



# A STUDY OF EMOTIONAL INTELLIGENCE AND SELF CONCEPT OF B.ED. PUPIL TEACHERS

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## **Abstract**

The present study has been conducted on a sample of 200 B.Ed. Pupil Teachers of B.Ed. colleges of Kangra district of Himachal Pradesh. The objective of this study was to judge the emotional intelligence and self concept of B.Ed. Pupil Teachers. To collect the data, Mangal's Emotional Intelligence Inventory and R.K. Saraswat's Self Concept questionnaire was used. The data were analyzed with the help of Mean, S.D. and t-values keeping into view the objectives of the study. It was revealed from the results that the female pupil teachers of B.Ed. have higher level of Emotional Intelligence than the male B.Ed. Pupil Teachers. Significant difference in the self concept of male and female B.Ed. pupil teachers was observed. Male Pupil Teachers have a greater self concept than the female Pupil Teachers. In the last, the findings have been discussed for the further research.

**Key Words:** Emotional Intelligence, Self Concept, B.Ed. Pupil Teachers

## **Introduction**

Quality of education can be attained only through effective and interactive methods of teaching. The teacher plays an important role in giving quality education, because in teaching profession, our emotions play quite a significant role in guiding and directing our behavior. Many a time our emotions dominate our behavior in such a way that we have no solution other than behaving as per their wish. The rules at the workplace are ever changing. Hence emotions play a key role in providing a particular direction to our personality according to their development. So the concept of emotional intelligence has recently received considerable attention and has come to be regarded as a new measure of success in any profession and life.

Emotional Intelligence or Emotional Quotient is the ability to understand, use and manage your own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict. Emotional Intelligence has its roots in the concept of social intelligence coined by E.L. Thorndike in 1920, who had grouped intelligence into abstract intelligence, concrete intelligence and social intelligence. Gardner (1983) advanced Thorndike's ideas of social intelligence by talking about multiple intelligence including interpersonal intelligence and intra personal intelligence. It has been revealed that a person's emotional intelligence measured through his emotional quotient may be a greater predictor of success than intelligence quotient. Historically speaking, first time two psychologists from Yale University Professors Dr. John D Mayer and Dr. Peter Solovey coined the phrase Emotional Intelligence in 1990 in the journal 'Imagination, Cognition and Personality' to develop a scientific measure to know the differences between people's ability in the areas of emotions. However the term gained popularity through Goleman's (1995) bestseller titled 'Emotional Intelligence'. He defined emotional intelligence as the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and our relationship.

Emotional Intelligence is the ability to manage both your own emotions and understand the emotions of people around you. There are five key elements to emotional intelligence such as self awareness, self

regulation, motivation, empathy and social skills. People with high emotional intelligence can identify how they are feeling, what the meaning of those feelings are and how those emotions impact their behavior. When someone is able to identify the emotions behind their behavior, they'll have a better understanding of where they are coming from and what are the reasons for their arrival. Effective leaders are often very emotionally intelligent. In the workplace, it is important for leaders to be self aware and able to view things objectively.

So on the basis of above view points about the nature and meaning of Emotional intelligence, it helps in knowing, feeling and judging emotions in close cooperation with one's thinking process for behaving in an accurate way.

Self concept is another psychological factor operating within the individual which determines one's behavior. In an easy language, we can say that to know one's own feelings and emotions. The formation of self concept is fundamental to the individual's personality. As an individual grows, he gradually forms an image or concept about himself. Self concept is an overarching idea we have about who we are in various aspects. It is how we perceive our behaviors, abilities and unique characteristics. There are generally four types of self concept. They include self image (how we see ourselves including physical and cognitive evaluations), ideal self (the person we would like to be or become), self worth (self esteem) and self actualization (desire to be the best we can be in our lifetime).

Our self concept and self esteem are important factors that influence how we behave with other people, communicate and interact with others and deal with a variety of situations in life. The most important factors that can influence an individual's self concept are education, income, age culture, social acceptance and personality. Thus, it can be summed up that self concept is the sum total of the entire individual can call 'me'. Self concept refers to individual's perception or view of himself. It means all our beliefs, feelings, attitudes, values and perceptions through which we judge ourselves.

### **Need and Significance of the study**

The present investigation aims to study of emotional intelligence and self concept of B.Ed. pupil teachers. Pupil teachers struggle in the classroom with behavioral issues tied to a lack of appropriate self expression and conflict resolution skills. So emotional intelligence is a critical component of education, our ability to understand and in turn to understand the emotions of other students. Emotionally intelligent students are better equipped to deal with negative emotions that might disrupt learning. Emotional intelligence in students helps themselves to build relationships, reduce team stress, defuse conflict and improve job satisfaction. So in this way self concept or self image helps the students to be aware of their own strengths, weaknesses and limitations. A self concept is helpful for knowing the ways that are more positive and beneficial for us. Emotional intelligence and self concept are the keys to the successful resolution of any emotional problem. These concepts give strategies of understanding the self and improving our self because emotional intelligence and the knowledge of self concept are indirectly link to academic achievement. They also influence motivation, learning and achievement.

The review of previous studies indicates that there is scarcity of researches in the relation of emotional intelligence and self concept. Gowdhaman (2010) revealed that girl students have significantly higher emotional intelligence than boys. Sood (2011) concluded that girls and students residing in urban areas have significantly higher emotional intelligence than boys and rural students respectively. Yadav (2013) reported that govt. schools students have below average emotional intelligence and emotional intelligence of the students have no significant impact on their academic achievement. Aggarwal (2013) found that no significant difference in the Academic Achievement of High School Students in relation to high and low levels of Emotional Intelligence and Self-confidence. Yadav (2014) found that self concept of Govt. schools is higher than non govt. institutes. It has been reported by Bansal & Sangal (2015) that female students lend higher on academic achievement comparatively than male counterparts; meanwhile male subjects were higher on self concept score than female subjects in the present study. Dafare (2017) observed that female M.Ed. students are higher in self concept and creativity in comparison with male students. Harrare (2020) concluded that differences were found in self concept, personality and emotional intelligence according to gender. The physical self concept varied according to the cultural group. Further the emphasis of previous studies is mainly on ascertaining the relationship of emotional intelligence and self concept with other psychological and cognitive variables. Hence, the present investigation has been undertaken to study

the Self Concept and Emotional Intelligence of B.Ed. pupil teachers as it becomes essential for the teachers to have a better concept of self and emotional intelligence which helps them to provide better services and learning opportunities to their students. In light of this, the present study has been undertaken to realize following objectives.

### Objectives of the Study

1. To study the Emotional Intelligence of B.Ed. pupil teachers.
2. To compare the gender wise difference in Emotional Intelligence of B.Ed. pupil teachers.
3. To study the Self Concept of B.Ed. pupil teachers.
4. To compare the gender wise difference in Self Concept of B.Ed. pupil teachers.

### Hypotheses of the study

1. B.Ed. pupil teachers do not have enough emotional intelligence.
2. There exists no significant gender wise difference in emotional intelligence of B.Ed. pupil teachers.
3. B.Ed. pupil teachers lack in self concept.
4. There exists no significant gender wise difference in self concept of B.Ed. pupil teachers.

### Research design Methodology

The study was conducted through descriptive survey method of research as it is most convenient for the present study.

### Sample and sampling technique

The present study was conducted on a representative sample of 200 (100 male and 100 female) pupil teachers selected on the basis of randomized technique of sampling from the B.Ed. colleges of Kangra district of Himachal Pradesh.

### Research Tools

1. Emotional Intelligence Inventory by Shubhra Mangal and S.K. Mangal.
2. Self concept Questionnaire by R.K. Saraswat.

### Analysis of Data

To find out the significant mean differences in Emotional Intelligence and Self Concept of B.Ed Pupil Teachers, Mean, S.D. and t-test is applied. The analysis and interpretation of data are given in the following tables.

**Table 1: Emotional intelligence of B.Ed. Pupil Teachers**

Male		Female		t-value	Level of Significance
Mean	S.D.	Mean	S.D.		
59.99	9.68	64.68	8.79	3.60	<0.01

Table 1 explains the overall emotional intelligence of B.Ed. pupil teachers. The mean scores of female B.Ed. pupil teachers are 64.68 and mean scores of male B.Ed. pupil teachers are 59.99. The calculated t-value is 3.60 which is greater than the table value of both levels (0.01 and 0.05) of significance. So there exists difference between the male and female B.Ed. pupil teachers in their emotional intelligence. Thus, we can say that female pupil teachers are emotionally sound and strong than male pupil teachers.

**Table 2: Showing Aspect Wise Emotional intelligence of Male (100) and Female (100) B.Ed. Pupil Teachers**

Aspects of Emotional Intelligence	Male		Female		t-value	Level of Significance
	Mean	S.D.	Mean	S.D.		
Intra Personal Awareness	15.14	3.28	14.85	3.45	0.63	N.S.
Inter Personal Awareness	14.95	3.45	16.15	3.00	7.80	<0.01
Intra Personal Management	14.81	3.37	17.02	2.82	12.20	<0.01
Inter Personal Management	15.09	3.62	16.30	3.21	5.26	<0.01

Table 2 is showing the Emotional Intelligence of B.Ed. pupil teachers in respect of gender and various aspects of emotional intelligence. There is no significant difference found in male and female B.Ed. pupil teachers in respect of intra personal awareness because t-value is statistically not significant (0.63) at any level of significance. Thus it can be said that both male and female B.Ed. pupil teachers have almost equal intra personal awareness of emotional intelligence. Table further reveals that there is significantly difference between male and female B.Ed. pupil teachers in the second aspect of emotional intelligence i.e. inter personal awareness of emotional intelligence. The mean scores of both the genders are slightly different. Female B.Ed. pupil teachers score 16.15 and male B.Ed. pupil teachers score 14.95 so it can be said that females have better understanding of other's emotions than males and the t-value is 7.8 and it is significant at 0.01 level of significance.

Table 2 further exhibits that there is also significant difference between male and female B.Ed. pupil teachers in Intra Personal Management as well as in inter personal management aspects of emotional intelligence. The mean scores of female B.Ed. pupil teachers in both the aspects of Emotional Intelligence are higher than male B.Ed. pupil teachers. The t-value for the Intra Personal Management is calculated as 12.20 and for inter personal management is 5.26 which is significant at 0.01 level of significance. It means that in both the aspects of emotional intelligence in respect of Intra Personal Management and Inter Personal Management, female B.Ed. pupil teachers are emotionally strong than male B.Ed. pupil teachers.

**Table 3: Self Concept of B.Ed. Pupil Teachers**

Male		Female		t-value	Level of Significance
Mean	S.D.	Mean	S.D.		
174.38	14.28	164.84	15.16	4.58	<0.01

Table 3 reveals the self concept of B.Ed. pupil teachers. The mean scores of male B.Ed. pupil teachers are 174.38 and mean scores of female B.Ed. pupil teachers are 164.84. The calculated t-value is 4.58 which is greater than the table value of both levels (0.01 and 0.05) of significance. So there exists significant difference between the male and female B.Ed. pupil teachers in their understanding of self concept. Thus, we can say that male pupil teachers have higher level of self concept than female pupil teachers.

**Table 4: Showing Area wise Self Concept of Male (100) and Female (100) B.Ed. Pupil Teachers**

Areas of Self Concept	Male		Female		t-value	Level of Significance
	Mean	S.D.	Mean	S.D.		
Physical	28.65	5.06	20.64	4.26	12.11	<0.01
Social	28.16	4.35	27.62	4.31	0.87	N.S.
Temperamental	29.19	3.62	28.79	4.12	0.72	N.S.
Educational	29.64	4.23	28.75	4.45	1.45	N.S.
Moral	29.28	3.79	29.51	3.94	0.33	N.S.
Intellectual	29.46	3.78	29.53	3.59	0.13	N.S.

Table 4 is showing the calculated value of mean, s.d. and t-values in the following areas of self concept for male and female B.Ed. pupil teachers. Further table 4 shows that there is significant difference between male and female B.Ed. pupil teachers in respect of physical area of self concept because t-value (12.11) is more than the table value at both levels of significance. Thus, male B.Ed. pupil teachers are significantly better than female B.Ed. pupil teachers in the physical area of self concept. Further table 4 explains that in other aspects of self concept that are Social, Temperamental, Educational, Moral and Intellectual areas, there seems no significant difference found between both male and female B.Ed. pupil teachers. All areas of self concept except Physical area, there is only minor difference between male and female B.Ed. pupil teachers on the basis of mean scores so t-values are not significant for the above said areas. Hence from the calculated values of table 4, we can say that both male and female B.Ed. pupil teachers have almost the same understanding level of self concept except physical area. In physical area of self concept, male pupil teachers are showing remarkable performance than female pupil teachers.

### Major Findings of the study

1. Emotional Intelligence of female B.Ed. pupil teachers was significantly higher than the emotional intelligence of male B.Ed. pupil teachers. It means that female B.Ed. pupil teachers have better understanding of other's emotions than male B.Ed. pupil teachers because they have the feeling of motherhood.
2. Among four different aspects of emotional intelligence which has been explained in the Analysis part, only in intra personal awareness of emotional intelligence both male and female B.Ed. pupil teachers have almost equal emotional intelligence. Other three aspects of emotional intelligence there exists significant difference between the male and female B.Ed. pupil teachers at 0.01 level of significance. Thus we can say that in these three aspects (Inter personal awareness, intrapersonal management, inter personal management) female B.Ed. pupil teachers are better than male B.Ed. pupil teachers and they have strong emotional intelligence than male B.Ed. pupil teachers.
3. Self concept of male B.Ed. pupil teachers was significantly higher than the self concept of female pupil teachers.
4. No significant difference was observed in the social, temperament, education, moral and intellectual self concept of male and female B.Ed. pupil teachers. Only in the physical aspect of self concept, there exists significant difference between males and female B.Ed. pupil teachers.
5. The major finding of the study is that female pupil teachers have shown higher emotional intelligence than the male pupil teachers comparatively and on the other hand male pupil teachers have shown higher in self concept than the female pupil teachers.

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