

**A STUDY ON THE EMOTIONAL INTELLIGENCE OF B.ED. TEACHER
TRAINEES**

**BY
SHANTHIS
REG.NO:20PED002**

**A THESIS SUBMITTED TO THE
AVINASHILINGAM INSTITUTE FOR HOME SCIENCE AND
HIGHER EDUCATION FOR WOMEN
COIMBATORE-641043**

**In partial fulfilment of the requirements for the degree of
MASTER OF EDUCATION**

MAY 2022

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Under the Guidance of

Dr.N.VASUKI

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CERTIFIED AS BONAFIED RESEARCH WORK

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CHAPTER-I

INTRODUCTION

1.1 Introduction to Education

Education has also contributed to the shaping of destinies of societies in all spheres of the development and has never it ceased to develop. Further, education, being a subsystem of social system, should reflect the main ethos, aspirations and concerns of the society (NCERT, 2000). Education is an important phenomenon for the development of a nation, as the development of a nation largely depends on the natural and physical resources and quality human resources. Through well-trained and skilled human resources, a nation can develop and it is the role of educational system to provide trained and skilled manpower, constantly. Education system of any nation is a mirror through which the image of the nation being shaped and likely to be shaped can be seen.

Education is the potential cause for change in any society. If the education system fails to respond adequately to the emerging challenges of a developing society, the stagnation and wastage will be increased and ultimately the growth of the nation will hindered. One of the tasks of education is to hand on the cultural values and behaviour patterns of the society to its young and potential members. By this means, society ensures that its traditional modes of life are preserved. A modern society needs critical and creative individuals, able to make new inventions and discoveries. Hence, to provide for change, the creative function of education is necessary (Venkateswaran, 1993). From this it is understood that the formation of Good habits among the students helps them to shape their behaviour. Again behaviour decides the destiny of the students.

1.2. Aims of Education

Education can be defined as a process of growth and development whereby the individual assimilates a body of knowledge, makes his own group of life ideals, and develops the ability to use knowledge in the pursuit of these ideals. It is the process of remarking experiences, giving it a more socialized value through increased individual experience, by giving the individual better control over his powers.

Education must aim at developing an integrated growth of man or must aim at the all round development of human personality, which includes developing the physical, emotional and mental growth of the people. These depend largely on two important factors such as nature and nurture. Education should aim at providing right nurturing opportunities in order to develop the people's total personality.

As a process, education may be looked at from two points of view; from that of the individual. Society seeks to perpetuate itself by handing on its cultural acquisitions to each succeeding generation. As an individual process, education seeks to bring about growth and development within the individual. We should bear in mind that these two aspects of education, namely the social aspect and individual aspect, are complementary, but not conflicting. Individual development is not possible except in so far as the individual come into possession of the social inheritance, and social transmission is impossible without bringing about changes within the individual.

The society and the individual are interdependent. We cannot think of a society without an individual, nor an individual without a society. An individual is judged by the society to which he belongs, for it is the society, in addition to his inherent

gifts and qualities that he has, contributes to his upbringing and shaping and moulding of his character .

Education should attempt to develop the personality of the child and prepare him for membership of society. This dual function of education corresponds to the double role a person has to play in life, both as an individual and as a member in society. It is the same person who plays the double role, and he or she has to play several other roles, as a member of different groups, thus education is concerned with the development of personality is an assumption in our society. Today the personality comprises the physical, social, mental, emotional and spiritual characteristics of the person. As has been mentioned earlier, the society and the individual are interdependent; the growth of the personality largely depends on the social environment the influence of the environment in this combination will clearly depend on the way of life of the society in which the person grows up the most important part of this environment in this human environment namely the other people of this kinds and ages who are around him and influence him during his period of growth and learning. Hence, education is, in fact nothing other than the whole life of a community viewed from the particular stand point of learning to live that life it should aim at striking a balance between the influences of the society on man and man on society.

Thus education becomes a leading to the enlightenment of mankind and it is the most formidable tool for survival. It means intellectual growth alone is not the criterion for elution but also emotional maturity and ethical awareness. Thus education is incomplete without the formation of critical habits. The purpose of education is not merely to contribute to the

continuity of culture, but also to change peacefully and rationally and material foundations of civilization.

1.3 Meaning and Definition of Education

The wealth of knowledge acquired by an individual after studying particular subject matters or experiencing life lessons that provide an understanding of something. Education requires instruction of some sort from an individual or composed literature.

Education is a systematic process through which a child or an adult acquires knowledge, experience, skill and sound attitude. It makes an individual civilized, refined, cultured and educated. For a civilized and socialized society, education is the only means. Its goal is to make an individual perfect. Every society gives importance to education because it is a panacea for all evils. It is the key to solve the various problems of life.

By education I mean an all-round drawing out of the best in man – body, mind and spirit.

- Mahatma Gandhi

Education enables the mind to find out the ultimate truth, which gives us the wealth of inner light and love and gives significance to life.

- Rabindranath Tagore

Education is the process of the individual mind, getting to its full possible development.

- Dr. Zakir Husain

1.4 Introduction to bachelor of education

Teaching is an enticing career path since it commands enormous respect from society. India has long a strong history of valuing teachers. And should never be forgotten that, apart from parents, the teacher is the most influential figure in the development of young pupils' brains. It is an unavoidable reality that every successful individual has some outstanding professors. Apart from respect, there are other professional opportunities available to teachers. As a teacher, one's compensation might vary significantly based on one's training, credentials, and the sort of institution in which one works. In some instances, having a B.Ed. may make a significant difference in terms of compensation(OCDE, 2009). It is fairly secure employment with few hazards. Additionally, it provides work stability and fulfilment.

With education being a key aspect responsible for the growth of a nation, it has become a market for a great number of employments. From current study data, it was discovered that there are around 1.3 million schools in India. Consequently, there is great potential in this area. And to join this field, a B.Ed. a degree is an important requirement. Under the RTE Act (RTE, 2009), it has already been made essential to obtain B.Ed. the degree to be a teacher. It also facilitates being appointed as a teacher in both Government and public schools. This course assists students in developing an understanding of the approaches used in the teaching profession. It comprises of the training procedure that will cause the individual to be a highly efficient teacher. The teacher trainees require both intelligence and emotional intelligence as they have to face students, understand their academic and psychological needs and act accordingly to become a successful teacher.

1.4.1 Definition of Intelligence:

It may seem pointless to attempt to describe such a basic term. After all, we've all heard this term countless times and are likely familiar with its meaning. However, for decades, the idea of intelligence has been a source of contention among members of the psychological field. Intelligence has been described in a variety of ways, including higher-level skills (such as abstract thinking, mental representation, problem-solving, and decision making), the capacity for learning, emotional knowledge, creativity, and the ability to adapt well to environmental demands.

Robert Sternberg, a psychologist, described intelligence as "the mental qualities essential for adapting to, influencing, and selecting, any environmental setting."(Sternberg, 2001)

1.4.2 Theories of Intelligence:

According to some experts, intelligence is a generic ability, while others say that intelligence is comprised of specialised abilities and talents. Psychologists assert that intellect is genetically determined or inherited, while others claim that it is mostly determined by the environment. As a consequence, psychologists have produced a variety of opposed theories of intelligence, as well as individual tests that seek to quantify this idea.

Spearman's general intelligence:

General intelligence sometimes referred to as the g factor, is a broad mental capacity that, according to Spearman, underpins a variety of particular abilities, including verbal, spatial, numerical, and mechanical. Spearman determined that an individual's general intelligence across numerous talents is represented by a single g-factor and that a second

factor “S” corresponds to an individual's special competence in one particular field(Ackerman et al., 2005).

Thurstone’s Primary mental abilities:

Thurstone (1938) argued against the existence of a g-factor. He found several fundamental mental talents that form intelligence, rather than a single element, after examining data from fifty six different assessments of mental abilities. Thurstone's model identifies seven major mental abilities: verbal comprehension, verbal fluency, numeracy, spatial visualisation, perceptual speed, memory, and inductive reasoning. *Thurstone, (1938).*

Gardner’s multiple intelligences:

Following Thurstone's study, American psychologist Howard Gardner developed the concept of multiple intelligences. He claimed that rather than a single intelligence, different, autonomous multiple intelligences exist, each reflecting distinctive abilities and talents associated with a particular category. Gardner originally hypothesised seven distinct multiple intelligences: linguistic, logical-mathematical, spatial, musical, bodily-kinesthetics, interpersonal, and intrapersonal, to which he later added naturalist intelligence. *Gardner, (1983).*

Triarchic theory of intelligence:

Two years later, in 1985, Robert Sternberg developed a three-category theory of intelligence, including elements of Gardner's theory that were missing. This approach is predicated on the notion of intelligence as the capacity to succeed according to one's standards and sociocultural setting. According to the triarchic theory of intelligence, there are three dimensions to intelligence: analytical, creative, and practical (Sternberg, 2001).

Other types of intelligence:

After exploring the several competing theories of intelligence, it becomes evident that this ostensibly basic idea has several manifestations. On the one hand, Spearman asserts that intelligence is generalizable throughout several domains of life; on the other hand, psychologists such as Thurstone, Gardener, and Sternberg assert that intelligence is akin to a tree with numerous branches, each expressing a distinct kind of intelligence.

1.5 Emotional Intelligence:

Emotional Intelligence is defined as the "capacity to monitor one's own and others' emotions, to distinguish between and accurately name various emotions, and to utilise emotional information to influence one's thinking and conduct".*Salovey & Mayer, (1990)*.

1.5.1 Defining Emotional Intelligence:

Emotional intelligence is critical in our daily lives since we encounter one emotion or another virtually every second. While you may not identify emotions and intellect with one another, they are inextricably linked.

Emotional intelligence is the capacity to comprehend the implications of emotions and to reason and solve problems in their light. *Mayer et al., (1999)*. Emotional Intelligence is comprised of four critical components: (i) self-awareness, (ii) self-management, (iii) social awareness, and (iv) relationship management.

In other words, if you have a high level of emotional intelligence, you can accurately perceive your own and others' emotions (for example, by reading facial expressions), use emotions to aid in thinking, comprehend the meaning of your emotions (why are you feeling this way?), and manage your emotions.*Salovey & Mayer, (1990)*.

Assessing Emotional Intelligence (EI):

Emotional intelligence may be measured in three ways: self-report, other-report, and ability assessments. The MEIS is an ability exam that, in our opinion, is the most accurate approach to assess Emotional Intelligence. Consider each of these strategies in turn.

Self-Report:

Certain exams rely on self-reporting. Self-report is the most often used method for assessing things like personality characteristics. Personality characteristics include kindness, empathy, and anxiousness, among others. Here is an example of a personality self-report test:

“I often worry for no reason at all.”

Assessment scale: ‘Not True’ ‘Somewhat True’ ‘Very True’

Self-report tests have existed for decades and are quite helpful. They have significant disadvantages as a method of assessing emotional intelligence. Emotional Intelligence is a collection of abilities. Ability tests, not self-report, are the best way to assess skills.

Peer Reporting:

If Emotional Intelligence is all about interpersonal abilities, why not inquire about how others see us? On the surface, this seems to be a valid method of assessing emotional intelligence. However, let us examine this process in further detail, which is referred to as Observer Ratings or, in human resources, 360-Degree Assessment. Observers, for example, team members, are provided with a questionnaire to answer about each other. The following are some examples of possible questions they may be asked:

“Manages emotions effectively.”

Assessment scale: ‘Not True’ ‘Somewhat True’ ‘Very True’

Peer reporting reveals fascinating details about how others see you. They may aid in the comprehension of social abilities, managerial abilities, and so on. They reveal nothing about your emotional intelligence.

Ability Tests:

Emotional Intelligence is a collection of talents and skills. They may be quantified similarly to other talents or abilities.

1.6 Multifactor Emotional Intelligence Scale (MEIS™):

The MEIS is the culmination of a multi-year research effort. Additionally, we think that it is the market's first and only ability test of emotional intelligence.

The MEIS was established by Dr Jack Mayer, Peter Salovey, and David Caruso and comprises many distinct components (Woitaszewski & Aalsma, 2004). The MEIS assesses four dimensions of emotional intelligence, as defined by Dr Mayer and Salovey:

- Identifying Emotions - the capacity to detect your own and others' emotions.
- Emotional Intelligence – the capacity to produce emotion and then reason with it.
- Understanding Emotions - the capacity to comprehend complicated emotions and emotional "chains," the mechanisms by which emotions progress from one stage to the next.
- Managing Emotions - the capacity to control one's own and others' emotions.

The original MEIS had twelve distinct sub-tests or sections. Following a series of evaluations, we identified the seven most effective subtests, those with the highest reliability and validity (see the MEIS manual for more information). These are the sub-tests:

- Identifying Emotions: Facial Expressions and Narratives
- Emotional Intelligence: Blends, Progressions, and Relativity

- Managing Others' and One's Own Emotions

1.7 Need of the study

Emotional intelligence is an important characteristic of teachers as they handle students of different age groups, with different backgrounds, intellectual needs, and a variety of psychologies. Teacher trainees face their greatest challenge in adapting to their new work atmospheres and developing emotional intelligence skills. Academic skills alone are not enough to be a successful teacher. While teaching, skills may help a teacher trainee satisfy the academic needs, emotional intelligence alone will help them manage the other needs of students and also help them in surviving in relatively new work culture. By evaluating the emotional intelligence of teacher trainees, the study may provide valuable input on how to enhance the B.Ed. curriculum.

1.8 Statement of the problem

The problem for the present study is entitled, “**A Study on the Emotional Intelligence of B.Ed. Teacher Trainees**”.

1.9 Objectives of the study

Objectives are the main areas where the investigator will be conducting the study.

There are two main types of objectives undertaken by the investigator in this study.

General Objectives:

1. To study the various Emotional Intelligence factors necessary for teacher trainees to be successful in their teaching career.
2. To evaluate the teacher-related emotional intelligence factors by developing an appropriate questionnaire.

Specific Objectives:

1. To evaluate emotional intelligence and find the emotional intelligence skills that have a deep impact on teaching.
2. To find out the impact of demographic variables like
 - i. Age [21 to 30 years / 31 to 40 years]
 - ii. Major Subject [Tamil / English / Mathematics / Biology / Physics / Zoology / Chemistry / Geography / History / Economics / Computer Science / Home Science]
 - iii. Type of Institution [Government Aided / Government / Private]
 - iv. Medium of Instruction [Tamil / English]
 - v. Educational Qualification [UG / PG]
 - vi. Class [I Year / II Year]
 - vii. Locality [Urban / Rural]
 - viii. Family Type [Joint Family / Nuclear Family]
 - ix. Previous Work Experience [Nil / 1 to 2 Years / 3 to 5 years / > 5 years]
 - x. Stream of Study [Arts / Science]
 - xi. Percentage of Marks obtained [50-60% / 60-70% / 70 -80 % / 80 – 90% / 90 – 100%] on the Emotional Intelligence of B.Ed. Teacher Trainees among Coimbatore District.

1.10 Research Questions

1. Is there any significant mean score difference between the Age group in relation to emotional intelligence of B.Ed Teacher Trainees?

2. Is there any significant mean score difference between the major subjects in relation to Emotional intelligence of B.Ed Teacher Trainees?
3. Is there any significant mean score difference between the Type of institution in relation to Emotional intelligence of B.Ed Teacher Trainees?
4. Is there any significant mean score difference between the medium of instruction in relation to Emotional intelligence of B.Ed Teacher Trainees?
5. Is there any significant mean score difference between the educational qualification in relation to Emotional intelligence of B.Ed Teacher Trainees?
6. Is there any significant mean score difference between the class in relation to Emotional intelligence of B.Ed Teacher Trainees?
7. Is there any significant mean score difference between the locality of living in relation to Emotional intelligence of B.Ed Teacher Trainees?
8. Is there any significant mean score difference between the family type in relation to Emotional intelligence of B.Ed Teacher Trainees?
9. Is there any significant mean score difference between the previous work experience in relation to Emotional intelligence of B.Ed Teacher Trainees?
10. Is there any significant mean score difference between the stream of study in relation to Emotional intelligence of B.Ed Teacher Trainees?
11. Is there any significant mean score difference between the percentage of marks obtained in relation to Emotional intelligence of B.Ed Teacher Trainees?

1.11 Historical background of the topic

Emotional intelligence is required for good teachers. Understanding what makes a student emotionally "tick" might be helpful in assisting with individual learning. Teachers

develop a sense of self-awareness as a result of emotional intelligence, allowing them to categorise their own and others' emotions. This also makes it easier for teachers to recognise their own emotions and ideas, to understand their own strengths and shortcomings, and to build self-confidence. Every job necessitates the development of specialised abilities on the part of its employees. Teacher Education, like any other professional course that prepares students to enter the teaching profession, needs a diverse collection of abilities in order to satisfy the demands of the job. Emotional Intelligence, defined as the capacity or talent to control emotions in order to cope with the stress of personal and professional life, has become a critical component for people in the twenty-first century. Effective teaching requires more than subject knowledge and an adequate teaching approach; rather, when transmitting subject information to students through an appropriate teaching method, the teacher should employ their emotional intelligence. As a result, a strong emotional intelligence foundation for effective teaching and strong emotional connection between student and teacher relies on assessing potential instructors' emotional intelligence levels. In this study descriptive study, Two Hundred and fifty B.Ed. Teacher Trainees from Coimbatore district, randomly selected and studied. Instruments included demographic information on checklist and Emotional Intelligence of B.Ed. Teacher Trainees questionnaire. Data collected and analyzed by statistical software, T-test and F-test.

1.12 Operational Definitions

Emotional Intelligence: Emotional Intelligence (EI) is the ability to manage both your own emotions and understand the emotions of people around you. There are five key elements to EI: self-awareness, self-regulation, motivation, empathy, and social skills.

B.Ed. Teacher Trainees: A Trainee-teacher is a student enrolled for the professional degree of Bachelor of Education (B. Ed.). She or He has opted to regularly attend college and practice how to prepare and teach a well-planned, good and effective lesson by learner-centric and interactive methodology.

1.13 Assumptions made for the study

The following assumptions were developed with regard to the Study on the Emotional Intelligence of B.Ed. Teacher Trainees.

1. It is assumed that the sample selected for the study will distribute normally.
2. It is assumed that most of the sub-sample selected for the study will show a relationship between B.Ed Teacher Trainees' with Emotional intelligence.

1.14 Methodology of study in detail

For the present investigation, the investigator used an assessment towards Emotional intelligence including assessments such as Self-Awareness, Managing Emotions, Self-Motivation, Empathy and Social Skill questionnaire in the form of likert scale pattern in a range of 'Strongly Agree' to 'Strongly Disagree'. For the purpose of developing Emotional intelligence scale meant for the B.Ed. Teacher Trainees, the investigator consulted the Professors, Assistant Professors and the related literature and developed items on a 'Strongly Agree' to 'Strongly Disagree' type of summated ratings. The study was conducted on a sample of two hundred and fifty B.Ed Teacher Trainees from Coimbatore district. Sampling was done through proportionate stratified technique giving dual representation to the various strata like Age Group, Major Subject, Department, Type of institution, Medium of Instruction, Educational Qualification, Class, Locality of living, Family Type, Previous Work Experience, Stream of study and percentage of marks obtained.

1.15 Tools to be used with their justification

The following tools to be administrated for collecting the required data.

1. Developing Emotional Intelligence towards B.Ed Teacher Trainees questionnaire on a 'Strongly Agree' to 'Strongly Disagree' type of summated ratings which consisted of fifty questions. These fifty questions comprises Self-Awareness Assessment (10 questions), Managing Emotions Assessment (10 questions), Self-Motivation Assessment (10 questions), Empathy Assessment (10 questions) and Social Skill Assessment (10 questions).
2. Personal data sheet was developed by the investigator to get adequate information about each B.Ed teacher trainees personal data including Age Group, Major Subject, Department, Type of institution, Medium of Instruction, Educational Qualification, Class, Locality of living, Family Type, Previous Work Experience, Stream of study and percentage of marks obtained.

1.16 Hypotheses of the study

1. There is no significance difference between the mean scores of emotional intelligence in relation to the different age group of B.Ed teacher trainees
2. There is no significance difference between the mean scores of emotional intelligence in relation to the different major subjects of B.Ed teacher trainees
3. There is no significance difference between the mean scores of emotional intelligence in relation to the types of institution of B.Ed teacher trainees
4. There is no significance difference between the mean scores of emotional intelligence in relation to the Medium of Instruction of B.Ed teacher trainees

5. There is no significance difference between the mean scores of emotional intelligence in relation to the education qualification of B.Ed teacher trainees
6. There is no significance difference between the mean scores of emotional intelligence in relation to the I and II yrs of B.Ed teacher trainees
7. There is no significance difference between the mean scores of emotional intelligence in relation to the Locality of B.Ed teacher trainees
8. There is no significance difference between the mean scores of emotional intelligence in relation to the type of family of B.Ed teacher trainees
9. There is no significance difference between the mean scores of emotional intelligence in relation to the work experience of B.Ed teacher trainees
10. There is no significance difference between the mean scores of emotional intelligence in relation to the streams of the study of B.Ed teacher trainees
11. There is no significance difference between the mean scores of emotional intelligence in relation to the percentage of marks of B.Ed teacher trainees

1.17 Proposed statistical analysis method

For the analysis of data, statistical methods have contributed a great deal. A number of methods are used to analyse the data statistically. The investigator has used descriptive and differential analysis.

1.17.1 Arithmetic Mean

Arithmetic mean is a set of series grouped into a No. of Respondents distribution is calculated using the formula (Garret, 1971)

$$\bar{X} = \frac{\sum fX}{N}$$

- f - No. of Respondents of each class
- x - Mid value of each class
- N - Total number of series (Garret, 1971)

1.17.2 Standard Deviation

This measure of variability of scores from, arithmetic mean was found by the formula

$$\sigma = \sqrt{\frac{\sum (x - \mu)^2}{N}}$$

Where x represents each value in the population, μ is the mean value of the population, Σ is the summation (or total), and N is the number of values in the population.

1.17.3 t- TEST

It is calculated using the following formula,

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{N_1} + \frac{s_2^2}{N_2}}}$$

- N_1 and N_2 - Number of samples in each group
- \bar{X}_1 and \bar{X}_2 - Arithmetic mean of two groups
- S_1 and S_2 - Standard Deviation of two groups.

1.17.4 F-TEST

It is calculated using the following formula,

$$F = \frac{MS_b}{MS_w}$$

MS_b = Mean square between groups

MS_w = Mean square within groups

1.18 Delimitations of the study

No research study can be carried out without certain limitations due to place, people, circumstances and time limitations are those conditions beyond the control of the investigator that may place restrictions on the conclusions of the study and their application to other situations. The present research has following limitations,

- 1) With a limited period of time, it is not possible to conduct the research study in a large scale. So the study was limited to B.Ed Teacher trainees from Coimbatore District.
- 2) This study was conducted on a sample of 250 B.Ed Teacher trainees only.
- 3) It is limited in Coimbatore District only.
- 4) The study is not a representative of the entire state.
- 5) Fifty questions have been chosen for the present study.

1.19 A brief resume of the succeeding chapters

The study of the research has been presented in five chapters.

CHAPTER I - Introduction

The first chapter deals with the introduction to education, aims of education, meaning and definition of education, introduction to Bachelor of Education, definition of Intelligence, theories of intelligence, emotional intelligence, multifactor emotional Intelligence scale, need for the study, statement of the problem, objectives of the study, research questions, historical background of the topic, assumptions made for the study, methodology of study in detail, hypotheses for the study, tools to be used with justification, proposed statistical analysis method, delimitations of the study, a brief resume of the succeeding chapters, scope for future studies and conclusion.

CHAPTER II – Review of related literature

The second chapter of this study is the introduction about the review of related literature, need for review of related literature, research studies conducted abroad, research studies conducted in India, and conclusion.

CHAPTER III – Methodology

The third chapter presents a detailed description of the procedure adopted in collecting data. It contains introduction of the research, methodology, type of educational research, type of research selected for this study, justification of the tools, selected to gather data in this study. Tools used in this validity and reliability estimates of the tools, list of school selected for the final study, methods adopted for the collection of data, problems encountered during research procedure and conclusion.

CHAPTER IV – Statistical analysis and interpretation of data

This chapter consists of statistical analysis and interpretation of data. It contains introduction about the statistical analysis and interpretation, different types of statistical analysis, general information, analysis and interpretation of data and conclusion.

CHAPTER V – Summary of results and conclusion

This chapter presents introduction, major findings, suggestions based on the result, some practical suggestions for further research studies and conclusions.

1.19 Scope for future studies

According to this study, the investigator's aim was to identify the Emotional Intelligence of B.Ed Teacher Trainees from selected colleges in Coimbatore district.

- 1) Emotional Intelligence is not a small area, it is a wide area. So there is much scope doing further research studies in the same field.

- 2) The same research study may be carried out in other districts of Tamilnadu and other states.
- 3) Similar studies can be conducted for the Teachers who are handling other major subject also.
- 4) A correlation study may be undertaken to identify the Emotional Intelligence towards the B.Ed Teacher Trainees.

1.20 Conclusion

The first chapter deals with the basics of education, education's goals, intelligence theories, emotional intelligence, emotional intelligence multifactor scale, the necessity of the research, problem identification and identification of possible solutions, the study's objectives, questions for research, the topic's historical context, in-depth analysis of the study's methodology, the study's hypotheses, tools to be used for statistical analysis that has been proposed, the study's limitations, a synopsis of the following chapters, future research possibilities and a conclusion

CHAPTER-II

REVIEW OF LITERATURE

2.1 Introduction

Review of related literature was a pre-requisite to the actual planning and conducting a new study. It gives the researcher a deeper insight and understanding of his problem and enables him to enhance his knowledge by taking new strides and by examining what was already known about the problem. The investigator becomes familiar with various trends and phases in research, in his area and formulates a rationale for the development of the study to be undertaken by him.

2.2 Purpose of literature review

Literature review was an integral part of entire research process and makes valuable contribution to every operational step.

Its functions are:

- a) Bring clarity and focus to the research problem
- b) Improve methodology
- c) Broaden knowledge
- d) Contextualize the findings

a) Bring clarity and focus to the research problem

Reviewing the literature helps the researcher in understanding the subject better and conceptualizing the research problem precisely and clearly. It helps the researcher in finding the relationship between his research problem and the amount of knowledge

existing in the area.

b) Improve Methodology

By reviewing the literature, a researcher was able to find out whether others have used same procedures and methods like the one which she was proposing and whether the procedure worked well for her or she had to face any problem. In this way the researcher will be able to select a proper methodology which was capable of answering all her research questions.

c) Broadens knowledge base in the research area

It encourages the researcher to read thoroughly the area in which he decides to conduct the study. It also helps him to understand whether the finding of his study matches with the existing body of knowledge.

d) Contextualize the findings

It was important to place the research findings in the context of what was already known in the field of enquiry. For this researcher has to always go back to the review of literature.

The researcher has grouped the studies under the heads of studies conducted in India and studies conducted abroad.

2.3 Sources of literature review

The various sources of literature review are

- a) **Primary sources:** were obtained from original sources on which research was based and not being filtered through evaluation or interpretation. Primary sources were in physical print or electronic form. They include reporting a discovery, sharing new information, etc. Some examples include:

- Artefacts (e.g. coins, plant specimens, fossils, furniture, tools, clothing, all from the time under study)
- Diaries
- Literary creation: novels, short stories, poems, etc.
- Journal articles published in peer-reviewed publications
- Interviews (e.g., oral histories, telephone, e-mail)
- Patents
- Records of organizations, government agencies (e.g. annual report, treaty, constitution, government document)
- Works of art, architecture, literature, and music (e.g., paintings, sculptures, musical scores, buildings, novels, poems)
- Proceedings of Meetings, conferences and symposia
- Speeches
- Internet communications on email, listservs
- Letters;
- Video recordings (e.g. television programs)
- Audio recordings (e.g. radio programs)
- Newspaper articles written at the time;
- Original Documents (i.e. birth certificate, will, marriage license, trial transcript)
- Photographs
- Survey Research (e.g., market surveys, public opinion polls)

b) **Secondary sources:** were obtained by interpretation and evaluation of the primary

sources. They do not present evidence but discussion or rather commentary of the evidence. Few examples are

- Histories
- Dictionaries, Encyclopaedias (also considered tertiary)
- Monographs, other than fiction and autobiography
- Textbooks (also considered tertiary)
- Commentaries, criticisms
- Bibliographies (also considered tertiary)
- Literary criticism such as Journal articles
- Web site (also considered primary)
- Magazine and newspaper articles
- Biographical works

c) **Tertiary sources:** These were information which were distilled and collected from primary and secondary sources. Few examples are;

- Bibliographies (also considered secondary)
- (also considered secondary)
- Textbooks (also be secondary)
- Directories
- Fact books
- Almanacs
- Guidebooks
- Indexes, abstracts, bibliographies used to locate primary and secondary sources
- Chronologies

- Manuals
- Dictionaries and Encyclopaedias

2.4 Review of studies conducted in India:

Roy, (2021). investigated B.Ed. Teacher Trainees' Emotional Intelligence and Attitudes about the Teaching Profession. This research was performed on fifty B.Ed. Teacher Trainees who were purposefully picked from several B.Ed. teacher training colleges in the South twenty-four Parganas, North twenty-four Parganas, Kolkata, and Nadia districts of West Bengal. The sample was chosen using a stratified random selection procedure to ensure that both genders (male and female) and habitats were represented (rural & urban). The Attitudes towards Teaching Profession scale by Mary L. Renthleil & Dr. H. Malsawmi (2015) and the Emotional Intelligence scale by Shailendra Singh (2004) were used to gather data. The author utilised descriptive statistics like Mean and S.D., as well as inferential statistics like t-test and Pearson Product-Moment, to accomplish the aims and test hypotheses. The results demonstrated that there was no significant association between Emotional Intelligence and B.Ed. teacher trainees' attitudes toward teaching profession, while there was a significant correlation between male and female B.Ed. teacher trainees' attitudes toward teaching profession.

Suman Chhabra, (2021). asserted that emotional Intelligence was a collection of qualities necessary for an individual's success. It was impossible to provide great education without instilling Emotional Intelligence. It helped a person to regulate his or her own emotions and behaviours, allowing him or her to maintain a smooth connection with others by managing their emotions. The current research focused on Sirsa District B.Ed. teacher trainees. The research included two hundred B.Ed. students from Sirsa region Teacher Education institutes. To test Emotional Intelligence in connection to Gender and Locality,

the investigator employed Dr. S.K. Mangal's Emotional Intelligence Inventory. Even though they came from various places, female B.Ed. teacher trainees performed as well as their male colleagues, according to this research.

Sharma, (2020). attempted to determine the relationship between Emotional Intelligence and Teaching Competence in B.Ed. students. A sample of one hundred and twenty B.Ed. student teachers were chosen at random from the B.Ed. institutions in the Buldhana region of Maharashtra for the research. The study instruments were Mangal's Emotional Intelligence Inventory (MEI) and Passi and Lalitha's Teaching Competency Scale. The results shown that there was a positive and substantial relationship between Emotional Intelligence and Teaching Competence in B.Ed. students. Teachers also discovered that females' Emotional Intelligence was higher than boys.

Taseer, (2020). analysed the link between secondary school teachers' emotional intelligence (EI) and work engagement (WE) in Punjab, Pakistan. The research followed the positivistic paradigm and was descriptive-correlational and quantitative in character. Individuals are chosen as samples using a multi-stage random sampling process. A total of three hundred male and female secondary school teachers were included in the study. For data collection, two closed-ended questionnaires were used. A pilot study was undertaken to confirm the research instruments' validity and reliability. Inferential statistics such as Pearson r, independent sample t-test, linear regression, and one-way ANOVA were used to examine the data. Teachers' emotional intelligence was shown to be favourably connected with job engagement in the study's findings. The mean emotional intelligence and job engagement ratings of male and female instructors were different. According to the findings, instructors' mean emotional intelligence and job engagement ratings did not change

depending on their teaching experience. Teachers' emotional intelligence had a highly significant influence on their job engagement at the secondary level, according to the findings. According to the findings of the research, instructors should be emotionally intelligent in order to increase their level of job engagement.

Vasudevan & Sivakumar, (2020). investigated about how much Emotional Intelligence and Creativity B.Ed. Teacher Trainees have. It also investigated the association between B.Ed. Teacher Trainees' Emotional Intelligence and Creativity. A random sample of one thousand B.Ed. Teacher Trainees in Kanchipuram District was used in the research. The Emotional Intelligence scale created by Emotional Quotient Inventory by Bar-On, and the Creativity scale created by the investigator were the instruments employed in the research. The research found that Emotional Intelligence and Creativity were both high on the scale. Furthermore, among B.Ed., Teacher Trainees, there was a significant level of link between Emotional Intelligence and Creativity.

Pugazhenti & Srinivasan, (2018). observed that in a highly competitive world, when sustainability has become a major concern, the notion of emotional intelligence has gained a lot of traction. Emotional stability, self-motivation, managing relationships, self-awareness, and integrity emerged as the greatest predictors of teacher effectiveness among the EI components evaluated here. The influence of teaching efficiency via emotional intelligence on the performance of B.Ed. teacher trainees was explored in this research. According to the findings, student instructors who learnt to successfully manage their emotions, whether their own or those of others with emotional intelligence abilities, will be in a better position to perform well in their teaching efficiency assessments.

Vyas, (2018). conducted an experiment to analyse the connection between emotional and spiritual intelligence. Emotional intelligence was being aware of one's emotions and dealing with them in a healthy manner that benefits all parties involved. Spiritual intelligence elevates our consciousness to a higher plane, allowing us to connect with our divine essence and the unifying truth. Two separate colleges were chosen, and a total of two hundred people were chosen for the research. The experiment included a conventional group with one hundred B.Ed. teacher trainees and an experimental group with one hundred B.Ed. teacher trainees. The experimental group received therapy from the investigator's Emotional Intelligence development programme, which included a variety of activities aimed at improving emotional and spiritual intelligence. On the pre-test, there was a positive and extremely low association between the emotional intelligence and spiritual intelligence scores of B.Ed. teacher trainees. On the post-test, it was also discovered that there was a positive but extremely modest association between the emotional intelligence and spiritual intelligence scores of B.Ed. teacher trainees.

Sureshkumar, (2018). stated that education and training played an important role in the evolution of civilization by passing on important information, skills, and values to future generations, allowing them to find work and raise their quality of life. The goal of this research was to determine the amount of E.I. among B.Ed. students and to investigate the relationship between E.I. and B.Ed. student accomplishment. The normative survey approach was employed in this research. The scope of this research was confined to B.Ed. student teachers in and around the Virudhunagar District. A total of one hundred students from various institutions of education make up the population. The findings demonstrated that E.I. and achievement had a beneficial association. According to this research, B.Ed.

student instructors should be provided appropriate games, yoga training, and meditation to help them become more sensitive and develop self-control.

Ansari, (2017). attempted to answer the question whether the age of a person receiving formal professional education and training, an influence in their emotional intelligence and alterations. This was a popular question since we have shown that the emotional intelligence and adjustment of trainee teachers has a long-term influence on their career. Emotional intelligence refers to the capacity to sense, manage, and assess emotions, which was critical for adjusting to new situations. In this study, the author looked at emotional intelligence and adjustment in four hundred B.Ed. trainee teachers from several B.Ed. institutions in Karnataka. The students were separated into two groups: those under twenty five years of age and those over twenty five years of age. The study's major goal was to determine the influence of age on emotional intelligence and adaptability of B.Ed. trainee instructors to various circumstances.

Indumathi, (2017). tried to determine the relationship between Emotional Intelligence and Social Intelligence among B.Ed. teacher candidates and their socioeconomic position. The strategy used in this research was a normative survey. The study's overall sample comprised of three hundred B.Ed. teacher trainees from the Chennai district and surrounding areas. The data were collected from the samples using a method called purposeful cluster sampling. The teacher trainee was given the (built) Emotional Intelligence and Social Intelligence tool. The data was gathered from the chosen location. SPSS was used to examine the data. In regard to demographic factors, descriptive and inferential analyses were performed. The results of the 't' test indicated that there was a significant difference between localities, and the results of the 'F' test revealed that there was a significant

difference between types of management between localities, types of institutions, and socio-economic status.

A. Rawat, (2017). presented the summary of the findings of a study that looked at the association between emotional intelligence and self-actualization among Delhi B.Ed. teacher trainees by gender and educational stream. The survey included four hundred and seventy seven potential teachers who were pursuing their B.Ed. at one of Guru Gobind Singh Indraprastha University's affiliated institutions. S. K. Mangal & Shubhra Mangal (2012) created the Emotional Intelligence Inventory, while K. N. Sharma produced the Self Actualization Inventory (2009). Mean, Standard Deviation, and Statistically Significant Correlation were used to examine the data. On the basis of gender and educational streams, the findings revealed a positive but modest relationship between emotional intelligence and self-actualization.

Panigrahi, (2017). observed that teachers were quite important in our culture. Trainee teachers, who would be the country's future instructors, must have emotional intelligence in order for it to affect their teaching effectiveness. Individual differences in emotional intelligence and teaching performance had been discovered. The current research emphasised this issue and concludes that trainee instructors had strong emotional intelligence and teaching abilities. The research suggested that trainee teachers in Odisha's CTEs had strong emotional intelligence, which had a favourable impact on their teaching skills. However, there was a considerable disparity between male and female trainee teachers' teaching performance.

Rajalaksmi & Shirlin, (2017).investigated the emotional intelligence and teaching ability of B.Ed. students in Kanyakumari. The researcher used a stratified random sample

approach to obtain data from three hundred and thirty student-teachers. The major instruments were the Emotional Intelligence Scale and the Teaching Competency Scale. The findings revealed that Emotional intelligence and teaching skill of student instructors had a minimal association. It was shown that there was a considerable low association between emotional intelligence and teaching ability.

Devan, (2016). investigated the emotional intelligence of B.Ed. teacher trainees in Kanchipuram. The research was conducted using a random sampling approach on two hundred and sixty B.Ed. teacher trainees in Kanchipuram District. There were one hundred and twenty one male and one hundred and thirty nine female BEd teacher trainees in the two hundred and sixty-person sample. The Emotional Intelligence Scale Standardized by Anukool Kyde, Sunjyat Dethe, and Upinder Dhar was utilised in this research (2001). The statistical approaches utilised by the investigator were Mean, Standard Deviation, 't' test, and 'F' test. The results shown that the following samples have an average level of emotional intelligence: gender, location of institution, type of management, hour of study, birth order, number of siblings, and type of family; there was no significant difference between the following sub samples in terms of emotional intelligence of B.Ed. teacher trainees.

Bahubali, (2016). looked at the link between emotional intelligence and academic success in B.Ed. teacher candidates. It also looked at the emotional intelligence of kids with high, medium, and poor grades. The current research looked at one hundred and twenty B.Ed. teacher trainees who were chosen at random from B.Ed. institutions associated with Bangalore University. The researchers employed a rating scale to examine the emotional intelligence of B.Ed. teacher candidates, as well as the marks received on the B.Ed. course's semester I assessment for academic accomplishment. The data was statistically examined

using the Karl Pearson Product-Moment coefficient of correlation and the "t" test. Emotional intelligence was considerably beneficial and connected with academic accomplishment, according to the study's results. Teacher candidates with strong emotional intelligence outperformed those with poor emotional intelligence in terms of academic accomplishment.

Razia, (2016). attempted to determine the degree of Emotional Intelligence and well-being among student teachers. A sample of one hundred and twenty pupil teachers (B Ed students) were recruited for the research from Aligarh Muslim University's Department of Education and two private institutions in Aligarh. Information was gathered using standardised techniques. The data was analysed statistically using Mean, SD, and the t test, and it was shown that although male and female student teachers have comparable Emotional Intelligence, there was a difference in their wellbeing. The research also revealed that Emotional Intelligence has a favourable and substantial association with child teachers' overall well-being.

Sharma et al. (2016).investigated the influence of a non-cognitive element, namely Emotional Intelligence, on teacher trainees' academic progress. The research included one hundred graduate teacher trainees from Lingaya's University who were pursuing their B.Ed. Male and female students were among the participants, with females outnumbering males in terms of strength. The average participants were age of twenty four years. The participants were chosen using a randomization process. Emotional intelligence inventory developed by DR. S.K. Mangal and Ms. Shubhra. Mangal was used to assess teacher trainees' emotional intelligence. The inventory consisted of four areas of emotional intelligence: intrapersonal awareness, interpersonal awareness, intrapersonal management, and interpersonal

management. According to the findings, there was a positive and substantial link between Emotional Intelligence and Academic Achievement among teacher candidates.

Suresh & Vedhan, (2016).examined the relationship between Teacher Educators' emotional intelligence and the academic accomplishment of Thanjavur District B.Ed. trainees. Using a simple random selection approach, a sample of one thousand three hundred and forty two Thanjavur District Teacher Educators were selected. Emotional intelligence and academic accomplishment were the study's independent and dependent variables, respectively. The data was gathered using the Normative Survey approach. The mean was calculated, as well as a correlation analysis. The findings shown that teacher educators had high emotional intelligence, B.Ed. trainees had excellent academic accomplishment, and there was a strong association between emotional intelligence and academic achievement.

Kauts & Kumar, (2015).examined how age, qualification, and emotional intelligence affected the efficiency of teachers in the Punjab districts of Jalandhar and Ludhiana, India. A sample volume of seven hundred and thirty nine instructors was determined using a multi-stage random sampling procedure. The research variables were measured using two major instruments: an eighty item questionnaire on emotional intelligence developed by C R Darolia and a sixty item Teacher Effectiveness Scale (TES) developed by Mutha and Kumar to assess teacher effectiveness. The findings revealed that teachers of all ages were equally effective in their teaching; teachers with and without a B.Ed. have similar levels of teaching proficiency; and teachers who were highly emotionally intelligent were more effective in their teaching than teachers who were less emotionally intelligent.

Begum & Khan, (2015). stated that our actions were guided by our emotions, hence human functioning was dictated by emotions, and emotions were considered higher order intelligence in and of themselves. The capacity to recognise properly, assess, and express emotions, produce feelings that enable cognition, and control emotion to encourage development were all examples of emotional intelligence. This article attempted to determine the association between B.Ed. trainees' positive teaching attitudes and their emotional intelligence. The research was based on a sample of three hundred Aurangabad City B.Ed. trainees. The 'Teaching Attitude Scale', developed by Dr. S.A. Ahluwalia, and the 'Rogan Emotional Intelligence Test,' developed by Prof. Roquiya, Zainuddin, and Anjum Ahmed, were the tools used to assess teaching attitude. The results shown that B.Ed. Trainees had a moderate teaching attitude and have a typical degree of emotional intelligence. Emotional intelligence and a good teaching attitude had a modest link.

Kauts & Kaur, (2015). investigated how Emotional Intelligence affected the effectiveness of B.Ed. interns as teachers. B.Ed. students from colleges with a history of 5-10 years and colleges with a history of 15-20 years were chosen as the study's sample. To assess Teacher Effectiveness and Emotional Intelligence, the Kumar, and Mutha Teacher Effectiveness Scale (TES) and the Hyde, Pethe, and Dhar Emotional Intelligence Scale (EIS) were utilised. Students studying in colleges with 5-10 years of existence and colleges with 15-twenty years of establishment were shown to have varying degrees of teacher effectiveness after analysis. It was also discovered that high emotional intelligence contributed to teacher effectiveness consistently in both the 5-10 year and 15–20-year categories of institutions, with one exception: in the case of high emotional intelligence and average emotional intelligence students, institutional maturity did not play any role in

teacher effectiveness. However, teacher effectiveness was shown to be greater in institutions with 5-10 years of existence than in institutions with 15-20 years of establishment in the case of poor emotional intelligence.

Aravpelli & Pasaragonda, (2015).investigated the degree of Emotional Intelligence among private school instructors. It also highlighted the significance of Emotional Intelligence in achieving personal, academic, and professional goals. The study used a descriptive research approach with proportional stratified random sampling. To segregate the population into a homogenous subset, a twenty five percent sampling fraction was used. The research enlisted the help of academic staff members who worked at private schools. The data was collected using an emotional intelligence measure and evaluated using descriptive statistics. A scale of emotional intelligence was provided. The phenomenon of Emotional Intelligence among private school instructors was discovered in the research. Using descriptive statistics, demographic variables impacting Emotional Intelligence were also found and reported. According to the findings, private school instructors had a rather high degree of Emotional Intelligence.

Rawat, (2014).acknowledged that teaching necessitates a high degree of emotional intelligence since it required constant interaction with others. Teacher candidates must have a high level of emotional intelligence since they would constantly interacting with students, co-workers, administrators, parents, and others, as well as facing the obstacles of their professional life. The current research looked at the emotional intelligence levels of B.Ed. teacher candidates, as well as emotional intelligence as it related to personal issues. For the research, four hundred and seventy seven B.Ed. students from institutions associated with Guru Gobind Singh Indraprastha University in Delhi were selected. The data was analysed

using descriptive statistics and a standardised measure of emotional intelligence created by S. K. Mangal and Shubhra Mangal (2012). The findings revealed that most of B.Ed. teacher trainees had above-average emotional intelligence. When it came to personal characteristics, gender was important, but language medium and educational streams had little bearing on interpersonal skills of B.Ed. teacher trainees.

S.Subramanian & Selvaraju, (2012). examined the impact of emotional intelligence on B.Ed. students' gender as a background variable. The emotional intelligence of one hundred B.Ed. trainees from Tirunelveli district, Tamil Nādu, was assessed using a standard instrument. For gathering the data, a simple random sample procedure was used, as well as framing appropriate hypotheses. The findings revealed that the impact of emotional intelligence on B.Ed. trainees' teaching ability was connected to gender. There was a considerable difference in emotional intelligence between male and female B.Ed. students when it came to teaching ability. Male B.Ed. students had a better understanding of their job and may perform better than female B.Ed. students. They were also more conscious of their problems and encouraged their pupils to perform at a higher level.

Upadhyaya, (2012). investigated whether there was a link between emotional intelligence and academic accomplishment among student-teachers. The K.S. Misra Test of Emotional Intelligence was used to test the emotional intelligence of student-teachers, and the marks earned in theoretical and practical exams functioned as an indication of academic accomplishment. The study's results demonstrated that emotional intelligence was positively associated to academic accomplishment (theory and practical), and that student-teachers with high emotional intelligence performed better in theory and practical exams than those with low emotional intelligence.

2.5 Review of studies conducted abroad:

Wang, (2022). stated that much research had been conducted in recent years to determine the elements that influence teacher emotions in schools. However, there was a scarcity of scientific research on how instructors' emotions affect students' outcomes and performance. In light of this, this research looked at the link between instructor EI and student academic success, as well as the various processes at play. A total of three hundred and sixty five Chinese teachers from twenty five public middle schools took part in this research, filling out questionnaires on teacher EI, work engagement, and self-efficacy. The previous term's grades (February to June 2020) were used to measure the academic accomplishment of the pupils. The findings revealed that teacher job engagement moderated the relationship between teacher EI and student academic success to some extent. Teachers with high self-efficacy had a more substantial beneficial influence on the connection between teacher job engagement and student academic success than teachers with low self-efficacy, according to moderated mediation.

Kyriazopoulou & Pappa, (2021). pointed out that emotional intelligence (EI) was a curriculum component in Greek teacher education because it was generally recognised as important for professional growth in education. Even yet, there was a scarcity of data on the EI of student teachers, the goal of this research was to see whether a two-week EI-focused intervention might help student instructors improve their trait EI. The Trait Emotional Intelligence Questionnaire-Short Form (N= 42) and reflective emotion diaries (N= 19) were

used in a quasi-experimental design using a mixed method approach. The participants were University of Crete third-year undergraduate students studying elementary education and teaching. While the statistical analysis revealed no change in student teachers' trait EI, the thematic analysis of the reflective emotion diaries revealed that the intervention was effective, allowing emotion identification and maybe enabling emotion management via improved self-awareness.

Hamid, (2021). tried to identify and assess the impact of demographic factors such as gender, credentials, university (workplace), and age on the Emotional Intelligence (EI) of university professors in four Arab Gulf Cooperation Council nations (GCC). During the survey, data was collected from respondents using a paper-based questionnaire. Emotional intelligence was assessed using a twenty-item scale designed by Sungouh (2006) that used a five-point grading method with a range of 0-4. One thousand two hundred and eighty four valid replies were collected from institutions in Saudi Arabia, Oman, the United Arab Emirates, and Bahrain using convenience sampling. Work experience and all aspects of trait EI were shown to have a favourable association, according to the findings. The demographics of emotional intelligence from four geographically connected nations with comparable cultural contexts add to the emotional intelligence literature.

Galanakis et al. (2021). asserted that Emotional intelligence (EI) in teachers was a critical talent that has the interest of academics in recent years due to its link to greater efficiency and professional well-being. Research of one hundred and nine primary school teachers was undertaken in order to assess their emotional intelligence. The goal was to see whether demographic factors like age, gender, and years of teaching experience had an impact on EI. We utilised self-reference questionnaires based on the GalaEmo Test, an

emotional intelligence questionnaire that had been validated for the Greek community, to gather data. EI was unaffected by age, gender, or years of teaching experience, according to the findings. These findings lead to a multifactorial basis for EI, as well as the conclusion that more elements should be examined. Overall, we believed it was critical to establish educational intervention programmes aimed at improving teachers' emotional intelligence.

Abiodullah & Aslam, (2020).used emotional intelligence to predict teacher involvement in the classroom in government secondary schools. This was a quantitative study that used the correlational research approach. Three hundred and twenty secondary school teachers were chosen from five tehsils in Lahore, Pakistan, using stratified random selection. A closed-ended questionnaire was used to obtain data from secondary school instructors. Teachers' perceptions of how they engaged pupils in classes and how emotionally linked they were to kids were discovered. Teachers were polled on their emotional involvement with their school environment, colleagues, and students, as well as their emotional level in student-teacher interactions and the influence of their engagement on student accomplishment. Teachers were found to have a moderate level of connection to the school atmosphere, colleagues, and pupils. As a consequence of these characteristics, instructors become more engaged in the classroom. Teachers with strong emotional intelligence should be recruited by the government, since this will boost their classroom engagement.

Al-Busaidi et al. (2019). explored the function of emotional intelligence in school teaching in this work. It presented the results of a research that used the Schutte Emotional Intelligence Scale to assess the emotional intelligence of four thousand and ninety eight school teachers in the Sultanate of Oman across five dimensions (SEIS). The research also

looked at the link between teachers' emotional intelligence and a variety of teacher and school demographics. Teachers' emotional intelligence was found to be high in all five aspects, according to the findings. Based on various teacher and school characteristics, there were differences in instructors' emotional intelligence.

Gilar-Corbi et al. (2018). detailed and assessed an intervention to improve EI in higher education students in this research. The intervention comprised of eight group sessions held on a regular basis with the goal of improving EI. The classes included topics such as seeing and understanding one's own and others' emotions, identifying and comprehending the influence one's own feelings had on making choices, expressing one's own emotions and stress, and regulating both one's own and others' emotions. A total of one hundred and ninety two students pursuing a Master of Primary Education degree took part in the research. A pre-test and post-test approach with a quasi-experimental non-equivalent control group was used. Multi-level analyses were used to assess the intervention's efficacy. This study shown that EI may be developed in higher education students without obstructing the learning of particular material abilities and, as a result, without affecting their academic performance or overburdening them with work outside of the classroom.

Asrar-ul-Haq et al. (2017). studied the influence of emotional intelligence on teacher performance in Pakistan's educational system. A total of one hundred and sixty six instructors from universities in Pakistan's central Punjab region were included in the study. The conceptual framework was Salovey and Mayer's (1989–1990) theories of emotional intelligence, and its link with teacher job performance was investigated. The PLS-SEM measurement model was used to examine the variables' reliability and validity. Emotional intelligence had a major influence on a teacher's work performance, according to the

findings. Emotional self-awareness, self-confidence, accomplishment, developing others, and conflict management all had a positive and substantial association with a teacher's work performance, according to the findings.

Dolev & Leshem, (2017). stated that emotional intelligence (EI) had been related to a variety of life dimensions, including personal well-being, social connection quality, and professional performance, according to a growing body of research. EI had been related to a variety of areas of school life, including learning, academic success, pro-social behaviour among students, and, more recently, effective teaching. The study presented the qualitative results of a large-scale research project that followed a two-year emotional intelligence development programme in one Israeli school as part of teacher-targeted professional development. The information was gathered via twenty six in-depth interviews with school instructors. The study's goal was to see what effects an EI training programme might have on its participants. The results suggest that teachers' EI could be improved, and that EI training programmes might be beneficial in promoting positive EI shifts and associated behaviours, which might have a favourable influence on teachers' practise, sense of meaning, and relationships with students.

Neves, (2016). stated that students in urban communities faced several obstacles in terms of academic achievement, the goal of this study was to look into the relationship between teacher emotional intelligence and the academic progress of urban elementary school students, as well as whether parent income level and student grade level moderated that relationship. The Mayer Salovey Caruso Emotional Intelligence Test was completed by sixteen teachers in a Massachusetts public school system. On the Dynamic Indicators of Basic Early Literacy Skills (DIBLES) exam, oral reading fluency percentile scores were

used to generate student academic progress scores for three hundred and thirty six kids. Although there was a small but favourable association between teacher EI and student academic success, the relationship was not statistically significant, according to the findings. The association between teacher EI and student academic development was also shown to be unaffected by parent income. However, the association between teacher EI and student academic success was shown to be considerably moderated by student grade level, with the direction of the relationship shifting from positive to negative as grade level rose.

Naqvi et al. (2016). attempted to determine the link between emotional intelligence and teacher performance at the secondary school level. The study's target group included three thousand one hundred and sixty eight secondary school teachers. The survey included nine hundred and fifty male and female secondary school instructors who worked in both rural and urban high schools. The sample was drawn proportionately from each district's population of male and female secondary school teachers. The research was conducted in a co-relational manner. The relevant data was gathered using a survey method. The test, known as the Trait Emotional Intelligence Questionnaire Short Form (TEIQue-SF), was developed by K.VPatride to assess secondary school teachers' emotional intelligence. The results of students in the yearly test of class tenth held by the Board of Intermediate and Secondary Education Lahore were used to evaluate instructors' performance (BISE). The mean, standard deviation, and Pearson "r" were used to examine the data. Teachers' emotional intelligence was discovered to have a substantial link to their students' performance.

Yin et al. (2013). conducted a study of one thousand two hundred and eighty one Chinese school teachers found that emotional intelligence had a second-order component

structure. Teachers' emotional intelligence was shown to have a considerable influence on teaching satisfaction and the employment of two emotional labour methods, namely, deep acting and expression of genuinely felt emotions, but not on surface acting. Only the expressing of genuinely felt emotion has a substantial impact on teacher satisfaction among the three emotional labour techniques. Differences in the nature of distinct emotional work methods might explain these results. The overall findings supported the hypothesis that emotional intelligence was helpful to teachers' psychological well-being and may even protect them from emotional labour. Furthermore, the most adaptive technique for instructors to undertake emotional labour in their profession may be the expressing of spontaneously felt emotion.

Hans et al. (2013) looked at the degree of Emotional Intelligence among instructors in Muscat, Sultanate of Oman, who work in private institutions. It also highlighted the significance of Emotional Intelligence in achieving personal, academic, and professional goals. The study used a descriptive research approach with proportional stratified random sampling. To segregate the population into a homogenous subset, a 25% sampling fraction was used. The research enlisted the help of academics who taught in management and engineering departments. Emotional Intelligence questionnaires were distributed. A total of one hundred questionnaires were received, and the data was analysed using descriptive statistics. The phenomenon of Emotional Intelligence was discovered among private school instructors in the Sultanate of Oman. Using descriptive statistics, demographic variables impacting Emotional Intelligence were also found and reported. According to the findings, instructors at private educational institutions in the Sultanate of Oman had a relatively high level of Emotional Intelligence.

Mahmoudi, (2011). stated that emotional intelligence development has a long-term influence. The capacity to sense, regulate, and assess emotions was referred to as emotional intelligence [EI]. The authors of this article looked at emotional intelligence among B.Ed. teacher candidates. The study's goals were to measure and discover characteristics related to emotional intelligence among B.Ed., teacher trainees. There were no significant differences with regard to variables in the hypotheses proposed for the study of emotional intelligence among B.Ed., teacher trainees. The sample consisted of three hundred B.Ed.; teacher trainees enrolled in Yasouj district's five B.Ed. institutions in Kohgiluyeh. For data gathering, the instrument employed the "Emotional Intelligence Scale." The researcher utilised descriptive analysis, the t-test, and the F-test. Finally, the emotional intelligence of B.Ed. teacher candidates was generally considered acceptable.

Birol et al. (2009). attempted to assess the emotional intelligence of teachers working in secondary schools in the TRNC. There were two hundred and fifty three instructors in the study's sample. Teachers in the TRNC had an emotional intelligence level of 79.2 percent, according to the research. According to the research, people's intellect levels rose as they got older. Aside from seniority, another element that influenced their intellect level was their age. There was no significant relationship between gender and emotional intelligence level in the research. There was no correlation between instructors' educational levels and their emotional intelligence ratings. The research also found no link between the subject area of instructors and their emotional intelligence.

2.6 Conclusion

The foregoing students, which shown close affinity to the present study, had been a great help for the investigator. The review of related studies helped the investigator in determining the objectives, selecting appropriate methods and statistical techniques for collection and interpretation of data. Thus as it was said “the review of related studies, was a force runner for the research worker and shown the way through which the new comer should proceed” (Good and Scales, 1954)

CHAPTER-III

METHODOLOGY

3.1 Introduction

The system of collecting data for research projects is known as research methodology. The data may be collected for either theoretical or practical research. Research is a diligent and systematic inquiry or investigation into a subject in order to discover or revise facts, theories, applications, etc. Methodology is the system of methods followed by particular discipline. Thus research methodology is the way how people conduct our research.

The research plan deals with the tools, frame, the pilot study and it's implications for the final study. The materials used and the methods of test construction in this study presented in this chapter.

3.2 Variables of the study

In research, this term refers to the measurable characteristics, qualities, traits, or attributes of a particular individual, object or situation being studied. Researchers use the term variable whether they are conducting, reading or using results of qualitative or quantitative research. Researchers often refer to variables by the terms dependent or independent. Dependent variables represent outcomes of interest, and they are affected by independent (i.e predictor) variables. In this study the investigator will follow independent variables and dependent variables.

- Independent variables
- Dependent variables

3.2.1 Independent Variables

A variable that is expected to influence the dependent variable. Its value changed or altered independent of any other variable. In this present study, the investigator used the following independent variables such as,

- i. Age [21 to 30 years / 31 to 40 years]
- ii. Major Subject [Tamil / English / Mathematics / Biology / Physics / Zoology / Chemistry / Geography / History / Economics / Computer Science / Home Science]
- iii. Type of Institution [Government Aided / Government / Private]
- iv. Medium of Instruction [Tamil / English]
- v. Educational Qualification [UG / PG]
- vi. Class [I Year / II Year]
- vii. Locality [Urban / Rural]
- viii. Family Type [Joint Family / Nuclear Family]
- ix. Previous Work Experience [Nil / 1 to 2 Years / 3 to 5 years / > 5 years]
- x. Stream of Study [Arts / Science]
- xi. Percentage of Marks obtained [50-60% / 60-70% / 70 -80 % / 80 – 90% / 90 – 100%]

3.2.2 Dependent Variable

A dependent variable is the variable that changes as a result of the independent variable manipulation. It is the outcome you're interested in measuring, and it depends on your independent variable. Dependent variables are those events which are by hypothesized as dependent on the changes in the dependent variable. The component of Emotional intelligence included in the study are

- Self Awareness Assessment
- Managing Emotions Assessment
- Self-Motivation Assessment
- Empathy Assessment, and
- Social Skill Assessment

among the B.Ed Teacher trainees of Coimbatore District was taken as dependent variable.

3.2 Research Design

A survey method research has been developed in the form of questionnaire which was compiled taking into account the various aspects of Self Awareness Assessment, Managing Emotions Assessment, Self-Motivation Assessment, Empathy Assessment, and Social Skill Assessment towards Emotional Intelligence among the B.Ed Teacher trainees of Coimbatore District. A structured form of questionnaire having all close ended questions was prepared. In survey method research, participants answer questions administered through interviews or questionnaires.

3.3 Sampling Techniques

Sampling procedure is a definite plan determined before any data are actually collected for obtaining a sample from a given population under the simple random sampling technique. This sampling method is used for selecting samples. Stratified random sampling is method in which each and every element in the population has an equal chance of getting selected. The study is based on primary data which is collected from two hundred and fifty B.Ed Teacher trainees of Coimbatore District.

3.4 Distribution of samples based on variables

Table 3.1
Distribution of samples based on variables

S.NO	Category	Subgroups	Number	%	Total
1.	Age Group	21 to 30 years	201	80.4%	250
		31 to 40 years	49	19.6%	
2.	Major Subject	Tamil	3	1.2%	250
		English	44	17.6%	
		Mathematics	88	35.2%	
		Biology	32	12.8%	
		Physics	30	12.0%	
		Zoology	8	3.2%	
		Chemistry	8.8%	8.8%	
		Geography	0.8%	0.8%	
		History	3.2%	3.2%	
		Economics	1.6%	1.6%	
		Computer Science	1.6%	1.6%	
3.	Type of Institution	Government Aided	150	60%	250
		Government	50	20%	
4.	Medium of Instruction	Private	50	20%	250
		Tamil	21	8.4%	
5.	Educational Qualification	English	229	91.6%	250
		UG	177	70.8%	
6.	Class	PG	73	29.2%	250
		1 st Year	156	62.4%	
7.	Locality of Living	2 nd Year	94	37.6%	250
		Urban	128	51.2%	
8.	Family Type	Rural	122	48.8%	250
		Joint Family	170	68%	
9.	Previous Work Experience	Nuclear Family	80	32%	250
		Nil	209	83.6%	
		1 to 2 years	32	12.8%	
10.	Stream of Study	> 5 years	9	3.6%	250
		Arts	90	36%	
11.	Percentage of Marks Obtained	Science	160	64%	250
		50 – 60%	7	2.8%	
		60 – 70%	46	18.4%	
		70 – 80%	110	44%	
		80 – 90%	73	29.2%	
		90 – 100%	14	5.6%	

3.5 Research tool

Tools became another major consideration in an educational research. The instrument employed for the collection of data required for the study of any problem is called tool. “Tools employ distinction way of describing and qualifying the data” the important tools of educational research include interview schedule, questionnaire, observation, rating scale, achievement test, proficiency test, psychological tests and sociogram.

The investigator has created new tool covering the Self Awareness Assessment, Managing Emotions Assessment, Self-Motivation Assessment, Empathy Assessment, and Social Skill Assessment towards Emotional Intelligence among the B.Ed Teacher trainees in five point rating scale. Since the tool was constructed by own, the reliability test has been conducted for the new tool designed and the reliability statistics has been shown in the table 3.2 below,

TABLE 3.2 Reliability statistics

Reliability Statistics		
Cronbach's Alpha	N of Items	Internal Consistency
.947	50	Excellent

3.6 Personal data sheet

1. Personal data developed by researcher.
2. Emotional Intelligence among the B.Ed Teacher trainees Scale Questionnaires' adopted by researcher.

Questionnaire is a system discovering or measuring facts. E.g: Questionnaires are an inexpensive way to gather data from a potentially large number of respondents. The responders were asked to give their opinion on the following basis.

Table 3.3 Scoring of each item

S.No	Dimension	No. of Questions	Scoring				
			Strongly Agree (SA)	Agree (A)	Not Sure (N)	Disagree (D)	Strongly Disagree (SD)
1.	Self Awareness Assessment	10	5	4	3	2	1
2.	Managing Emotions Assessment	10	5	4	3	2	1
3.	Self-Motivation Assessment	10	5	4	3	2	1
4.	Empathy Assessment	10	5	4	3	2	1
5.	Social Skill Assessment	10	5	4	3	2	1

Table 3.4

Ranks assigned for the scores

	Ranks assigned for the Scores		
Assessment	Low	Middle	High
Emotional Intelligence	50 to 117	118 to 184	185 to 250

3.7 Collection of data

The data was collected using a questionnaire which was modified after the analysis of the pilot study. The study is based on primary data which was collected from a sample of B.Ed Teacher Trainees from selected colleges in Coimbatore district. Prior to the collection of data, the investigator got the permission from the college authorities.

The data was collected from the selected samples by using questionnaire. Totally the data was collected in twenty days. After the data collection, the investigator has employed the SPSS for analysis.

3.8 Statistical Techniques

In the present study the investigator employed the following statistical techniques by using SPSS package. Frequency and percentage differences in the demographic variables were found using statistical deviation. T- Test and F-Test was carried out for finding the significant differences present in the demographic variables and Emotional intelligence towards B.Ed Teacher trainees.

3.9 Conclusion

In the present chapter the researcher has made an attempt to furnish the details regarding the Introduction, Variables of the study, Independent variables, Dependent variables, Design of the study, Population of the study, Sampling techniques, Distribution of the samples, Research tool, Personal data sheet, Collection of data and Statistical techniques.. In addition to these, the researcher has clearly mentioned about the tools used for the study and also about the various statistical techniques to be employed for the analysis and interpretation of data.

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF DATA

3. Introduction

After collecting and analyzing the data, the researcher had accomplished the task of drawing inferences followed by report writing. This had been done with extra cautiousness. Otherwise, misleading conclusion may be drawn and the whole purpose of doing research may become useless. It was only through interpretation and analysis that the researcher can expose the processes that underlines his findings. “interpretation means an adequate exposition of the true meaning of the material presented in terms of the purpose of the study reported and of the chapter and selection of topic involved” (Whitney,2005).

In the present study, data was collected from two hundred and fifty B.Ed Teacher trainees from Coimbatore district. The information gathered from the sample through the rating scale and questionnaire were quantified and interpreted here.

The process by which sense and meaning were made of the data gathered in qualitative research, and by which the emergent knowledge had applied to clients' problems. This data often took the form of records of group discussions and interviews, but was not limited to only this. Through processes of revisiting and immersion in the data, and through complex activities of structuring, re-framing or otherwise exploring it, the researcher looked for patterns and insights relevant to the key research issues and used these to address the client's brief.

4.1 Analysis and Interpretation of Data

4.1.1 Ranks according to Demographic Variables

**Table 4.1 Emotional Intelligence Ranks According to Age Group of
B.Ed Teacher Trainees**

Age Group	Low	Medium	High	Total
21 to 30 years	0 (0%)	77 (38.31%)	124 (61.69%)	201
31 to 40 years	0 (0%)	21 (42.86%)	28 (57.14%)	49

Interpretation:

The above table 4.1 represented the ranks according to Age group wise Emotional Intelligence among B.Ed teacher trainees. The age group of the B.Ed teacher trainees belonged to '21 to 30 years' had 61.69 percent high emotional intelligence and 38.31 percent medium emotional intelligence. And the age group of the B.Ed teacher trainees belonged to '31 to 40 years' had 57.14 percent high emotional intelligence and 42.86 percent medium emotional intelligence.

B.Ed teacher trainees in the '21 to 30 years' age range had higher levels of emotional intelligence than those in the '31 to 40 years' age range.

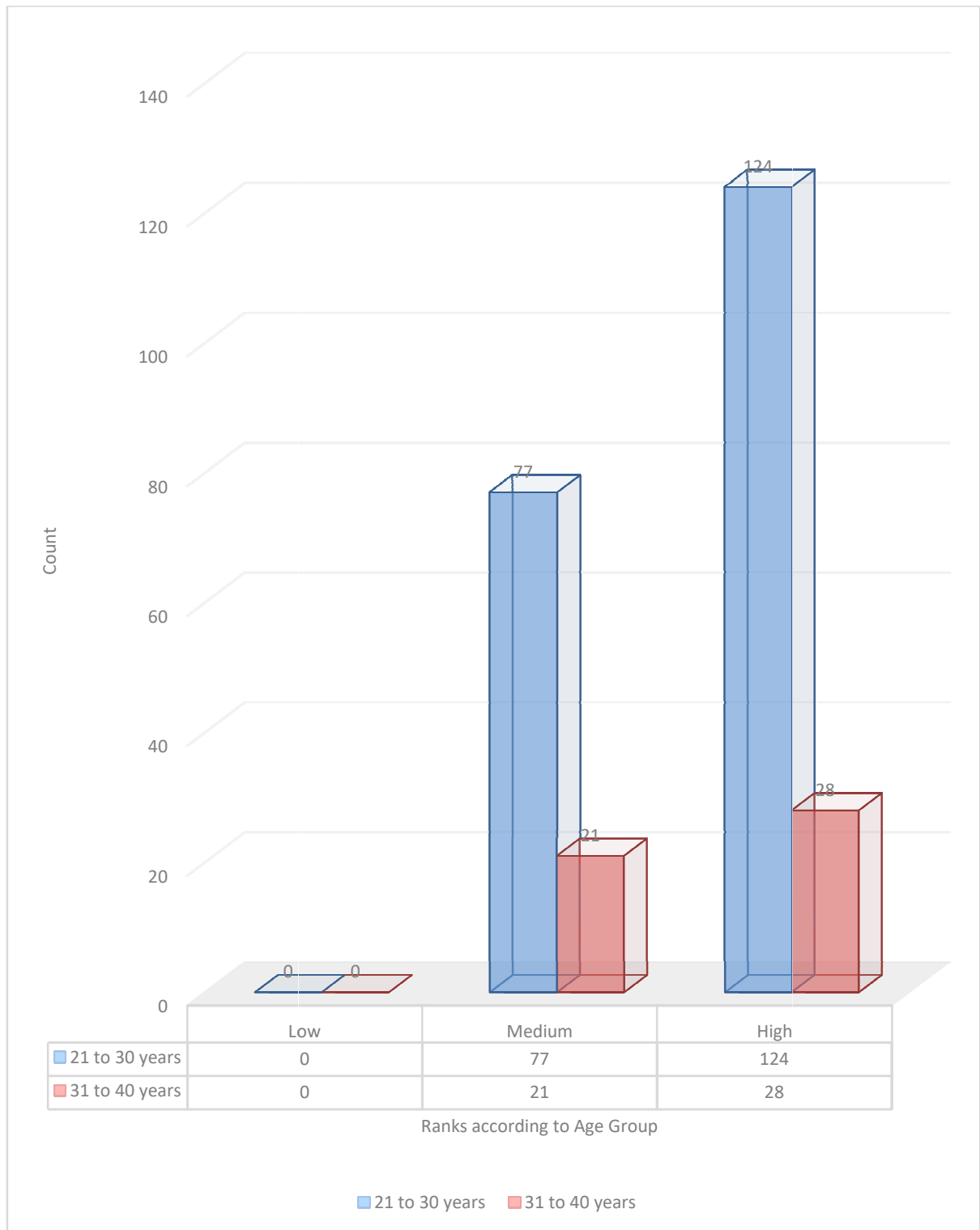


Fig 1 Emotional intelligence ranks according to Age group wise among B.Ed Teacher Trainees

Table 4.2 Emotional Intelligence Ranks of B.Ed Teacher Trainees In Relation to Major Subjects

Major Subjects	Medium	High	Total
Tamil	1 (33.33%)	2 (66.67%)	3
English	23 (52.27%)	21 (47.73%)	44
Mathematics	26 (29.55%)	62 (70.45%)	88
Biology	11 (34.38%)	21 (65.63%)	32
Physics	13 (43.33%)	17 (56.67%)	30
Zoology	3 (37.5%)	5 (62.5%)	8
Chemistry	9 (40.91%)	13 (59.09%)	22
Geography	0 (0%)	2 (100%)	2
History	7 (87.5%)	1 (12.5%)	8
Economics	2 (50%)	2 (50%)	4
Computer science	2 (50%)	2 (50%)	4
Home science	1 (20%)	4 (80%)	5
Total	98	152	250

Interpretation:

Table 4.2 showed the Emotional Intelligence rankings of B.Ed Teacher Trainees by major subjects. When compared to other B.Ed. teacher trainees, the candidates from Geography had a higher emotional intelligence. However, B.Ed teacher trainees specialising in History were shown to have a lower emotional intelligence than those specialising in other subjects.

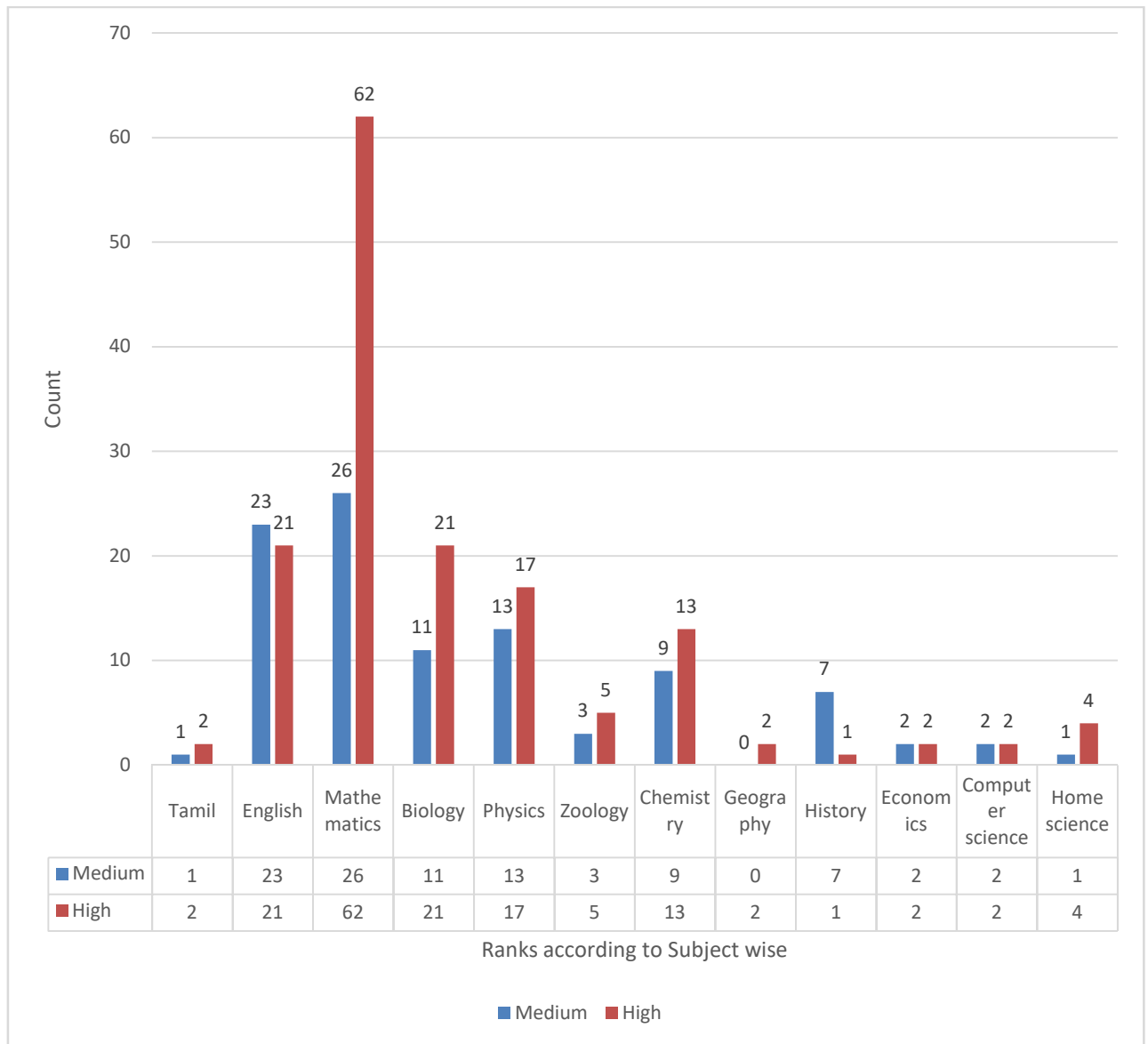


Fig 4.2 Emotional Intelligence Ranks of B.Ed Teacher Trainees In Relation to Major Subjects

**Table 4.3 Emotional Intelligence Ranks of B.Ed Teacher Trainees in Relation to
Type of Institution**

Type of Institution	Medium	High	Total
Government Aided	48 (32%)	102 (68%)	150
Government	17 (34%)	33 (66%)	50
Private	33 (66%)	17 (34%)	50
Total	98	152	250

Interpretation:

Emotional intelligence among B.Ed teacher trainees was depicted in the above table 4.3. High emotional intelligence was greater among B.Ed. trainees from a ‘Government Aided (68 percent)’ institution than from a ‘Government institution (66 percent)’ and a ‘Private institution’ (34 percent). The majority of B.Ed teacher trainees (66 percent) fell under the category of ‘Private institution’ when it came to their medium emotional intelligence. At least in terms of emotional intelligence, B.Ed teacher trainees from government-aided institutions outperformed their counterparts from Government and Private Institutions.

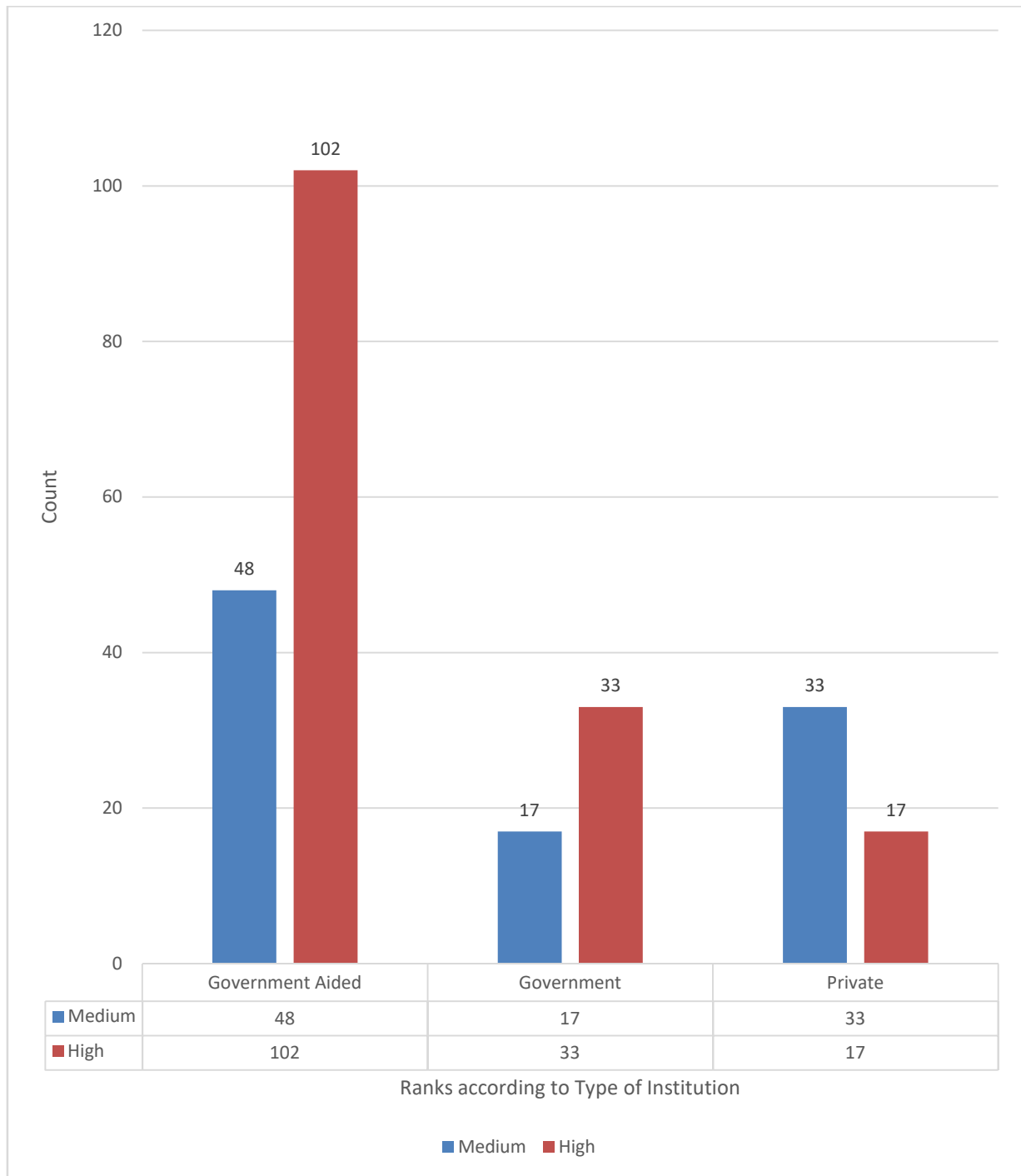


Fig 4.3 Emotional Intelligence Ranks of B.Ed Teacher Trainees in Relation to Type of Institution

**Table 4.4 Emotional Intelligence Ranks of B.Ed Teacher Trainees in Relation to
Medium of Instruction**

Medium of Instruction	Medium	High	Total
Tamil	8 (38.1%)	13 (61.9%)	21
English	90 (39.3%)	139 (60.7%)	229
Total	98	152	250

Interpretation:

Table 4.4 exhibited how B.Ed teacher trainees ranked in terms of emotional intelligence, distinguished by medium of instruction. There were 61.9 percent high emotional intelligence and 38.1 percent medium emotional intelligence among B.Ed teacher trainees from Tamil medium of instruction. Similarly, there were 60.7 percent high emotional intelligence and 39.3 percent medium emotional intelligence among B.Ed teacher trainees from English medium of instruction. In terms of emotional intelligence, B.Ed. teacher trainees from both mediums of instruction performed well on a comparative basis. Tamil medium teacher trainees were marginally better than their counterparts from English medium instruction regarding emotional intelligence.

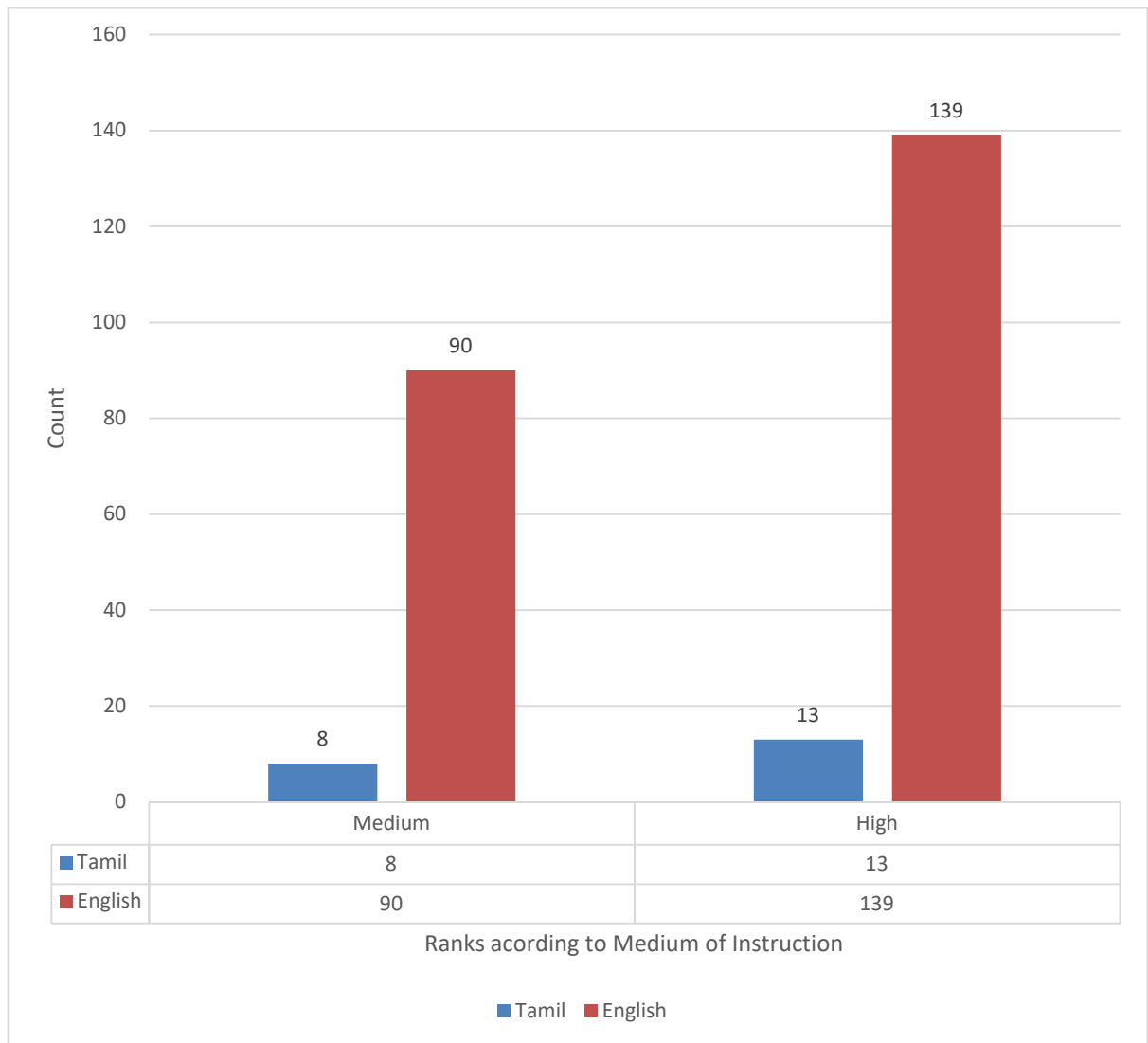


Fig 4.4 Emotional Intelligence Ranks of B.Ed Teacher Trainees in Relation to Medium of Instruction

Table 4.5 Emotional Intelligence Ranks of B.Ed Teacher Trainees in Relation to First and Second Year

Class	Medium	High	Total
1 st year	62 (39.74%)	94 (60.26%)	156
2 nd year	36 (38.3%)	58 (61.7%)	94
Total	98	152	250

Interpretation:

Table 4.5 showed the rankings of B.Ed teacher trainees based on their emotional intelligence scores by class. The I year B.Ed teacher trainees had 60.26 percent high emotional intelligence, whereas the second-year B.Ed teacher trainees had 61.70 percent high emotional intelligence. The II year class B.Ed teacher trainees outperformed the 1st year class B.Ed teacher trainees on the Emotional intelligence scale.

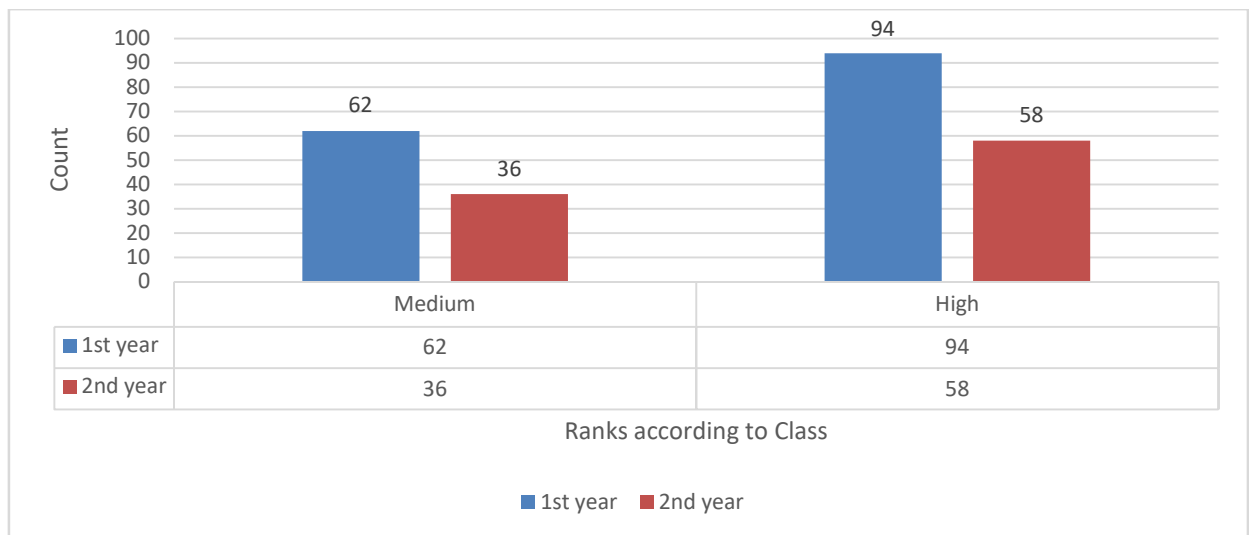


Fig 5 Emotional Intelligence Ranks of B.Ed Teacher Trainees in Relation to First and Second Year

Table 4.6 -Emotional Intelligence Ranks of B.Ed Teacher Trainees in Relation to Locality

Locality Wise	Medium	High	Total
Urban	45 (35.16%)	83 (64.84%)	128
Rural	53 (43.44%)	69 (56.56%)	122
Total	98	152	250

Interpretation:

Table 4.6 illustrated the emotional intelligence rankings of B.Ed teacher trainees by locality wise. The emotional intelligence of B.Ed teacher trainees from urban areas was higher (64.84 percent) than that of B.Ed teacher trainees from rural areas (56.56 percent).

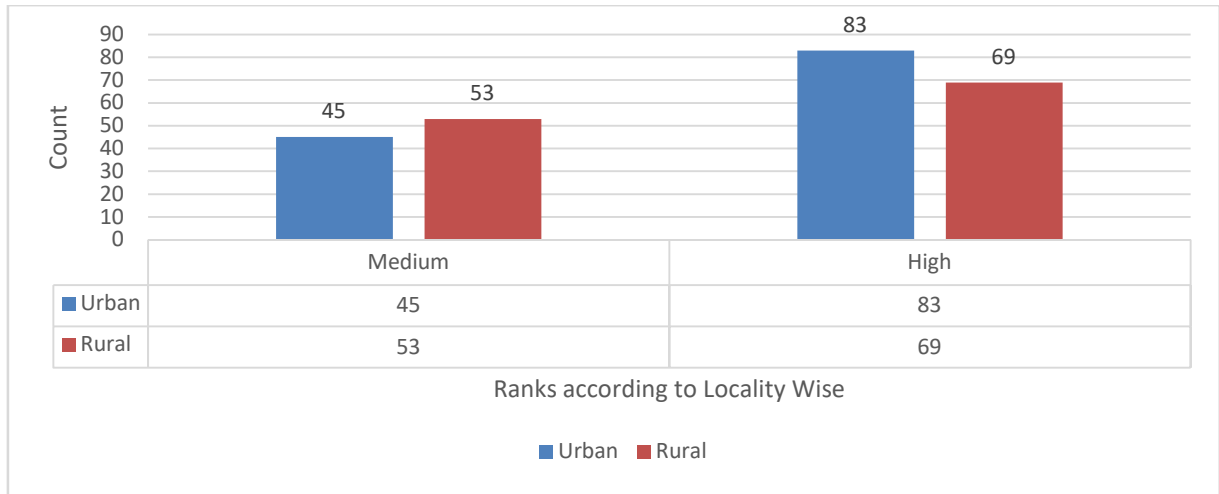


Fig 6 Emotional Intelligence Ranks of B.Ed Teacher Trainees in Relation to Locality

Table 4.7 Emotional Intelligence Ranks of B.Ed Teacher Trainees in Relation to Type of Family

Family Type	Medium	High	Total
Joint Family	63 (37.06%)	107 (62.94%)	170
Nuclear Family	35 (43.75%)	45 (56.25%)	80
Total	98	152	250

Interpretation:

The ranks according to the emotional intelligence among B.Ed teacher trainees were shown in table 4.7. High emotional intelligence was found in 62.94 percent of B.Ed teacher trainees who belonged to the ‘Joint Family’, whereas 56.25 percent of B.Ed teacher trainees who belonged to the ‘Nuclear Family’.

When compared, the B.Ed teacher trainees from the ‘Joint Family’ had higher emotional intelligence than those from the ‘Nuclear Family’.

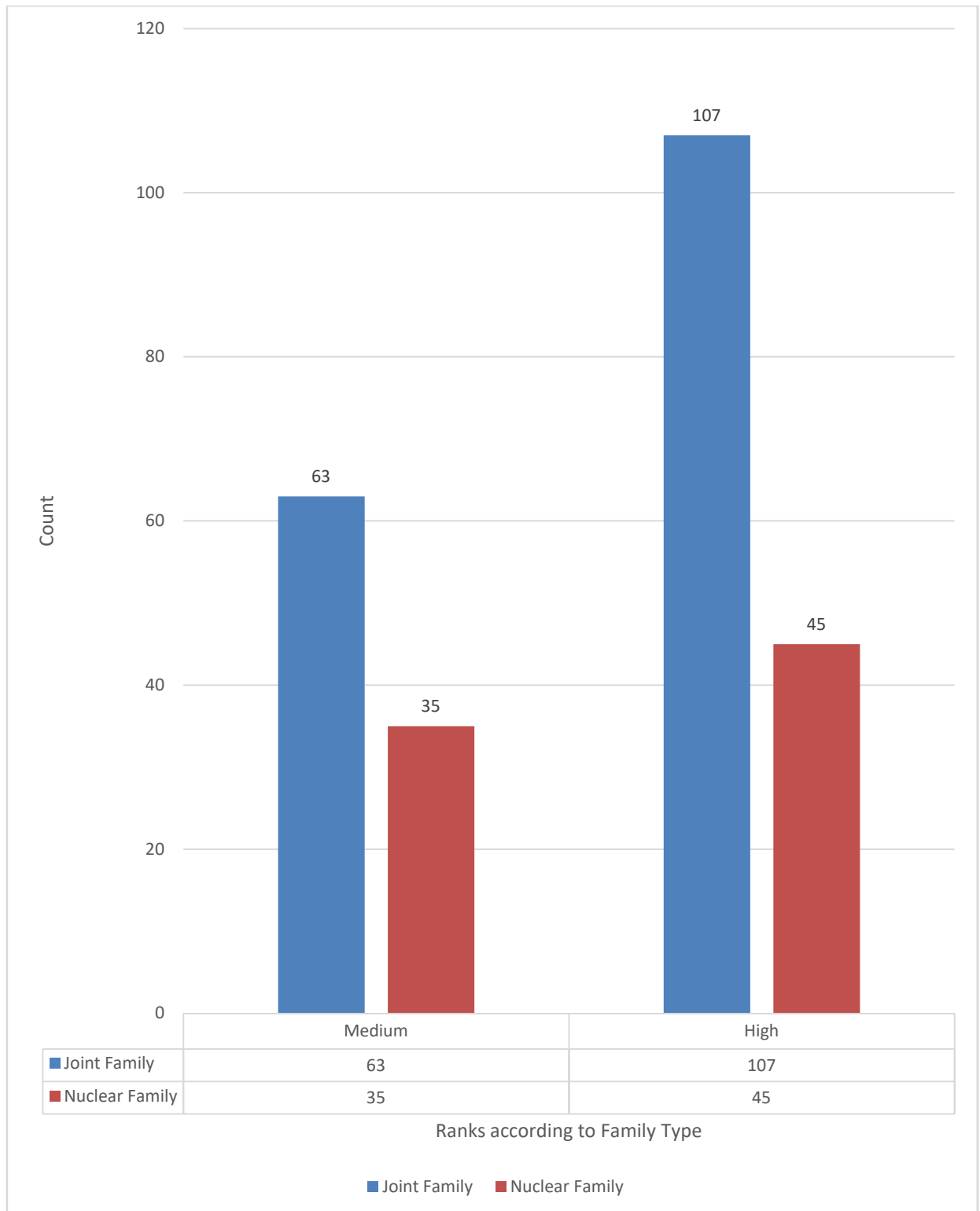


Fig 4.7 Emotional Intelligence Ranks of B.Ed Teacher Trainees in Relation to Type of Family

Table 4.8 Emotional Intelligence Ranks of B.Ed Teacher Trainees in Relation to Work Experience

Previous Work Experience	Medium	High	Total
Nil	70 (33.49%)	139 (66.51%)	209
1 to 2 years	20 (62.5%)	12 (37.5%)	32
>5 yrs	8 (88.89%)	1 (11.11%)	9
Total	98	152	250

Interpretation:

Table 4.8 showed the ranks of B.Ed teacher trainees' based on past job experience and emotional intelligence. The emotional intelligence of B.Ed teacher trainees was high with 'Nil' prior experience was 66.51 percent, which was much advanced than that of B.Ed teacher trainees with '1 to 2 years' at 37.5 percent and '> 5 years' at 11.11 percent.

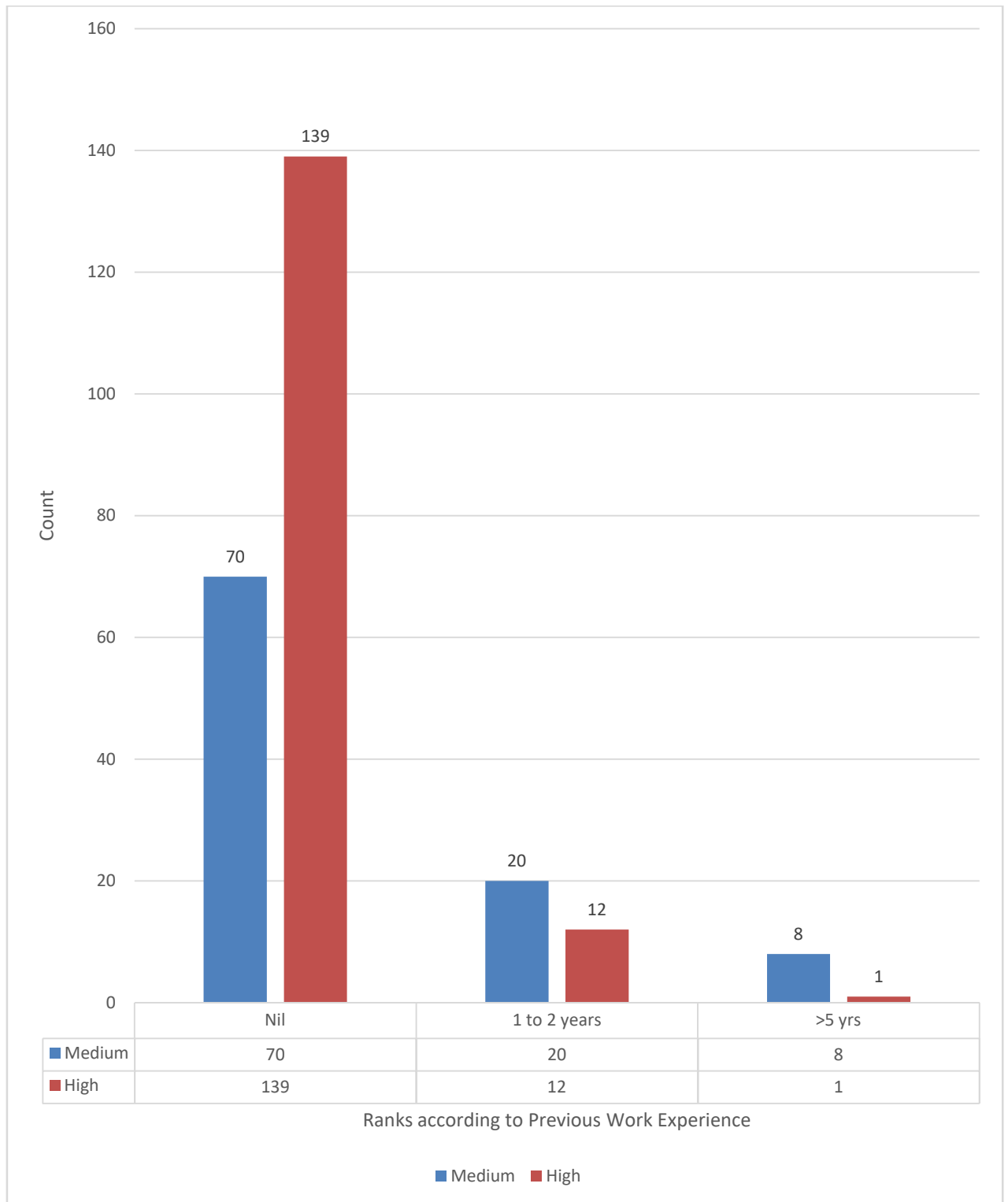


Fig 4.8 Emotional Intelligence Ranks of B.Ed Teacher Trainees in Relation to Work Experience

Table 4.9 Emotional Intelligence Ranks of B.Ed Teacher Trainees in Relation to Stream of Study

Stream of Study	Medium	High	Total
Arts	39 (43.33%)	51 (56.67%)	90
Science	59 (36.88%)	101 (63.13%)	160
Total	98	152	250

Interpretation:

Table 4.9 depicted the emotional intelligence ranks of B.Ed teacher trainees depending on their streams of study. Both arts (56.67) and science (63.13) streams of B.Ed teacher trainees had high emotional intelligence. When compared, B.Ed teacher trainees in the Science stream had higher emotional intelligence than those in the Arts stream.

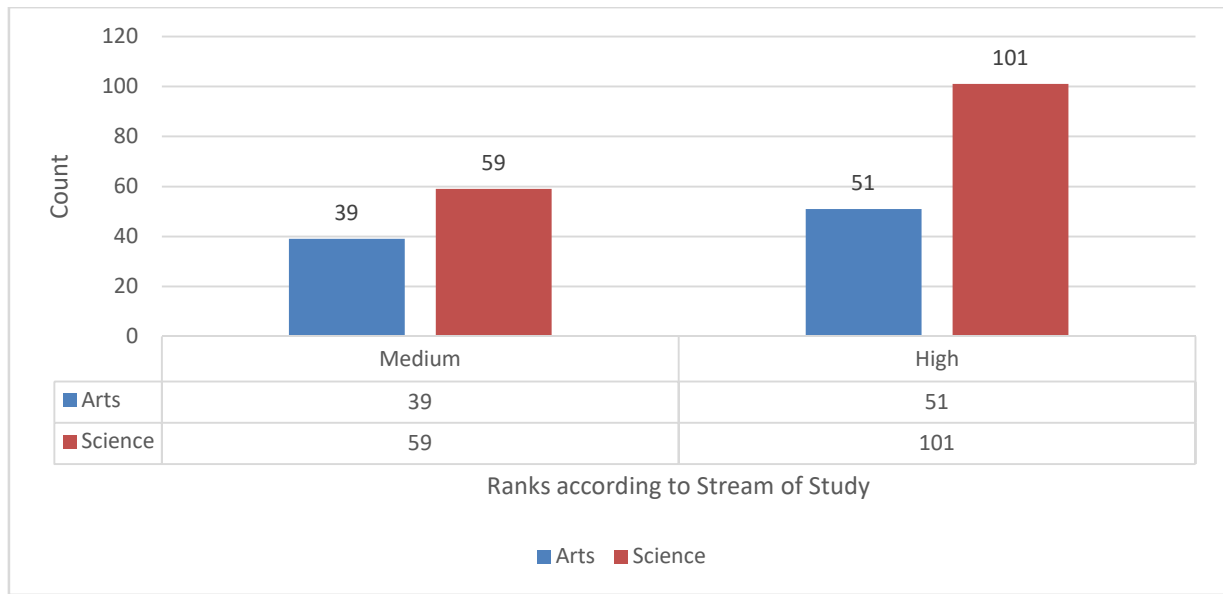


Fig 4.9 Emotional Intelligence Ranks of B.Ed Teacher Trainees in Relation to Stream of Stud

Table 4.10 Emotional Intelligence Ranks of B.Ed Teacher Trainees in Relation to Scores Obtained

Percentage of marks obtained	Medium	High	Total
50- 60%	5 (71.43%)	2 (28.57%)	7
60 - 70 %	23 (50%)	23 (50%)	46
70 -80 %	37 (33.64%)	73 (66.36%)	110
80 -90%	27 (36.99%)	46 (63.01%)	73
90 -100%	6 (42.86%)	8 (57.14%)	14
Total	98	152	250

Interpretation:

Table 4.10 revealed the ranks of B.Ed teacher trainees based on their grade point average and emotional intelligence. When compared the B.Ed teacher trainees whose percentage of marks fell with the range of '70 -80 percent 'had a high emotional intelligence scores of 66.36 percent than other percentage groups.

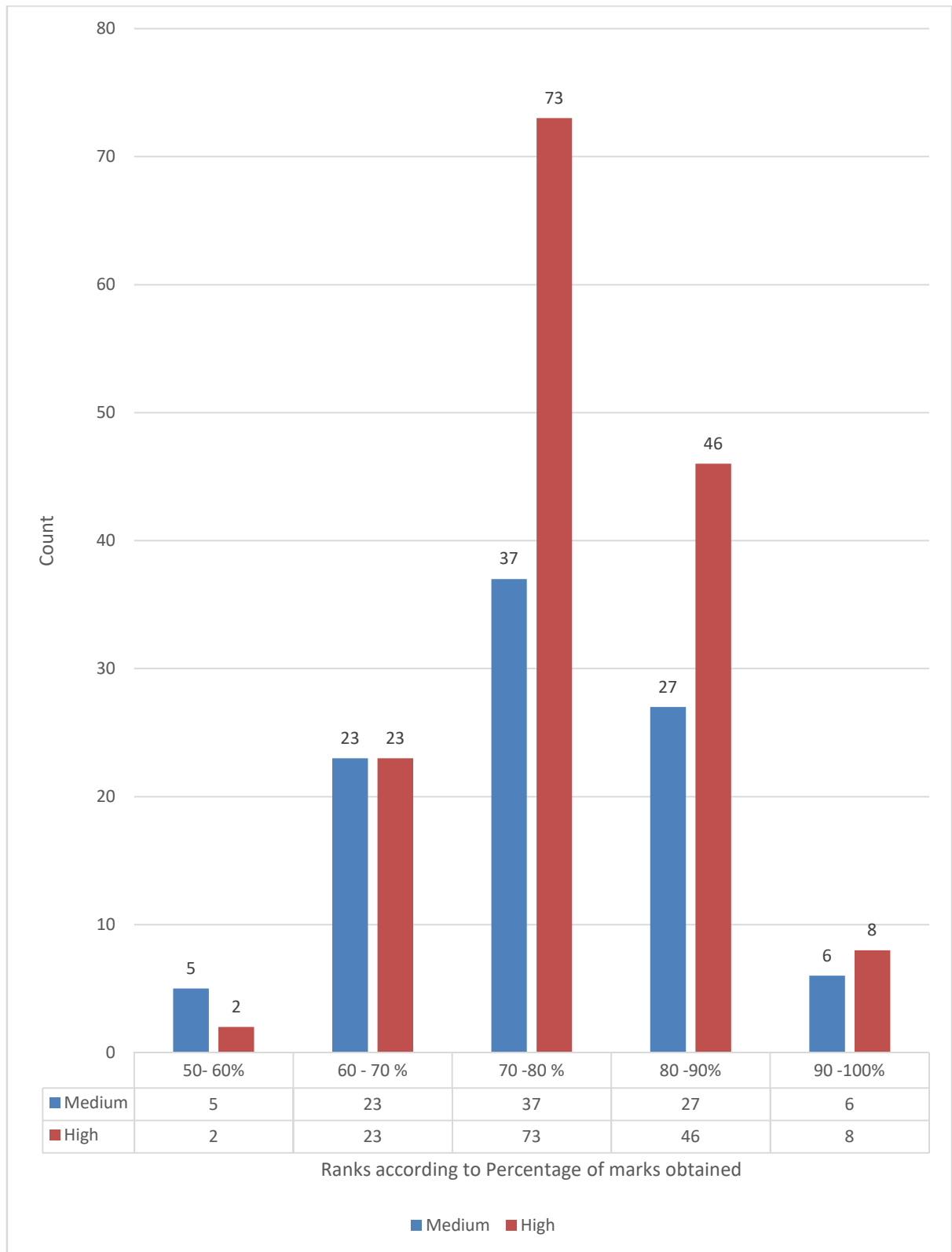


Fig 4.10 Emotional Intelligence Ranks of B.Ed Teacher Trainees in Relation to Scores Obtained

4.2 Testing the Hypotheses

Hypothesis: 1

There is no significant difference between the mean scores of emotional intelligence in relation to Age group of B.Ed Teacher Trainees.

Table 4.11 Analysis of Emotional Intelligence Scores of B.Ed Teacher Trainees in Relation to Different Age Group

Age Group	N	Mean	Std. Deviation	Df	t-scores	Sig. (2-tailed)	Remarks
21 to 30 yrs	201	195.29	25.51	248	1.092	0.276**	Not Significant
31 to 40 yrs	49	190.82	26.71				

(The table scores of t-scores (two-tailed): +/- 1.96 at 0.05 significant level for the degrees of freedom 248)

Inference:

From the above table 4.11, it was clear that the calculated p-scores (significant 2-tailed) of the variable Age group was 0.276 which was greater than 0.05 at 5% level of significance. As a result, the null hypothesis was accepted, and it had been concluded that there was no significant difference between the mean age group and emotional intelligence scores of B.Ed Teacher trainees.

According to the results, the mean scores of '21 to 30 years' age group B.Ed Teacher trainees was 195.29, while the mean scores of '31 to 40 years' age group B.Ed Teacher trainees was 190.82. When compared age group mean scores, B.Ed teacher trainees in the '21 to 30 years' age group had higher Emotional intelligence than those in the '31 to 40 years' age group.

Hypothesis: 2

There is no significance difference between the mean scores of emotional intelligence in relation to the different major subjects of B.Ed teacher trainees

Table 4.12 Analysis of Emotional Intelligence Scores of B.Ed Teacher Trainees in Relation to Different Major Subjects

Major Subjects	N	Mean	Std. Deviation
Tamil	3	190.67	43.92
English	44	190.64	26.85
Mathematics	88	199.01	25.47
Biology	32	194.59	25.72
Physics	30	196.57	26.04
Zoology	8	185.50	26.77
Chemistry	22	193.32	26.19
Geography	2	212.00	4.24
History	8	170.88	17.32
Economics	4	189.25	15.65
Computer science	4	179.75	17.23
Home science	5	200.60	15.73
Total	250	194.42	25.75

Inference:

According to table 4.12, it was established that 'Geography' has a mean scores of 212, which was greater than the other major subjects followed by Home Science (200.60), Mathematics (199.01), and History (170.88). When compared major mean scores, B.Ed teacher trainees in the Geography major had higher Emotional intelligence than those from other major subjects. Hence, the null hypothesis was rejected.

Table 4.13- Analysis of Variance (AVONA) of Major Subjects in Relation to Emotional Intelligence of B.Ed Teacher Trainees

ANOVA						
Emotional Intelligence	Sum of Squares	Df	Mean Square	F	Sig.	Remarks
Between Groups	9541.466	11	867.406	1.327	0.210	Not
Within Groups	155609.270	238	653.820			Significant
Total	165150.736	249				

(at 0.05 significant level the table scores of 'F' was 1.82)

Inference:

From the table 4.13, it was indicated that the calculated p-scores (significant 2-tailed) of the variable major subjects was 0.210 which was greater than 0.05 at 5% level of significance. As a result, the null hypothesis was accepted, and it had been concluded that there was no significant difference between the mean scores of major subjects and emotional intelligence scores of B.Ed Teacher trainees.

Hypothesis: 3

There is no significance difference between the mean scores of emotional intelligence in relation to the types of institution of B.Ed teacher trainees

Table 4.14 Analysis of Emotional Intelligence Scores of B.Ed Teacher Trainees in Relation to Type of Institution

Type of Institution	N	Mean	Std. Deviation
Government Aided	150	197.47	23.337
Government	50	199.90	26.669
Private	50	179.76	26.916
Total	250	194.42	25.753

Inference:

From the above table 4.14, it was exposed that the mean scores of the B.Ed teacher trainees belonged to 'Government' was 199.90 which was higher when compared to other 'Government Aided' and 'Private' institutions with the mean scores 197.47 and 179.76 respectively. Hence the null hypothesis was accepted.

Table 4.15 Analysis of Variance (ANOVA) of Type of Institution in Relation to Emotional Intelligence of B.Ed Teacher Trainees

ANOVA						
Emotional Intelligence	Sum of Squares	Df	Mean Square	F	Sig.	Remarks
Between Groups	13645.723	2	6822.861	11.123	<0.001	Significant
Within Groups	151505.013	247	613.381			
Total	165150.736	249				

(at 0.05 significant level the table scores of 'F' was 3.03)

Inference:

From the table 4.15, it was displayed that the calculated p-scores (significant 2-tailed) of the variable Type of institution was less than 0.01 at 1% level of significance. As a result, the null hypothesis was rejected, and it was concluded that there was highly significant difference between the mean scores of type of institution and emotional intelligence scores of B.Ed Teacher trainees.

Hypothesis: 4

There is no significance difference between the mean scores of emotional intelligence in relation to the Medium of Instruction of B.Ed teacher trainees

Table 4.16 Analysis of Emotional Intelligence Scores of B.Ed Teacher Trainees in Relation to Medium of Instruction

Medium of Instruction	N	Mean	Std. Deviation	Df	t-scores	Sig. (2-tailed)	Remarks
Tamil	21	193.57	32.427	248	-0.127	0.900	Not Significant
English	229	194.49	25.140				

(The table scores of t-scores (two-tailed): +/- 1.96 at 0.05 significant levels for the degrees of freedom 248)

Inference:

From the table 4.16, it was manifested that the calculated p-scores (significant 2-tailed) of the variable Medium of instruction was 0.900 which was greater than 0.05 at 5% level of significance. As a result, the null hypothesis was accepted, and it was concluded that there was no significant difference between the medium of instruction and emotional intelligence scores of B.Ed Teacher trainees.

According to the results, the overall mean scores of B.Ed teacher trainees who had studied in 'English medium' of instruction were high when compared to Tamil medium of instruction.

Hypothesis: 5

There is no significance difference between the mean scores of emotional intelligence in relation to the education qualification of B.Ed teacher trainees

Table 4.17 Analysis of Emotional Intelligence Scores of B.Ed Teacher Trainees in Relation to Educational Qualification

Educational Qualification	N	Mean	Std. Deviation	Df	t-scores	Sig. (2-tailed)	Remarks
UG	177	194.93	25.48	248	0.479	0.633	Not Significant
PG	73	193.18	26.53				

(The table scores of t-scores (two-tailed): +/- 1.96 at 0.05 significant level for the degrees of freedom 248)

Inference:

From the table 4.17, it was disclosed that the calculated p-scores (significant 2-tailed) of the variable Educational Qualification was 0.633 which was greater than 0.05 at 5% level of significance. As a result, the null hypothesis was accepted, and it was concluded that there was no significant difference between the mean Educational Qualification and emotional intelligence scores of B.Ed Teacher trainees.

According to the results, the mean emotional intelligence scores of B.Ed Teacher trainees belonged to UG educational qualification was 194.93 which was higher than the PG educational qualification mean scores 193.18.

Hypothesis: 6

There is no significance difference between the mean scores of emotional intelligence in relation to the I and II yrs of B.Ed teacher trainees

Table 4.18 Analysis of Emotional Intelligence Scores of B.Ed Teacher Trainees in Relation to I And II Years

Class	N	Mean	Std. Deviation	Df	t-scores	Sig. (2-tailed)	Remarks
I Year	156	194.80	26.03	248	0.304	0.761	Not Significant
II Year	94	193.78	25.39				

(The table scores of t-scores (two-tailed): +/- 1.96 at 0.05 significant level for the degrees of freedom 248)

Inference:

From the table 4.18, it was conveyed that the calculated p-scores (significant 2-tailed) of the variable Class was 0.761 which was greater than 0.05 at 5% level of significance. As a result, the null hypothesis was accepted, and it was concluded that there was no significant difference between the mean class and emotional intelligence scores of B.Ed Teacher trainees.

According to the results, the mean emotional intelligence scores of B.Ed Teacher trainees belonged to 1st year B.Ed teacher trainees was 194.80 which was higher than the 2nd years mean scores 193.78.

Hypothesis: 7

There is no significance difference between the mean scores of emotional intelligence in relation to the Locality of B.Ed teacher trainees

Table 4.19 Analysis of Emotional Intelligence Scores of B.Ed Teacher Trainees in Relation to Locality

Locality	N	Mean	Std. Deviation	Df	t-scores	Sig. (2-tailed)	Remarks
Urban	128	197.33	24.53	248	1.840	0.067	Not Significant
Rural	122	191.36	26.73				

(The table scores of t-scores (two-tailed): +/- 1.96 at 0.05 significant level for the degrees of freedom 248)

Inference:

From the table 4.19, it was expressed that the calculated p-scores (significant 2-tailed) of the variable locality was 0.067 which was greater than 0.05 at 5% level of significance. As a result, the null hypothesis was accepted, and it was concluded that there was no significant difference between the mean locality and emotional intelligence scores of B.Ed Teacher trainees.

According to the results, the mean emotional intelligence scores of B.Ed Teacher trainees belonged to urban locality was 197.33 which were higher than the rural locality at the mean scores 191.36.

Hypothesis: 8

There is no significance difference between the mean scores of emotional intelligence in relation to the type of family of B.Ed teacher trainees

Table 4.20 Analysis of Emotional Intelligence Scores of B.Ed Teacher Trainees in Relation to Type of Family

Family Type	N	Mean	Std. Deviation	Df	t-scores	Sig. (2-tailed)	Remarks
Joint Family	170	195.47	26.52	248	0.944	0.346	Not Significant
Nuclear Family	80	192.18	24.04				

(The table scores of t-scores (two-tailed): +/- 1.96 at 0.05 significant level for the degrees of freedom 248)

Inference:

From the table 4.20, it was pointed out that the calculated p-scores (significant 2-tailed) of the variable family type was 0.346 which was greater than 0.05 at 5% level of significance. As a result, the null hypothesis was accepted, and it was concluded that there was no significant difference between the mean family type and emotional intelligence scores of B.Ed Teacher trainees.

According to the results, the mean emotional intelligence scores of B.Ed Teacher trainees belonged to Joint family was 195.47 which were higher than the nuclear family at the mean scores 192.18.

Hypothesis: 9

There is no significance difference between the mean scores of emotional intelligence in relation to the work experience of B.Ed teacher trainees

Table 4.21 Analysis of Emotional Intelligence Scores of B.Ed Teacher Trainees in Relation to Work Experience

Work Experience	N	Mean	Std. Deviation
Nil	209	197.39	25.033
1 to 2 years	32	181.41	25.342
>5 yrs	9	171.67	19.274
Total	250	194.42	25.753

Inference:

From the above table 4.21, it was established that the mean emotional intelligence scores of B.Ed Teacher trainees belonged to 'Nil' prior experience was 197.39 which was higher when compared to other '1 to 2 years' and '>5 yrs' prior experience with the mean scores 181.41 and 171.67 respectively.

Table 4.22 Analysis of Mean Scores of the Work Experiences of B.Ed Teacher Trainees in Relation to Emotional Intelligence

ANOVA						
Emotional Intelligence	Sum of Squares	Df	Mean Square	F	Sig.	Remarks
Between Groups	11919.410	2	5959.705	9.607	<0.001	Significant
Within Groups	153231.326	247	620.370			
Total	165150.736	249				

(at 0.05 significant level the table scores of 'F' was 3.03)

From the table 4.22, it was disclosed that the calculated p-scores (significant 2-tailed) of the variable work experiences was less than 0.01 at 1% level of significance. As a result, the null hypothesis was rejected, and it was concluded that there was highly significant difference between the mean work experiences and emotional intelligence scores of B.Ed Teacher trainees.

Hypothesis: 10

There is no significance difference between the mean scores of emotional intelligence in relation to the streams of study of B.Ed teacher trainees

Table 4.23 Analysis of Emotional Intelligence Scores of B.Ed Teacher Trainees in Relation to Streams of Study

Stream of Study	N	Mean	Std. Deviation	Df	t-scores	Sig. (2-tailed)	Remarks
Arts	90	194.18	28.83	248	-0.104	0.917	Not Significant
Science	160	194.55	23.93				

(The table scores of t-scores (two-tailed): +/- 1.96 at 0.05 significant level for the degrees of freedom 248)

Inference:

From the table 4.23, it was proved that the calculated p-scores(significant 2-tailed) of the variable stream of study was 0.917 which was greater than 0.05 at 5% level of significance. As a result, the null hypothesis was accepted, and it was concluded that there was no significant difference between the mean stream of study and emotional intelligence scores of B.Ed Teacher trainees.

According to the results, the mean emotional intelligence scores of B.Ed Teacher trainees belonged to Science stream of study was 194.55 which was higher than the arts stream of study at the mean scores 194.18.

Hypothesis: 11

There is no significance difference between the mean scores of emotional intelligence in relation to the percentage of marks of B.Ed teacher trainees

Table 4.24 Analysis of Variance (ANOVA) of Percentage of Scores Obtained in Relation to Emotional Intelligence of B.Ed Teacher Trainees

Percentage of Marks Obtained	N	Mean	Std. Deviation
50- 60%	7	183.14	32.63
60 - 70 %	46	186.63	26.10
70 -80 %	110	196.27	23.15
80 -90%	73	196.99	26.41
90 -100%	14	197.64	33.66
Total	250	194.42	25.75

Inference:

From the above table 4.24, it was revealed that the mean emotional intelligence scores of B.Ed Teacher trainees whose percentage of marks ranges '90 to 100%' was 197.64 which were higher when compared to other percentage of marks obtained groups.

Table 4.25 Analysis of Variance (ANOVA) of Percentage of Marks Obtained in Relation to Emotional Intelligence of B.Ed Teacher Trainees

ANOVA						
Emotional Intelligence	Sum of Squares	Df	Mean Square	F	Sig.	Remarks
Between Groups	4685.143	4	1171.286	1.788	0.132	Not Significant
Within Groups	160465.593	245	654.962			
Total	165150.736	249				

(at 0.05 significant level the table scores of 'F' was 3.03)

From the table 4.25, the calculated p-scores (significant 2-tailed) of the variable percentage of marks obtained was 0.132 which was greater than 0.01at 1% level of significance. As a result, the null hypothesis was accepted, and it was concluded that there was no significant difference between the percentage of marks obtained and emotional intelligence scores of B.Ed Teacher trainees.

4.3 Conclusion

Analysis and interpretation of data collected to test the hypothesis formulated were discussed based on this findings, summary and conclusion was derived and was given in the following chapter.

CHAPTER-V

CONCLUSION

5.1 Introduction

The findings of the present research work is consolidated and presented in this section. A conclusion is arrived out of the discussion made from the previous chapters.

A brief report of the result of the data analysis and the findings are presented and interlinked in this chapter. All the hypotheses were verified and only the relevant hypotheses are retained.

5.2 Need for the study

Emotional intelligence is an important characteristic of teachers as they handle students of different age groups, with different backgrounds, intellectual needs, and a variety of psychologies. Teacher trainees face their greatest challenge in adapting to their new work atmospheres and developing emotional intelligence skills. Academic skills alone are not enough to be a successful teacher. While teaching skills may help a teacher trainee satisfy the academic needs, emotional intelligence alone will help them manage the other needs of students and also help them in surviving in relatively new work culture. By evaluating the emotional intelligence of teacher trainees, the study may provide valuable input on how to enhance the B.Ed. curriculum.

5.3. Statement of the problem

The problem for the present study is entitled, ‘A Study on the Emotional Intelligence of B.Ed. Teacher Trainees’.

5.4. Objectives of the study

Objectives are the main areas where the investigator will be conducting the study.

There are two main types of objectives undertaken by the investigator in this study.

General Objectives:

3. To study the various factors of Emotional Intelligence necessary for B.Ed teacher trainees to be successful in their teaching career.
4. To evaluate the various factors of emotional intelligence necessary for B.Ed teacher trainees by developing an appropriate questionnaire.

Specific Objectives:

3. To evaluate emotional intelligence of B.Ed teacher trainees and find out it’s impact on teaching.

To find out the impact of emotional intelligence of B.Ed teacher trainees among Coimbatore District in relation to the following variables:

- i. Age [21 to 30 years / 31 to 40 years]
- ii. Major Subject [Tamil / English / Mathematics / Biology / Physics / Zoology / Chemistry / Geography / History / Economics / Computer Science / Home Science]
- iii. Type of Institution [Government Aided / Government / Private]
- iv. Medium of Instruction [Tamil / English]
- v. Educational Qualification [UG / PG]

- vi. Class [I Year / II Year]
- vii. Locality [Urban / Rural]
- viii. Family Type [Joint Family / Nuclear Family]
- ix. Previous Work Experience [Nil / 1 to 2 Years / 3 to 5 years / > 5 years]
- x. Stream of Study [Arts / Science]
- xi. Percentage of Marks obtained [50-60% / 60-70% / 70 -80 % /
80 – 90% / 90 – 100%]

5.5. Hypotheses of the study

1. There is no significance difference between the mean scores of emotional intelligence in relation to the different age group of B.Ed teacher trainees
2. There is no significance difference between the mean scores of emotional intelligence in relation to the different major subjects of B.Ed teacher trainees
3. There is no significance difference between the mean scores of emotional intelligence in relation to the types of institution of B.Ed teacher trainees
4. There is no significance difference between the mean scores of emotional intelligence in relation to the Medium of Instruction of B.Ed teacher trainees
5. There is no significance difference between the mean scores of emotional intelligence in relation to the education qualification of B.Ed teacher trainees
6. There is no significance difference between the mean scores of emotional intelligence in relation to the I and II yrs of B.Ed teacher trainees

7. There is no significance difference between the mean scores of emotional intelligence in relation to the Locality of B.Ed teacher trainees
8. There is no significance difference between the mean scores of emotional intelligence in relation to the type of family of B.Ed teacher trainees
9. There is no significance difference between the mean scores of emotional intelligence in relation to the work experience of B.Ed teacher trainees
10. There is no significance difference between the mean scores of emotional intelligence in relation to the streams of the study of B.Ed teacher trainees
11. There is no significance difference between the mean scores of emotional intelligence in relation to the percentage of marks of B.Ed teacher trainees

5.6 Variables of the study

In research, this term refers to the measurable characteristics, qualities, traits, or attributes of a particular individual, object or situation being studied. Researchers use the term variable whether they are conducting, reading or using results of qualitative or quantitative research. Researchers often refer to variables by the terms dependent or independent. Dependent variables represent outcomes of interest, and they are affected by independent (i.e predictor) variables. In this study the investigator will follow independent variables and dependent variables.

- Independent variables
- Dependent variables

5.6.1 Independent Variables

A variable that is expected to influence the dependent variable. Its value changed or altered independent of any other variable. In this present study, the investigator used the following independent variables such as,

- xii. Age [21 to 30 years / 31 to 40 years]
- xiii. Major Subject [Tamil / English / Mathematics / Biology / Physics / Zoology / Chemistry / Geography / History / Economics / Computer Science / Home Science]
- xiv. Type of Institution [Government Aided / Government / Private]
- xv. Medium of Instruction [Tamil / English]
- xvi. Educational Qualification [UG / PG]
- xvii. Class [I Year / II Year]
- xviii. Locality [Urban / Rural]
- xix. Family Type [Joint Family / Nuclear Family]
- xx. Previous Work Experience [Nil / 1 to 2 Years / 3 to 5 years / > 5 years]
- xxi. Stream of Study [Arts / Science]
- xxii. Percentage of Marks obtained [50-60% / 60-70% / 70 -80 % / 80 – 90% / 90 – 100%]

5.6.2 Dependent Variable

A dependent variable is the variable that changes as a result of the independent variable manipulation. It is the outcome you're interested in measuring, and it depends on your independent variable. Dependent variables are those events which are by hypothesized

as dependent on the changes in the dependent variable. The component of Emotional intelligence included in the study are

- Self Awareness Assessment
- Managing Emotions Assessment
- Self-Motivation Assessment
- Empathy Assessment, and
- Social Skill Assessment

among the B.Ed Teacher trainees of Coimbatore District was taken as dependent variable.

5.7 Summary of the findings

Among the 250 respondents from B.Ed teacher trainees,

- The B.Ed teacher trainees in the '21 to 30 years' age group had higher levels of emotional intelligence than those in the '31 to 40 years' age group.
- Geography major B.Ed teacher trainees had a higher emotional intelligence. However, B.Ed teacher trainees History lower emotional intelligence than those specialising in other subjects.
- B.Ed teacher trainees from government-aided institutions outperformed better than their counterparts in Government and Private Institutions.
- In terms of emotional intelligence, B.Ed. teacher trainees from both mediums of instruction performed well on a comparative basis. Tamil medium instruction was marginally better than English medium instruction B.Ed. teacher trainees, according to the results of a survey.

- The 2nd year class B.Ed teacher trainees outperformed the 1st year class B.Ed teacher trainees on the Emotional intelligence scale.
- The emotional intelligence of B.Ed teacher trainees from urban areas was higher (64.84 percent) than that of B.Ed teacher trainees from rural areas (56.56 percent).
- B.Ed teacher trainees from the 'Joint Family' had higher emotional intelligence than those from the 'Nuclear Family'.
- The emotional intelligence of B.Ed teacher trainees is high with 'Nil' prior experience is 66.51 percent, which is much advanced than that of B.Ed teacher trainees with '1 to 2 years' at 37.5 percent and '> 5 years' at 11.11 percent.
- In comparison, B.Ed teacher trainees in the Science stream had higher emotional intelligence than those in the Arts stream.
- In comparison to B.Ed teacher trainees whose percentage of marks falls between the ranges '70 -80 percent' have a high emotional intelligence score of 66.36 percent than other category of percentage groups.
- When compared the mean scores of B.Ed teacher trainees, '21 to 30 years' age group had higher Emotional intelligence than the '31 to 40 years' age group. Hence, the null hypothesis was accepted.
- 'Geography' major teacher trainees had high mean scores (212), followed by Home Science (200.60) Mathematics (199.01) and History (170.88). Hence, the null hypothesis was accepted.

- B.Ed teacher trainees belonged to ‘Government’ had higher emotional intelligence (199.90), followed by ‘Government Aided’ and ‘Private’ institutions with the mean scores 197.47 and 179.76 respectively. Hence, the null hypothesis was accepted
- B.Ed teacher trainees from English medium had higher emotional intelligence when compared to their counterparts in Tamil medium of instruction. Hence, the null hypothesis was rejected
- Emotional intelligence of B.Ed Teacher trainees with UG educational qualification was higher (194.93) than the PG educational qualification (193.18). Hence, the null hypothesis was accepted
- Emotional intelligence of B.Ed Teacher trainees belonged to 1st year was (194.80) which is higher than the 2nd year (193.78). Hence, the null hypothesis was accepted
- Emotional intelligence B.Ed Teacher trainees belonged to urban locality was (197.33) higher than the rural locality (191.36). Hence, the null hypothesis was accepted
- Emotional intelligence scores of B.Ed Teacher trainees belonged to Joint family was (195.47) higher than the nuclear family (192.18). Hence, the null hypothesis was accepted
- Emotional intelligence of B.Ed Teacher trainees belonged to ‘Nil’ prior experience was (197.39) higher when compared to other ‘1 to 2 years’ and ‘>5 yrs’ prior experience with the mean score (181.41) and (171.67) respectively. Hence, the null hypothesis was rejected

- Emotional intelligence scores of B.Ed Teacher trainees belonged to Science stream of study was (194.55) higher than the arts stream of study (194.18) Hence, the null hypothesis was accepted
- Emotional intelligence scores of B.Ed Teacher trainees whose percentage of marks ranges '90 to 100%' was (197.64) higher when compared to other percentage of marks obtained groups. Hence, the null hypothesis was accepted

5.8 Educational Implications

Both teachers and students who have a greater degree of emotional intelligence are better able to control their emotions and are more compassionate toward others. This may assist them in developing more self-motivation and more effective communication skills—both of which are necessary for kids to grow into more confident learners. Emotional intelligence (EI) or Emotional quotient (EQ) is the capacity to recognize, use, and control one's own emotions positively in order to alleviate stress, communicate effectively, sympathise with others, overcome obstacles, and defuse conflict. Teachers must understand that this skill is the foundation of all other skills, particularly in the teaching profession. Teachers that are emotionally intelligent have a greater capacity to encourage their pupils and to comprehend their behavioral and psychological well-being. Additionally, they may be more aware of their kids' disruptive habits, academic achievement, and relationship management. Teachers equipped with better emotional intelligence training will be able to produce students with a better emotional balance creating a emotionally healthy society subtly. Indian education is one of the biggest in the world, with over 250 million pupils who are guided by nearly 10 million teachers nationwide. The magnanimity of the problem could be understood by the sheer numbers

itself. Students represent a quarter of the Indian society and teachers need to be better emotionally equipped to mould these future citizens of the country. Failure to create emotionally intelligent teachers will lead to the failure of the society as a whole.

5.9 Delimitations of this study

No research study can be carried out without certain limitations due to place, people, circumstances and time limitations are those conditions beyond the control of the investigator that may place restrictions on the conclusions of the study and their application to other situations. The present research has following limitations,

- 6) With a limited period of time, it is not possible to conduct the research study in a large scale. So the study was limited to B.Ed Teacher trainees from Coimbatore District.
- 7) This study was conducted on a sample of 250 B.Ed Teacher trainees only.
- 8) It is limited in Coimbatore District only.
- 9) The study is not a representative of the entire state.
- 10) Fifty questions have been chosen for the present study.

5.10 Scope for future study

According to this study, the investigator's aim was to find out and evaluate the Emotional Intelligence of B.Ed Teacher Trainees from selected colleges in Coimbatore district.

- 5) Emotional Intelligence is not a small area, it is a wide area. So there is much scope doing further research studies in the same field.

- 6) The same research study may be carried out in other districts of Tamilnadu and other states.
- 7) Similar studies can be conducted for the Teachers who are handling other major subject also.
- 8) A correlation study may be undertaken to identify the Emotional Intelligence towards the B.Ed Teacher Trainees.

5.11. Conclusion

The study focussed on B.Ed. teacher trainees from selected colleges and attempted to evaluate their emotional intelligence from the perspective of Self-Awareness, Managing Emotions, Self-Motivation, Empathy and Social Skill. A sample of 250 B.Ed. teacher trainees was used for the evaluation from selected colleges in the Coimbatore City. The findings of the research revealed that age had quite an influence on emotional intelligence and younger trainees exhibited better emotional intelligence than older students. The subject handled by the trainees did not have much significance on emotional intelligence and History teachers fared better compared to others. Government aided college students performed better in the assessment owing to better facilities and training compared to completely government or private institutions. Medium of instruction did not create much impact on emotional intelligence of teacher trainees but junior students exhibited better emotional intelligence than seniors. Family background was also a major variable in emotional intelligence. Joint families developed tolerance and conflict handling capabilities which could be experienced among teacher trainees from joint families while trainees from nuclear families fared comparatively poor. Surprisingly, the emotional intelligence of fresh teacher trainees was better compared to experienced teachers. This might be attributed to an

open-minded approach of freshers as they displayed better tolerance. Teacher trainees with better scores also exhibited better emotional intelligence. Though grades are not directly linked to emotional intelligence, it could be inferred that better performing students strive to perform better in their jobs too and hence learn the necessary skills. The teachers of this generation are the creators of the future generation. The importance of emotionally intelligent teachers cannot be neglected. Individuals aspiring to become teachers must develop self-awareness as it leads to better confidence, a better grip on their emotions as the digitally influenced current generation of students are more intelligent and also challenging than previous generations, Learn to keep oneself motivated in their job, learn to be empathetic to students and at the same time remain firm in their values and maintain good social relations with their superiors, peers, students and the parents as well. The job of a teacher is quite challenging as they have to handle individuals of different age groups and still maintain their emotional balance. A teacher with poor emotional intelligence will not only fail in their job but will also fail the entire society. Hence teacher training institutes must focus on creating emotionally intelligent students rather than focusing only on the syllabus and grades. Emotional intelligence also makes an individual a better person and a better citizen and hence is a vital skill for every human.

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APPENDICES
QUESTIONNAIRE ON THE EMOTIONAL INTELLIGENCE OF B.ED TEACHER
TRAINEES

DEMOGRAPHICAL DATA:

1. AGE OF THE RESPONDENT:

<input type="checkbox"/> <20 yrs	<input type="checkbox"/> 21 to 30 yrs	<input type="checkbox"/> 31 to 40 yrs	<input type="checkbox"/> >40 yrs
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2. MAJOR SUBJECTS

<input type="checkbox"/> Tamil	<input type="checkbox"/> English	<input type="checkbox"/> Maths	<input type="checkbox"/> Biology
<input type="checkbox"/> Physics	<input type="checkbox"/> Zoology	<input type="checkbox"/> Chemistry	<input type="checkbox"/> Geography
<input type="checkbox"/> History	<input type="checkbox"/> Economics	<input type="checkbox"/> Computer Science	<input type="checkbox"/> Home Science

3. MEDIUM OF INSTRUCTION

<input type="checkbox"/> Tamil	<input type="checkbox"/> English
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4. TYPE OF INSTITUTION

<input type="checkbox"/> Government Aided	<input type="checkbox"/> Government	<input type="checkbox"/> Private
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5. EDUCATIONAL QUALIFICATION:

UG PG Professional

6. CLASS

I Year II Year

7. LOCALITY

Urban Rural

8. FAMILY TYPE:

Joint Family Nuclear Family

9. PREVIOUS WORK EXPERIENCE:

Nil 1 to 2 years 3 to 5 years >5 yrs

10. STREAM OF STUDY

Arts Science |

11. PERCENTAGE OF MARKS OBTAINED

50-60% 60-70% 70-80% 80-90%

EMOTIONAL INTELLIGENCE ASSESSMENT

A. SELF AWARENESS ASSESSMENT:

Key

5- Strongly Agree 4- Agree 3- Neutral 2- Disagree 1-Strongly Disagree

S.No	SELF AWARENESS ASSESSMENT	5	4	3	2	1
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12.	I am well aware of my temperament					
13.	I am an excellent listener					
14.	I know when I am happy					
15.	I usually recognize when I am stressed					
16.	I can tell if someone is not happy with me					
17.	I do not act or speak in a confusing manner					
18.	Awareness of my own emotions is very important to me at all times					
19.	I rarely worry about work or life in general					
20.	I do not allow anger to affect me					
21.	I know what makes me happy in my work					

B. MANAGING EMOTIONS ASSESSMENT:

Key

5- Strongly Agree 4- Agree 3- Neutral 2- Disagree 1-Strongly Disagree

S.No	MANAGING EMOTIONS ASSESSMENT	5	4	3	2	1
22.	I can manage bad situations quickly					
23.	I do not retaliate to angering situations immediately					
24.	Others can rarely tell what kind of mood I am in					
25.	When I am being 'emotional' I am aware of this					
26.	I control my anger towards other people					
27.	When I feel anxious, I usually can identify the reason					
28.	I am aware when I am acting irrationally.					
29.	I have the ability to intentionally shift my state of mind or attitude.					
30.	After I leave work, I do not allow difficult circumstances or individuals to impact me.					
31.	I can suppress my emotions when I need to					

C. SELF-MOTIVATION ASSESSMENT:

Key

5- Strongly Agree 4- Agree 3- Neutral 2- Disagree 1-Strongly Disagree

S.No	SELF-MOTIVATION ASSESSMENT	5	4	3	2	1
32.	I am able to always motive myself to do difficult tasks					
33.	I am usually able to prioritize important activities at work					
34.	I always meet deadlines					
35.	I never waste time					
36.	I believe employees should do the difficult things first					
37.	I do not get satisfied with myself easily					
38.	I believe in acting immediately					
39.	I can always motivate myself even when I feel low					
40.	Motivations has been the key to my success					
41.	I motivate myself to concentrate on work more than emotions					

D. EMPATHY ASSESSMENT:

Key

5- Strongly Agree 4- Agree 3- Neutral 2- Disagree 1-Strongly Disagree

S.No	EMPATHY ASSESSMENT	5	4	3	2	1
42.	I am always able to see things from the other person's viewpoint					
43.	I am excellent at empathizing with someone else's problem					
44.	I can usually understand why people are being difficult towards me					
45.	Other individuals are not 'difficult' just 'different'					
46.	I like to understand other people by talking to them					
47.	I can realize why my actions sometimes offend others					
48.	I am good at settling differences with other people					
49.	Reasons for disagreements are always clear to me					
50.	Difficult people do not annoy me					
51.	I try to assist others with their work					

E. SOCIAL SKILL ASSESSMENT:

Key

5- Strongly Agree 4- Agree 3- Neutral 2- Disagree 1-Strongly Disagree

S. No	SOCIAL SKILL ASSESSMENT	5	4	3	2	1
52.	I never interrupt other people's conversations					
53.	I am good at adapting and mixing with a variety of people					
54.	I can tell if a team of people are not getting along with each other					
55.	I like to be social with everyone					
56.	I generally build solid relationships with those I work with					
57.	I love to meet new people and get to know what makes them happy or sad					
58.	I love to have different types of work colleagues to make my job interesting					
59.	I can easily tell them if someone has upset or annoyed me					
60.	I see working with difficult people as simply a challenge to win them over					
61.	I do not let others know of how I am feeling					