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A study of emotional intelligence of B.Ed teacher trainees in Kanchipuram district

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Abstract

The purpose of the paper is to determine the study of emotional intelligence of BED teacher trainees in Kanchipuram district. The study was made on a 260 BED teacher trainees studying in Kanchipuram District by the method of Random Sampling. Out of 260 sample 121 male and 139 female BED teacher trainees. The tool used in the present study was the Emotional Intelligence Scale Standardized by Anukool Kyde, Sunjyat Dethé and Upinder Dhar. (2001). The investigator used the statistical techniques, Mean, Standard Deviation 't' test and 'F' test. The results show that the following samples gender, locality of institution, type of management, hour of study, birth order, no of siblings and type of family shows average level of emotional intelligence and there is no significant difference between the following sub samples towards the emotional intelligence of BED teacher trainees.

Keywords: Emotional Intelligence, B.Ed teacher trainees.

Introduction

Education in a broad sense refers to a process of an all round development. It is also defined as any act or experience that has a formative effect on the mind, body and character of an individual. Some of the goals and objectives of education are individual development, transformation and acquisition of values that promote development. It aspires to achieve these through modernization and community participation. The field of Education has drawn from various disciplines and incorporated facts and principles of psychology. Walter B Kolesnik defines Educational Psychology as 'A study of those facts and principles of psychology that help to explain and improve the process of education.' The process of development in education would revolve around characteristics and quality of teacher, student, student-teacher interaction and situations in which it occurs. The importance of education and its effect on individual is widely known and therefore extensive research and attempts are ongoing in this field to broaden existing knowledge and research.

Emotional Intelligence

Emotional Intelligence "Emotional Intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions and manage them." (Mayer *et al.*, 1999) [5] "Emotional Intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth." According to Travis Bradberry and Jean Greaves (2009) [8], "Emotional intelligence is your ability to recognize and understand emotions in yourself and others, and your ability to use this awareness to manage your behaviour and relationships."

Nature of Emotional Intelligence

Mayer and Salovey (1997) [7] postulated that emotional intelligence involves the ability to perceive accurately, appraise and express emotions, the ability to access and or generate emotional knowledge and the ability to regulate emotions to promote intellectual growth. Goleman theorized that Intelligence (IQ) accounts for only about 20% of a persons success one's professional and personal life. The balance 80% can attributed to emotional intelligence. Emotional intelligence as a way of recognizing, understanding and choosing how we think, feel and act. It shapes our interactions with others and our understanding of ourselves.

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It defines how and what we learn, it allows us to set priorities; it determines the majority of daily actions. It is the ability and freedom to grow from mistrust to trust; self –doubt to self empowerment following to leading incompetence to competence isolation to synergy and despair to hope.

Statement of the Problem

The problem taken up by the investigator is stated as “A Study of Emotional Intelligence of B.Ed Teacher Trainees in Kanchipuram District.

Sample of the Study

For the present study the investigator select 260 BEd teacher trainees in Kanchipuram District by the method of Random Sampling.

Statistical Techniques Used

The investigator used the statistical techniques, Mean, Standard Deviation’t test and ‘F’ test to accept or reject hypotheses.

Operational Definitions of Key Terms Used

Emotional Intelligence

Emotional Intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions and manage them.

Tools used for the present study

Emotional Intelligence Scale Constructed and Standardized by Anukool Kyde, Sunjyat Detha and Upinder Dhar., Vedant Publications, Lucknow.

Description of the Tool

Emotional Intelligence

“Emotional Intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth.”

Scoring Procedure of the Emotional Intelligence

The scale was developed following the Likert’s method. For scoring the scale, a score of 5,4,3,2, and 1 was given to category. The sum of the scores of all the statements constituted the total score of the scale. The maximum and minimum scores, which the students may score on EI, will be 170 and 34 respectively. There are five response categories (Strongly agree), (Agree), (Uncertain), (Disagree) and (Strongly disagree) for each of the seventy items.

Objectives of the Study

- 1) To find out the level of emotional intelligence of BEd teacher trainees.
- 2) To find out, if there is any significant difference in emotional intelligence of B.Ed teacher trainees with respect to gender, locality of institution, type of management, hour of study, birth order, no of siblings and type of family.

Hypotheses of the Study

1. The level of emotional intelligence of BEd teacher trainees belonging to the following sub-samples is high.

- Gender: Male/ Female
 - Locality of institution: Rural / Urban
 - Type of Management : Government / Private
 - Hour of Study: 2 / 4 / 6
 - Birth Order: 1 / 2 / 3
 - No of Siblings: 1 / 2
 - Type of Family: Nuclear / Joint
2. There is no significant difference in emotional intelligence of BEd teacher trainees with respect to gender.
 3. There is no significant difference in emotional intelligence of BEd teacher trainees with respect to locality of institution.
 4. There is no significant difference in emotional intelligence of BEd teacher trainees with respect to type of management.
 5. There is no significant difference in emotional intelligence of BEd teacher trainees with respect to hour study.
 6. There is no significant difference in emotional intelligence of BEd teacher trainees with respect to birth order.
 7. There is no significant difference in emotional intelligence of BEd teacher trainees with respect to no of siblings.
 8. There is no significant difference in emotional intelligence of BEd teacher trainees with respect to type of family.

Descriptive Analysis for Emotional Intelligence Scores

Table 1: The Mean and Standard Deviation Scores of BEd Teacher Trainees of Sub Samples towards Emotional Intelligence

Demographic Variables	Sub - Samples	N	Mean	SD
Gender	Male	121	118.33	31.54
	Female	139	120.73	29.79
Locality of Institution	Rural	105	116.29	31.97
	Urban	155	121.87	29.50
Type of management	Government	129	120.47	27.72
	Private	131	118.77	33.24
Hour of Study	2	148	120.89	29.14
	4	71	117.78	31.45
	6	41	118.19	34.47
Birth Order	1 st	156	120.60	30.50
	2 nd	69	116.88	30.65
	3 rd	35	116.88	31.36
No of Siblings	1	155	118.80	30.00
	2	105	120.81	31.52
Type of Family	Nuclear	155	118.47	30.25
	Joint	105	121.31	31.13

Gender

From the table 1, it is evident that the calculated mean score of male and female are found to be 118.33 and 120.73 respectively. These mean scores indicates that both male and female BEd teacher trainees have average level towards emotional intelligence.

Locality of Institution

From the table 1, it is evident that the calculated mean score of rural and urban are found to be 116.29 and 121.87 respectively. These mean scores indicates that both rural and urban locality of institution have average level towards emotional intelligence.

Type of management

From the table 1, it is evident that the calculated mean score of government and private are found to be 120.47 and 118.77 respectively. These mean scores indicates that both government and private of BEd teacher trainees have average level towards emotional intelligence.

Hour of Study

From the table 1, it is evident that the calculated mean score of 2nd, 4th and 6th are found to be 120.89, 117.78 and 118.19 respectively. These mean scores indicates that all the sub samples of hour of study of BEd teacher trainees have average level towards emotional intelligence.

Birth Order

From the table 1, it is evident that the calculated mean score of 1st, 2nd and 3rd are found to be 120.60, 116.88 and 120.60 respectively. These mean scores indicates that all the sub samples of birth order of BEd teacher trainees have average level towards emotional intelligence.

No of Siblings

From the table 1, it is evident that the calculated mean score of 1st and 2nd are found to be 118.80 and 120.81 respectively. These mean scores indicate that both 1st and 2nd have average level towards emotional intelligence.

Type of Family

From the table 1, it is evident that the calculated mean score of nuclear and joint are found to be 118.47 and 121.31 respectively. These mean scores indicate that both nuclear and joint have average level towards emotional intelligence.

Differential Analysis for Emotional Intelligence Scores towards BEd teacher trainees Gender and Emotional Intelligence

Table 2: ‘t’ test values for Emotional Intelligence of BEd Teacher Trainees based on Gender

Gender	N	Mean	SD	‘t’ Value	Level of Significance
Male	121	118.33	31.54	0.629	NS
Female	139	120.73	29.79		

Table 5: ‘F’ test among the Sub- samples of Hour of Study with Respect To Their Emotional Intelligence

Type of Management	Sum of Squares	Mean Squares	df	‘F’ Value	Level of Significance
Between Groups	560.764	280.382	2	0.298	NS
Within Groups	241722.540	940.555	257		
Total	242283.304		259		

From the Table 5, the calculated ‘F’ value is 0.298, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference among sub

Table 6: ‘F’ test among the Sub- samples of Birth Order with Respect To Their Emotional Intelligence

Type of Management	Sum of Squares	Mean Squares	df	‘F’ Value	Level of Significance
Between Groups	702.684	351.342	2	0.374	NS
Within Groups	241580.620	940.002	257		
Total	242283.304		259		

From the Table 6, the calculated ‘F’ value is 0.374, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference among sub

From the table 2, it is inferred that ‘t’ value is 0.629, which is not significant at 0.05 level as it is lesser than table value of 1.97. Therefore, the null hypotheses is accepted and research hypotheses is rejected. It is inferred that both male and female BEd teacher trainees do not differ significantly in their emotional intelligence.

Locality of institution and Emotional Intelligence

Table 3: ‘t’ test values for Emotional Intelligence of BEd Teacher Trainees based on Locality of institution

Locality of Institution	N	Mean	SD	‘t’ Value	Level of Significance
Rural	105	116.29	31.97	1.445	NS
Urban	155	121.87	29.50		

From the table 3, it is inferred that ‘t’ value is 1.445, which is not significant at 0.05 level as it is lesser than table value of 1.97. Therefore, the null hypothesis is accepted and a research hypothesis is rejected. It is inferred that both rural and urban locality of institution do not differ significantly in their emotional intelligence.

Type of Management and Emotional Intelligence

Table 4: ‘t’ test values for Emotional Intelligence of BEd Teacher Trainees based on Type of management

Type of Management	N	Mean	SD	‘t’ Value	Level of Significance
Government	129	120.17	27.72	0.446	NS
Private	131	118.77	32.24		

From the table 4, it is inferred that ‘t’ value is 0.446, which is not significant at 0.05 level as it is lesser than table value of 1.97. Therefore, the null hypothesis is accepted and research hypotheses is rejected. It is inferred that both government and private BEd teacher trainees do not differ significantly in their emotional intelligence.

Hour of Study and Emotional Intelligence

samples of hour of study with respect to their emotional intelligence of BEd teacher trainees.

Birth Order and Emotional Intelligence

samples of birth order with respect to their emotional intelligence of BEd teacher trainees.

No of Siblings and Emotional Intelligence

Table 7: 't' test values for Emotional Intelligence of BEd Teacher Trainees based onno of siblings

No of Siblings	N	Mean	SD	't' Value	Level of Significance
1	155	118.80	30.00	0.520	NS
2	105	120.81	31.52		

From the table 7, it is inferred that't' value is 0.520, which is not significant at 0.05 level as it is lesser than table value of 1.97. Therefore, the null hypothesis is accepted and research hypotheses is rejected. It is inferred that both one and two siblings do not differ significantly in their emotional intelligence.

Nature of Family and Emotional Intelligence

Table 8: 't' test values for Emotional Intelligence of BEd Teacher Trainees based on Nature of Family

Nature of Family	N	Mean	SD	't' Value	Level of Significance
Nuclear	155	118.47	30.25	0.735	NS
Joint	105	121.31	31.13		

From the table 8, it is inferred that't' value is 0.735, which is not significant at 0.05 level as it is lesser than table value of 1.97. Therefore, the null hypothesis is accepted and research hypotheses is rejected. It is inferred that both nuclear and joint family do not differ significantly in their emotional intelligence.

Major findings of the study

1. It is found that both male and female BEd teacher trainees have average level towards emotional intelligence.
2. It is found that both rural and urban BEd teacher trainees have average level towards emotional intelligence.
3. It is found that both government and private BEd teacher trainees have average level towards emotional intelligence.
4. It is found that all the sub samples of hour of study of BEd teacher trainees have average level towards emotional intelligence.
5. It is found that all the sub samples of birth order of BEd teacher trainees have average level towards emotional intelligence.
6. It is found that both 1st and 2nd have average level towards emotional intelligence.
7. It is found that both nuclear and joint have average level towards emotional intelligence.
8. It is inferred that both male and female BEd teacher trainees do not differ significantly in their emotional intelligence.
9. It is inferred that both rural and urban BEd teacher trainees do not differ significantly in their emotional intelligence.
10. It is inferred that both government and private BEd teacher trainees do not differ significantly in their emotional intelligence.
11. It is inferred that there is no significant difference among sub samples of hour of study with respect to their emotional intelligence of BEd teacher trainees.

12. It is inferred that there is no significant difference among sub samples of birth order with respect to their emotional intelligence of BEd teacher trainees.
13. It is inferred that both one and two siblings do not differ significantly in their emotional intelligence.
14. It is inferred that both nuclear and joint family do not differ significantly in their emotional intelligence.

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