

## EMOTIONAL INTELLIGENCE AMONG THE B.ED. TEACHER TRINEES

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**Abstract.** Building one's emotional intelligence has a lifelong impact... Emotional intelligence [EI] refers to the ability to perceive, control and evaluate emotions. In this paper, the authors have analyzed the emotional intelligence among the B.Ed., teacher trainees. The study objectives of the emotional intelligence among the B.Ed., teacher trainees to assess and to find out respect to the variables. The hypotheses formulated for the study the emotional intelligence among the B.Ed., teacher trainees and there exist no significant differences with respect variables. The sample comprised 300 Bed., teacher trainees studying in the five B.Ed., colleges of Yasouj district in Kohgiluyeh. The tool used "Emotional Intelligence Scale" for the collection of data. The investigator used to descriptive analysis, 't, test, 'F, test was adopted. Finally concluded the emotional intelligence among the B.Ed., teacher trainees is normal.

**Key words:** emotional intelligence, evaluate, teacher trainees, evaluate

### 1. Introduction.

Many psychologists and educationists have been trying to bridge the gap between the success and discomfiture caused by head (value) and heart (devalue). This logical inquiry continues over the years not only in developing countries like Iran but all over the word, psychologists Mayer et al (1989) came with an answer by introducing the concept of Emotional Intelligence, though it was referred by various names- from smartness and personality to soft skills and competence. Today we are in the world where there are many emotional disturbances due to stress, fatigue and technological advancement. We need better health habits to balance the emotions. We need intelligence to control these emotions. The emotional lessons we learn as college students at society shape the emotional circuits, making us more adopt or in adopt at the basics of emotional intelligence.

### 2. Need and Importance of Emotional Intelligence

Emotional intelligence is needed for a student who learns is much more apt to succeed. The idea of Emotional intelligence has inspired research and curriculum development. Researchers have concluded that people who manage their own feeling well and deal effectively with others are more likely to live content lives. Happy people are more apt to retain information and do so more effectively than dissatisfied people (Mangal, 2003).

Building one's Emotional intelligence has a lifelong impact (Robbins et al., 2007). Many parents and educators, alarmed by increasing levels of conflict in young school children from low self-esteem to early drug and alcohol use depression are rushing to teach students the skills necessary for Emotional Intelligence. And in corporations, the inclusion of Emotional Intelligence in training programs has helped employees cooperate better and motivate more, thereby increasing productivity and profits (Goleman Daniel, 1994). Unlike what is claimed of I.Q, we can teach and improve in children and in any individual, some crucial emotional competencies, paving the way for increasing their emotional intelligence and thus making their life more healthy – enjoyable and successful in the coming days. The achievement of the end results in terms

of better handling of mutual relationships is quite essential and significant in his life. It can only be possible through his potential of emotional intelligence and its proper development (Mangal, 2003).

Emotional Intelligence may be the most important influencer of success on the job, according to studies done over the last decade. Effective management of emotional intelligence is a strong predictor of success in both our personal life and in the office (Pierre Eizabeth).

In this study an attempt has been made to find out the emotional intelligence among the B.Ed., teacher trainees of Yasouj District.

### 3. Objectives

The major objectives of the study were, B.Ed., teacher trainees:

- To assess the emotional intelligence of the BEd., teacher trainees.
- To find out the Emotional Intelligence of the BEd., teacher trainees with respect to the variables such as – (i) Gender, (ii) Age, (iii) Type of management. (iv) Type of Institutions, (v) Monthly Income, (vi) Community, (vii) Religion, (viii) Entertainment, (ix) Social service. (x) Family occupation.

### 4. Sample

For collection of relevant data, The sample comprised 300 BEd., teacher trainees studying in the five B.Ed., Colleges of Yasouj District.

TABLE 1. Descriptive Analyses for Emotional Intelligence Score

N	Mean	Median	S.D.	Normal Range	High Range	Low Range
300	129.58	132	15.29	115-145	146 and above	114 and below

TABLE 2. Emotional Intelligence of the BEd., teacher trainees and their Variables

Sr. No.	Variables	Sub Division	N	df	Mean	S.D.	t-value	Significant level at 0.05
1.	Gender	Male Female	80 220	298	117.10 134.12	12.96 13.45	9.79	S
2.	Type of Management	Private Aided	237 63	298	129.43 130.14	16.12 11.79	0.33	NS
3.	Type of Institution	Co-education Women	149 151	298	122.48 136.59	13.94 13.21	9.00	S

TABLE 3. Emotional Intelligence of the BEd., teacher trainees and their variables (ONE – WAY ANOVA)

Sr.No.	Variable	Sum of Square	df	Mean Square	'F'	Sign. At 0.05 level
1.	Age	Between Groups 4451.02 Within Groups 65405.90 Total 69856.92	2 297 299	2225.51 220.22	10.11	S
2.	Family Occupation	Between Groups 699.42 Within Groups 69157.50 Total 69856.92	3 296 299	233.14 233.64	1.0	NS
3.	Family Monthly Income	Between Groups 1276.24 Within Groups	3 296 299	425.41 231.69	1.84	NS

		68580.68 Total 69856.92				
4.	Community	Between Groups 1240.14 Within Groups 68616.77 Total 69856.98	2 297 299	620.07 231.03	2.68	NS
5.	Religion	Between Groups 2424.70 Within Groups 67432.21 Total 69856.98	2 297 299	1212.35 227.04	5.34	S
6.	Degree at First Graduate Level	Between Groups 722.05 Within Groups 69134.87 Total 69856.98	3 296 299	240.68 233.56	1.03	NS
7.	Entertainment	Between Groups 994.90 Within Groups 68862.02 Total 69856.98	3 296 299	331.63 232.64	1.43	NS
8.	Social Service	Between Groups 3238.10 Within Groups 66618.81 Total 69856.98	2 297 299	1619.05 224.31	7.22	S

## 5. Tool

Emotional Intelligence Scale: The tool Emotional Intelligence scale by Upinder Dhar, Anukool kude, sanjyot pethe, for the students of college level was adopted for the present study.

## 6. Analysis and Interpretation of Data

The mean Emotional Intelligence score of 300 students is 129.58 and the median value is 132. The Emotional Intelligence of the standard Deviation is 15.29. the Emotional Intelligence of Normal Range, High Range and Low Range are found to be 115-145, 146 and above, 114 and below respectively.

It is concluded that the variables namely "Gender and Type of Institution" cause significant mean difference and remaining variable namely 'Types of management' do not cause any significant mean difference in the Emotional Intelligence of the college student.

The investigator used analysis of variance (ANOVA) to analyses the significant relationship between more than two variables.

It is concluded that among the nine background variables three variables namely "Age, Religion and Social service found to cause significant effect on the emotional intelligence of the BEd., teacher trainees.

## 7. Findings

- The Emotional Intelligence of the BEd., teacher trainees is normal. The mean of Emotional Intelligence score 129.58 it is higher among the all frequencies. The Emotional Intelligence of normal ranges the college students is 191. High range is 43 and Low range is 66.
- The study considered 11 variables to study the effect of Emotional Intelligence among the BEd., teacher trainees. Among the 11 variables gender, type of institution, age, religion, and social service found to cause significant, effect on Emotional Intelligence among the BEd., teacher trainees. The remaining 7 variables do not cause any significant effect on the Emotional Intelligence.

## **8. Acknowledgements**

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## **9. References**

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