

A STUDY OF THE EMOTIONAL INTELLIGENCE (EI) OF B.ED. TEACHER TRAINEES

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Abstract:

Different professions require different levels of emotional intelligence. But the professions like teaching in which interacting with people is a must, require a high level of emotional intelligence. Teacher trainees who want to become a teacher must have a high emotional intelligence as they have to continuously interact with the students, colleagues, principals, parents etc. and have to meet the challenges of their professional lives. The present study examines the levels of emotional intelligence of B.Ed. teacher trainees, also emotional intelligence assessed with respect to their personal factors. A sample of 477 B.Ed students studying in the colleges affiliated to Guru Gobind Singh Indraprastha University, Delhi was taken up for the study. A standardized tool of emotional intelligence developed by S. K. Mangal and Shubhra Mangal (2012) was used and data were analysed through descriptive statistics. The results indicated that majority of B.Ed teacher trainees have above average emotional intelligence, in relation to personal factors, Gender has significant, but medium of language and education streams have insignificant influence on emotional intelligence of B.Ed teacher trainees.

Every profession demands certain specific skills on part of its professionals. As Teacher Education is also a professional course which prepares the students to enter into teaching profession, it too demands various set of skills in order to meet the challenges of professional life. Emotional Intelligence as an ability/skill to manage emotions in order to cope up with the pressure of personal and professional lives has become an important component for the people living in 21st century.

Different professions require different levels of emotional intelligence. But the professions in which interacting with people is a must require a high level of emotional intelligence. Like, Yate (1997) stated that the profession of teaching has been rated in top ten careers requiring a high level of EI.As in teaching a teacher continuously have to interact with the students, colleagues, parents etc. thus the level of emotional intelligence of teachers demanded to be high. In case of educational institution, the teacher is the key person whose emotional intelligence is of great relevance not only for the institution and self but indirectly for the students also, as the teachers could help in the development of emotionally intelligent future citizens. An effective teacher must not only be a subject expert, but should also understand the feelings and needs of the students well and transacts the curriculum as per their needs. According to Mortiboys, A. (2005) effective teaching is not possible just with subject knowledge and appropriate teaching method, rather for effective teaching the teacher should use their emotional intelligence at the time of imparting subject knowledge to the students through an appropriate teaching method.

Thus, the strong emotional intelligence base for effective teaching and strong emotional bonding between the student and teacher focuses on the assessment of emotional intelligence levels of prospective teachers.

Meaning and Nature of Emotional Intelligence

Among the three domains of behavior, emotional intelligence is a part of affective domain. Also, as a matter of fact, not only the school education and higher education, even the teachers

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education sector in 21st century is over dominated by the cognitive domain (head) and the most important aspect of human life i.e. affective domain (heart) and psychomotor domain (hand) are completely ignored.

The knowledge imparted to the prospective teachers in the teacher training programmes does not take into account a holistic view of the three domains. This ignorance of social-emotional aspect or the non-cognitive abilities of behavior on the part of prospective teachers could make the future education system void, as all the domains of a teacher directly or indirectly influence the behavior of a child. Thus to achieve the gigantic objectives of teacher education, it is important to assess and develop the emotional intelligence of prospective teachers, so that they can be prepared for the future complex roles they have to perform in the schools in order to adjust professionally.

Emotional intelligence can be taught and caught, research by Goad & Justice(2005) has indicate that pre-service teacher education, induction experiences with mentoring, and alternative certification programs could be strengthened by providing emotional intelligence training in preparing new teachers. Numerous studies have also indicated that EI could have an impact on several professional and personal domains. For example, EI has been found to predict performance, contributes to organizational leadership and career success, is correlated with enhanced physical, mental, and psychosomatic health, life satisfaction, psychological well-being, academic success and job performance(Gardner, 2005; Schutte, Malouff, Thorsteinsson, Bhullar & Rooke, 2007;Salami & Ogundokun, 2009; Adeyemi & Adeleye, 2008; Salami, 2004;Gardner, 2005; Gohm, Corser & Dalsky, 2005; Matthews, Emo, Funke, Zeidner, Roberts, Costa & Shulze, 2006; Oginska- Bulik, 2005)¹. It is likely that the development of emotional intelligence could assist prospective teachers in developing appropriate behavior and attitude with respect of their training needs and academic work.

Importance of Emotional Intelligence

It is evident that EI could be learned and we need high quality of teachers with strong well-being, better commitment, work cooperatively and collaboratively with colleagues, emotionally energetic in their

¹ Nelson, D.B., Low, G.R. & Nelson,K.(2005).The emotionally intelligent teacher: A transformative learning model. Retrieved from http://www.tamuk.edu/edu/kwei000/research/articles/article_files/emotionally_intelligent_teacher.pdf on 29 Sept,2012.

work with children and adult by building their emotional intelligence. Vali (2005)² viewed that as teacher's ability to deal with emotional problems is a powerful factor in molding the minds of the students, so, emotionally intelligent teachers can produce emotionally intelligent 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 considered as the heart and soul of any educational programme. Since the student teachers are at the threshold of entering the career of teaching, it is highly desirable that they and teacher educators understand the importance of emotional intelligence, which plays a vital role in their survival and fitness in the profession.

The students pursuing B.Ed have diverse backgrounds. Male and female students take up B.Ed programme to develop their teaching skills and to enter the teaching profession. Gender is the social definition of biological differences between Males and Females into masculine and feminine categories .Shanwal (2003) found that overall girls had higher emotional intelligence than boys. Manhas (2005) found that men are more outgoing, tender-minded, good team members, abstracted and less open to change as compared to females. Amirtha and Kadhiravan (2006) found that gender, age and qualification influenced the Emotional Intelligence of school teachers. This shows that a number of personal and demographic factors may affect different non-cognitive variables and the teaching performance to a great extent. Thus the question which arises is that do the emotional intelligence of B. Ed. teacher trainees vary on the basis of their personal and educational factors?

Need of Study

B.Ed. is an interdisciplinary course with several electives which the students opt according to their educational stream specialization. As, the students from almost every discipline could pursue Bachelors in Education, so they could be classified according to their academic background from commerce, humanities and science stream. The Students who are generally academically higher achievers prefer science subjects rather than commerce and humanities. Science students fetch scientific evidences in drawing conclusions. They adopt scientific and systematic procedure. They are open-minded in receiving ideas and facts. They have faith in cause and effect relationship and pursue activities with patience and consistency. Commerce students are generally considered to have leadership, accounting and managerial qualities. Arts students are considered to have more analytical skills. The students from different educational backgrounds have these differences due to the exposure to different concepts and subjects. This may result in differences in their perception, emotionality and other personality traits.

Review of Literature

² Sanju Lata & Dr. Sunil Kumar Jangir (2014) Emotional Intelligence in Teacher Training programme. Conflux Journal of Education, Vol.1(9) .Retrieved from: <http://www.cjoe.naspublishers.com/>

A study by Vijaya Lakshmi Nagarjuna and Sireesha Mamidenna (2008) has found that the students with science background are more tough minded and perfectionists as compared to commerce graduates. These qualities definitely affect different traits of one's personality as well. Manhas (2005) in her study found a significant difference between emotional intelligence of science and arts students with the science students showing higher Emotional Intelligence, hence recommended to assess emotional intelligence in student-teachers belonging to two different academic streams. The third background variable which is important is medium of language. The whole world is changed into globalized village due to English as medium of communication. As the 21st century is being dominated by English medium it is important to explore the difference in the personality traits of the student with English and Hindi medium. As all these three personal variables viz, gender, educational streams and medium of language may impact the emotional intelligence, thus, an attempt has been made through the present study to assess the emotional intelligence of B.Ed teacher trainees with reference to their personal and educational factors. Few related studies relevant to be mentioned includes a study by **Mohd Yaseen Lone and Dr. P. N. Natara (2014)** who investigated the emotional intelligence of student-teachers of Jammu and Kashmir State. The sample size was of 300 student-teachers from all the five Colleges of District Anantnag. In the study descriptive survey method was used. Emotional Intelligence Scale (EIS) by Anukool Hyde and Sanjyot Pethe and Upinder Dhar (2010) was used for the collection of the data. The result was analyzed using descriptive and differential statistical techniques. The result indicated that gender wise (male & female) and faculty wise (arts, commerce, humanities) there is no significant difference between the level of emotional intelligence of student teachers. **Mishra, Sudarshan & Laskar, Jakir. Hussain (2013)** investigated the Emotional Intelligence of teachers teaching at Senior and Senior Secondary schools in relation to gender, experiences and qualification variations. A sample of 120 teachers both secondary and senior secondary school teachers of Hailakandi district of Barrack Valley, Southern Assam were included. Mangal's (2007) Teachers' Emotional Intelligence Inventory was used for assessing emotional intelligence of teachers. The investigator has used Mean, standard deviation and 't' test to test the null hypotheses formulated. The findings were: Emotional intelligence of teachers was not normally distributed. Gender wise no difference in emotional intelligence of secondary and senior secondary teachers was found. Qualification wise there was no significant difference in emotional intelligence of teachers. **Latha, M (2012)** studied emotional intelligence among prospective teachers. The study was conducted on the sample of 200 B.Ed trainees selected through random sampling technique. Mean difference analysis was used to find out if there exist any significant difference in Emotional Intelligence and gender, subject of study and type of institution. The investigator found that all the B.Ed trainees have high Emotional Intelligence. It was seen from the result that no significant difference between male and female B.Ed trainees. The result also shows that no significant difference between Emotional Intelligence of Science and Arts B.Ed trainees and Aided and Private College trainees.

Objectives

1. To assess the levels of Emotional Intelligence of B.Ed. teacher trainees.

2. To examine the Emotional Intelligence in B. Ed. teacher trainees with respect to their gender.
3. To find out the Emotional Intelligence in B. Ed. teacher trainees with respect to their Educational Streams.
4. To assess the Emotional Intelligence in B.Ed. teacher trainees with respect to their Medium of Language.

Hypotheses

1. There is no significant difference in the mean scores of emotional intelligence of B. Ed. teacher trainees with respect to their gender.
2. There is no significant difference in the mean scores of emotional intelligence of B.Ed. teacher trainees with respect to their educational streams
3. There is no significant difference in the mean scores of emotional intelligence of B.Ed. teacher trainees with respect to their medium of language

Sample

A sample of 480 B.Ed. teacher trainees were planned to be selected out of the total of 2400 teacher trainees from the 24 colleges affiliated to G.G.S.I.P.U. In comparison to females fewer males pursue B.Ed. programme. Also as a tradition it is seen that in totality teacher trainees of commerce stream are so less that only few colleges are offering it as a teaching subject. Thus during the sample selection intentionally all the males and the teacher trainees of commerce stream are taken up for the present study. The remaining sample according to other background variables was randomly selected. Thus finally after the entire processing total 477 teacher trainees were selected as sample for the research. The details of the sample are as follows:

Table 1

Showing the Sample Size and its Nature

Gender	Male	166	477 Total
	Female	311	
Educational Stream	Science	182	477 Total
	Commerce	64	
	Humanities	231	
Medium of language	English	353	477 Total
	Hindi	124	

Tools

For measurement of Emotional intelligence, the Emotional Intelligence Inventory, developed by S. K. Mangal and Shubhra Mangal (2012) has been used. Personal information blank was used to get the data about the background variable. The obtained data were subjected to suitable statistical analysis such as Percentage, Mean, S.D and 't' test and F-test to test the hypotheses.

Analysis & Interpretation

(a) Emotional Intelligence levels of B.Ed teacher trainees

Table (I) shows that Emotional intelligence has been categorized into five levels, that is, very poor, poor, average, good and very good. For the interpretation of raw scores, the range of raw score of each E.I level was different for males and females. The total number of B.Ed teacher trainees who fall under these five levels has been calculated by adding the raw score of male and females under each category. Then to analyze the number of teacher trainees under each level of E.I, the percentage was calculated for them.

Table 2

Emotional Intelligence levels of B.Ed. Teacher Trainees

Emotional intelligence(E.I)	E.I Range of Scores		N			%
	Female	Male	Female	Male	Total	Total
Very Poor	88 & above	90 & above	22	3	25	5.24
Poor	75-87	77-89	94	46	140	29.35
Average	61-74	63-76	127	61	188	39.41
Good	48-60	49-62	66	56	122	25.57
Very good	47 & below	48 & below	2	0	2	0.41

This result has been graphically represented by Figure I as under:

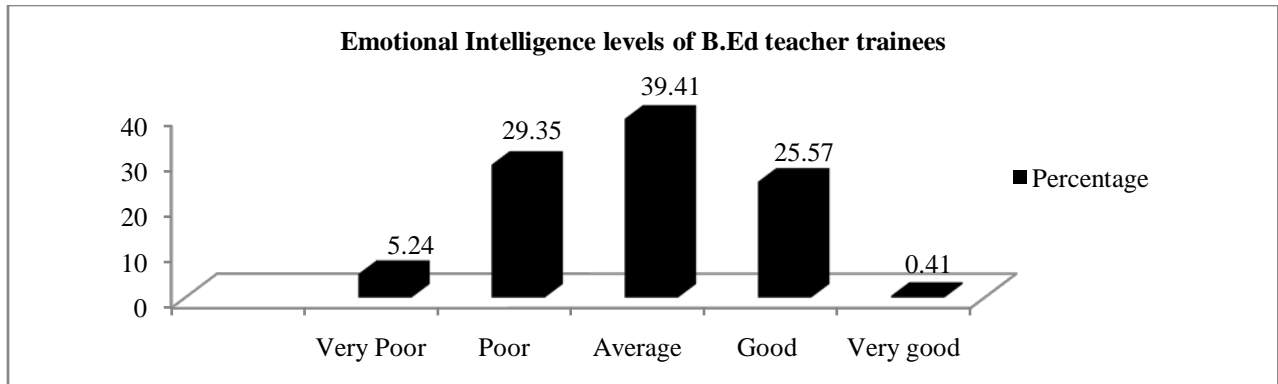


Figure 1

Table I and figure 1 clearly shows that 5.2% have very poor E.I, 29.4% have poor E.I, 39.4% have average E.I, 25.6% have good E.I and only 0.4% of B.Ed. teacher trainees have very good emotional intelligence. This indicates that among all the five levels of Emotional intelligence, the teacher trainees who have average Emotional intelligence are the highest in number.

The above results are evident that majority(65.4%) of the B.Ed. teacher trainees have average and above average emotional intelligence and only 34.6% teacher trainees have below average Emotional intelligence. It could be concluded that majority of the teacher trainees had awareness and could manage their own emotions as well as of others which is good for an effective teaching-learning process during B.Ed. programme. It may be due to the reasons that the teacher educators of self-financed institutions are working on the development of affective skills the teacher trainees need during the programme ; they are giving timely feedback to the teacher trainees about their strengths and weaknesses ; the teacher educators demonstrate their positive attitude, emotions ,behaviour which they expect from the teacher trainees to inculcate in them or the teacher educator-teacher trainee relationship is strong. But what about the teacher trainees who are low in emotional intelligence? What could be the main causes of the low emotional intelligence? What could be the ways to develop the emotional intelligence among the teacher trainees? These are the question for which the answers could be found in the future researches.

(b) Emotional Intelligence Scores (Gender wise and Medium of Language wise):

Table 3

Emotional Intelligence Scores (Gender wise and Medium of Language wise)

Gender	N	Mean	S.D	df	t-value	Result
Males	166	68.22	11.470	475	3.515*	Significant
Females	311	64.31	11.619			
M.O.L	N	Mean	S.D	df	t-value	Result
English	353	65.22	11.756	475	1.402 ^{NS}	Not Significant
Hindi	124	66.94	11.511			

*significant at 0.05 level

The gender wise analysis of Emotional intelligence scores can be seen from the above table that the mean score of emotional intelligence of males B.Ed teacher trainees is slightly higher than the female B.Ed teacher trainees. For finding the significant difference between the mean scores, t-test is used. The calculated t-value is 3.515 and the table value is 1.96, thus the obtained value of emotional intelligence is more than the table value at 0.05 level of significance. Hence, the difference between the mean score of emotional intelligence of male and female B.Ed teacher trainees is significant at 0.05 level of significance.

The medium of language wise analysis of emotional intelligence scores from the above table shows that mean score of emotional intelligence of B.Ed teacher trainees with English medium is higher than the mean scores of B.Ed teacher trainees with Hindi medium. The significance of difference between the two means is tested by t-test. The obtained t value is 1.402 which is much lower than 1.96, hence not significant at 0.05 level. Thus, the difference between the mean scores of emotional intelligence of B.Ed teacher trainees with English medium and B.Ed teacher trainees with Hindi medium is not significant at 0.05 level of significance.

(c) Emotional intelligence Scores (Educational Stream wise comparison)

Table 4

Emotional Intelligence Scores with respect to different educational streams (S=Science, H=Humanities, C=Commerce)

S (N=182)		H (N=231)		C (N=64)		S	H	S	F-value	Result
Mean	S.D	Mean	S.D	Mean	S.D	v/s	v/s	v/s		

						H	C	C		
64.67	12.07	66.46	11.57	65.60	11.02	-	-	-	1.1946 ^{NS}	Not sig.

Not Significant at 0.05 level of significance

Table 4 shows the comparison in the emotional intelligence of B.Ed teacher trainees with different educational streams. The table shows that the mean scores of emotional intelligence of B.Ed teacher trainees with humanities stream is higher than the teacher trainees with the science and commerce stream. The significance of difference between the means is tested by F-test which was found to be insignificant at 0.05 level.

Major Findings of the study

- 1) In majority the Emotional intelligence of B.Ed. teacher trainees was found to be above average.
- 2) Gender has significant influence on emotional intelligence of Teacher Trainees.
- 3) Medium of Language has no significant influence on the emotional intelligence of Teacher Trainees.
- 4) Educational streams have no significant influence on the emotional intelligence of Teacher Trainees.

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