

## Emotional intelligence of B. ED teacher trainees

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### Abstract

Emotions have two dimensions. One is physiological and the other is psychological. Intelligence is the application of the acquired knowledge. The combination of cognitive (intelligence) and affective (emotion) domain is 'Emotional Intelligence'. There are many models and principles in Emotional Intelligence'. Investigators took Daniel Goleman's model to evaluate the Emotional Intelligence of B.Ed student teachers. Emotional Intelligence is the ability to know one's own emotions as well as other person's emotions. The research paper throw light on the levels of emotional Intelligence of student teachers, the significant difference of Emotional Intelligence between the domains of Emotional Intelligence and their ranking among student teachers are studied and interpreted.

**Keywords:** Emotional Intelligence, Domains, Student teachers, internality, self-awareness, motivation, social skills

### Introduction

"Any one 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 right way-that is not easy."

Nowadays, everyone is facing many challenges in the society which is causing struggle and conflicts, whether at home or at workplace regardless of age, education, occupation and status make efforts to live happily in their life.

A positive attitude towards life and high level of Emotional Intelligence provides a new way to understand and assess people's behaviors, management, styles, attitudes and interpersonal skills. Potentials and optimum levels of stress will help a person to cope with his /her personal and professional life, which results in good performance in her/his job.

The teachers of today are subjected to tremendous pressure in their professional life. If they have to face the challenges in their profession with confidence and courage, a basic knowledge and discipline in service are essential. A teacher should have high level of Emotional Intelligence because it links strongly with concepts of love and spirituality bringing compassion and humanity to work. Becoming a successful teacher requires self-awareness, control and management of one's own emotions, and those of the pupils. It embraces two aspects of intelligence, understanding oneself and management of one's own emotions and those of the pupils.

### Genesis of emotional intelligence

Emotional Intelligence is grounded primarily in psychobiology and modern neuroscience. Howard Gardner was the first one to point out the distinction between intellectual and emotional capacities and introduced his theory of Multiple Intelligence (1983) including interpersonal intelligence and intrapersonal intelligence.

Later on Slumberg (1988) also carried out the concept of social intelligence through his Diarchic theory of intelligence. This component of one's intelligence relates with one's capacity of making adjustment to various contents with a

popular selection of contents so that one can improve one's environment in a proper way.

However, historically speaks, the phrase 'Emotional Intelligence' was first introduced in 1990 by two American professors, Dr. John Mayer and Dr. Peter Salovey. The credit of popularizing the concept of Emotional Intelligence goes to another American Psychologist Daniel Goleman through his book "Emotional Intelligence; why it can Matter More than IQ" published in 1995.

### Need and significance of the study

Children who are in the elastic period of their life are easily influenced by their teachers. A teacher's attitude –whether good or bad –trickles down to the students. The teacher's ability to deal with emotional problems is a powerful factor in molding the minds of student's emotional intelligence. Teacher can develop emotional intelligence citizens. A teacher who is able to carry out reasoning with regard to emotions and uses emotions to enhance reasoning will succeed in developing the emotional intelligence of pupils. An emotionally competent teacher is the heart and soul of educational programme. As the student teachers are at the threshold of entering the career of teaching, it is highly desirable that they understand their levels of Emotional Intelligence, which will play a vital role in their survival and fitness in the profession.

### Objectives

The objectives of the study are as follows

- To access the emotional intelligence of the student teachers.
- To study the various dimensions of emotional intelligence of student teachers.

### Hypotheses

The hypotheses of the study are as follows.

- There is no significant difference in the mean scores of emotional intelligence domains of student teachers.

- There is no significant difference between male and female student teachers in their dimensions of Emotional Intelligence.

**Methodology**

Survey method was adopted in the present study.

**Sample**

A sample of 31 student teachers from B.ED Course from the Department of Education, Gandhigram Rural Institute-Deemed University was taken for this investigation.

**Tool**

An inventory of “Emotional Intelligence Inventory developed by Surabhi Prohit was taken as a tool for the present study.

**Analysis of Data**

Pre service teacher commitment to the profession is multifaceted and not easily measured. While some may be concerned with teacher attrition and discrepancies between the numbers of teacher graduates and new teacher hires, it is also important to consider students as they are beginning a teacher

education program. As undergraduates navigate the beginning years of their TEP, beliefs about their abilities and their future as an educator will fluctuate. As they expand their knowledge of teaching (e.g., methods, content) and develop accurate expectations about their colleagues and future students, their beliefs and expectations will begin to stabilize.

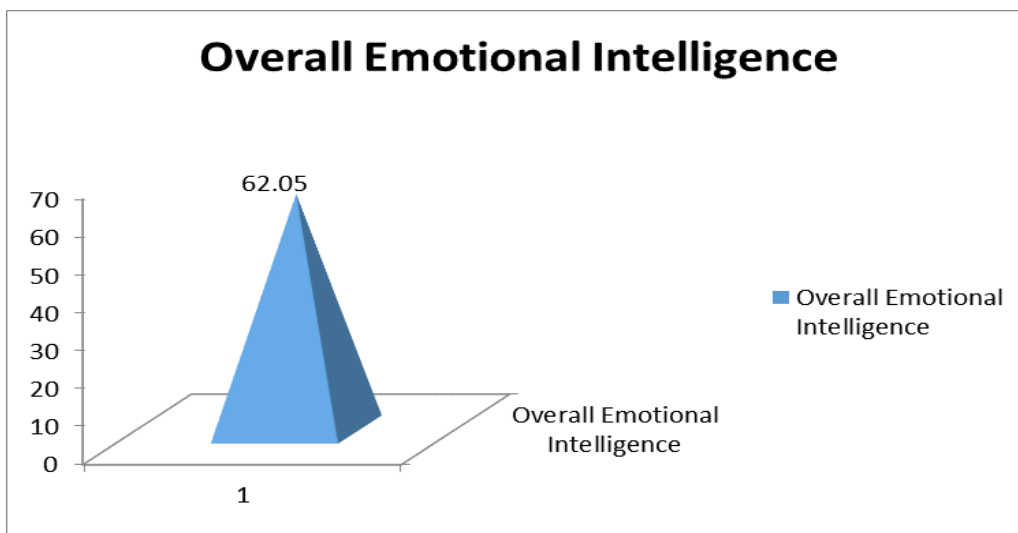
**Testing of Hypothesis 1**

**Table 1**

S. No	Gender	Emotional Intelligence	Mean of EI
1.	Male	184.1	61.36
2.	Female	1757.04	62.75
	Total	1941.14	62.05

Investigators found the emotional intelligence of girl student teachers. It was found to be 62.75%. The male student’s emotional intelligence also calculated it was found that 61.36%.

The overall emotional intelligence of the male and female student teachers was calculated. It was found to be 62.05%.



**Fig 1**

The above graph depicts that the total Emotional Intelligence of the student teachers was 62.05.

**Testing of Hypothesis 2**

The term Emotional Intelligence has been defined in many best sellers including Dr. Daniel Goleman’s 1995 book “Emotional Intelligence” in a number of ways –comprising many personality traits such as empathy, motivation, persistence, warmth and social skills. The four domains self-awareness, self-management, self-motivation, internality are termed as interpersonal skills and the two skills empathy and social skills are termed as intrapersonal skills. Totally six domains are calculated for male and female student teachers separately. And the values are tabulated for female student teachers.

**Table 2**

S. no	Dimensions of Emotional Intelligence(Overall)	Percentage in Marks
1.	Social Skills	70.38
2.	Self-awareness	65.98
3.	Motivation	63.65
4.	Self-Management	58.24
5.	Empathy	57.43
6.	Internality	55.64

The percentage analysis reveals that the student teachers scored 70.38% in social skills, 65.98% in self-awareness, 63.65% in motivation, 58.24% in self-management, 57.43% in Empathy and 55.64% in internality.

It was found that the student teachers scored more in social skills (70.38%). This proves that they are very much interested in social interactions and social work. Social Interaction is very much needed in the present student community. The self-awareness and motivation stands in second and third places (65.98% and 63.65%). Gerald told that Emotional Intelligence

is necessary for pre service teachers to motivate the students (Gerald2014). Self-management, empathy and internality (58.24%, 57.43%, & 55.64%) stands fourth fifth and sixth places. The above three domains are not very much vary in their scores.

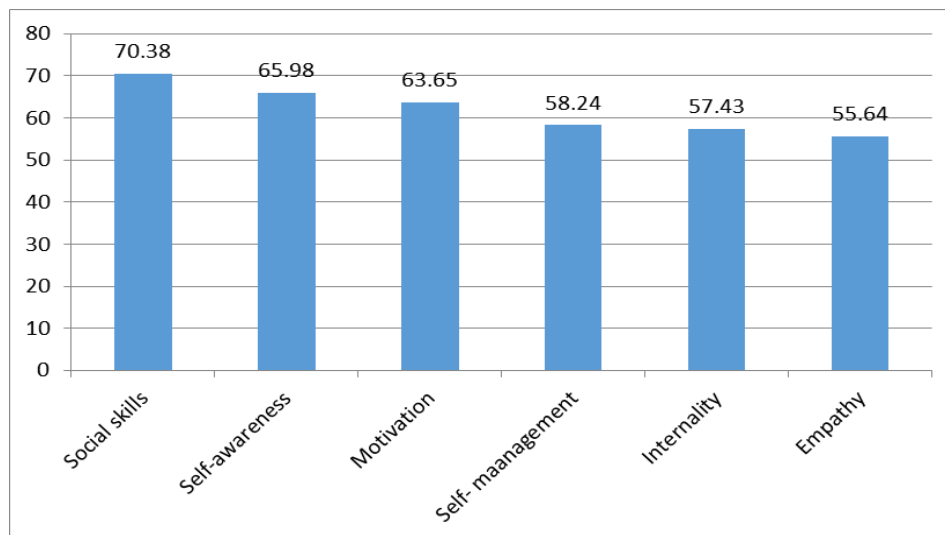


Fig 2: Emotional Intelligence of Student Teachers

The bar diagram reveals that student teachers scored more in Social skills followed by self-awareness, motivation, self-management, internality and empathy.

Hypothesis 2 states that there is no mean difference between

the domains of Emotional Intelligence. But this is not the case as we see the above table and figure. The analysis reveals that there is difference between the domains of Emotional Intelligence. Hence, the null hypothesis is rejected.

**Testing of Hypothesis 3**

Table 3: Comparison of Emotional Intelligence

Dimensions of emotional intelligence	Male N=3		Female N=28		Calculated t value
	Mean	SD	Mean	SD	
Self-awareness	59.77	21.39	66.65	13.37	0.546
Self-management	63.98	12.070	57.61	11.56	0.872
Motivation	72.96	14.065	62.82	8.68	1.217
Social skills	63.62	13.745	73.87	16.37	1.204
Internality	64.00	12.124	57.04	13.715	0.933

Table 3 depicts the domain t values of both the gender. Self-awareness has 0.546, self-management has 0.872, motivation has 1.217, social skills has 1.204 and internality has 0.933 t values respectively. Since the calculated value is lesser than the tabulated value, the null hypothesis is accepted. There is no significant difference between male and female student teachers in Emotional Intelligence domains.

Hypothesis 3 shows us that there is no significant difference between male and female student teachers in their Emotional Intelligence dimension. A study by Dr. Muthusamy and Jeyaraman (2013) also reveals the same result that there is no significant difference between male and female student teachers in Emotional Intelligence.

During higher education, an individual learner is expected to form his or her opinion about life, attitude to cope with stress in the process of learning and knowledge dissemination. Doing so, self-motivation and self-efficacy through enhanced self-awareness and the self in the context of the class or group or team become very important. Accountability towards self, them/group members is also needed in this time. Adult

learners (pre service teachers) prefer to feel the significance of their roles, want recognition (both recognition, acknowledgement from both the faculty members / trainers / teacher educators and the classmates / friends) and appreciate interdependence. Therefore only cognitive component of the learner behavior is not enough. The “feeling” factor also plays a major role in the process. Evidently the act of balancing between feeling and the cognitive helps to develop emotional intelligence.

**Findings**

The findings of this study are as follows

- The Emotional Intelligence of student teachers is 62.05.
- There is significant difference in the mean scores of Emotional Intelligence domains.
- There is no significant difference between the male and female student teachers in their domains.

The term internality is defined as the long run inner feeling of a person. It may be termed as traditional. In this study, this internality stands last. This shows the positive approach of

student teachers in their work performance. The student teachers have strong inter personal relationship components as second, third and fourth place (self-awareness, self-motivation and self-management). Social skills stands first among the domains of student teachers.

### Conclusion

We may understand one's emotional intelligence as a unitary ability (related to but independent of standard intelligence) helpful in knowing, feelings and judging emotions in close cooperation with one's thinking process for behaving in the most proper and desirable way. In view of the so wide significance of the emotional intelligence from the individual as well as social angles, it becomes quite necessary to make earnest efforts for its proper development right from early childhood. Awareness of the feelings and emotions in the self and others as well as their proper management is in fact a key for the proper progress and development of emotional intelligence among the children. From time to time, we must also have some proper measures for the assessment of the potentiality of emotional intelligence in terms of their E.Q.

The present study proved that the student teachers overall emotional Intelligence is good. There was slight difference in the domains of Emotional Intelligence of student teachers. Even in the domains of Emotional Intelligence also there was no significant difference between male and female student teachers. An Emotionally Intelligent student teacher will bring up an Emotionally Intelligent student which in turn will bring an Emotionally Intelligent India. This will happen among Gandhigram Rural Institute-Deemed University B.Ed students also.

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