



Emotional Intelligence of B.Ed. Trainee Teachers of Maharashtra (Aurangabad city); A study

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ABSTRACT:

“We cannot prepare the future of our youths but we can certainly prepare our youths for future.”

In the present circumstances youth as well as children are facing difficulties in life. These difficulties are giving rise to many psycho-somatic problems such as anxiety, tension and frustration and emotional intelligence is now emerging as a descriptive science comparable with anatomy. Jersild pointed out emotions dominate our lives which otherwise would be dull. They are the basic stuff out of which all motivation arises emotion not only impel us to action but often serve as a goal of action seeking pleasant ends and avoiding unpleasant ends seems to arise from emotions. Knowing our own emotions managing our own emotions, motivating ourselves, recognizing the emotions of others & handling relationship are the major components of emotional intelligence these abilities constitute the emotional side of our life, and the present research work was the need of the hour. Where the society is in flux of emotionally disturbed individuals & increasing rate of suicides. The present study deals with the emotional intelligence of B.Ed. Trainee Teachers of Aurangabad city.

KEYWORDS: Emotional Intelligence, Anxiety, Frustration

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I. INTRODUCTION: -

“Education is not to reform students or amuse them or to make them expert technician it is unsettled their minds, widen their horizon and inflame their intellect.”

-T.S. Eliot

An individual's behavior is dominated by emotions. Emotions play a key role in providing a particular direction to our behavior & thus shaping our personality according to their development. Emotional intelligence, like general intelligence, is the product of one's heredity and its interaction with his environmental forces. Until recently, we have been led to believe that a person's general intelligence measured as I.Q. or intelligence quotient is the greatest predictor of success in any walk of life- academic, social, vocational or professional. Consequently the I.Q. scores are often made into use for the selection, classification and promotion of the individuals in various programs, courses and job placements. However, researches and experiments conducted in the 90s onwards have tried to challenge such over-dominance of intelligence and its measure I.Q. by replacing it with the concept of emotional intelligence and its measures E.Q. these have revealed that a person's emotional intelligence measured through his E.Q. may be a greater predictor of success than his / her I.Q.

Historically speaking, the term emotional intelligence was introduced in 1990 by two American university professors **Dr. John Mayer** and **Dr. Peter Salovey** in their attempt to develop a scientific measure for knowing the differences between people's ability in the areas of emotions. However, the credit for popularizing the concept of emotional intelligence goes to another American psychologist **Dr. Daniel Goleman** through his book 'emotional intelligence; why it can matter more than I.Q.', published in 1995.

Although the term emotional intelligence has been defined in many best sellers including **Dr. Daniel Goleman's** book "emotional intelligence ; why it can matter more than I.Q." in a number of ways : comprising many personality traits such as empathy, motivation, persistence, warmth and social skills yet the most accepted and scientific explanation of the term emotional intelligence may be found in the following definition given by **Mayer** and **Salovey** in their 1997 book "emotional development and emotional intelligence".

“Emotional intelligence may be defined as the capacity to reason with emotion in four areas to perceive emotion, to integrate it in thought, to understand it and manage it.”

According to this definition, every one of us may be found to have varying capacities and abilities with regard to ones dealing with emotions. Depending upon the nature of this ability, he / she may be said to be more or less emotionally intelligent in comparison to others in the group.

The knowledge about one’s emotional intelligence in terms of his emotional quotient has a wider educational and social implication for the welfare of the individual and the society. This fact has now been recognized and given practical shape and implications all-round the globe. The credit of giving due publicity and acquainting the world population with the importance and significance of emotional intelligence goes to the famous American psychologist **Dr. Daniel Goleman** through his best sellers’ book.

The process of emotional development in an individual during different developmental stages is mainly characterized by the change like gradual birth of different emotions since birth, changes in the conditions of stimuli that arouse the emotions, changes in the manner in which emotions are expressed. The welfare of the individual and society lies in the proper emotional functioning for this purpose. There is a need of proper training & modification of the emotions.

In the development process interaction with the society and the individual brings above behavioral changes. Success depends upon openness to experience. The stressful stage in the life process seems to be the adolescence stage; where along with physiological, emotional, developmental changes and individual under goes socio-emotional modification to adjust in the society. We may understand one’s emotional intelligence as a unitary ability, helpful in knowing, feelings & judging emotions in close co-operation with one’s thinking process for behaving in the most proper & desirable way.

Awareness of the feelings & emotions in the self & others as well as their proper management is in fact a key for the proper progress & development of emotional intelligence among the children’s we must also have some proper measures for the assessment of the potentiality of emotional intelligence in terms of their emotional quotient it can be done through few emotional intelligence scales like Mayer’s emotional intelligence test (MEIS) Bar-on emotional quotient inventory (EQ-I) in USA. Researchers in India too have prepared some scales to measure EQ as Roqan emotional intelligence test (REIT), Mangals Emotional intelligence test, published by national psychological corporation Agra.

One of the research states that only 20% of life success fully depends on I.Q & 70% of life’s success fully depends on the emotional intelligence. These two abilities seem to be essential for a person who is in the teaching profession. If the person has these abilities than only, he can mould a generation & develops good healthy society.

Thus, the present research has been taken up to find out an emotional intelligence among B.Ed. Trainee Teachers of Aurangabad city.

1.2 Significance of the Research:

It is a staunch faith of the researcher that the study would reveal the significant trends as the degree and extent of predictability and relationship between individual with emotional intelligence. Such a trend will motivate the educators and curriculum framers to design academic as well as other activities in a way that those will help to faster the ability to face emotional challenges of life from schooling.

Whereas most skilled employees are intelligent but not emotionally intelligent. Many individuals who were extra ordinarily intelligent when it came analytical skills & general intelligence, were deficient in emotional intelligence. While they were good with numbers & logic. They were bad when it came to being sociable & they did not have a lot of friends.

It will also helpful to the B.Ed. Trainee Teachers that they would makeable themselves to become emotionally intelligent as well as socially intelligent.

1.3 Objectives:

- 1) To study the Emotional intelligence of B.Ed. Trainee Teachers of Aurangabad city.
- 2) To study the Emotional intelligence of Male B.Ed. Trainee teachers of Aurangabad city.
- 3) To study the Emotional intelligence of Female B.Ed. Trainee teachers of Aurangabad city.

1.4 Hypotheses:

- 1) The Emotional intelligence of B.Ed. students of Aurangabad city is high.
- 2) The Emotional intelligence of the Male B.Ed. Trainee teachers of Aurangabad city is high.
- 3) The Emotional intelligence of the Female B.Ed. Trainee teachers of Aurangabad city is high.

1.5 Limitations of the research:

- 1. Area:** The area of the research or present study is confined to Aurangabad city of Maharashtra state.
- 2. Content:** The study is confined to Emotional intelligence of B.Ed. Trainee Teachers.
- 3. Unit:** The researcher has chosen the B.Ed. Trainee Teacher as the unit of study.

II. METHODOLOGY OF THE RESEARCH:

It is difficult task to classify educational research into methods because there is too much overlapping in their purpose and procedures. Thus, there is no natural system of categorizing research methods which may put the different methods neatly in clear cut compartments.

The researcher has selected **survey method** as this method is concerned with the present and attempts to determine the status of phenomena under investigation.

2.1 Population:

The population of the present research includes all the B.Ed. trainee teachers of Aurangabad city of Maharashtra. There are in all 10 B.Ed. colleges in Aurangabad city under the affiliation of Dr.B.A.M.U. University.

2.2 Research Sample:

When the population is relatively large and physically not accessible researchers use only a sample.

Out of the 10 B.Ed. colleges 250 students from 5 different B.Ed. colleges will be taken as a sample of present research.

2.2.1 Sample Size:

This is either a single member or a collection of members subject to data analysis and selection. In the sample in our example the sampling units are the B.ED. Trainee Teachers of Aurangabad city.

Under Aurangabad city there are 10 B.Ed. colleges. The sample size consists of 250 B.Ed. students of Aurangabad city.125 male and 125 female students were taken as sample unit.

2.3 Sampling Technique:

The Stratified Random Sample: At times it is advisable to subdivide the population into smaller homogeneous groups to get more accurate representation. This method results in the stratified random sample. For example, in an income study of wage earners in a community, a true sample would approximate the same relative number from each socioeconomic level of the whole community. If, in the community, the proportion were 15 percent professional workers, 10 percent managers, 20 percent skilled workers, and 55 percent unskilled workers, the sample should include approximately the same proportions in order to be considered representative. Within each subgroup a random selection should be used. Thus, for a sample of 100, the researcher would randomly select 15 professional workers from the sub-population of all professional workers in the community, 10 managers from that sub-population, and so on. This process gives the researcher a more representative sample than one selected from the entire community which might be unduly weighted by a preponderance of unskilled workers.

Researcher has used stratified random sampling method (lottery) for the present research.

2.4 Tool for Data Collection:

Roqan Emotional Intelligence Test

The test was prepared by **Prof. Roquiya Zainuddin and Anjum Ahmed Aligarh Muslim University**. In such situation Emotional Intelligence has generated considerable interest.

In the present tool various method of assessment are divided into three types. First type engages participants in exercises that assess competencies relevant to EI as skills are called task-based measures. Second types are self-report measures (Salovey, Woolery & Mayer, 1999).

Daniel Goleman in his book "Emotional intelligence" explicitly described the five dimensions of emotional intelligence or emotional competence five dimension are as follows.

Self-Awareness, Emotional self-regulation, Motivation, Empathy, Social Skills

The scale can be used for research and survey purposes. It can also be used for individual assessment. It is self-administering and does not require the services of highly trained tester. It is eminently suitable for group as well as individual testing.

III. TABULATION OF DATA:

H1 Emotional Intelligence of B.Ed. Trainee Teachers:

C.I.	f	x'	fx'
48 – 57	31	-1	-31
58 – 67	60	0	0
68 – 77	86	1	86
78 – 87	73	2	146
	N = 250		$\sum fx' = 201$

$$\begin{aligned} \text{Mean} &= \text{AM} + \sum \frac{fx'}{N} \times i \\ \text{Mean} &= 62.5 + \frac{(201)}{250} \times 10 \\ \text{Mean} &= 62.5 + 8.04 \\ \text{Mean} &= 70.54 \end{aligned}$$

Mean = 70.54

Inference:

The mean score of Emotional Intelligence of B.Ed. Trainee Teachers is 70.54

H2 Emotional Intelligence of Male (B.Ed.) Trainee Teachers :

C.I.	f	x'	fx'
48 – 57	15	-1	-15
58 – 67	32	0	0
68 – 77	44	1	44
78 – 87	34	2	68
	N = 125		$\sum fx' = 97$

$$\begin{aligned} \text{Mean} &= \text{AM} + \sum \frac{fx'}{N} \times i \\ \text{Mean} &= 62.5 + \frac{(97)}{125} \times 10 \\ \text{Mean} &= 62.5 + 0.77 \times 10 \\ \text{Mean} &= 62.5 + 7.7 \end{aligned}$$

Mean = 70.2

Inference:

The mean score of Emotional Intelligence of Male B.Ed. Trainee Teachers is 70.2

H3 Emotional Intelligence of Female (B.Ed.) Trainee Teachers :

C.I.	<i>f</i>	<i>x'</i>	<i>fx'</i>
48 – 57	16	-1	-16
58 – 67	28	0	0
68 – 77	42	1	42
78 – 87	39	2	78
	N = 125		$\sum fx' = 104$

$$\begin{aligned} \text{Mean} &= AM + \sum \frac{fx'}{N} \times i \\ \text{Mean} &= 62.5 + \frac{(104)}{125} \times 10 \\ \text{Mean} &= 62.5 + 0.83 \times 10 \\ \text{Mean} &= 62.5 + 8.3 \end{aligned}$$

Mean = 70.8

Inference:

The mean score of Emotional Intelligence of Female B.Ed. Trainee Teachers is 70.8

Emotional Intelligence (S.D) Male B.Ed. Trainee Teachers :

C.I.	<i>f</i>	<i>x'</i>	<i>fx'</i>	<i>fx'²</i>
48 – 57	15	-1	-15	15
58 – 67	32	0	0	0
68 – 77	44	1	44	44
78 – 87	34	2	68	136
	N = 125		$\sum fx' = 97$	$\sum fx'^2 = 195$

$$\begin{aligned} \text{S.D} &= i \times \sqrt{\frac{\sum fx'^2}{N} - \left(\frac{\sum fx'}{N}\right)^2} \\ &= 10 \times \sqrt{\frac{195}{125} - \left(\frac{97}{125}\right)^2} \\ &= 10 \times \sqrt{1.56 - (0.77)^2} \\ &= 10 \times \sqrt{1.56 - 0.59} \\ &= 10 \times \sqrt{0.97} \\ &= 10 \times 0.98 \end{aligned}$$

SD = 9.8

Emotional Intelligence (S.D) Female B.Ed. Trainee Teachers :

C.I.	<i>f</i>	<i>x'</i>	<i>fx'</i>	<i>fx'²</i>
48 – 57	16	-1	-16	16
58 – 67	28	0	0	0
68 – 77	42	1	42	42
78 – 87	39	2	78	156
	N = 125		$\sum fx' = 104$	$\sum fx'^2 = 214$

$$\begin{aligned}
 \text{S.D} &= i \times \sqrt{\frac{\sum fx'^2}{N} - \left(\frac{\sum fx'}{N}\right)^2} \\
 &= 10 \times \sqrt{\frac{214}{125} - \left(\frac{104}{125}\right)^2} \\
 &= 10 \times \sqrt{1.71 - (0.83)^2} \\
 &= 10 \times \sqrt{1.71 - 0.68} \\
 &= 10 \times \sqrt{1.03} \\
 &= 10 \times 1.01
 \end{aligned}$$

SD = 10.1

Emotional Intelligence (SEM)

$$\begin{aligned}
 \text{SEM} &= \sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}} \\
 \text{SEM} &= \sqrt{\frac{(9.8)^2}{125} + \frac{(10.1)^2}{125}} \\
 \text{SEM} &= \sqrt{\frac{96.04}{125} + \frac{102.01}{125}} \\
 \text{SEM} &= \sqrt{0.76 + 0.81} \\
 \text{SEM} &= \sqrt{1.57} \\
 \text{SEM} &= 1.25
 \end{aligned}$$

$$\begin{aligned}
 \text{C.R.} &= \frac{M_1 \approx M_2}{\text{SEM}} \\
 \text{C.R.} &= \frac{70.2 - 70.8}{1.25} \\
 \text{C.R.} &= \frac{0.6}{1.25} \\
 \text{C.R.} &= 0.48
 \end{aligned}$$

$$\begin{aligned}
 df &= (N_1 + N_2) - 2 \\
 &= 125 + 125 - 2 \\
 &= 250 - 2 \\
 &= 248 (1.97 - 0.05)
 \end{aligned}$$

Inference: Difference is insignificant at 0.05 level.

Therefore 't' Value $0.48 < 1.97$ at 0.05 level.

Therefore 't' value 0.48 is less than table value 1.97 at 0.05 level of significance so there is no significant difference between means of Emotional intelligence. Hence the Hypothesis will be accepted.

IV. ANALYSIS:

4.1: Table showing

The Emotional Intelligence of B.Ed. Trainee Teachers .

Factor	Mean score	Range	Category
Emotional Intelligence	70.54	65-75	Normal range

Interpretation: According to Table no. 4.1 the calculated mean value of Emotional Intelligence of B.Ed. Trainee Teachers is 70.54 which come between the ranges of (65-75) according to tool norm table. It indicates Normal range of Emotional Intelligence. So, with this norm we conclude that the Emotional Intelligence of B.Ed. Trainee Teachers falls in normal range.

4.2: Table showing

The Emotional Intelligence of Male B.Ed. Trainee Teachers .

Factor	Mean score	Range	Category
Emotional Intelligence	70.2	65-75	Normal range

Interpretation: according to Table no. 4.2 the calculated mean value of Emotional Intelligence of Male B.Ed. Trainee Teachers is 70.2 which come between the ranges of (65-75) according to tool norm table. It indicates Normal range of Emotional Intelligence. So, with this norm we conclude that the Emotional Intelligence of Male B.Ed. Trainee Teachers is falls in normal range.

4.3: Table showing

The Emotional Intelligence of Female B.Ed. Trainee Teachers .

Factor	Mean score	Range	Category
Emotional Intelligence	70.8	65-75	Normal range

Interpretation: according to Table no. 4.3 the calculated mean value of Emotional Intelligence of Female B.Ed. Trainee Teachers is 70.8 which come between the ranges of (65-75) according to tool norm table. It indicates Normal range of Emotional Intelligence. So, with this norm we conclude that the Emotional Intelligence of Female B.Ed. Trainee Teachers falls in normal range.

4.4: Table Showing

The difference between Emotional Intelligence of male and female B.Ed. Trainee Teachers.

Emotional intelligence	Mean Score	S.D.	C.R.
Male	70.2	9.8	0.48
Female	70.8	10.1	
df = 1.97			

Interpretation: Difference is insignificant at 0.05 level of significance. Since critical value (C.R.) is 0.48 which is less than 1.97 Therefore hypothesis is accepted at 0.05 level of significance.

V. FINDINGS:

- 1) The Emotional intelligence of B.Ed. students of Aurangabad city is moderate.
- 2) The Emotional intelligence of the Male B.Ed. Trainee teachers of Aurangabad city is moderate.
- 3) The Emotional intelligence of the Female B.Ed. Trainee teachers of Aurangabad city is moderate.

VI. SUGGESTIONS:

Following are the measures which may proof helpful in development of emotional intelligence.

- Try to help yourself and the youngsters developed the ability to correctly perceive feelings both in one self and others.
- Try to give up the misgivings and misperception of the feelings in others.

- Self-awareness of the feelings and emotions is most important.
- For understanding others and their feelings, develop the qualities of a good listeners.
- Try to do away with the wrong notion that thought is most appropriate when not clouded by emotions. Try to learn the integration of thoughts and emotions, heart and mind for the appropriate behavior at the right time.
- Teach the children and yourself that all emotions are healthy. Anger, fear, sadness, the so-called negative emotions are as healthy as peace, courage, joy.
- Don't allow the emotions and feelings to develop as hindrance and obstacle in your path.

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