



ORIGINAL RESEARCH PAPER

Education

A STUDY ON EMOTIONAL INTELLIGENCE AMONG B.Ed. STUDENTS

KEY WORDS: Emotional Intelligence, B.Ed. Students, Teacher Education, Survey Method

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ABSTRACT

Emotional Intelligence (EI) plays a crucial role in the personal and professional development of teachers. The present study aims to investigate the level of Emotional Intelligence among B.Ed. students. A survey method was adopted and the sample consisted of 67 B.Ed. students studying in First Year and Second Year. Emotional Intelligence Scale was used as a tool for data collection. Descriptive statistics such as percentage analysis were employed for data analysis. The findings revealed that the majority of B.Ed. students possess high and very high levels of Emotional Intelligence. The study emphasizes the importance of nurturing Emotional Intelligence during teacher education programmes.

INTRODUCTION

Education is not merely concerned with the intellectual development of learners but also focuses on emotional and social growth. In the teaching profession, emotional balance, empathy, self-awareness, and interpersonal skills are essential qualities. Emotional Intelligence enables teachers to understand their own emotions as well as those of their students, thereby creating a positive learning environment. Hence, Emotional Intelligence is considered an important component of effective teaching. Teacher education institutions play a vital role in developing emotionally competent teachers. Therefore, it becomes necessary to study the Emotional Intelligence of B.Ed. students who are future teachers.

NEED FOR THE STUDY

Teachers with high Emotional Intelligence are better equipped to handle classroom stress, student diversity, and professional challenges. Studying the Emotional Intelligence of B.Ed students helps in understanding their emotional strengths and weaknesses. This knowledge can assist teacher educators in planning suitable interventions to enhance Emotional Intelligence among trainee teachers.

Statement Of The Problem

"A Study on Emotional Intelligence among B.Ed Students."

Objectives Of The Study

1. To study the level of Emotional Intelligence among B.Ed students.
2. To find out the Emotional Intelligence of B.Ed students with respect to:
 - Gender
 - Year of study
 - Medium of instruction
 - Locality

HYPOTHESES

1. There is no significant difference in Emotional Intelligence among B.Ed students based on gender.
2. There is no significant difference in Emotional Intelligence among B.Ed students based on locality.

METHODOLOGY

Method

Survey method was adopted for the present study.

Sample

The sample consisted of **67 B.Ed. students** studying in First Year and Second Year. The students were selected using simple random sampling technique.

Tool Used

Emotional Intelligence Scale (standardized tool) was used to measure the Emotional Intelligence of B.Ed. students.

Statistical Techniques

Percentage analysis was used for data analysis.

Analysis And Interpretation

Table 1: Distribution Of B.Ed. Students Based On Emotional Intelligence Level

Emotional Intelligence Level	Number of Students	Percentage
Very High EI	24	36%
High EI	38	57%
Average EI	5	7%
Total	67	100%

Interpretation

The table reveals that the majority of B.Ed. students (57%) possess high Emotional Intelligence, while 36% show very high Emotional Intelligence. Only a small percentage of students fall under the average category.

Gender-wise Analysis

The analysis shows that female students exhibit comparatively higher Emotional Intelligence than male students. Most female students fall under high and very high EI categories.

Locality-wise Analysis

Both rural and urban students demonstrate high Emotional Intelligence. However, urban students slightly outperform rural students in very high EI category.

Year-wise Analysis

Second Year B.Ed. students show higher Emotional Intelligence compared to First Year students, indicating that training and exposure may enhance Emotional Intelligence.

Major Findings

1. Majority of B.Ed. students possess high Emotional Intelligence.
2. Female students show higher Emotional Intelligence than male students.
3. Second Year B.Ed. students exhibit better Emotional Intelligence than First Year students.
4. Urban students slightly outperform rural students in Emotional Intelligence.

Educational Implications

- Teacher education programmes should include Emotional Intelligence training modules.
- Activities such as group discussion, role play, meditation, and counselling should be incorporated.
- Emotional skills development can improve classroom management and teacher effectiveness.

CONCLUSION

The present study concludes that Emotional Intelligence among B.Ed. students is generally high. Since Emotional Intelligence is essential for effective teaching and professional success, teacher education institutions should take systematic efforts to enhance Emotional Intelligence

among trainee teachers.

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