

A Study of Emotional Intelligence and Age in terms of B.Ed. Trainee Teachers (Session 2015-17) in different B.Ed. Colleges

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Abstract:

Emotional intelligence refers to the ability to perceive, control and evaluate emotions, which is very important to adjust oneself in a new situation because emotional intelligence and adjustment has a lifelong impact on every profession when it is calculated among age. In the present research tryout, the author have analyzed the emotional intelligence and adjustment among 400 B.Ed. trainee teachers studying in different B.Ed. colleges in 2015-17 session, these students are divided into two groups i.e. below 25 years and above 25 years of age respectively. The main purpose of the study is to find out age impact upon emotional intelligence and adjustment of B.Ed. trainee teachers with respect to the different variables.

Keywords: Emotional Intelligence, Intra-Personal, Inter-Personal Assessment etc.

I. INTRODUCTION

Teachers occupy an important role in the society at large. The basic requirement of a teacher is to fulfill and achieve the purpose of education. It can be seen that some teachers are academically talented but are unsuccessful in teaching and some are very successful in teaching rather they are not academically good. Teaching is not wholesome of a teacher duty, but it includes a lot from social to moral development of a child. A teacher is more near to students than any other during his school days. Students want to share each and every thing related to educational as well as personal with him. It reflects that a teacher has strong emotional bondage with students. It is generally agreed that the goodness of an educational programme to a large extent is dependent on the quality of teachers available to implement it and it has been observed that B.Ed. trained teachers are more mature in handling the emotional problems of students. This thought has directed the researcher to analyze the relationship of emotional intelligence with the age groups of B.Ed. trainee teachers.

II. EMOTIONS AND EMOTIONAL INTELLIGENCE

Emotions are personal experiences that arise from complex interplay among physiological, cognitive and situational variables. In day-to-day life, emotions affect our relations with other people, our self-identity and our ability to complete a task. Emotions are motivating inter-personal and intra-personal relationships. It is the ability to perceive accurately, appraise and express emotions, generate feelings that facilitate thoughts and an ability to regulate emotions to promote teaching learning process in the classroom. It is also defined as an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with learning environment and pressure.

Need of Emotional Intelligence for B.Ed. Trainee Teachers

Emotional intelligence is needed for B.Ed. trainee teachers

who learns much more apt to succeed. The idea of emotional intelligence has inspired them to enhance research, innovation and professional abilities. The B.Ed. course provides opportunity to B.Ed. trainee teachers with practical activities to do on their own and in classrooms to further development of each emotional intelligence relationships. Here we discuss some tools of emotional intelligence skills in relation to professional competencies. The full set of tools and activities can be found excellence in emotional intelligence towards teaching learning process, inter-personal and intra-personal behaviors, each activity emphasizes on emotional intelligence and skill, but practicing one skill will often lead to mastery in other areas of emotional intelligence as well.

The activities and practices of emotional intelligence are simple exercises that have the potential to foster lifelong skills those are essential for professional and personal success. Some researchers have pointed out emotional intelligence and concluded that people who manage their own feeling well and deal effectively with others are more likely to live. Happy people are more apt to retain information and do so more effectively than dissatisfied people (Mangal, 2003). Building one's Emotional intelligence has a lifelong impact (Robbins et al., 2007). Many parents and teacher educators, alarmed by increasing levels of conflict in young B.Ed. trainee teachers from low self-esteem, early fatigue, anxiety, dishearten and depression are rushing them to unadjusted in their profession, thus the skills and practices of major aspects of emotional intelligence are necessary for adjustment of Emotional Intelligence. The term emotional intelligence appears to have originated with Charles Darwin in 1872, who theorized about a broader emotional social intelligence necessary for human survival and adaptation. In modern times, the term emotional intelligence was popularized by Goleman. Goleman, define emotional intelligence with five elements those are self-awareness, self-regulation, motivation, anxiety, and social skills.

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III. REVIEW OF RELATED STUDIES

J.H. Liego, (2017), this study investigated the emotional intelligence of science, technology and engineering teachers based on their demographic profile and found positive impact on emotional intelligence with their demographic profile and age. B.J. Boute, (2017) studied on traditional healthcare providers, emotional-social intelligence plays a role in the holistic practitioner-client (teacher-taught) relationship. It is important to determine if students in holistic healthcare programs increase their emotional-social intelligence. JA Kumar, B. Muniandy, (2016) find use of multimedia positive effect on emotional intelligence, this study is designed as a preliminary study to explore the effects of emotional intelligence on achievements, researcher perceived that intrinsic motivation and perceived satisfaction are correlated and important to enhance emotional intelligence when expose to an emotional designed multimedia learning environment. D Bisht, P Dhull, (2015), researcher study and examines the effect of gender, age variations and their interaction on Emotional Intelligence of secondary and senior secondary school teachers working in different types of the schools in Delhi and find a positive impact of age and gender on emotional intelligence. M Wachala, (2015) study on emotional intelligence as a moderator of the relationship between cross-functional communication on new product development and success. Nikuyami, Maryam Shahab (2014) find out relationship between teachers and their professional training is positive for their professional growth as they get high emotional intelligence with regular short term training courses, since the emotional intelligence can be taught, it can be expected that the job satisfaction of faculty members can be reduced through training them on emotional intelligence. RP Das, TL Sahu & Sumedha, (2014). Find the positive effect on emotional intelligence of an individual and ability to identify with understands the emotional dues in self and those on others as in the teaching learning process between teachers and taught. Emotional Intelligence has become the requirement of time for service sector organizations in particular and other organizations in general. Amirtha and Kadiravan (2006) found that gender, age and qualification influenced the emotional intelligence of school teachers. 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.

IV. STATEMENT OF THE PROBLEM

The research problem stated as "A Study of Emotional Intelligence and Age in terms of B.Ed. Trainee Teachers (Session 2015-17) in different B.Ed. Colleges." The researcher has decided to analyze the adjustment and emotional intelligence of B.Ed. trainee teachers in social context. For this we studied the emotional intelligence and adjustments of B.Ed. trainee teachers below 25 years and

above 25 years of age, researcher further divided these groups into male and females, the major aspects of emotional intelligence were: Intra-Personal Awareness, Inter-Personal Awareness, Intra-Personal Management, Inter-Personal Management, Self-regulation, Self-motivation, Action, Social skills, Anxiety and Acceptance.

V. OBJECTIVES OF THE STUDY

Major objective of the study were:

1. To compare the emotional intelligence and adjustment of B.Ed. trainee teachers of above 25 years and below 25 years of their age.
2. To analyze the major aspects of emotional intelligence and adjustment of B.Ed. trainee teachers above 25 years and below 25 years of their age.
3. To compare the aspects of emotional intelligence and adjustment of B.Ed. male trainee teachers above 25 years and below 25 years of their age.
4. To compare the aspects of emotional intelligence and adjustment of B.Ed. female trainee teachers above 25 years and below 25 years of their age.

VI. HYPOTHESES OF THE STUDY

1. There will be no significant difference between emotional intelligence and adjustment of B.Ed. trainee teachers above 25 years and below 25 years of their age.
2. There will be no significant difference in various major aspects of emotional intelligence and adjustment of B.Ed. trainee teachers above 25 years and below 25 years of their age.
3. There will be no significant difference between the aspects of emotional intelligence and adjustment of B.Ed. Male trainee teachers above 25 years and below 25 years of their age.
4. There will be no significant difference between the emotional intelligence and adjustment of B.Ed. Female trainee teachers above 25 years and below 25 years of their age.

VII. SAMPLE OF THE STUDY

The sample of the present study consists of four hundred (400) B.Ed. trainee teachers studying in B.Ed. 2015-17 two years batch in four different B.Ed. colleges located in Bidar Karnataka State. Out of these four hundred two hundred and fourteen (214) male B.Ed. trainee teachers (150 are from 25 years and above and 64 are from below 25 years of their age) and one hundred eighty six (186) female B.Ed. trainee teachers (119 are from 25 years and above and 67 are from below 25 years of age) randomly selected from four different colleges at Bidar Karnataka State.

Sample Structure:

S.No.	Name of the institution	B.Ed. Trainee teachers 25 years and above.	B.Ed. Trainee teachers below 25 years
1	Zafar Teachers Training College, Bidar, Karnataka.	60 Male, 17 Female.	18 Male, 10 Female.
2	Grunanak Dev B.Ed. College, Bidar, Karnataka.	18 Male and 40 Female	09 Male and 23 Female
3	Oriental B.Ed. College, Bidar, Karnataka.	35 Male, 28 Female	24 Male and 13 Female
4	Noor B.Ed. College, Bidar, Karnataka.	37 Male and 34 Female	13 Male and 21 Female
Total= 400		150 Male and 119 Female	64 Male and 67 Female

VIII. STATISTICAL TECHNIQUE USED FOR ANALYSIS

Researcher has used mean, standard deviation and t-test to test the formulated null hypotheses.

Tool 01: S. K. Mangal and Shubhra Mangal. Emotional Intelligence Inventory(EII-MM), Hindi/English. It consists of 100 items of 4 areas as intra-personal awareness and inter-personal awareness, intra-personal management and inter-personal management with age group of 16 year and above. Standardized on 2200 (1050 male + 1150 female students), Published by National Psychological Corporation, Agra.

Tool 02: Beside this researcher himself developed a scale of emotional intelligence to evaluate major aspects of emotional intelligence those are self-regulation, motivation, anxiety, acceptance, social skills, action and inter-personal relationship, standardized on 700 B.Ed. trainee teachers of seven different B.Ed. colleges with age group of 20 and above.

IX. ANALYSIS AND INTERPRETATION OF DATA:

Table 01. Descriptive Analyses for Emotional Intelligence Score.

N	Mean	Median	S.D.	Normal Range	High Range	Low Range
400	129.58	132	15.29	99-155	156	98

Table-01: showing the status of B.Ed. trainee teachers of their emotional intelligence as the mean score of 400 students is 129.58 and the median value is 132, the standard deviation of emotional intelligence is 15.29 the range of emotional intelligence are describe as normal range, high range and low range are found to be 099-155, 156 and above, 098 and below respectively. As the hypotheses have been formulated and the data collected was analyzed in accordance with the hypotheses and summarization of data and interpretation to compare the emotional intelligence score of B.Ed. trainee teachers in relation to their age difference i.e. B.Ed. trainee teachers of 25 years and above with below 25 years of age, has done in table 02.

Table 02: Analyses for Emotional Intelligence of B.Ed. Trainee teachers.

Type of sample	N	Mean	High Range	Low Range	S.D.	t-value	Level of Significance
B.Ed. Trainee Teachers of 25 years and above	269	120.70	156	98	9.89	2.74*	0.01
B.Ed. Trainee Teachers below 25 years	131	116.40	146	114	8.67		

Table: 02, shows the comparative view of the mean, standard deviation and t-scores shows that emotional intelligence of B.Ed. Trainee teachers differ significantly in relation to their age difference. Thus null hypotheses 1 is rejected. The emotional intelligence is found significantly differ in B.Ed. trainee teachers of age group above 25 years with age group below 25 years. The result shows age has a relationship with emotional intelligence in between B.Ed. trainee teachers 25 years and above with B.Ed. trainee teachers below 25 years of age significantly.

To know the cause why B.Ed. trainee teachers 25 years and above with B.Ed. trainee teachers below 25 years act significantly, the researcher considered 11 major aspect of emotional intelligence for present research try out, the effect of Emotional Intelligence among these major aspects of emotional intelligence, intra-personal awareness, inter-personal awareness, intra-personal management, inter-personal management, self-regulation, motivation, anxiety, acceptance, social skills, action and interpersonal relationship found to be cause significant, affect on emotional intelligence among B.Ed. trainee teachers above 25 years and below 25 years of age, as they act significantly. In order to analyze the relations major aspects of emotional intelligence with B.Ed. trainee teachers above 25 years and below 25 years are compared by using mean, standard deviation and t-test as per table 03.

Table 03. Major Aspects of Emotional Intelligence of B.Ed. Trainee teachers.

S.No.	Major Aspect of Emotional Intelligence	B.Ed. Trainee Teachers 25 yrs and above, N=269		B.Ed. Trainee Teachers below 25 years N=131		t-value	Level of significance
		Mean	S.D.	Mean	S.D.		
1.	Intra-Personal Awareness	17.12	2.83	14.54	2.92	3.51*	0.01 Sig.
2.	Inter-Personal Awareness	14.22	3.16	12.46	2.87	3.48*	0.01 Sig.
3.	Intra-Personal Management	16.37	2.84	14.66	3.32	3.72*	0.01 Sig.
4.	Inter-Personal Management	15.73	2.45	13.22	2.61	3.82*	0.01 Sig.
5.	Self-Regulation	12.18	2.39	11.04	2.15	3.03*	0.01 Sig.
6.	Self-Motivation	15.44	2.01	14.69	3.10	1.98	N.S
7.	Action	6.33	2.29	8.56	2.20	4.20*	0.01 Sig.
8.	Social skills	5.34	2.08	11.28	3.11	3.18*	0.01 Sig.
9.	Anxiety	15.66	3.12	13.71	3.57	2.66	N.S
10.	Acceptance	14.23	3.43	16.23	3.04	2.79*	0.01 Sig.
11.	Interpersonal Relationship	15.32	1.99	14.55	2.01	1.73	NS

It is clear from the comparison of mean, standard deviation and t-test 08 major aspects act significantly among 11 major aspects of emotional intelligence, 03 major aspects of emotional intelligence namely self-motivation, anxiety, interpersonal relationship are not act significantly, thus the null hypothesis 02 has not been rejected completely. On some aspects of emotional intelligence, mean scores of B.Ed. trainee teachers 25 years and above with B.Ed. trainee teachers below 25 years are significantly different. On the aspects like intra-personal awareness, inter-personal awareness, intra-personal management, inter-personal management and self-regulation, B.Ed. trainee teachers 25 years and above are much better, whereas on the aspects like action, social skills and acceptance B.Ed. trainee teachers below 25 years have greater mean value. There is no significant difference in self-motivation, anxiety and interpersonal relationship; these three major aspects of emotional intelligence are not act significantly.

Table:04 Showing Comparative View of Emotional Intelligence of B.Ed. Trainee teachers Teachers's Male 25 years and above with below 25 years of age.

Items	N	Mean	SD	t'	Level of significance
B.Ed. Male Trainee teachers 25 years and above.	150	117.10	12.96	*9.79	It is significant at 0.05 & 0.01-level.
B.Ed. Male Trainee teachers Below 25 year.	64	134.12	13.45		

Table: 04, shows the comparative view of Emotional Intelligence of B.Ed. Male trainee teachers above 25 years and below 25 years respectively. Calculated 't' value between the mean scores of B.Ed. male trainee teachers above 25 years and below 25 years is *9.79 it is significant at both 00.05 and 00.01 levels. So that our hypothesis No.04, i.e. "There will be no significant difference between the emotional intelligence of B.Ed. male trainee teachers of 25 years and above with below 25 years of age. Is rejected, this means B.Ed. male trainee teachers above 25 years have much better emotional intelligence at front of B.Ed. male trainee teachers below 25 years, so we can say that age is most important factor of emotional intelligence and helping in making relationships.

Table:05: Showing Comparative View of Emotional Intelligence of B.Ed. Trainee teachers Teachers's Female 25 years and above with below 25 years of age.

Items	N	Mean	SD	't'	Level of significance
B.Ed. Female Trainee teachers 25 years and above	119	122.48	13.94	*9.10	It is significant at 0.05 & 0.01 level.
B.Ed. Female Trainee teachers Below 25 years.	67	136.59	13.21		

Table: 05, shows the comparative view of Emotional Intelligence of B.Ed. Female trainee teachers above 25 years and below 25 years respectively. Calculated 't' value between the mean scores of B.Ed. female trainee teachers above 25 years and below 25 years is *9.10 it is significant at both 00.05 and 00.01 level of significance, thus our hypothesis No.3, i.e. "There will be no significant difference between the emotional intelligence of B.Ed. female trainee teachers of 25 years and above with below 25 years of age." is rejected, this means B.Ed. female trainee teachers above 25 years have much better emotional intelligence at front of B.Ed. female trainee teachers below 25 years, so we can say that age is most important aspect of emotional intelligence and act positively.

X. IMPROVING EMOTIONAL INTELLIGENCE

As a teachers educator we can improve emotional intelligence of B.Ed. trainee teachers as well to foster positive academic learning paradigm shift. It is easier than we think and can be incorporated into the classroom and during teaching practices. Please see some suggestions given below:

- 1. Identify feelings and clarifying questions:** Find ways to aid and encourage trainee teachers and give motivations beside positive feedback to solve a problem themselves, along with labeling their emotion to opens their mind to new thinking, new researches and new techniques are better expand their emotional intelligence.
- 2. Stay positive:** Before resorting to punishment and "no" find ways to encourage them by engaging them into a positive way. Set strong limits along with understanding and patience in challenging situations. Communicate them with positive language and in a clear, direct way. This will encourage B.Ed. trainee teachers to do so in the future. Not only are you encouraging their emotional intelligence, you are boosting your own, too!
- 3. Have some quality one-to-one:** Fostering B.Ed. trainee teachers' positive attributes encourage their confidence as well as their emotional intelligence. Instead of always

focusing on academic skills, take time to find out interest in and also excels at, and encourage that skill. When they feel positive about their special talents, they are more excited about teaching learning as well as exploring knowledge and experiments.

- 4. Listen:** When B.Ed. trainee teachers are frustrated, angry, anxious or just really excited, take the time to listen and listen positively. In a heated situation, take time to attentively listen to what they want to say along with encouraging them with guidance and counseling and use communication skills by asking questions and offering support.
- 5. Behavioral issues:** Problem solving with emotional intelligence strategies does not mean behavioral issues will disappear, but when time is taken to implement positive emotion coaching, B.Ed. trainee teachers are better able to deal with their feelings, helping them to feel more confident and develop in wonderful ways.

XI. CONCLUSION

On the basis of major findings from the interpretation of data and hypotheses following conclusion have been made....

- Emotional intelligence of B.Ed. Trainee teachers of 25 years and above and below 25 years differs significantly in relation to their age differences. B.Ed. trainee teachers with age above 25 years are more emotionally intelligent and balanced as per findings of the study.
- From the analysis of various major aspects of emotional intelligence, it is clear that on the aspects like intra-personal awareness, inter-personal awareness, intra-personal management, inter-personal management, self-regulation, found to cause significant effect on emotional intelligence among the B.Ed. trainee teachers above 25 years.
- In order to analyze B.Ed. trainee teachers below 25 years of emotional intelligence major aspect they act significantly in action, social skills and acceptance.
- There is no significant difference on anxiety, self motivation and interpersonal relationship between B.Ed. Trainee teachers below 25 years and B.Ed. trainee teachers 25 years and above.
- B.Ed. Male trainee teachers 25 years and above act significantly in emotional intelligence at front B.Ed. trainee teachers below 25 years of age.
- B.Ed. Female trainee teachers 25 years and above act significantly in emotional intelligence at front of B.Ed. trainee teachers below 25 years of age, it is because of their maturity level and previous experiences..

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