

# Relationship between Emotional Intelligence and Self-Efficacy among B. Ed Trainees

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**Abstract:** Education provides the skills to the students that enhance their skills, prepare them physically, and develop them mentally. For the successful teaching, mere subject knowledge is not sufficient. On other hand, some effective skills which are linked with emotional intelligence are also required. These skills have major role on teachers' performance. Teachers are the backbone of the educational institutions, without teachers, these institutes are considered the body without soul. The students undergoing professional course in secondary teacher training are expected to have high level of emotional intelligence. According to Goleman (1998) the important competencies of Emotional Intelligence are Self-awareness, Self-regulation, Motivation, Empathy and Nurturing relationships. These characteristics reveal that Emotional Intelligence includes the ability to engage in sophisticated information processing about one's own and others' emotions and the ability to use this information as a guide to thinking and behavior. 1. Se Self-efficacy refers to the ability of an individual to accomplish a task. Self-efficacy varies from 2. pe person to person. People with high self-efficacy have high self-confidence and they are generally 3. g goal oriented. The students studying in colleges of teacher education are expected to have high 4. le level of self-efficacy. This is because in the new era of drastic changes in the field of education, 5. B. B. Ed trainees should be equipped to cope with the changes in their future profession, i. e. teaching. . T The major objective of the study was to find out the relationship between Emotional Intelligence and Self-Efficacy among B. Ed trainees and adopted survey method. The study revealed that there exists a positive co-relation between Emotional Intelligence and Self Efficacy among B. Ed trainees.

**Keywords:** Education, Emotional Intelligence, Self-Efficacy, B. Ed Trainees

## 1. Introduction

Education plays an important role in the success of a human in each and every society. . Education provides the skills to the students that enhance their skills, prepare them physically, and develop them mentally. Teachers are the backbone of the educational institutions, without teachers, these institutes are considered the body without soul. Emotional intelligence has been defined, by Salovey and Mayer (1997), as "the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior". These points to the necessity of having a good level of Emotional Intelligence among the B. Ed trainees. The students undergoing professional course in secondary teacher training are expected to have high level of emotional intelligence.

B. Ed trainees-should possess ability to do as well as help learners to do a lot in the teaching learning interaction. This requires beliefs regarding what one is able to do. This implies the concept of Self Efficacy. Bandura (1997) defines self-efficacy as the belief in one's ability to organize and execute the courses of action required to manage prospective situations. There are many studies showing relationship between Emotional Intelligence and Self Efficacy related to other levels of education in the Indian Context. For example, Aminabhavi, V. A. & Waddar, M. S (2010) studied the relationship between Self-Efficacy and Emotional Intelligence of PG students. But the investigator could not find studies based on the relationship between Emotional Intelligence and Self Efficacy of B. Ed trainees. Hence the investigator thinks it is very much fruitful to study the relationship between Emotional Intelligence and Self Efficacy among B. Ed trainees.

## 2. Significance of the Study

Education is strong weapon for imparting knowledge, developing skills and inculcating interests, attitudes and values. It enables the young learners to become socially acceptable and useful citizens of tomorrow. The quality of life in future depends upon the traits acquired by the youngsters today. Therefore our educational institutions must be storehouse of novel ideas imparting independent thinking and co-operative spirit in our youngsters.

Teachers are the assets for a nation. They can contribute in the social upliftment of the society. They can improve the mental and emotional health of the children. They are trained to learn the fundamentals of teaching methodologies with the help of new teaching technology, so that they may prove to be effective teachers in the society after their training programme. Hence it is very important that teachers should have high emotional intelligence along with the academic and social intelligence.

In order to equip the learners to benefit from today's child centred learning methods and strategies, the teacher trainees-B. Ed trainees-should possess ability to do as well as help learners to do a lot in the teaching learning interaction. This requires beliefs regarding what one is able to do. This implies the concept of Self Efficacy. Bandura (1997) defines self-efficacy as the belief in one's ability to organize and execute the courses of action required to manage prospective situations.

According to Burger (2009), teaching is a particularly stressful occupation and suggests that teachers experience disproportionately high levels of stress when compared to other professionals. This is because today's school curriculum is learner-centred using cooperative teaching methods demanding skilled teachers. In order to be

skillful, teachers have to be trained properly in their teacher education courses. In the present study, the investigator focuses the teacher training programme in the secondary level, i. e, B. Ed level. As B. Ed trainees, during their practice teaching session, have to interact with adolescent students, they should possess certain relevant psychological concepts.

There are many studies showing relationship between Emotional Intelligence and Self Efficacy related to other levels of education in the Indian Context. For example, Aminabhavi, V. A. & Waddar, M. S (2010) studied the relationship between Self-Efficacy and Emotional Intelligence of PG students. The study was conducted on a sample of 200 PG students, out of which 100 students staying at home and 100 PG students staying at hostel. The results revealed that PG students staying at home have significantly higher self-efficacy and over all emotional intelligence compared to hostilities. But the investigator couldn't find studies showing the relationship between Emotional Intelligence and Self Efficacy among B. Ed trainees. Hence the investigator thinks it is very much fruitful to study the relationship between Emotional Intelligence and Self Efficacy among B. Ed trainees.

### 3. Objectives of the Study

1. To find out the relationship between Emotional Intelligence and Self Efficacy among B. Ed Trainees.
2. To find out the relationship between Emotional Intelligence and Self Efficacy among B. Ed Trainees in the rural area.
3. To find out the relationship between Emotional Intelligence and Self Efficacy among B. Ed Trainees the urban area.

#### Hypotheses of the study

1. There is significant relationship between Emotional Intelligence and Self Efficacy among B. Ed trainees.
2. There is significant relationship between Emotional Intelligence and Self Efficacy among B. Ed trainees in the rural area.
3. There is significant relationship between Emotional Intelligence and Self Efficacy among B. Ed trainees in the urban area.

#### Methodology in brief

The study followed survey method which is a co-relational study. Sample consisted of 120 B. Ed trainees studying in three KUCTES (Kerala University Colleges of Teacher Education).

**Table 1:** Detailed description of the sample

Sl. No	Name of the KUCTE & District	Number of Students from Rural locality	Number of students from urban locality	Total Number of students
1.	KUCTE, Adoor Pathanamthitta District	18	22	40
2.	KUCTE, Kulakkada Kollam District	25	15	40
3.	KUCTE, Kunnam Alappuzha District	19	21	40
Total Number of Students		62	58	120

#### Tools used for the study

The tools used are: i. Personal data sheet of the sample developed by the investigator, ii. Emotional Intelligence scale developed and standardized by Dr. Arun Kumar Singh & Dr. Shruti Narain, (2013) and iii. General Self Efficacy scale by Schwarzer and Jerusalem (1995). The study employed descriptive statistics such as Mean, Median, Mode, S. D, Pearson's Product Moment Coefficient of Correlation and inferential statistics such as independent sample t-test for the analysis of the data.

#### Personal data sheet of the sample developed by the investigator

This is meant to collect personal details of the sample selected: their name, name of the college/institution, their place of residence and nature of locality of their place of residence. i. e. urban or rural.

**Emotional Intelligence Scale (EIS) developed and standardized by Dr. Arun Kumar Singh & Dr. Shruti Narain, (2013)**

This scale developed and standardized by Dr. Arun Kumar Singh & Dr. Shruti Narain, (2013) consists of 31 questions. These 31 questions were grouped into four dimensions i. e. Understanding emotions, Understanding motivation, Empathy and Handling relations. For each question there are two options-Yes and No. The respondent has to choose either Yes or No. Division of items is given in the table 2.

**Table 2:** Division of the items. in Emotional Intelligence Scale (EIS)

Sl. No.	Division of items	Serial wise Item No.	Total
I.	Understanding emotions	5, 15, 18 and 28	4
II.	Understanding motivation	3, 7, 9, 12, 16, 19, 20 and 21	8
III.	Empathy	6, 8, 10, 13, 17, 23, 25, 26, 29 and 31	10
IV.	Handling relations	1, 2, 4, 11, 14, 22, 24, 27 and 30	9
Total			31

**Scoring:** The answers of those items which tailed with the answers given in the scoring key was given a score of +1. If they don't tally, they were given a score of zero. Hence

the score ranges from 0 to 31. The scoring key is given in table 3.

**Table 3:** Scoring Table of EIS

SL. No	Dimensions	Items	Serial wise Items No.	Total	
I.	Understanding Emotions	Positive	5, 15, 18, 28	4	4
		Negative	----	----	
II.	Understanding Motivation	Positive	3, 7, 9, 12, 16, 19	6	8
		Negative	20, 21	2	
III.	Empathy	Positive	6, 8, 10, 23, 25, 26, 29, 31	8	10
		Negative	13, 17	2	
IV.	Handling relations	Positive	1, 2, 4, 11, 14, 22, 24, 27, 30	9	9
		Negative	-----		
<b>Total</b>				<b>31</b>	

This scale has sufficient level of reliability and validity. The author has reported the value of internal reliability 0.86 and a concurrent validity of 0.86.

#### General Self Efficacy Scale (GSE) by Schwarzer and Jerusalem (1995).

This scale is a self-report measure of self-efficacy consisting 10 items. Internal reliability for GSE is between 76 and 90.

Validity: The General Self-Efficacy Scale is correlated to emotion, optimism and work satisfaction. Negative coefficients were found for depression, stress, health complaints, burnout, and anxiety.

Scoring is done based on 4 alternatives like: Not at all true, hardly true, Moderately true and Exactly true with the scores 1, 2, 3 and 4 respectively. The total score is calculated by finding the sum of the all items. For the GSE, the total score ranges between 10 and 40, with a higher score indicating more self-efficacy.

#### Statistical Techniques

Both descriptive and inferential statistics were used for the analysis of data.

Descriptive statistics like mean, median, mode and S. D were used. Similarly inferential statistics like independent sample t-test and Karl-Pearson's Product moment coefficient of correlation also were used for data analysis.

The data was analyzed using SPSS software.

## 4. Results

### 1. Relationship among the Scores on Emotional Intelligence and Self Efficacy for the whole sample

In order to find out the relationship between the variables, namely, Emotional intelligence and Self Efficacy among the B. Ed trainees, the investigator found out the Karl Pearson's Product Moment correlation coefficient,  $r$ , using SPSS. The details are given in Table 4 given below.

**Table 4:** Relationship between Emotional Intelligence and Self Efficacy among the B. Ed trainees

Sample	N	Variables	r
Whole Sample	120	1. Emotional Intelligence 2. Self Efficacy	0.388*

\*Correlation is significant at the 0.01 level

From the table 4 it is clear the value of coefficient of correlation,  $r$ , is 0.388. This indicates that there exists a moderate relationship between the variables, namely, Emotional intelligence and Self Efficacy among the B. Ed trainees.

### 2. Relationship among the Scores on Emotional Intelligence and Self Efficacy for the sample in Rural area

In order to find out the relationship between the variables, namely, Emotional Intelligence and Self Efficacy among the B. Ed trainees in Rural area, the investigator found out the Karl Pearson's Product Moment correlation coefficient,  $r$ , using SPSS. The details are given in Table 5 given below.

**Table 5:** Relationship between Emotional Intelligence and Self Efficacy among the B. Ed trainees in rural area

Sample	N	Variables	r
Sample in Rural area	62	1. Emotional Intelligence 2. Self Efficacy	0.512*

\*Correlation is significant at the 0.01 level

From the table 5 it is clear the value of coefficient of correlation,  $r$ , is 0.512. This indicates that there exists a moderate positive relationship between the variables, namely, Emotional intelligence and Self Efficacy among the B. Ed trainees in Rural area.

### 4.3 Relationship among the Scores on Emotional Intelligence and Self Efficacy for the sample in Urban area

In order to find out the relationship between the variables, namely, Emotional intelligence and Self Efficacy among the B. Ed trainees in Urban area, the investigator found out the Karl Pearson's Product Moment correlation coefficient,  $r$ , using SPSS. The details are given in Table 6 given below.

**Table 6:** Relationship between Emotional Intelligence and Self Efficacy among the B. Ed trainees in Urban area

Sample	N	Variables	r
Sample in Urban area	58	1. Emotional Intelligence 2. Self-Efficacy	0.188*

\*Correlation is significant at the 0.01 level

From the table 6 it is clear the value of coefficient of correlation,  $r$ , is 0.188. This indicates that there exists only a weak positive relationship between the variables, namely, Emotional intelligence and Self Efficacy among the B. Ed trainees in Urban area.

## 5. Findings of the Study

1. There exists a positive co-relation between Emotional Intelligence and Self Efficacy among B. Ed trainees.
2. There exists a positive co-relation between Emotional Intelligence and Self Efficacy among B. Ed trainees in the rural area.
3. There exists a positive co-relation between Emotional Intelligence and Self Efficacy among B. Ed trainees in the urban area.

## 6. Conclusion

The study investigated the relationship between Emotional Intelligence and Self Efficacy of B. Ed trainees. In the next step the researcher found out the relationship between the variables, namely, Emotional Intelligence and Self Efficacy using inferential statistics, using Karl Pearson's Product Moment Correlation. The results indicated that (i) there exists a moderate positive relationship between Emotional Intelligence and Self Efficacy for the whole sample and for the sample in Rural area and (ii) there exists only a negligible positive relationship between Emotional Intelligence and Self Efficacy for the sample in Urban area.

The findings of the present study are in agreement with the reports of earlier researchers like George (2012) and Singh (2013) which revealed a significant relationship between emotional awareness, empathy, and Self-Efficacy in theory courses among 124 male and 76 female physical education teachers. Also the findings of present study is in agreement with the study of Nagrecha & Sharma, (2014) who investigated the perceived self-efficacy and emotional intelligence (E. I.) among novice and experienced foreign language teachers and the results showed a positive association between E. I. and self-efficacy.

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