Emotional Intelligence and Self-Esteem Among B.Ed. Students

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ABSTRACT

The present study is investigated about the emotional intelligence and self-esteem among B.Ed. students. The study was conducted through descriptive survey method. The researcher took self-esteem as dependent variable and emotional intelligence as independent variable. Also, the researcher adopted random sampling technique by taking 100 B.Ed. students from three teacher education institutions which are under Utkal University. Emotional intelligence inventory developed by S.K. Mangal and self-esteem inventory developed by Karunanidhi used as tools for the collection of data. The data collected were analysed using simple statistical devices like mean and standard deviation. The major findings revealed that most of the B.Ed. students have average level of emotional intelligence and have average self-esteem. There is positive relationship between emotional intelligence and self-esteem of B.Ed. students.

INTRODUCTION

Teacher education programs enhance teachers' skills and knowledge, preparing them for effective teaching through practical training and theoretical coursework, emphasizing continuous professional development and mentorship that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. It plays an important role in shaping and moulding the habits, manners and above all the character of students to become effective teachers. Teacher is an important role in the educative process. Teacher's personality has vital influence on the student's learning, manners, behaviour, character and personality. The evolving role of teachers reflects a shift in educational paradigms, moving beyond the traditional view of educators as mere transmitters of knowledge and culture. In today's dynamic and interconnected world, teachers are increasingly seen as change agents who play a crucial role in shaping the learning experiences of their students. Teacher education is a continuous process with pre-service for building up necessary competence to get into the teaching profession and the in-service to help the working teachers keep informed of the latest development in education. In the context of teacher education, emotional intelligence plays a crucial role in shaping educators who are not only proficient in subject matter but also effective in their interactions with students, colleagues, and parents. Self-esteem refers to a person's overall sense of self-worth and value. It encompasses beliefs about one's abilities, characteristics, and potential. In the context of teacher education, fostering positive self-esteem is essential for educators as well as for the students they teach. By prioritizing teachers' well-being and professional development, UNESCO aims to create supportive learning environments that foster positive self-esteem and holistic growth among educators and students. Education for Sustainable Development (ESD) initiative highlight the importance of educators' self-awareness

SIGNIFICANCE OF THE STUDY

Teaching presents significant challenges, including a heavy workload and the frequent frustration of managing disruptive and unmotivated students (Shaukat, 2011). Teachers who actively work on developing their emotional skills and consistently demonstrate emotionally intelligent behavior often find greater success and recognition in their professional journeys (Schutte et al., 1998). Emotional intelligence, as defined in scholarly sources, refers to the capacity to discern, understand, and regulate emotions in oneself and others. Research indicates that teachers who possess high emotional intelligence levels tend to achieve better outcomes in their teaching roles compared to those with lower emotional intelligence levels (Carmeli et al., 2007). Emotional intelligence encompasses skills that aid in accurately perceiving, accessing, and generating emotions. It also plays a role in guiding and regulating the thought processes related to emotional understanding, which can be beneficial for intellectual growth (Mayer et al., 2004). Emotional intelligence is a vital skill for teachers, enabling them to manage classrooms, connect with students, and communicate effectively. It allows teachers to understand and regulate their emotions, fostering a positive learning environment. Additionally, emotional intelligence helps teachers empathize with students, resolve conflicts, and engage in self-reflection for personal growth. Teachers with high emotional intelligence are enthusiastic in their approach to students, work, and life. They exhibit positive behaviour across various academic tasks and are more resilient in stressful situations, less prone to stress reactions, and actively discourage negativity and pessimism.

Additionally, professional self-esteem is another factor contributing to a teacher's success and expertise in their profession. Professional self-esteem can be defined as the assessment of respectability an individual holds towards their chosen profession (Aricak, 1999). It is a holistic trait encompassing one's continuous sense of self-liking, with varying degrees of optimism (Gray, 2001). Teachers with high professional self-esteem experience greater harmony and job satisfaction (Aricak, 2003). They display assertiveness, comfort, and a respectful attitude towards students in the classroom. Educators with high self-esteem tend to be flexible and investigative in their teaching approach (Sayın, 2003).

Emotional intelligence and self-esteem can be inferred and predicted from demographic variables such as gender. Previous studies have indicated that females tend to have higher emotional intelligence levels than males (Van Rooy et al., 2005). Various research studies have also shown a significant positive relationship between self-esteem and emotional intelligence (Gerardi, 2005; Khanjani et al., 2010). Schutte et al. (2001) discovered a positive and significant relationship between emotional intelligence and self-esteem among prospective teachers. Similarly, Sameer (2008) observed a positive correlation between emotional intelligence and self-esteem in teachers. Goleman (1995) and Zeidner et al. (2004) empirically demonstrated that emotional intelligence strongly predicts self-esteem among student teachers. Khanjani et al. (2010) noted that female students tend to have significantly higher self-esteem than their male counterparts in Tabriz. However, Gerardi (2005) found no positive correlation between emotional intelligence and the five components of self-esteem.

The teacher education program plays a crucial role in developing teaching skills, professional growth, and knowledge among prospective teachers (Kagan, 1992). Pre-service teacher education programs can benefit from including training on emotional intelligence and professional self-esteem through certification and diploma programs. These skills are closely tied to classroom organization, management, and the effectiveness of novice teachers. Emotional intelligence allows individuals to understand the link between thoughts and emotions, while self-esteem contributes to inner satisfaction and a sense of value. Both are

crucial in various aspects of life, including education, and addressing these skills in teacher training programs can lead to better outcomes for students and teachers alike (Oguzkan & Oral, 1997).

Therefore, this study aims to investigate the unique and valuable role of emotional intelligence in understanding the relationship with self-esteem among prospective teachers. It is expected that the findings will contribute to enhancing the actions and behaviours of teachers, leading to intelligent reforms in teacher education programs.

OBJECTIVES OF THE STUDY

The objectives of this study encompass a comprehensive assessment of B.Ed. students' emotional intelligence and self-esteem levels. Firstly, the research aims to gauge the emotional intelligence level and self-esteem level among these students. Furthermore, the research intends to compare emotional intelligence levels based on gender, analysing potential differences in emotional awareness and management between male and female B.Ed. students. Similarly, the study will also compare self-esteem levels across genders, investigating variations in self-perception and confidence. Lastly, the research aims to explore the relationship between emotional intelligence and self-esteem among B.Ed. students, seeking to understand how emotional awareness and self-worth may be interconnected in this demographic. On the bases of taken objectives this piece of work was guided by following hypotheses.

HYPOTHESIS OF THE STUDY

1. There is no significant difference of emotional intelligence among B.Ed. students with respect to their gender.
2. There is no significant difference of self-esteem among B.Ed. students with respect to their gender.
3. There is no significant relationship between emotional intelligence and self-esteem of B.Ed. students.

METHODOLOGY

The present piece of work is a survey study in which all the B.Ed students of academic year 2019-2020 studying in various teacher education institutions under Utkal University constitute the population. Data was collected from 100 B.Ed. students selected randomly from four teacher education institutions named as Radhanath Institute of Advanced Study in Education, Nalini Devi Womens' College of Teacher Education, Naba Krushna Choudhury College of Teacher Education, Regional Institute of Education, Bhubaneswar. Using Emotional intelligence inventory developed by S.K Mangal and Self-esteem inventory developed by Karunanidhi (1996). Simple statistical devices like mean, standard deviation and percentage to analyse level of emotional intelligence and self-esteem. Data has been represented in tabular form. T-test was used to compare EI and Self-esteem among male and female.

ANALYSIS AND INTERPRETATION
1. EMOTIONAL INTELLIGENCE LEVEL OF B.Ed. STUDENTS

In order to attain the first objective of this study, the researcher quantified the data about emotional intelligence of B.Ed. students using simple statistical devices like mean and standard deviation. Detail description of that is given in the following table.

TABLE-1: Score of Emotional Intelligence of B.Ed. students

Gender	No. of students	mean	SD	total mean	Total SD

| Boys | 50 | 63.16 | 13.190 | 62.56 | 13.637 |
| girls | 50 | 61.96 | 13.921 | | |

From table-1 it is observed that male B.Ed. students have a mean score of 63.16 with standard deviation 13.190 and female B.Ed. students have a mean score of 61.96 with standard deviation in emotional intelligence inventory. In total their mean score is 62.56 with a standard deviation of 13.637. As the mean score lies between 45 and 75, secondary school students have average emotional intelligence.

The researcher also analysed level of emotional intelligence of B.Ed. students in terms of percentage which is given in the following table-2

Table-2: EI of B.Ed. students in percentage

EI SCORE	LEVEL	PERCENTAGE OF STUDENTS		
		MALE	FEMALE	TOTAL
Greater than equal to 76 (≥76)	Above Average	16%	18%	17%
Between 45 and 75	Average	66%	60%	63%
less than equal to 45 (≤45)	Below average	18%	22%	20%

From table-2 it can be seen that 16% of male and 18% of B.Ed. students have above average level of EI. 66% of male and 60% of female B.Ed. students have average level of EI. 18% of male and 22% of female B.Ed. students have below average level of emotional intelligence. It can be noticed that out of total maximum B.Ed. students (63%) have average level of EI. Hence it is concluded that B.Ed. students have average level of emotional intelligence.

2. SELF ESTEEM OF B.Ed. STUDENTS

Descriptive analysis of self-esteem score of B.Ed. student was undertaken by the researcher through mean, standard deviation and percentage to achieve second objective of the study. Detail of analysis is given in following tables.

Table-3: Mean and standard deviation of score of B.Ed. students in self-esteem scale

GENDER	NO OF STUDENT	MEAN	SD	MEAAN TOTAL	SD TOTAL
BOYS	50	215.80	34.123	213.94	33.351
GIRLS	50	212.08	32.510		

From Table-3 it is clear that male B.Ed. student have a mean score of 215.80 with a standard deviation of 34.123 and female B.Ed. Student have a mean score of 212.08 with a standard deviation (of 32.510 in self-esteem scale. In general B.Ed. students have mean score of 213.94 with standard deviation of 33.351. It lay in between 158 and 257. So, it is clear that B.Ed. studentshave average self-esteem.

Table-4: Percentage of B.Ed. students in different self-esteem level

SCORE	LEVEL	percentage of student		
		MALE	FEMALE	TOTAL
Greater than 258(≥258)	Above average	18%	24%	21%
Between 158 and 257	Average	62%	60%	61%
Less than equal to 157(≤157)	Below average	20%	16%	18%

From table-4 it can be observed that 18% of male and 24% of female of B.Ed. students have above average level of self-esteem. 62% of male and 60% of female B.Ed. students have average level of self-esteem. 20% of male and 16% of female B.Ed. students have below average level of self-esteem. It can be seen that majority of the students (61%) possess average level of self-esteem and (21%) possess above average level self-esteem and 18% of students possess below average level of self-esteem. thus, it is clear that secondary school students have average level of self-esteem.

3. EMOTIONAL INTELLIGENCE OF MALE AND FEMALE B.Ed. STUDENTS

Third objective of the study was achieved by the researcher by testing null hypothesis "There is no significant difference of emotional intelligence among B.Ed. students with respect to their gender." The result is given in the following table.

TABLE-5: Mean difference in the Emotional intelligenceof male and female B.Ed. students

GENDER	N	MEAN	SD	SED	T-VALUE	SIGNIFICANCE
MALE	50	63.16	13.190			Not significant
FEMALE	50	61.96	13.921	2.724	0.440	at 0.05 level

In order to find out the significant difference in EI based on gender, the mean, standard deviation and t-value were computed. The mean value of the male and female B.Ed. students is found to be 63.16 and 61.96 respectively and the t-value is 0.440. The obtained t-value 0.440 is smaller than the table value at 0.05level of significance. Hence the null hypothesis is accepted and it is concluded that there is no significant difference of emotional intelligence among B.Ed. students with respect to their gender.

4. SELF-ESTEEM MALE AND FEMALE B.Ed. STUDENTS

The researcher tested second hypothesis "There is no significant difference of self-esteem among B.Ed. students with respect to their gender" to achieve fourth objective of the study. Detail of analysis given in following table.

Table-6: Mean difference in self-esteem score of male and female B.Ed. students

gender	N	mean	SD	SED	t-value	significance
MALE	50	215.80	34.123			Not significant

FEMALE	50	212.08	32.510			
				6.5635	1.750	At 0.05 level

In order to find out mean difference in self-esteem based on gender, the mean, standard deviation and t-values were computed. The mean value of the male and female B.Ed. students are found to be 215.80 and212.08 respectively and the t-value is 0.175. The obtained t-value 1.75 is smaller than the table value at 0.05level of significance. Hence the null hypothesis is accepted and it is concluded that there is no significant difference of self-esteem B.Ed. students with respect to their gender.

5. RELATIONSHIP BETWEEN EMOTIONALINTELLIGENCE AND SELF-ESTEEM

In order to achieve fifth objective of the study the researcher tested the null hypothesis "There is no significant relationship between emotional intelligence and self-esteem of B.Ed. students. The Pearson product-moment correlation was computed to assess the relationship between the emotional intelligence and self-esteem of B.Ed. students. Result of the analysis is given in the following table.

TABLE-7: Relationship between emotional intelligence and self-esteem OF B.Ed. students

VARIABLE	N	R-VALUE	CORRELATION
EMOTIONAL INTELLIGENCE	100	0.326	Positive
SELF-ESTEEM	100		correlation

From the table it can be observed that R-value is 0.326 positive. Hence the null hypothesis is rejected and concluded that emotional intelligence and self-esteem of B.Ed. students have positive correlation.

MAJOR FINDINGS

The following main findings have emerged as an outcome of the present investigation: -
1. It is found that most of the B.Ed. students have average level of emotional intelligence.
2. It is found that most of the B.Ed. student have average self-esteem.
3. There is no significant difference in emotional intelligence of B.Ed. students with respect to their gender.
4. There is no significant difference in self-esteem of B.Ed. students with respect to their gender.
5. There is positive relationship between emotional intelligence and self-esteem of B.Ed. students.

DISCUSSION

The outcome of the present research work had shown that the people with highemotional intelligence possess more self-esteem and significantly they are much more active, enthusiastic, trusting as well as non-depressive in nature. Keeping this fact in mind the theories of emotional intelligence and strategies to develop emotional intelligence might be introduced in the B.Ed. as well as M.Ed. curriculum with respect to psychological foundations of education.

On the other hand, from the gender variation wise analysis, it can also be consolidated that B.Ed. students have average level of emotional intelligence. It signifies that during the framing and

preparation of the curriculum of teacher education programme, more stress should be given for creating special provision for the B.Ed. teacher trainees to enhance their level of emotional intelligence.

EDUCATIONAL IMPLICATION

1. To make the teacher trainees more active, enthusiastic, non-depressive, emotionally stable, trusting and assertive towards teaching profession and life, personality development programmes along with value education, yoga and other motivational programmes must be inculcated and given due importance in the present curriculum of the teacher education for the betterment of the B.Ed. teacher trainees which will help the institution ultimately as well as the teaching-learning process and the entire system of education in the long run.

2. There should be an active guidance and counseling cell in every teacher,, training college to provide necessary suggestions and support to the B.Ed. teacher trainees as and when required to overcome and resolve different problems of their lives and profession to be capable of dealing with the hindrances from different perspectives by monitoring their own as well as others,, emotions to have a worthy life which would be beneficial for their own and for their students too.

3. Real life situations can be simulated to inspire the B.Ed. teacher trainees for their rigorous brainstorming to get an alternate strategy of overcoming adversities and stress due to emotional breakdown and lack of self-esteem.

Therefore, it can be said these are the major educational implications of the present research work which can be utilized in near future as far as applicable for the holistic, comprehensive betterment of the teacher trainees as well as teacher education programme.

SUGGESTION FOR FUTURE RESEARCH

1. This study was confined to only B.Ed. students of Utkal University. Similar study may be conducted in regional, state and national level.
2. Similar study may be done with other teacher education program.
3. Studies may be conducted at various university in future.
4. Emotional intelligence of male and female between and within can be compared.
5. Self-esteem of male and female between and within can be compared.

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