

# RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND SELF-CONCEPT OF B.Ed. TRAINEES

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## ABSTRACT

*The main purpose of the present study was to study of emotional intelligence in relation to self concept of student-teachers. For this purpose a sample of 306 students-teachers from various Colleges of Education, affiliated to Tamilnadu Teachers Education University was selected randomly on the basis of gender, optional subject, type of management of Institution and locality. They were administered a scale of emotional intelligence and self concept. The result of the study reveals that there is a positive and significant relationship found between emotional intelligence and self concept of student-teachers. Government and self financing student-teachers differ significantly in their emotional intelligence and self concept. Language, Science and Social Science student-teachers differ significantly in their self concept but not in their emotional intelligence.*

## INTRODUCTION

A major part of students' life is spent in Educational institution. Emotional competence can be better nurtured and developed during this phase of life. Once the students' were aware to communicate their problems with others, they can be helped or referred to other sources of support. An emotionally competent teacher is the heart and soul of any educational programme. Self concept plays a dominant factor of an individual. It means how one thinks or feels about oneself and one's evaluation of one's own abilities and attributes. B.Ed students with a positive self-concept tend to be confident and assertive in action. B.Ed students with a negative self-concept are described as quiet, unoriginal, lacking in initiatives, backwardness and so on. There is a great of research, which shows that the self concept is perhaps the basics for all motivated behaviour. The social self concept also describes how we relate to other people and the transpersonal self concept describe stow we relates to the supernatural or unknown. Training in emotional competencies and self concept are important for preventing mental health issues in student-teachers and also for creating enabling environment for educational process.

## REVIEW OF RELATED STUDIES

Salovey and Mayer (1990) defined emotional intelligence as "the ability to monitor one's own and others feelings and emotions, to discriminate among them and to use this information to guide one's thinking and action.

According to Goleman (1996) Emotional Intelligence "refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationship". Emotional Intelligence is a cluster of traits or abilities relating to the emotional side of life abilities such as recognizing and managing one's own emotion, being able to motivate one self and restrain one's impulses recognizing and managing others' emotions and handling interpersonal relationship in an affective manner.

Self-Concept generally refers to the totality of a complex, organized and dynamic system of learned beliefs, attitudes and opinions that each pattern holds to be true about his or her personal existence. The encyclopedia of psychology (1972) defines Self Concept as the totality of attitude, judgement and values of an individual, relating to his behaviour, abilities and qualities. Wheelles (1992) defines it as a coherent sense. According to him it depends upon the awareness that one's endeavours and one's life makes sense that they are meaningful in the context in which life is lived. It depends upon the state values and it

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is a sense of wholeness or integration of knowledge of what is right and what is wrong and being able to choose.

### NEED FOR THE STUDY

The main aim of education is the all round and holistic development of the students. In the pursuit of this goal, teachers play a significant role. Emotionally Intelligent teachers help students with improve motivation, enhanced innovation, increased performance, effective use of time and resources, improved leadership qualities and improved team work. Hence, it is essential to develop the emotional intelligence of B.Ed prospective teachers during their pre-service training. Similarly, to achieve better, the learner should have knowledge about him that is the self-concept unless he knows himself and understands his own strength and weakness, he may not perform well. Therefore there is a need to bring about awareness among the learners about their selves. Hence the present study aims at studying on emotional intelligence in relation to self-concept of student-teachers.

### OBJECTIVES OF THE STUDY

The study has been undertaken with the following objectives.

1. To find out the difference if any, in the emotional intelligence of student-teachers with respect to gender, optional subject, type of management and locality.
2. To find out the difference if any, in the self-concept of student-teachers with respect to gender, optional subject, type of management and locality.
3. To find out the relationship between Emotional Intelligence and self-concept of student-teachers.

### HYPOTHESES OF THE STUDY

The following hypotheses have been formulated for testing.

1. There is no significant difference in the emotional intelligence mean scores of male and female students-teachers.
2. There is no significant difference in the emotional intelligence mean scores of student- teachers who opted language, science and social science subjects.

3. There is no significant difference in the emotional intelligence mean scores of

Government and Self-Financing college student-teachers.

4. There is no significant difference in the self-concept mean scores of male and female student-teachers.
5. There is no significant difference in the self-concept mean scores of student-teacher, who opted Language, Science and Social Science.
6. There is no significant-difference in the self-concept mean scores of Govt. and Self financing College student-teachers.
7. There is no relationship between the emotional intelligence and self-concept of student-teachers.

### METHODOLOGY

As the study is descriptive by nature, normative survey method has been adopted. The methodological details like sample, tools used, procedure of data collection, scoring procedure and statistical techniques are given below.

### SAMPLE

The sample of the present study consisted of 306 B.Ed. students from various Colleges of Education affiliated to Tamilnadu Teachers Education University have been chosen through random sampling technique.

### TOOLS USED

The following tools were used to measure the variables of the study.

Emotional Intelligence Questionnaire (EIQ) for student-teachers was developed and validated by the investigator with the help of experts in the relevant field.

Self - concept Scale standardized by Raj Kumar Saraswat (1984) was used.

### STATISTICAL TECHNIQUES USED

In order to analyses and interpret data, the following statistical measures used.

- Descriptive analysis – Mean, Standard Deviation
- Differential analysis – ‘t’ test and ‘F’ test
- Relational analysis – Pearson Product Moment Correlation.



## DATA COLLECTION

In order to assess the emotional intelligence and self-concept of student-teachers, the above questionnaire were distributed to them and well administrated in accordance with the directions provided in it.

## ANALYSIS AND INTERPRETATION OF DATA

For analysis and interpretation of data, the study has been analysed in different tables. The same is presented here.

Table 1

### EMOTIONAL INTELLIGENCE SCORES OF STUDENT - TEACHERS IN TERMS OF THEIR GENDER, LOCALE AND TYPE OF MANAGEMENT

| S. No | Emotional Intelligence |              | N   | Mean  | SD    | 't' Value |
|-------|------------------------|--------------|-----|-------|-------|-----------|
| 1     | Gender                 | Male         | 79  | 113.1 | 10.23 | 1.67      |
|       |                        | Female       | 227 | 115.4 | 11.55 | NS        |
| 2     | Locale                 | Rural        | 153 | 114.3 | 4.64  | 0.77      |
|       |                        | Urban        | 153 | 115.3 | 10.49 | NS        |
| 3     | Type of Management     | Self-finance | 220 | 113.4 | 11.1  | 3.55      |
|       |                        | Govt.        | 86  | 118.2 | 10.26 | S         |

Table 1 reveals that the obtained 't' value of the student-teachers in terms of their gender, locale are less than critical value 2.57 at 0.01 level of significance. But the obtained 't' value of the student-teachers in term of type of management is greater than the critical value 2.57 at 0.01 level. Hence it can be inferred that the student-teachers do not differ in their emotional intelligence with respect to the gender and locale, but they are significantly differ in their emotional intelligence with respect to the type of management.

Table 2

### EMOTIONAL INTELLIGENCE SCORES OF STUDENT - TEACHERS IN TERMS OF THEIR OPTIONAL SUBJECTS

| S. No | Sources of variation | Sum of squares | Degrees of freedom | Mean square Variance | 'F' value |
|-------|----------------------|----------------|--------------------|----------------------|-----------|
| 1     | Between groups       | 470.32         | 2                  | 235.1618             | 1.971     |
| 2     | Within groups        | 36139          | 303                | 119.2698             | NS        |

Table 2 reveals that the obtained 'F' value 1.97 is lower than the tabular value 4.61. The 'F' value is found to be not significant at 0.01 level of significance. Hence it can be inferred that the emotional intelligence of student-teachers do not differ in terms of their optional subjects.

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Table 3

### SELF - CONCEPT SCORES OF STUDENT - TEACHERS IN TERMS OF THEIR GENDER, LOCALE AND TYPE OF MANAGEMENT

| S. No | Self - Concept     |              | N   | Mean  | SD   | 't' Value |
|-------|--------------------|--------------|-----|-------|------|-----------|
| 1     | Gender             | Male         | 79  | 23.57 | 3.9  | 1.58      |
|       |                    | Female       | 227 | 24.37 | 3.78 | NS        |
| 2     | Locale             | Rural        | 153 | 24.41 | 4.33 | 1         |
|       |                    | Urban        | 153 | 23.92 | 4.22 | NS        |
| 3     | Type of Management | Self-finance | 220 | 23.57 | 4.19 | 3.98      |
|       |                    | Govt.        | 86  | 25.67 | 4.16 | S         |

Table 3 reveals that the obtained 't' value of the student-teachers in terms of their gender and locale are less than the critical value 2.57 at 0.01 level of significance. But the obtained 't' value of the student-teachers in terms of type of management is greater than the critical value 2.57 at 0.001 level of significance. Hence it can be inferred that the student-teachers do not differ in their self concept with respect to the gender and locale, but they are significantly differ in their self concept with respect to the type of management of institution.

Table 4

### SELF - CONCEPT SCORES OF STUDENT TEACHERS IN TERMS OF THEIR OPTIONAL SUBJECTS

| S. No | Sources of variance | Sum of squares | Degrees of freedom | Mean square | 'F' value |
|-------|---------------------|----------------|--------------------|-------------|-----------|
| 1     | Between groups      | 174.41         | 2                  | 87.2053     | 1.87      |
| 2     | Within groups       | 5419.45        | 303                | 17.886      | NS        |

Table 4 reveals that the obtained 'F' value 1.87 is lower than the tabular value 2.99. The 'F' value is found to be not significant at 0.01 level of significance. Hence it can be inferred that self concept of student-teachers do not differ in terms of their optional subjects.

**Table 5****RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND SELF - CONCEPT OF STUDENT - TEACHERS**

| N   | $\Sigma x$ | $\Sigma y$ | $\Sigma x^2$ | $\Sigma y^2$ | $\Sigma xy$ | 'r'   |
|-----|------------|------------|--------------|--------------|-------------|-------|
| 306 | 35118      | 7375       | 4066916      | 183341       | 849994      | 0.251 |

Table 5 reveals that the correlation between the emotional intelligence and self concept is less positive. Hence it can be inferred that there is a significant relationship between emotional intelligence and self concept of student-teachers.

**FINDINGS OF THE STUDY**

1. There was a significant positive correlation between the emotional intelligence and self concept of student teachers. The relationship between emotional intelligence has positive effect on self concept.

2. Gender does not create difference in emotional intelligence and self concept among student-teachers.

3. The optional subject does not create difference in emotional intelligence of language, Science and Social Science student-teachers. Similarly it doesn't create difference in self-concept in Language, Science, Social Science student-teachers.

4. The emotional intelligence and self concept of government college student-teachers are higher than the self financing college student-teachers.

**EDUCATIONAL IMPLICATIONS**

The findings of the study implied that emotional intelligence is positively connected with the self-concept. So it is the predicator of the behaviour and personality of the student-teachers. The emotional intelligence and self concept are inter-related with each other and determine the personality in the teaching profession. Therefore more emphasis should be laid on infusing emotional intelligence into the standard teacher education curriculum and to create proper training climate to enhance the development and application of emotional skills among pre-service teachers. In order to foster the development of a favourable self-concept among the students, it must be considered that self-concept is affected and determined

by many factors including external influences from the family. At the individual level, it is important to meet that a necessary element for fostering a positive self concept in the acquisition of skills and emotional competencies

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**CONCLUSION**

The present study attempts to find out the relationship between emotional intelligence and self-concept of student teachers. It has been found that there exists a positive relationship between these two. The student teachers with better self concept will be emotionally intelligence. The student teachers differ between both emotional intelligence and self concept with respect to their category of the institution. So the self concept and emotional intelligence of student teachers are certainly influenced by category of institution of student-teachers.

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