



## EMOTIONAL INTELLIGENCE AND ATTITUDES TOWARDS TEACHING PROFESSION OF B.ED. TEACHER TRAINEES: A STUDY

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### ABSTRACT:

This paper aims to study the Emotional Intelligence and Attitudes towards Teaching Profession of B.Ed. Teacher Trainees. This study conducted on 50 pursuing and pass-out students, who are B.Ed. Teacher Trainees selected purposively from various B.Ed. teacher training college of South 24 Parganas, North 24 Parganas, Kolkata, and Nadia district of West Bengal. Sample is selected using a stratified random sampling technique to representation both the genders (male & female) and habitat (rural & urban). For collection of data Emotional Intelligence scale by Shailendra Singh (2004) and Attitudes towards Teaching Profession scale by Mary L. Renthlei & Dr. H. Malsawmi (2015) are used. To achieve the objectives and test hypotheses I used descriptive statistics, like Mean, S.D. & Inferential Statistics like independent t-test & Pearson Product-Moment. The result shows that there are no significance relationship between Emotional Intelligence and Attitude towards teaching profession of B.Ed. teacher trainees and there are a significant correlation between the attitude of male & female B.Ed. teacher trainees towards teaching profession.

### KEYWORDS:

**EMOTIONAL INTELLIGENCE; ATTITUDES TOWARDS TEACHING PROFESSION; B.ED. TEACHER TRAINEES; DESCRIPTIVE; & INFERENCE STATISTICS.**

### INTRODUCTION

The Emotional Intelligence brings new depth to the understanding of human intelligence, it expands the ability to evaluate one's general or overall intelligence. Broadly speaking, emotional intelligence addresses the emotional, personal, social, and survival dimensions of intelligence, which are often more important for daily functioning than the more traditional cognitive aspects of intelligence (Bar-On, 1997) (Grayson, R., 2013). Mayer and Salovey (1997) defined emotional intelligence as the ability to perceive emotions, to assess and generate emotions to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotion to promote emotional and intellectual growth (Mayer, J. D., Salovey, P., & Caruso, D. R., 2004). Martinez (1997) refers to emotional intelligence as being "an array of non-cognitive skills, capabilities, and competencies that influence a person's ability to cope with environmental demands and pressures" (Len Tischler et al., 2002) (Mohanadasan, T., 2018). Emotional Intelligence, as defined by Goleman, is the capacity for recognizing our feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and our relationships. His framework has five branches: self-awareness, self-regulation, motivation, empathy, and social skills (Khokhar, C. P., & Kush, T., 2009).

Attitude is defined as "a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related" (Allport, 1935, p. 810). Similarly, Kagitcibasi

(1999) defined it as a person's positive or negative proneness that has an impact on his feelings, beliefs, and behaviors toward events, objects, and humans. From these definitions, it can be concluded that teachers' attitudes toward the teaching profession would give important clues about most of their occupational behaviors (Ustuner, 2006) (Fazio R. H., 2007). According to Ediger (1997), the emotional feelings and values are vital for a person's wellbeing and achievement in life. Positive teaching attitude creates a positive learning atmosphere and the students who are aversive and think negatively cannot concentrate for a long time and have more difficulty in reaching their potentials than their counterparts (Adams, N., 2011) (Begum, F., & Khan, S. A., 2015).

### REVIEW OF RELATED LITERATURE

A review of earlier research findings provides an empirical framework to carry out further research. It gives a reflective thinking from the already available data. It helps to get an insight into the problem through studying the past research work which already has been conducted. Hence, In this research work, a review of related literature is meant for the study of literature related to Emotional Intelligence and attitude towards teaching profession of B.Ed. teacher trainees are below:

**Kumar (2008)** studied the Emotional Intelligence of B.Ed. students in relation to their teaching attitude. The study occur to find out the relationships between emotional intelligence & teaching attitude of the students at B.Ed. training. The population for the research includes all B.Ed. students studying in the College of Education at Rohtak.

Emotional Intelligence was measured by the "Emotional Intelligence Inventory" developed by S.K Mangal & Shubhra Mangal. The Teaching attitude measured by the "Teaching Attitude Inventory" developed by Dr. S.P Ahluwalia. A normative survey method were used by researcher. The results shows that there is a significance correlation between Emotional Intelligence & teaching attitude of male and female students of B.Ed. course.

**Mary, S. & Samuel, M. (2010)** conducted a study on the influence of Emotional Intelligence on attitude towards teaching of student-teacher. Findings of this study shows that there a significance difference between community, qualifications, influence of a teacher & attitude towards teaching of student-teacher. There are no significance difference between community, gender subject, and influence of others, preview teaching experience & the emotional intelligence of student-teachers. And also it's revealed that there was a significant relationship between emotional intelligence & attitude towards teaching profession of student-teacher.

**Zambare, M. S. (2012)** study about a comparative study of Emotional Competency and Teacher Attitude of B.Ed. trainees toward teaching profession. The survey method was followed on 122 B.Ed. teacher trainees from year 2011-12 of KCES B.Ed. College in Jalgaon City, used by a simple random sampling technique. The major findings of the study are a significance relationship between emotional competency & attitude towards teaching profession of B.Ed. trainees, a significance different in the mean score of emotional competence between males & females, a significance different in the mean score of emotional competency between urban & rural. And no significance different in the mean scores in attitude towards teaching profession between male & female, arts & science, and urban & rural B.Ed. trainees.

**Begum, F. & Khan, S.A. (2014)** study about the relationship between Emotional Intelligence & positive Teaching Attitude of B.Ed. Trainees in Aurangabad City. This study is done on sample of 300 B.Ed. trainees in this city. The tools used to measure the teaching attitude is 'Teaching Attitude Scale', developed by Dr. S.A. Ahluwalia and 'Rogan Emotional Intelligence Test', developed by Prof. Roquiya, Zainuddin and Anjum Ahmed. The findings shows that, teaching attitude of B.Ed. Trainees is of moderate level, where emotional intelligence level is normal. The relationship between emotional intelligence & positive teaching attitude is moderate.

**Sharma, K. (2015)** conducted a study of the correlation between Emotional Intelligence and Attitude towards Teaching Prospective teacher. A survey method are used for collection the data for this study. Tools are used to measure the variables is Teachers' Emotional Intelligence Inventory prepared by S. Mangal (2008) and Teachers Attitude Scale prepared by J.C. Goyal (2004). This study conducted on 231 samples teachers of various B.Ed. College in Navi Mumbai. Sample was selected using a stratified random sampling techniques. The findings of this study suggest that Emotional Intelligence and Attitude

towards teaching are negatively related to each others.

**Oz, H. & Kiris, H.C. (2018)** organized a study about Emotional Intelligence and Attitudes towards Teaching Profession of Turkish EFL pre-service Teachers. Sample are 124 English as a foreign language (EFL) pre-service teachers of major state university in Turkey. Data were collected using Emotional Intelligence Scale & Attitudes towards Teaching Profession Scale. The collected data are analyzed through descriptive & inferential statistics. Findings indicated that, there are a significance positive relationships between emotional intelligence & attitudes towards teaching profession of Turkish EFL pre-service teachers.

### NEEDS AND SIGNIFICANCE OF THE STUDY

Children who are in the elastic period of their life are easily influenced by their teachers. A teacher's attitude - whether good or bad - trickles down to the students. The teacher's ability to deal with emotional problems is a powerful factor in molding the minds of the student's emotional intelligence. Teachers can develop emotional intelligence citizens. A teacher who can carry out reasoning concerning emotions and uses emotions to enhance reasoning will succeed in developing the emotional intelligence of pupils. An emotionally competent teacher is the heart and soul of an educational program. As the student teachers are at the threshold of entering the career of teaching (Jerslin S, Dr. Devaki N) (Madhar, M. A., 2010), they should understands their level of Emotional Intelligence, which are plays a vital role in survival and fitness in the teaching profession (Jerslin S, Dr. Devaki N, 2016). Here we see from the review of related literature the various research work is already done in field of Emotional Intelligence & its relation with attitudes towards teaching profession of teacher trainees in B.Ed. course. But it needs more comprehensive terms. The review of past studies related to emotional intelligence and other variable helps the investigator to found a knowledge gap. Based on the knowledge gap the investigator wanted to lead out his/her research work on this particular variable.

### STATEMENT OF THE STUDY

"Emotional Intelligence and Attitudes towards Teaching Profession of B.Ed. Teacher Trainees: A Study"

### OBJECTIVES OF THE STUDY

- To compare the emotional intelligence between male & female B.Ed. teacher trainees.
- To compare the emotional intelligence between rural & urban B.Ed. teacher trainees.
- To study the attitude of male & female B.Ed. teacher trainees towards teaching profession.
- To study the attitude of rural & urban B.Ed. teacher trainees towards teaching profession.
- To find out the relationship between emotional intelligence & attitudes towards teaching profession of B.Ed. Teacher Trainees.

## HYPOTHESIS OF THE STUDY

**H<sub>0</sub> 1:** There is no significant difference between male & female B.Ed. teacher trainees with respect to emotional intelligence.

**H<sub>0</sub> 2:** There is no significant difference between rural & urban B.Ed. teacher trainees with respect to emotional intelligence.

**H<sub>0</sub> 3:** There is no significant difference in the attitude of male & female B.Ed. teacher trainees towards teaching profession.

**H<sub>0</sub> 4:** There is no significant difference in the attitude of rural & urban B.Ed. teacher trainees towards teaching profession.

**H<sub>0</sub> 5:** There is no significant relation exist between emotional intelligence & attitudes towards teaching profession of B.Ed. Teacher Trainees.

## DELIMITATION OF THE STUDY

For conducting the present study followed by B.Ed. students of South 24 Parganas, North 24 Parganas, Kolkata & Nadia district of West Bengal. Only those B.Ed. students are selected my research who are belong to Arts and Sciences streams were included in this study. The B.Ed. teacher trainees in the regular mode of Govt. Sponsor & Private/Self-financing B.Ed. training colleges in some above districts were considered as the subjects of this present study. This study was conducted only at surface level. It was not an 'in-depth' study.

## METHODOLOGY OF THE STUDY

The Normative Survey Method is used for collecting the data for my study.

## SAMPLE & SAMPLING METHODS

The investigator conducted on sample of 50 B.Ed. teacher trainees from various B.Ed. teacher training college of South 24 Parganas, North 24 Parganas, Kolkata & Nadia district of West Bengal. The sample is selected using a stratified random sampling techniques giving representation to both the genders (male & female) and habitat (rural & urban).

## VARIABLES OF THE STUDY

Some of the variables which are engaged in the present study are following:

**Dependent Variable:** Attitudes towards Teaching Profession.

**Independent Variables:** Emotional Intelligence.

**Categorical Variable:** Gender & Habitat.

## OPERATIONAL DEFINITION OF THE TERMS

### EMOTIONAL INTELLIGENCE (EI):

Emotional intelligence involves the combination of competencies that allow a person to be aware of, to understand, & to be in control of their own emotions, to recognize and understanding the emotions of others, & to use this knowledge to fostering their success and the

success of others. Goleman & his colleagues suggested that EI is 'a convenient phrase with which it is easier to focus attention on human talent. Even though it is a simple phrase, it incorporates the complexity of a person's capability' (Boyatzis, R. E., Goleman, D., & Rhee, K., 2000). Based on extensive research Goleman (1995, 1998) has proposed five dimensions of EI consisting of 25 competencies namely, Self-awareness (SA), Self-regulation (SR), Motivation (M), Empathy (E), and Social skill (SS). All of these five skills wholly represent the Emotional Intelligence in this study.

## ATTITUDES TOWARDS TEACHING PROFESSION (ATTP):

In this present study, the development of a positive attitude towards profession help in development the creative thinking & motivating students (Celikoz & Cetin; 2004). The different learning environments, instructional materials and strategies adopted in the initial teachers training programs are also responsible for this difference in attitudes towards teaching profession (McKeachie, 1994; Mordji; 1991; Schibeci & Riley, 1986). The type of attitude possessed by the teachers influence the quality of the work accomplished and teaching. The attitude of the teachers has the imprint of competencies that he/she possesses (Bhargava, Anupama & Pathy, Mk., 2014), (Shakoor, Uzma & Farrukh, Dr., 2018).

## B.ED. TEACHER TRAINEES:

B. Ed. is a teacher training course, recognized by National Council for Teacher Education (NCTE). Those students are admitted to this course who are having minimum of 50-55% marks in graduation degree. The duration of this course for 2 years. After completed this teacher training course students are eligible for a staff selection commission exam to become a school teacher in our country. The students who are training in this course are called teacher trainees or student-teacher.

## DEVELOPMENT OF TOOLS

### EMOTIONAL INTELLIGENCE SCALE:

In this present study, the researcher follows the Emotional Intelligence scale of Shailendra Singh (2004) to measure the Emotional intelligence of B.Ed. teacher-trainees. This scale contained in 20 items, which are equally distributed by five dimensions of EI namely: Self-awareness, Self-regulation, Motivation, Empathy & Social skills. All of these dimensions are converted into a five-point rating scale. Its reliability is measured by the use of Cronbach's alpha and value is 0.74.

## ATTITUDES TOWARDS TEACHING PROFESSION SCALE:

In the present study, the researcher follows the Attitudes towards Teaching Profession scale of Mary L. Renthleil & Dr. H. Malsawmi (2015) to measure of attitude of B.Ed. teacher-trainees towards teaching profession. The scale was framed as Likert-type scale & each statement is set against a five-point scale of strongly agree, agree,

undecided, disagree and strongly disagree and the scoring response for positive statements is 4,3,2,1,0 and scoring is reversed for negative statements. The scale consists of 20 items with 10 positive and 10 negative items. The reliability of the scale 0.69 was established using the split-half method. Content validity and criterion-related validity was also established. The Concurrent validity was found to be 0.84.

**RESULTS AND DISCUSSION**

Here the investigator analyzed the collected data by using SPSS Statistics software. Descriptive statistics like Mean, S.D, and Inferential statistics like ‘t’-test, Coefficient of Correlation & Multiple regression are employed in this study.

**TABLE-1: OVERALL EMOTIONAL INTELLIGENCE AND ATTITUDE TOWARDS TEACHING PROFESSION**

Variable	N	Mean	Standard Deviation
Emotional Intelligence	50	78.82	9.51
Attitude towards Teaching Profession	50	42.98	5.16

Here we can see from the above Table 1, there are Moderate average positive both Emotional Intelligence (78.82) and Attitude towards Teaching Profession (42.98) of B.Ed. Teacher Trainees.

**H<sub>0</sub> 1:** There is no significant difference between male & female B.Ed. teacher trainees with respect to emotional intelligence.

**TABLE-2: COMPARISON OF EI BETWEEN MALE & FEMALE**

Dimension of EI	Gender	N	M	SD	S.E. of M	t	df	Sig.(2 tailed)	M dif.	S.E. of dif.
Self-Awareness (SA)	Male	25	16.56	2.06	.413	0.521*	48	0.605	0.36	0.69
	Female	25	16.20	2.77	.554					
Self-Regulation (SR)	Male	25	16.08	2.06	.411	0.580*	48	0.564	0.36	0.62
	Female	25	15.72	2.32	.463					
Motivation (M)	Male	25	15.80	3.15	.630	-0.507*	48	0.615	-0.40	0.79
	Female	25	16.20	2.38	.476					
Empathy (E)	Male	25	15.08	2.47	.493	-0.557*	48	0.580	-0.44	0.79
	Female	25	15.52	3.08	.617					
Social-Skill (SS)	Male	25	15.40	2.10	.420	0.566*	48	0.574	0.32	0.57
	Female	25	15.08	1.89	.378					
Overall EI	Male	25	78.92	08.87	1.77	0.074*	48	0.942	0.20	2.71
	Female	25	78.72	10.29	2.06					

\* Not Significant at 0.05 Level of Significance. (P-value>0.05)

In the above Table-2 mainly illustrate the comparison of EI between Male & Female. The initial descriptive statistics show that the B.Ed. teacher trainees males are achieved more Mean & SD score than the B.Ed. teacher trainees’ female on the dimensions. And mean difference in the gender on the various dimensions of EI is respectively. But, to know whether these differences are statistically significant or not, the investigator further applied the

t-test. The t-test result of various dimensions of EI shows that there is no significant difference exist between male and female. Both are achieved the same developmental rate in terms of EI. So, here we can say the null hypothesis is accepted at 0.05 level. (**H<sub>0</sub> 1**).

**H<sub>0</sub> 2:** There is no significant difference between rural & urban B.Ed. teacher trainees with respect to emotional intelligence.

**TABLE-3: COMPARISON OF EI BETWEEN RURAL & URBAN**

Dimension of EI	Habitat	N	M	SD	S.E. of M	t	df	Sig.(2 tailed)	M dif.	S.E. of dif.
Self-Awareness (SA)	Rural	25	16.44	2.95	.589	0.173*	48	0.863	0.12	0.69
	Urban	25	16.32	1.82	.364					
Self-Regulation (SR)	Rural	25	15.80	2.45	.490	-0.322*	48	0.749	-0.20	0.62
	Urban	25	16.00	1.91	.383					
Motivation	Rural	25	15.80	3.11	.621	-0.507*	48	0.615	-0.40	0.79

(M)	Urban	25	16.20	2.43	.486					
Empathy	Rural	25	15.32	2.94	.588	0.050*	48	0.960	0.04	0.79
	Urban	25	15.28	2.65	.531					
Social-Skill	Rural	25	14.88	2.26	.452	-1.291*	48	0.203	-0.72	0.56
	Urban	25	15.60	1.63	.327					
Overall EI	Rural	25	78.24	11.48	2.30	-0.428*	48	0.671	-1.16	2.71
	Urban	25	79.40	7.22	1.44					

\*Not Significant at 0.05 Level of Significance (P-value>0.05).

In the above Table-3 mainly illustrate the comparison of EI between Rural & Urban. The initial descriptive statistics show that the B.Ed. teacher trainees Urban are achieved more Mean & SD score than the B.Ed. teacher trainees' Rural on the many (SR, M, SS, Overall EI) dimensions without SA, E dimensions of EI. And mean difference in the Habitat on the various dimensions of EI is respectively. But, to know whether these differences are statistically significant or not, the investigator further applied the

t-test. The t-test result of various dimensions of EI shows that there is no significant difference exists between rural and urban. Both are achieved the same developmental rate in terms of EI. So, here we can say the null hypothesis is accepted at 0.05 level. (H<sub>0</sub> 2).

H<sub>0</sub> 3: There is no significant difference in the attitude of male & female B.Ed. teacher trainees towards teaching profession.

**TABLE-4: COMPARISON OF ATTITUDE TOWARDS TEACHING PROFESSION BETWEEN MALE & FEMALE**

Dimension	Gender	N	M	SD	S.E. of M	t	df	Sig.(2 tailed)	M dif.	S.E. of dif.
Attitude towards Teaching Profession	Male	25	44.48	3.94	0.79	2.130*	48	0.038	3.00	1.41
	Female	25	41.48	5.84	1.17					

\* Significant at 0.05 Level of Significance (P-value<0.05).

The above Table-4 show the comparison of Attitude towards Teaching Profession between male & female. The initial descriptive statistics show that the B.Ed. teacher trainees Male are achieved more Mean score & less SD score than the B.Ed. teacher trainees' Female on the overall Attitude towards Teaching Profession. And mean difference is respectively 3.00. But, to know whether these differences are statistically significant or not, the

investigator also applied a t-test. The result of the t-test shows that there is a significant difference exist between B.Ed. teacher trainees male & female. So, here we can say the null hypothesis is rejected at the 0.05 level. (H<sub>0</sub> 3).

H<sub>0</sub> 4: There is no significant difference in the attitude of rural & urban B.Ed. teacher trainees towards teaching profession.

**TABLE-5: COMPARISON OF ATTITUDE TOWARDS TEACHING PROFESSION BETWEEN RURAL & URBAN**

Dimension	Habitat	N	M	SD	S.E. of M	t	df	Sig.(2 tailed)	M dif.	S.E. of dif.
Attitude towards Teaching Profession	Rural	25	44.36	5.81	1.16	1.945*	48	0.058	2.76	1.42
	Urban	25	41.60	4.07	0.81					

\* Not Significant at 0.05 Level of Significance (P-value>0.05).

The above Table-5 shows the comparison of Attitude towards Teaching Profession between Rural & Urban. The initial descriptive statistics show that the B.Ed. teacher trainees Rural are achieved more Mean score & SD score than the B.Ed. teacher trainees' Urban on the overall Attitude towards Teaching Profession. And mean difference is respectively 2.76. But, to know whether these differences are statistically significant or not, the

investigator also applied a t-test. The result of the t-test shows that there is no significant difference exists between B.Ed. teacher trainees rural & urban. So, here we can say the null hypothesis is accepted at 0.05 level. (H<sub>0</sub> 4).

H<sub>0</sub> 5: There is no significant relation exist between emotional intelligence & attitudes towards teaching profession of B.Ed. Teacher Trainees.

**TABLE-6: CORRELATION BETWEEN EI & ATTITUDE TOWARDS TEACHING PROFESSION**

Variable	Attitude towards Teaching Profession
Self-Awareness(SA)	0.009(.952)

Self-Regulation(SR)	0.191(.185)
Motivation(M)	0.166(.250)
Empathy(E)	-0.038(.793)
Social Skill(SS)	0.214(.136)
Total EI	0.128(.377)

In the Table-6 shows that the correlation among the dimensions of EI as well as overall EI with attitudes towards teaching profession of B.Ed. Teacher Trainees. The analysis of correlation among the above variables we can see there is very minimum correlation among five dimensions of EI as well as overall EI with attitudes towards teaching profession. So, here we can say the null hypothesis is accepted at 0.05 level. (H<sub>0</sub>5).

### CONCLUSION

In the present study, researcher finds that, the relation between emotional intelligence as well as dimensions and attitude towards teaching profession of B.Ed. teacher trainees are profoundly negatively correlated most of the time. But here we can see there are significant correlation between attitude of male and female B.Ed. teacher trainees towards teaching profession. Remember these objectives investigator also previously assumed that attitude towards teaching profession may be successfully don't predicted by the emotional intelligence and by the way this study also agree on the assumption of the researcher, which are previously taken. Any other factors are also helpful for early adults to build well towards teaching profession among the B.Ed. teacher trainees but emotional intelligence maybe not. So, at last, the investigator suggests that in future further studies may be conducted on these two variables at any other professional training course, like- D.Ed., Preservice, or In-service.

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