



A Study on Emotional Intelligence Among B.Ed., Trainees in Trichy District

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Received 22nd May 2015, Accepted 7th July 2015

Abstract

Emotional intelligence is the ability to recognize one's own and other people's emotions, to discriminate between different feelings and label them appropriately, and to use emotional information to guide thinking and behavior. "The ability to perceive emotion, integrate emotion to facilitate though understand emotion, and to regulate emotions to promote personal growth". There are three models of Emotional Intelligence. The ability model, developed by Peter Salovey and John Mayer, focuses on the individual's ability to process emotional information and use it to navigate the social environment. The trait model as developed by Konstantin Vasily Petrides, "encompasses behavioral dispositions and self perceived abilities and is measured through self report". The final model, the mixed model is a combination of both ability and trait EI. It defines EI as an array of skills and characteristics that drive leadership performance, as proposed by Daniel Goleman.

Keywords: Emotional Intelligence, Trichy, Trainees.

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Introduction

Emotional intelligence (EQ) is the ability to identify, use, understand, and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict. Emotional intelligence impacts many different aspects of our daily life, such as the way we behave and the way we interact with others. If we have high emotional intelligence we are able to recognize our own emotional state and the emotional states of others, and engage with people. we can use this understanding of emotions to relate better to other people, form healthier relationships, achieve greater success at work, and lead a more fulfilling life. Emotional intelligence consists of four attributes: Self-awareness – we recognize our own emotions and how they affect our thoughts and behavior, know our strengths and weaknesses, and have self-confidence. Self-management – we're able to control impulsive feelings and behaviors, manage our emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances. Social awareness – we can understand the emotions, needs, and concerns of other people, pick up on emotional cues, feel comfortable socially, and recognize the power dynamics in a group or organization.

Need for the Study

The aim of this research is analyses the emotional intelligence of B.Ed Student Teachers in

College of Education. It is known that the Emotional Intelligence is continuously developing and inter active concepts of teaching learning process. Emotional intelligence was the ability to understand and manage men and women to act wisely in Human relations. Emotional intelligence in us by other people but merely our ability to understand other and to reach in such a way towards them that the ends desired should be attained. Mental health status is also very important for any human being. Those with poor mental health status cannot perform well in the academic as well as all the activities. Emotional intelligence is an important factor in the learning process. In the present trend, the students are influenced by their parents, teachers and society in educational field. The development of Emotional Intelligence among the students is essential because emotional intelligence is highly related when the level of aspiration. It will considerably from individual to individual and from one situation to another. The development of emotional intelligence among the student teacher's is very essential because emotional intelligence is highly related when the level of intelligence the achievement level of students also increases. Similarly, when the level of emotional intelligence goes down automatically the achievement of the student also goes down. Education opens the door to modernization. Hence the investigator would like to study the level of "Emotional Intelligence among B.Ed., Trainees in Trichy District".

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Objectives of the Study

1. To find the level of Emotional Intelligence of student teachers in College of Education.

2. To find the significance of difference between male and female student teachers in College of Education with regard to their Emotional Intelligence.
3. To find the significance of differences between Rural and Urban student teachers in College of Education with regard to their Emotional Intelligence.

Hypotheses of the Study

1. The level of Emotional Intelligence of student teachers in college of education is average.
2. There is no significant difference between male and female student teachers in college of Education with regard to their emotional intelligence.
3. There is no significant difference between Rural and Urban student teachers in college of education with regard to Emotional Intelligence.

Methodology

In this study, descriptive survey method was considered as the appropriate method. These problems were identified by the investigator by conducting a study and analyses the different aspects of the present situations. For covering larger population the investigator used descriptive survey method of research for studying present population. The identified is to be studied by following survey method of research. However it has been planned to find the influence of the independent variable on the dependent one along with the chosen background variables the present study is likely to come under descriptive research.

Table I. Emotional intelligence of student teachers in College of Education

Variable	N	Low		Average		High	
		N	%	N	%	N	%
Emotional Intelligence	300	41	13.6	212	75.6*	47	15.6

Evidence from the above table (1) it is found that 75.6 % of the student teachers have an Average level of Emotional Intelligence , 15.6% of the student teachers have high level of Emotional intelligence and 13.6% of the student teachers have low level of Emotional

Table II. Significant difference between male and female student Teachers in their Emotional Intelligence based on their gender

Gender	N	Mean	S.D	Calculated Value	't' Value	Level of Significance
Male	87	89.82	7.173	0.268	1.96	No Significance level 5%
Female	213	89.59	5.427			

Sample

The investigator randomly selected 8 B.Ed Colleges. The Investigator has taken 300 Student Teachers located in an around Trichy District.

Tool Preparation

The tool was developed and standardized by Jaya Ranjani (2012).

Data Collection

The investigator visited B.Ed Colleges in Trichy District and approached the heads of the Principal for getting permission regarding the data collection. After getting the permission, the tools were administered to student-Teachers in B.Ed Colleges. The investigator explained the tools to the students. The respondents were requested to answer all the questions and submit them promptly to the investigator. The filled in tools were scored. The data were tabulated for analysis.

Statistical Technique

The Investigator has planned to make use of

- Percentage Analysis
- Differential Analysis

Result and Discussion

Hypothesis Testing-1

The level of Emotional Intelligence of student teachers in College of Education is average.

Intelligence.

Hypothesis Testing-2

There is no significant difference between male and female student teacher in their Emotional Intelligence.

It is evident from the table (2) that mean Emotional Intelligence scores of the Male and Female are 89.82 and 89.59 respectively, the corresponding Standard Deviation are 7.173 and 5.427. The computed 't' value .268 is less than the critical value of 1.96 at 0.05 level. Hence, the null hypothesis (H₀₁) is accepted and it is concluded that the Male and Female student teachers

do not differ significantly in their Emotional Intelligence.

Hypothesis Testing-3

There is no significant difference between Rural and Urban student teachers in their Emotional Intelligence based on their Locality of Residence.

Table III. Significant difference between Rural and Urban student teachers in their Emotional Intelligence based on their locality of residence

Locality of Residence	N	Mean	S.D	Calculated Value	't' Value	Level of Significance
Rural	211	89.54	5.737	0.478	1.96	No Significance 5% level
Urban	89	89.92	6.528			

It is evident from the table (3) that mean Emotional Intelligence scores Locality of residence Rural and Urban are 89.54 and 89.92 respectively, the corresponding Standard Deviation are 5.737 and 6.528. The computed 't' value .478 is less than the critical value of 1.96 at 0.05 level. Hence, the null hypothesis (H₀₂) is accepted and it is concluded that the Rural and Urban student teachers do not differ significantly in their Emotional Intelligence.

Results

- 75.6 % of the student teachers have an Average level of Emotional Intelligence, 15.6% of the student teachers have high level of Emotional intelligence and 13.6% of the student teachers have low level of emotional intelligence.
- There is no significant difference between male and female student teachers in College of Education with regard to their Emotional Intelligence.
- There is no significant difference between Rural and Urban student teachers in college of education with regard to their Emotional Intelligence.

Conclusion

From the analysis of the present study ,it is found that the B Ed student teachers do not differ significantly in their Emotional intelligence .This shows the fact that the committed as satisfied with the present trainees and they perceive average level of Emotional Intelligence. From the different analysis it is found that the B.Ed student teacher of different categories do not differ significant in the Emotional Intelligence. On completion of the present study, the investigator has been prompted to conclude that the background variables are influence on relation to their level of Emotional intelligence among student teachers. Positive relationship between of Student teachers.

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