

EMOTIONAL INTELLIGENCE AMONG B.Ed. STUDENTS - A STUDY

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ABSTRACT

The aim of the present study was to find out the emotional intelligence among B.Ed. trainees in Chikkaballapur district, Karnataka. The descriptive survey method was used for this study. The sample size was 140 B.Ed. students. Self-made Emotional Intelligence Scale was used for data collection. The data was analyzed by using t-test, F-test and post-hoc test. The results showed that there was a significant difference in emotional intelligence among B.Ed. students on the basis of gender, marital status and father's occupation. The findings also indicated that there was no significant difference in emotional intelligence among B.Ed. students on the basis of place of living, educational qualification and type of college.

Keywords: Emotional Intelligence, B.Ed. Students.

Introduction

Emotional intelligence is most often defined as the ability to perceive, use, understand, manage, and handle emotions. People with high emotional intelligence can recognize their own emotions and those of others, use emotional information to guide thinking and behavior, discern between different feelings and label them appropriately, and adjust emotions to adapt to environments (Colman, 2008). Emotional intelligence as the array of skills and characteristics that drive leadership performance (Goleman, 1998). Emotional intelligence as the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others (Salovey & Mayer, 1997). Emotional intelligence is the ability to be aware of your own and others' emotions, and then to use that knowledge to assist in the management of emotional manifestations such that they promote success rather than create hurdles (Dixit & Singh, 2015).

A teacher serves education, which is a powerful tool for human development, and a teacher is the single most important aspect in providing quality education. Teachers can effectively fulfil their many duties in the classroom, school and community if they have the right attitude, efficacy, competency, required abilities, and good mental health (Dubey & Upadhyaya, 2018). Teachers are a nation's most valuable resource. They can help children's mental and emotional well-being. Teachers are created rather than born. They are taught the principles of teaching techniques using innovative teaching technology in order to become competent teachers in society after completing their training program. Therefore, teachers need to be very good at both academic and social intelligence, as well as having a lot of emotional intelligence (Jagvinder Singh, 2013). Thus, the emotional intelligence of teachers who are being nurtured to be future nation-builders must be studied.

Review of Related Literature

Partha Roy (2021) studied emotional intelligence and attitudes towards teaching profession of B.Ed. teacher trainees. The stratified random sample consisted of 50 students from different B.Ed. colleges of South 24 Parganas, North 24 Parganas, Kolkata & Nadia districts of West Bengal. Emotional Intelligence Scale by Shailendra Singh (2004) and Attitudes Towards Teaching Profession Scale by Mary L. Renthlei & Dr. H. Malsawmi (2015) were used for data collection. 't' test was used for data analysis. The study revealed that there was no significant difference in emotional intelligence of B.Ed. teacher trainees with regard to gender and habitat.

Gajanan S. Sharma (2020) conducted a correlation study on emotional intelligences and teaching competence of B.Ed. student teachers. The random sample comprised of 120 B.Ed. student teachers from Buldhana district of Maharashtra. Mangal's Emotional Intelligence Inventory and Passi and Lalitha's Teaching Competency Scale were used for data collection. The result found that there was no gender difference with regard to emotional intelligence.

Maruthavanan (2020) studied emotional intelligence among B.Ed. students in Madurai district. The survey method was used for this study. A stratified sample of 280 B.Ed. students was selected in Madurai district. Emotional Intelligence Scale by S. Sathanantham (2011) was used in this study. 't' test was used for data analysis. The result indicated that there was no significant difference in emotional intelligence among B.Ed. students based on sex. The findings also showed that there was a significant difference in emotional intelligence among B.Ed. students on the basis of residence, subject studied and age.

Nishita Rana and Suman Devi (2019) explored a study on emotional intelligence among B.Ed. students in relation to their academic achievement and gender. The descriptive survey method of research was used for this study. The stratified random sample of 200 B.Ed. students from Jammu city. t-test was used for data collection. The result showed that there was no significant difference in emotional intelligence between male and female B.Ed. students.

Deepa and Saminathan (2019) investigated emotional intelligence and academic achievement among B.Ed. students. The survey method was conducted on a purposive sample of 92 B.Ed. students from Kalamandalam College of Education in Karur district. 't' test was used for data analysis. The result found that the level of emotional intelligence among B.Ed. students was above average. The findings also indicated that there was a significant difference in emotional intelligence among B.Ed. students in terms of gender and locality.

Ruchi Dubey and Pratik Upadhyaya (2018) attempted with the impact of emotional intelligence on teaching self-efficacy among B.Ed. students. The sample comprised of 135 B.Ed. IV semester students of Prayagraj city. Emotional Intelligence Test by K.S. Misra and Teaching Self-Efficacy Inventory by K. S Misra and R. Dubey were used for data collection. Correlation and t-test were used for data collection. The findings indicated positive correlation between emotional intelligence and teaching self-efficacy among female and arts stream B.Ed. students, no relationship exists between emotional intelligence and teaching self-efficacy among male B.Ed. students and B.Ed. students of science stream, female B.Ed. students with high emotional intelligence have high teaching self-efficacy as compared to female B.Ed. students with low emotional intelligence, B.Ed. students of arts stream with high emotional intelligence have high teaching self-efficacy as compared to B.Ed. students of arts stream with low emotional intelligence, male B.Ed. students with high and low emotional intelligence did not differ from one another on teaching self-efficacy, similarly B.Ed. students of science stream with high and low emotional intelligence did not differ from one another on teaching self-efficacy.

Indumathi (2017) studied emotional intelligence and social intelligence among B.Ed. teacher trainees in relation to their social economic status. The present study adopted normative survey method. The sample comprised of 300 B.Ed. teacher trainees in and around Chennai district. Purposive cluster sampling technique was used to select sample. 't' test revealed that locality wise significant difference was found, 'F' test results showed that significant difference was found among type of management between locality, type of institution with socio-economic status.

Asha Yadav and Chandni (2017) conducted a study on the impact of mental health on emotional intelligence of B.Ed. students. A sample of 200 B.Ed. students was selected from Faridkot district. Mental Health Scale by Parmod Kumar (1992) and Emotional Intelligence Scale (2002) by Anukool Hyde were used for data collection. The obtained data was analyzed using t-test. The study found that there was no significant difference between science and non-science students of B.Ed. in respect of mental health and emotional intelligence but a significant difference was found in impact of mental health on emotional intelligence among science and non-science students of B.Ed.

Mohit Dixit and Varinder Singh (2015) conducted a study of emotional intelligence of B.Ed. students in relation to their adjustment. The sample consisted 200 B.Ed. students from Moga and Ludhiana districts of Punjab. In order to collect data, Emotional Intelligence Scale (1971) by Anukool Hyde, SanjyotPethe, Upinder Dhar and Revised Adjustment Inventory by Pramod Kumar (1999) were used. The data was analyzed using t-test. The results showed that there was a significant difference in emotional intelligence between urban and rural B.Ed. students, there was a significant difference between in emotional intelligence between urban male and urban female B.Ed.students and there was no significant difference in emotional intelligence between rural male and rural female B.Ed.students.

Jagvinder Singh (2013) studied emotional intelligence of B.Ed students in relation to their gender. In the present study, descriptive and survey method was used. A sample of 60 (30 male and 30 female) B.Ed. students were selected randomly. Emotional Intelligence Scale by Mangal was used for data collection. The result revealed that there was no significant difference between male and female teachers with regard to their emotional intelligence.

Objectives of the Study

- To find out the difference in emotional intelligence and its dimensions among B.Ed. students with respect to their gender, place of living, marital status, educational qualification, type of college and father's occupation.

Hypotheses

1. There would be no significant difference in emotional intelligence and its dimensions among B.Ed. students in terms of gender.
2. There would be no significant difference in emotional intelligence and its dimensions among B.Ed. students in terms of place of living.
3. There would be no significant difference in emotional intelligence and its dimensions among B.Ed. students in terms of marital status.
4. There would be no significant difference in emotional intelligence and its dimensions among B.Ed. students in terms of educational qualification.
5. There would be no significant difference in emotional intelligence and its dimensions among B.Ed. students in terms of type of college.
6. There would be no significant difference in emotional intelligence and its dimensions among B.Ed. students in terms of father's occupation.

Methodology

The researcher adopted survey method for the present study. The population of the study constitutes the total number of B.Ed. students studying in second year in Chikkaballapur district. The simple random sample consisted of 140 B.Ed. students. The researchers' self-made Emotional Intelligence Scale was used for data collection. The data was analyzed using t-test, ANOVA and Post hoc test through SPSS 20.0.

Data Analysis and Interpretation

Table 1: Emotional Intelligence among B.Ed. students with reference to Gender

Dimensions	Gender	N	Mean	Std. Deviation	t-value
Self-awareness	Male	70	30.03	4.578	2.703
	Female	70	27.87	4.860	
Managing Emotions	Male	70	29.94	4.222	2.265
	Female	70	28.33	4.211	
Motivating oneself	Male	70	29.59	5.518	3.085
	Female	70	26.87	4.872	
Empathy	Male	70	28.83	4.440	2.301
	Female	70	27.06	4.668	
Social skills	Male	70	30.57	5.342	2.375
	Female	70	28.56	4.671	
Total Emotional Intelligence	Male	70	148.96	13.595	5.025
	Female	70	138.69	10.374	

From Table-1, it is evident that the calculated t-values 2.703, 2.265, 3.085, 2.301 and 2.375 are significant at 0.05 level on the dimensions of emotional intelligence viz., self-awareness, managing emotions, motivating oneself, empathy and social skills. The calculated t-value 5.025 is significant at 0.05 level on total emotional intelligence. Hence, the hypothesis-1 is rejected. The study conducted by Deepa and Saminathan (2019) supported the result of the present study. The results are in contradiction with the present study conducted by Partha Roy (2021), Gajanan S. Sharma (2020), Maruthavanan (2020), Nishta Rana and Suman Devi (2019) and Jagvinder Singh (2013).

Table 2: Emotional Intelligence among B.Ed. students with reference to Place of Living

Dimensions	Place of living	N	Mean	Std. Deviation	t-value
Self-awareness	Rural	56	28.96	4.456	0.028
	Urban	84	28.94	5.086	
Managing Emotions	Rural	56	29.46	4.600	0.741
	Urban	84	28.92	4.063	
Motivating oneself	Rural	56	28.68	5.038	0.810
	Urban	84	27.93	5.577	
Empathy	Rural	56	27.98	4.945	0.082
	Urban	84	27.92	4.429	
Social skills	Rural	56	29.36	5.378	0.391
	Urban	84	29.70	4.935	
Total Emotional Intelligence	Rural	56	144.45	13.873	0.459
	Urban	84	143.40	12.634	

From Table-2, it is evident that the calculated t-values 0.028, 0.741, 0.810, 0.082 and 0.391 are not significant at 0.05 level on the dimensions of emotional intelligence viz., self-awareness, managing emotions, motivating oneself, empathy and social skills. The calculated t-value 0.459 is not significant at 0.05 level on

total emotional intelligence. Hence, the hypothesis-2 is accepted. The study conducted by Partha Roy (2021) supported the result of the present study. The results are in contradiction with the present study conducted by Maruthavanan (2020).

Table 3: Emotional Intelligence among B.Ed. students with reference to Marital Status

Dimensions	Marital Status	N	Mean	Std. Deviation	t-value
Self-awareness	Unmarried	85	29.27	4.441	0.977
	Married	55	28.45	5.374	
Managing Emotions	Unmarried	85	30.02	4.027	3.149
	Married	55	27.76	4.329	
Motivating oneself	Unmarried	85	29.12	4.924	2.484
	Married	55	26.85	5.756	
Empathy	Unmarried	85	28.31	4.334	1.156
	Married	55	27.38	5.031	
Social skills	Unmarried	85	29.96	5.506	1.156
	Married	55	28.95	4.378	
Total Emotional Intelligence	Unmarried	85	146.68	11.001	3.325
	Married	55	139.40	14.866	

From Table-3, it is evident that the calculated t-values 0.977, 1.156 and 1.156 are not significant at 0.05 level on the dimensions of emotional intelligence viz., self-awareness, empathy and social skills. The calculated t-values 3.149 and 2.484 are significant at 0.05 level on the dimensions of emotional intelligence i.e., managing emotions and motivating oneself. The calculated t-value 3.325 is significant at 0.05 level on total emotional intelligence. Hence, the hypothesis-3 is rejected.

Table 4: Emotional Intelligence among B.Ed. students with reference to Educational Qualification

Dimensions	Educational Qualification	N	Mean	Std. Deviation	t-value
Self-awareness	UG	83	29.34	4.689	1.147
	PG	57	28.39	5.010	
Managing Emotions	UG	83	29.07	4.436	0.211
	PG	57	29.23	4.075	
Motivating oneself	UG	83	28.49	5.352	0.705
	PG	57	27.84	5.401	
Empathy	UG	83	27.94	4.570	0.010
	PG	57	27.95	4.745	
Social skills	UG	83	29.31	5.111	0.701
	PG	57	29.93	5.109	
Total Emotional Intelligence	UG	83	144.16	13.243	0.364
	PG	57	143.33	13.002	

From Table-4, it is evident that the calculated t-values 1.147, 0.211, 0.705, 0.010 and 0.701 are not significant at 0.05 level on the dimensions of emotional intelligence viz., self-awareness, managing emotions, motivating oneself, empathy and social skills. The calculated t-value 0.364 is not significant at 0.05 level on total emotional intelligence. Hence, the hypothesis-4 is accepted.

Table 5: Emotional Intelligence among B.Ed. students with reference to Type of College

Dimensions	Source of Variance	Sum of Squares	df	Mean Square	F
Self-awareness	Between Groups	31.429	2	15.715	0.671
	Within Groups	3207.221	137	23.410	
	Total	3238.650	139		
Managing Emotions	Between Groups	1.686	2	.843	0.045
	Within Groups	2542.736	137	18.560	
	Total	2544.421	139		
Motivating oneself	Between Groups	22.446	2	11.223	0.387
	Within Groups	3974.239	137	29.009	
	Total	3996.686	139		
Empathy	Between Groups	4.219	2	2.109	0.097
	Within Groups	2969.324	137	21.674	
	Total	2973.543	139		

Social skills	Between Groups	15.460	2	7.730	0.294
	Within Groups	3600.961	137	26.284	
	Total	3616.421	139		
Total Emotional Intelligence	Between Groups	131.137	2	65.569	0.378
	Within Groups	23739.399	137	173.280	
	Total	23870.536	139		

From Table-5, it is evident that the calculated F-values 0.671, 0.045, 0.387, 0.097 and 0.294 are not significant at 0.05 level on the dimensions of emotional intelligence viz., self-awareness, managing emotions, motivating oneself, empathy and social skills. The calculated F-value 0.378 is not significant at 0.05 level on total emotional intelligence. Hence, the hypothesis-5 is accepted.

Table 6: Emotional Intelligence among B.Ed. students with reference to Father's Occupation

Dimensions	Source of Variance	Sum of Squares	df	Mean Square	F
Self-awareness	Between Groups	159.366	2	79.683	3.545
	Within Groups	3079.284	137	22.477	
	Total	3238.650	139		
Managing Emotions	Between Groups	32.224	2	16.112	0.879
	Within Groups	2512.198	137	18.337	
	Total	2544.421	139		
Motivating oneself	Between Groups	429.690	2	214.845	8.252
	Within Groups	3566.996	137	26.036	
	Total	3996.686	139		
Empathy	Between Groups	156.394	2	78.197	3.803
	Within Groups	2817.149	137	20.563	
	Total	2973.543	139		
Social skills	Between Groups	538.741	2	269.370	11.991
	Within Groups	3077.681	137	22.465	
	Total	3616.421	139		
Total Emotional Intelligence	Between Groups	5041.947	2	2520.973	18.343
	Within Groups	18828.589	137	137.435	
	Total	23870.536	139		

From Table-6, it is evident that the calculated F-values 3.545, 8.252, 3.803 and 11.991 are significant at 0.05 level on the dimensions of emotional intelligence viz., self-awareness, motivating oneself, empathy and social skills. The calculated F-value 0.879 is not significant at 0.05 level on the dimension of emotional intelligence i.e., managing emotions. The calculated F-value 18.343 is significant at 0.05 level on total emotional intelligence. Hence, the hypothesis-6 is rejected.

Further to know which group has more influence on total emotional intelligence, post hoc test was applied and the results are given below in Table 6.1.

Table 6.1: Post hoc Test of Emotional Intelligence with reference to Father's Occupation

Dependent Variable	(I) Father's occupation	(J) Father's occupation	Mean Difference (I-J)	Std. Error	Sig.
Total Emotional Intelligence	Daily wage	Agriculture	-6.920*	2.617	.033
		Employee	-14.927*	2.509	.000
	Agriculture	Daily wage	6.920*	2.617	.033
		Employee	-8.007*	2.301	.003
	Employee	Daily wage	14.927*	2.509	.000
		Agriculture	8.007*	2.301	.003

*. The mean difference is significant at the 0.05 level.

Table-6.1 shows that there is a significant difference in emotional intelligence of B.Ed. students whose father's occupation is employee and daily wage and there is a significant difference in emotional intelligence of B.Ed. students whose father's occupation is employee and agriculture.

Major Findings

- There is a significant difference in emotional intelligence among B.Ed. students in respect of gender, marital status and father's occupation.
- There is no significant difference in emotional intelligence among B.Ed. students in respect of place of living, educational qualification and type of college.

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