

## EMOTIONAL INTELLIGENCE AMONG B.ED. TEACHER EDUCATORS

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### ABSTRACT

*Teaching is considered as the noblest and most influential profession in the society. Teachers can and have great influence on the lives of students through their teachings, behavior, personality, attitudes and values. Emotional intelligence (EI) 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 your daily life, such as the way you behave and the way you interact with others. This paper explores emotional intelligence among B.Ed. teacher educators and survey method was used to assess it. The study identified that Mayer and Salovey's five essential aspects of EI are accepted however there are marginal differences with respect to stream among B.Ed. teachers.*

**KEYWORDS-Emotional intelligence, Self-awareness, Empathy, Motivation, Managing emotions, handling relations.**

### INTRODUCTION

"All learning has an emotional base."

-- Plato

The progress, welfare and prosperity of a nation depends on rapid, planned and sustained growth in quality and extent of education. The system of teacher preparation has come under considerable pressure as a result of the expansion and growth of school education, through efforts to universalize elementary education. The current system of teacher education is supported by national, provisional and district level resource institutions working together to enhance the quality and effectiveness of teacher preparation programs at different levels.

The success of a person solely depends on the art of managing emotions which includes practical skills and ability to handle people and it is termed Emotional Intelligence by Daniel Goleman.

Emotional intelligence (EI) 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 your daily life, such as the way you behave and the way you interact with others. The ability to express and control our own emotions is

important, but so is our ability to understand, interpret, and respond to the emotions of others.

The Phrase EMOTIONAL INTELLIGENCE was first coined Mayer's and Salovey (1989). Five essential areas of emotional intelligence are;

**Emotional self-awareness:** knowing what one is feeling at any given time and understanding the impact those moods have on others

**Self-regulation:** controlling or redirecting one's emotions; anticipating consequences before acting on impulse

**Motivation:** utilizing emotional factors to achieve goals, enjoy the learning process and persevere in the face of obstacles

**Empathy:** sensing the emotions of others

**Social skills:** managing relationships, inspiring others and inducing desired responses from them

### OBJECTIVES

To examine the E.I among B.Ed Teacher educators with respect to Mayer's and Salovey various areas of EI

### HYPOTHESIS

There is no significant difference of Emotional Intelligence among teacher Educators with respect to various areas of EI

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**METHODOLOGY**

In order to carry this study Survey method is applied to assess E.Q among teacher Educators. A sample of 50 teacher educators from various B.Ed. colleges affiliated to University of Mumbai administered the study. Emotional Intelligence scale was constructed by the investigator considering the different domains /areas of Emotional Intelligence. The tool consists of areas like self-awareness, Motivation, Managing Emotions, Empathy, Handling Relations and Professional Aspect and overall it has 32 items.

**ANALYSIS AND DISCUSSION****Table No1****SELF AWARENESS**

Variable	Group	N	Mean	S.D	t/F	Sig
Gender	Male	15	23.07	3.011	0.615	N.S
	Female	35	23.17	3.561		
Type of school	Aided	16	23.25	1.883	0.383	N.S
	Unaided	34	23.65	3.923		
Age	21-30	8	24.25	2.805	0.247	ANNOVA N.S df(2,47)
	31-40	27	23.48	3.603		
	Above 40	15	23.20	3.483		
Stream	Arts	26	23.56	3.538	0.466	N.S ANNOVA df(2,47)
	Commerce	5	22.80	1.095		
	Science	19	23.11	3.804		

The above Table No 1 reveals that The obtained't' value for the background variable gender is 0.615 which is less than the tabulated' value 2.68 at 0.01 level and 2.01 at 0.05 level of significance. So there is no significant difference in Self-awareness for Gender variable at both levels of significance.

For the background variable Type of school, the obtained' value is 0.383 which is less

than the tabulated' value 2.68 at 0.01 level and 2.01 at 0.05 level of significance. So there is no significant difference in Self-awareness for Type of School variable at both levels of significance.

The obtained 'F' value for the background variable Age is 0.247 which is less than the tabulated 'F' value 5.66 at 0.01 level and 3.42 at 0.05 level of significance. Therefore there is no significant difference in self-awareness for age variable at both levels of significance.

For the background variable stream the obtained 'f' value is 0.466 which is less than the tabulated' value 5.66 at 0.01 level and 3.42 at 0.05 level of significance. Therefore there is no significant difference in self-awareness for age variable at both levels of significance.

There exist no significant difference in the Self Awareness aspect of Emotional Intelligence on the basis of background variables.

**CONCLUSION**

From the above interpretation it can be concluded that the B.Ed. Educators Self Awareness aspect in E.I does not differ as per Gender, Type of School, Age, and Stream.

**Table No2  
MOTIVATION**

Variable	Group	N	Mean	S.D	t/F	Sig
Gender	Male	15	22.07	2.604	0.523	N.S
	Female	35	24.43	2.076		
Type of school	Aided	16	24.44	1.931	0.254	N.S
	Unaided	34	24.26	2.378		
Age	21-30	8	24.88	2.800	0.294	N.S df(2,47)
	31-40	27	24.19	2.001		
	Above 40	15	24.27	2.404		
Stream	Arts	26	23.73	2.164	2.065	N.S df(2,47)
	Commerce	5	24.80	3.782		
	Science	19	24.37	1.649		

The above Table No 2 reveals that The obtained 't' or 'F' value is less than the tabulated value, There exist no significant difference in the Motivation aspect of Emotional Intelligence on the basis of background variables.

**CONCLUSION**

From the above interpretation it can be concluded that the B.Ed. Educators Motivation aspect in E.I does not differ as per Gender, Type of School, Age, and Stream.

Variable	Group	N	Mean	S.D	t/F	Sig
Gender	Male	15	13.60	1.082	1.621	N.S
	Female	35	14.66	2.261		
Type of school	Aided	18	14.06	1.731	0.624	N.S
	Unaided	31	14.17	2.326		
Age	21-30	8	14.00	2.350	0.843	N.S
	31-40	27	14.70	2.301	df(2,47)	
	Above 40	15	13.67	1.685		
Stream	Arts	28	13.73	2.164		Sig
	Commerce	5	13.60	2.588	3.501	
	Science	19	15.32	1.701	df(2,47)	

**Table No 3  
MANAGING EMOTIONS**

Variable	Group	N	Mean	S.D	t/F	Sig
Gender	Male	15	14.27	1.792	0.625	N.S
	Female	35	14.63	1.311		
Type of school	Aided	16	14.06	1.731	0.668	N.S
	Unaided	34	14.47	2.326		
Age	21-30	8	14.75	2.435		N.S
	31-40	27	14.74	1.392	df(2,47)	
	Above 40	15	14.00	1.195	0.827	
Stream	Arts	26	14.54	2.383	0.081	N.S
	Commerce	5	14.20	2.383	df(2,47)	
	Science	19	14.58	1.346		

The above Table No 3 reveals that Since the obtained 't' or 'F' value is less than the tabulated value, There exist no significant difference in the Managing Emotions aspect of Emotional Intelligence on the basis of background variables.

**CONCLUSION**

From the above interpretation it can be concluded that the B.Ed. Educators Managing emotions aspect in E.I does not differ as per Gender, Type of School, Age, and Stream.

**Table No 4  
EMPATHY**

The above Table No 4 reveals that The obtained 't' value in case of Gender, type of school and age is less than the tabulated value, There exist no significant difference in the Empathy aspect in Emotional Intelligence on the basis of background variables Gender, type of school and age.

But the obtained 'F' value is greater than the tabulated value there is significant difference on basis of variable stream

**CONCLUSION**

From the above interpretation it can be concluded that the B.Ed. Educators Empathy aspect in E.I does not differ as per Gender, Type of School, Age, but differs on basis of Stream.

**Table No 5  
HANDLING RELATIONS**

Variable	Group	N	Mean	S.D	t/F	Sig
Gender	Male	15	24.20	2.751	2.091	Sig
	Female	35	26.03	2.964		
Type of school	Aided	16	25.13	3.481	0.584	N.S
	Unaided	31	25.65	2.573		
Age	21-30	8	24.25	2.951	2.703	N.S
	31-40	27	28.33	2.909	df(2,47)	
	Above 40	15	24.60	2.570		
Stream	Arts	26	24.85	2.322	1.333	N.S
	Commerce	5	25.80	1.543	df(2,47)	
	Science	19	26.26	3.106		

The above Table No 5 reveals that Since the obtained 't' value in case of Gender is more than the tabulated value, There exist no significant difference in the Handling Relations aspect in Emotional Intelligence on the basis of background variables on basis of Gender.

But the obtained 't' and 'F' value in case of type of school, Age, and Stream is less than the tabulated value and so There exist no significant difference in the Handling Relations aspect in Emotional Intelligence on the basis of background variables on basis of type of school, Age, and Stream.

#### CONCLUSION

From the above interpretation it can be concluded that the B.Ed. Educators Handling Relations aspect in E.I does not differ as per Type of School, Age, and Stream but differ on basis of gender.

**Table No 6  
PROFESSIONAL ASPECT**

Variable	Group	N	Mean	S.D	F	Sig
Gender	Male	15	16.47	3.881	1.703	N.S
	Female	35	17.77	1.767		
Type of school	Aided	16	17.50	2.160	0.228	N.S
	Unaided	34	17.32	2.716		
Age	21-30	8	16.75	2.252	3.002	df(2,47) N.S
	31-40	27	18.15	2.388		
	Above 40	15	16.33	3.339		
Stream	Arts	26	17.23	3.191		Sig
	Commerce	5	16.20	1.304	0.961	
	Science	19	17.89	1.487	df(2,47)	

The above Table No 6 reveals that The obtained 't' value for the background variable Gender, type of school and age is less than the tabulated value therefore, There exist no significant difference in the Professional aspect in Emotional Intelligence on the basis of background variables Gender, type of school and age.

But the tabulated 'F' value is greater than the tabulated value so there is significant

difference in Professional aspect on basis of variable stream.

#### CONCLUSION

From the above interpretation it can be concluded that the B.Ed. Educators Professional aspect in E.I does not differ as per Gender, Type of School, Age, but differs on basis of Stream.

#### FINDINGS

The Self Awareness, Motivation and Managing emotions aspect of B.Ed. Educators in E.I does not differ as per Gender, Type of School, Age, and Stream.

The Empathy aspect of B.Ed. Educators in E.I does not differ as per Gender, Type of School, Age, but differs on basis of Stream.

The Handling Relations aspect of B.Ed. Educators in E.I does not differ as per Type of School, Age, and Stream but differ on basis of gender.

The Professional aspect of B.Ed. Educators in E.I does not differ as per Gender, Type of School, Age, but differs on basis of Stream.

#### CONCLUSION

The study identified that Mayer's and Salovey five essential aspects of EI are accepted however there are marginal differences with respect to stream among B.ED teachers.

Teaching is a noble profession and needs high levels of Emotional Intelligence. In the fast changing technological era where there is hustle and bustle everywhere teachers too experience a lot of stress and strain in their lives. Emotional Intelligence is very important for B.Ed. Teacher educators. The feelings of teachers , their behavior and the manner of handling situations has a great impact on the trainee teachers and is also absorbed by them. Hence it becomes very essential and also suggested that B.Ed. teachers Educators to attend some orientation and training sessions to learn techniques to improve E.I in their teacher trainees.

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