in teachers by means of emotional intelligence. The concept of emotional intelligence may be incorporated in the teacher education curriculum to revitalize teacher education programme.

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