

Emotional Intelligence Of B.Ed. College Students In Kancheepuram City

Mr. Anbazhagan S^{1*}, Dr. K. Rajasekaran²

¹Ph.D. scholar (Part-Time) Department of Educational Planning and Administration, Tamil Nadu Teachers Education University, Chennai – 600097 Email- Anbukicha72@gmail.com

²Research Supervisor Professor and Head Department of Educational Planning and Administration, Tamil Nadu Teachers Education University, Chennai – 600097 Email- Krajasekaran69@gmail.com

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ABSTRACT

People in all organizations seem to be concerned about the ability of people to know, to manage and to regulate their emotions. They feel that it is better to lose brilliant candidates who have trouble in getting along and get those people whose skills are average, but have the ability to know and manage their own emotions and those of others. The concept of emotional intelligence is an umbrella term that captures a broad collection of individual skills and dispositions, usually referred to as soft skills or inter or intra-personal skills that are outside the traditional areas of specific knowledge, general intelligence, and technical or professional skills. As far as teaching profession is considered, emotional intelligence is very much expected for the teacher/ facilitator. A teacher is viewed as an agent of change and a social worker. Hence there is always a need of emotional intelligence for the teacher since she builds the minds of number of students. B.Ed. college students who are the future teachers should have emotional intelligence so that they will be able to manage every critical situation effectively. This study attempts to find out the emotional intelligence of college B.Ed. college students in Kancheepuram City. 200 student teachers were selected as the sample for the study. Findings of the study revealed that there was no significant difference in the emotional intelligence of B.Ed. college students in Kancheepuram city.

Keywords – Emotion, Emotional Intelligence, B.Ed. college students, Student teachers, Kancheepuram

Introduction

Emotional intelligence is the ability of an individual to identify and manage his own emotions and the emotions of others. As far as the students of B.Ed. colleges are considered, it is very important for them to be emotionally intelligent. The reason is, they are future teachers and they have a handful of students whom they have to make a nation builders. Emotional intelligence is very important because it is largely linked to performance and professional success. It is considered as significant predictor of performance at work and strong driver of leadership and personal excellence. Emotional intelligence is the foundation for a number of crucial skills, and it affects almost everything a person says and does every day.

Need and significance of the study

Emotional intelligence is an important factor differentiating one person from others. It comprises four core skills categorized under 2 main competencies: Personal competency and Social competency. It affects the way people manage their behavior, deal with social complexities and make personal decisions that lead to possible outcomes. It is possible to develop emotional intelligence, as the brain has the ability to change and grow new connections as a person learn new skills. Emotional intelligence is very important for B.Ed. college students since they go for training and they equip themselves as future teachers. When they step into their future as teachers, they should be able to handle and solve all sorts of emotions they are exposed to as a teacher. They will also have to handle students of a variety of individual differences. The students have to be managed in

order to avoid certain behaviors and improve the attainment in education. Hence, there is a need for this study on emotional intelligence among B.Ed. college students.

Objectives of the study

The present study is carried out with the following objectives.

- To measure the emotional intelligence of B.Ed. college students.
- To find out the significant difference in the emotional maturity of B.Ed. college students based on gender.
- To find out the significant difference in the emotional maturity of B.Ed. college students based on stream.
- To find out the significant difference in the emotional maturity of B.Ed. college students based on qualification.
- To find out the significant difference in the emotional maturity of B.Ed. college students based on locality.
- To suggest ideas to improve emotional intelligence.

Hypotheses of the study

Hypothesis of the present study are framed as follows.

- ✓ There is no significant difference in the emotional intelligence of B.Ed. college students based on gender.
- ✓ There is no significant difference in emotional intelligence of B.Ed. college students based on stream.
- ✓ There is no significant difference in the emotional intelligence of B.Ed. college students based on qualification.
- ✓ There is no significant difference in the emotional intelligence of B.Ed. college students based on locality.

Method of Research

The present study was carried out using normative survey method as the method of research. The emotional intelligence scale was distributed to the sample as the survey tool and the data were collected and analyzed.

Tool Description

The tool "Emotional Intelligence Scale" used for the present study was self-constructed by the researcher. The investigator submitted the draft scale of Emotional Intelligence Scale to the guide and the Professors in the field of education for their scrutiny. They carefully examined the suitability of the statements in the scale and suggested some modifications in the scale. The investigator carried out the modifications as per the suggestions given by the subject experts to establish content validity. The reliability of Emotional Intelligence Scale was obtained by test-retest method. Karl Pearson Product Moment Correlation was computed between the test-retest scores. It is found to be 0.882. The reliability coefficient found is to be positive and highly significant.

Sample and sampling techniques used

B.Ed. college students of Kancheepuram City were selected as the population for the study. From the population, a sample of 200 B.Ed. college students were selected as the sample for the present study. Purposive sampling was used as the technique to draw the sample from the selected population.

Analysis of Data

Analysis of data is presented below.

H₀ 1 – There is no significant difference in the emotional intelligence of B.Ed. college students based on gender.

Table 1 – Significance of difference between the main scores of emotional intelligence based on gender.

Gender	N	Mean	SD	't' Value	Significance
Male	100	126.65	39.86	0.657	Not Significant
Female	100	129.64	42.53		

From table 1, it can be inferred that the calculated 't' value 0.657 is lesser than the table 't' value 1.96 at 0.05 level of significance. It can be stated that there is no significant difference. Hence, then null hypothesis, there is no significant difference in the emotional maturity of B.Ed. college students based on gender is accepted. It can also be inferred that the female B.Ed. college students have high emotional intelligence than the male B.Ed. college students.

H₀ 2 – There is no significant difference in the emotional intelligence of B.Ed. college students based on stream.

Table 2 – Significance of difference between the main scores of emotional intelligence based on stream.

Stream	N	Mean	SD	't' Value	Significance
Arts	100	130.91	41.30	1.16	Not Significant
Science	100	125.63	41.13		

From table 2, it can be inferred that the calculated 't' value 1.16 is lesser than the table 't' value 1.96 at 0.05 level of significance. It can be stated that there is no significant difference. Hence, the null hypothesis, there is no significant difference in the emotional maturity of B.Ed. college students based on stream is accepted. It can also be inferred that the B.Ed. college students from the science stream have high emotional intelligence than the B.Ed. college students from the arts stream.

H₀ 3 – There is no significant difference in the emotional intelligence of B.Ed. college students based on qualification.

Table 3 – Significance of difference between the main scores of emotional intelligence based on qualification.

Gender	N	Mean	SD	't' Value	Significance
UG	123	139.09	42.61	1.605	Not Significant
PG	77	126.97	40.97		

From table 3, it can be inferred that the calculated 't' value 1.605 is lesser than the table 't' value 1.96 at 0.05 level of significance. It can be stated that there is no significant difference. Hence, the null hypothesis, there is no significant difference in the emotional maturity of B.Ed. college students based on qualification is accepted. It can also be inferred that the B.Ed. college students with UG qualification have high emotional intelligence than the B.Ed. college students with PG qualification.

H₀ 4 – There is no significant difference in the emotional intelligence of B.Ed. college students based on locality.

Table 4 – Significance of difference between the main scores of emotional intelligence based on locality.

Locality	N	Mean	SD	't' Value	Significance
Rural	87	130.91	41.30	1.157	Not Significant
Urban	113	125.63	41.13		

From table 4, it can be inferred that the calculated 't' value 1.605 is lesser than the table 't' value 1.96 at 0.05 level of significance. It can be stated that there is no significant difference. Hence, the null hypothesis, there is no significant difference in the emotional maturity of B.Ed. college students based on qualification is accepted. It can also be inferred that the B.Ed. college students with UG qualification have high emotional intelligence than the B.Ed. college students with PG qualification.

Interpretation

From the analysis of the collected data, it can be interpreted that there is no significant difference in emotional intelligence of B.Ed. college students based on gender, stream, qualification and locality. This can be interpreted that B.Ed. college students are emotionally aware irrespective of their gender stream qualification and locality since they are exposed to various situations at college and during training at school. It can also be taken into consideration that B.Ed. college students are given various soft skill training by the college so as to groom them as effective teachers for the future. Another considerable fact is that students enter into B.Ed. college only after experiencing a minimum of three years of arts and science college experience. This helps them to shape their emotional intelligence right during their under-graduation or post-graduation. These reasons fall straight into the reasons for good emotional intelligence of B.Ed. college students.

Educational implications

Educational implications of the present study are listed below.

1. Students in B.Ed. colleges can be given meditation and yoga training so that they can improve their concentration and emotional stability.
2. Teacher educators can council the students for sound mind and emotion.
3. Personal counselling cell can be activated in the college and the personal issues of the students can be solved.
4. Training on emotional intelligence by exposing the students to various experience is can be given.
5. The student should be emotionally coached to develop emotional intelligence.

Conclusion

Emotional intelligence plays an important role in the emotional development of the individual. We cannot confirm that each and every individual we meet are emotionally intelligent. Lack of emotional intelligence leads to mishandling of emotions at certain stages and sometimes the issues become life threatening. It is very essential for every teacher to train the student to cope up with their emotions and handle the emotions intelligently. This behavior can take the individual to greater heights of success.

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