

ASSESSING THE EMOTIONAL INTELLIGENCE OF B.ED. STUDENTS

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Abstract

Emotional intelligence has become an integral component of modern life, particularly in the teaching profession. Teachers constantly interact with students, requiring the ability to understand, manage, and respond effectively to emotions within the classroom context. The present study aims to assess the level and four domains of emotional intelligence among teacher trainees. A survey research method was employed, involving a randomly selected sample of 65 students from a total of 100 B.Ed. trainees. The findings revealed that a majority of students (60%) exhibited below average levels of emotional intelligence, while 13.85% demonstrated very high levels, and 12.31% were categorized within the high emotional intelligence group. The study suggests that intervention activities and targeted training are essential during teacher education programs to enhance emotional intelligence and support the professional growth of future teachers.

Keywords: Emotional Intelligence of Teachers Trainees, Levels of emotional intelligence, Domains of emotional intelligence

Emotional intelligence refers to the ability to recognize, understand, manage and regulate emotions in oneself and other. The concept gained widespread attention after the work of Daniel Goleman (1975), who argued that emotional intelligence plays an important role in personal and professional success, complementing the traditional intelligence quotient. While intelligent quotient measures cognitive ability, emotional intelligence focuses on interpersonal and intrapersonal skills that facilitate effective emotional and social functioning (Salovey & Mayer, 1990). Emotional intelligence is the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide thinking and actions, Salovey and Mayer (1990). It is again further expanded the framework of emotional intelligence into five key components: self-awareness, self-regulation, motivation, empathy, and social skills by Goleman in 1995. Self-awareness involves understanding one's emotions, while self-regulation refers to controlling disruptive emotions and adapting to changing circumstances. Motivation reflects the inner drive to achieve goals, and empathy emphasizes understanding others' emotions. Social skills relate to managing relationships and building networks.

Emotional intelligence has significantly impacts on various life domains, including workplace performance, leadership effectiveness, and interpersonal relationships (Mayer, Salovey, & Caruso, 2008). For instance, individuals with high emotional intelligence tend to have better stress management, improved conflict resolution

skills, and greater psychological well-being (Schutte et al., 2007). Emotional intelligence contributes to effective leadership, improved teamwork, and higher job satisfaction in the work place (Goleman, Boyatzis, & McKee, 2013).

In the context of education, emotional intelligence is seen as essential for both students and teachers. With the help of developing emotional intelligence enables individuals to handle academic stress, communicate effectively, and engage in collaborative learning environments (Brackett, Rivers, & Salovey, 2011). Current societies increases the value of emotional competence in addition to technical skills, understanding and fostering emotional intelligence has become a central to personal development and social harmony.

Teachers' Emotional Intelligence

Teachers' emotional intelligence is important in the field of education, where interpersonal interactions between teachers and students play a central role. Teachers' emotional intelligence refers to their ability to perceive, understand, manage, and regulate emotions both their own and those of their students in classroom to promote an effective learning environment (Brackett, Rivers, Reyes, & Salovey, 2012).

Teaching is an emotionally demanding profession that requires balancing instructional responsibilities with the management of students' emotional needs. Teachers with high emotional intelligence can handle classroom stress, maintain positive relationships with students, and create emotionally supportive learning environments. These teachers are more adept at recognizing students' emotional cues and responding with empathy, which facilitates better communication and academic engagement, Jennings and Greenberg (2009).

Self-awareness is a key component of teachers' emotional intelligence, it allows the teachers to understand their own emotional triggers and biases, enabling them to regulate their emotional responses during challenging situations (Petrides, Frederickson, & Furnham, 2004). Self-regulation also empowers teachers to remain calm and composed during classroom conflicts, managing behavior for students (Brackett et al., 2011). Moreover, teachers who demonstrate empathy can better understand individual students' emotional struggles, leading to more personalized and effective support (Schonert Reichl et al., 2017).

Positive correlation was observed between teacher's emotional intelligence and both teacher well-being and student outcomes. Emotionally intelligent teachers experience lower levels of burnout and report higher job satisfaction mentioned by MacIntyre, Gregersen, and Mercer (2016). Furthermore, students under the guidance of teachers with high emotional intelligence tend to exhibit improved academic performance, better emotional adjustment, and higher motivation (Chan, 2006). Teachers equipped with high emotional intelligence are able to defuse potential conflicts, maintain classroom discipline constructively, and foster positive peer relationships (Brackett et al., 2010). They also play a pivotal role in developing students' emotional competencies, thereby contributing to their overall social-emotional development.

Review of Related Literature

Teachers' emotional intelligence plays a significant role in the professional and personal development. B.Ed. trainees must be prepared to become responsible teachers for shaping young minds. Review studies have examined various aspects of emotional intelligence among B.Ed. students, highlighting its importance in teaching effectiveness, classroom management, and teacher well-being.

Daniel Goleman (1995) emphasized that emotional intelligence is crucial for professional success, particularly in teaching, where interpersonal interactions are constant. Similar idea was shared with Brackett, Rivers, and Salovey (2011) demonstrated that higher emotional intelligence levels positively influence social interactions, decision-making, and stress management among educators.

In a study by Sharma and Kaur (2014) found a significant positive correlation between emotional intelligence and teaching competency among B.Ed. students. It was found that emotionally intelligent future teachers are more likely to engage in empathetic classroom practices, contributing to a positive learning environment. Similarly, Singh and Kaur (2017) reported that B.Ed. students with high emotional intelligence scores exhibited better conflict resolution and communication skills compared to their low emotional intelligence counterparts. Choudhary and Sharma (2018) analyzed the relationship between academic achievement and emotional intelligence among B.Ed. students and found that students with higher emotional intelligence achieved better academic performance, suggesting that emotional intelligence contributes to effective learning and academic success. Furthermore, Tripathi (2019) pointed out that B.Ed. students with developed emotional intelligence showed improved self-awareness and self-regulation, which are essential traits for managing classroom challenges.

Sharma and Raj (2020) focused on the impact of gender differences in emotional intelligence among B.Ed. students, revealing that female students scored significantly higher in empathy and social skills, whereas male students scored higher in self-regulation. This finding is aligned with Petrides, Frederickson, and Furnham (2004), who noted gender differences in emotional intelligence dimensions in educational contexts.

In a cross-sectional study, Joshi and Agarwal (2018) emphasized the role of emotional intelligence in reducing teacher stress. Their research showed that B.Ed. students with higher EI experienced lower levels of anxiety during teaching practice sessions, underscoring the protective effect of emotional intelligence on mental well-being.

Singh and Mehta (2021) investigated the effect of emotional intelligence training on B.Ed. students and reported significant improvement in emotional competence, classroom management skills, and teaching motivation post-training. This study aligns with Jennings and Greenberg's (2009) argument that professional development programs incorporating EI training significantly improve teaching outcomes.

Patel and Desai (2016) explored the influence of emotional intelligence on interpersonal relationships of B.Ed. students. They found that students with higher emotional intelligence had better peer interactions and cooperative learning abilities, which are vital for future collaborative teaching environments. Lastly, Verma (2017) highlighted that B.Ed. students with high emotional intelligence were more adept at handling diverse classroom situations, including managing disruptive behavior, adapting teaching methods to individual needs, and promoting student engagement.

Despite its clear advantages, Teachers emotional intelligence remains an underexplored domain in teacher training programs. Most traditional teacher education focuses heavily on subject knowledge and pedagogical techniques, neglecting emotional competence (Zins, Weissberg, Wang, & Walberg, 2004). In light of increasing classroom diversity and the complex emotional demands of teaching, integrating emotional intelligence development into teacher preparation programs has become an urgent need and suggest that integrating emotional intelligence development in B.Ed. curricula is essential to equip future teachers with the skills necessary for effective teaching and personal well-being.

Significance of the Study

Emotional intelligence has emerged as a critical factor in the teaching profession, influencing both personal effectiveness and professional competence. B.Ed. students, as future teachers, face numerous challenges that require not only subject knowledge but also strong emotional and interpersonal skills. With higher emotional intelligence teachers enables to manage classroom dynamics, establish positive student relationships, and handle stress effectively (Brackett, Rivers, & Salovey, 2011; Jennings & Greenberg, 2009).

In the research studies (Sharma & Kaur, 2014; Choudhary & Sharma, 2018; Tripathi, 2019) show that B.Ed. students with higher emotional intelligence tend to demonstrate better academic achievement, improved communication skills, and enhanced teaching competencies. These findings highlight a significant positive relationship between emotional intelligence and teaching effectiveness. Moreover, another research study by Sharma and Raj (2020) revealed important gender differences in emotional intelligence dimensions, indicating the need for targeted interventions in teacher education programs.

Another major concern addressed in the literature is teacher stress during teaching practice and early career stages. Joshi and Agarwal (2018) demonstrated that higher emotional intelligence levels reduce anxiety and stress, suggesting its protective role in teacher well-being. Similarly, Singh and Mehta (2021) found that emotional intelligence training programs significantly enhance students' emotional competence, teaching motivation, and classroom management abilities. Despite the clear advantages, the existing B.Ed. curriculum often lacks a structured approach to developing emotional intelligence, focusing mainly on pedagogical and content knowledge (Patel & Desai, 2016; Verma, 2017). As classrooms become more diverse and emotionally complex, equipping future

teachers with emotional intelligence is critical for creating a positive learning environment.

It is essential to design interventions that enhance EI among B.Ed. students, thereby improving their personal well-being and professional performance in handling the diverse demands of modern classrooms.

Research Questions

What is the overall level of emotional intelligence among B.Ed. students of Kadi Sarva Vishwavidyalaya?; How do B.Ed. students perform in the different dimensions of emotional intelligence, such as awareness of self and others, Professional Orientation, Intrapersonal Management, and Interpersonal Management? To answer the above research questions, researcher emerges the following objectives for the present study.

Objectives of the Study

To assess the overall level of emotional intelligence among B.Ed. students enrolled in the teacher training program of Kadi Sarva Vishwavidyalaya; To analyze the performance of different dimensions of emotional intelligence such as Awareness of self and others, Professional Orientation, Intrapersonal Management, and Interpersonal Management among B.Ed. students of Kadi Sarva Vishwavidyalaya.

Methodology

The English Medium Teacher Training Institute of Kadi Sarva Vishwavidyalaya, Gandhinagar, offers a B.Ed. program designed to prepare future teachers with essential teaching skills and pedagogical knowledge. A total of 100 students were enrolled to the institute of the program for the academic batch of 2022–24. These 100 B.Ed. students form the entire population for the present research study, as they represent the complete group of B.Ed. trainees undergoing teacher education at the institute during this period.

In order to conduct the study effectively, the researcher adopted the survey method of research, Survey method allows systematic data collection through structured questionnaires, facilitating the analysis of responses across various dimensions of emotional intelligence.

From the population of 100 B.Ed. students, the researcher selected a sample of 65 students using simple random sampling. This sampling technique ensures that every student in the population had an equal chance of being selected, thereby minimizing selection bias and making the sample representative of the whole population. The sample size of 65 was deemed sufficient to draw meaningful conclusions while maintaining the feasibility of data collection and analysis within the given time frame and resources.

Tool and Procedure for Data Collection

To assess the emotional intelligence of B.Ed. students, the researcher employed a standardized tool titled Teachers' Emotional Intelligence, developed by Dr. (Mrs). Shubhra Mangal. This tool was administered to the selected sample of students for data collection inside the main lecture room. Prior to administering

the tool, the researcher provided a brief introduction to the concept of Emotional Intelligence and its significance in the teaching profession. The tool consists of 200 items, each with five response options. Among these, 106 are positively worded items, scored as follows: “a” = 5, “b” = 4, “c” = 3, and “d” = 1. The remaining 94 items are negatively worded, scored in reverse order: “a” = 1, “b” = 2, “c” = 3, “d” = 4, and “e” = 5. Each participant was required to select one appropriate response option (“a,” “b,” “c,” “d,” or “e”) for every item. Here “a” means –Most of the times true of me; “b” means – Quite often true of me; “c” means – Sometimes true of me; “d” means – Rarely true of me; “e” means – Almost never true of me, respectively. After a brief explanation of the tool, the investigator distributed the questionnaires to the selected sample of teacher trainees, who read, responded to the items, and returned the completed response sheets for further analysis.

Data Analysis and Interpretation

The data collected from the selected sample size were analyzed and interpreted as per the objectives of the presents study. The objectives are 1) Levels of Emotional Intelligence of B.Ed. trainees and 2) Dimensions of Emotional Intelligence of B.Ed. trainees.

Levels of Emotional Intelligence of B.Ed. Trainees: The assessing levels of emotional intelligence of the trainees, the data collected from 65 sample students were systematically entered into an excel spreadsheet in the form of raw scores to assess the levels of emotional intelligence of B.Ed. students. The responses of all participants were scored to evaluate their level of emotional intelligence. Based on the scoring criteria provided in the tool, the emotional intelligence levels of students were categorized into five distinct groups: very high, high, average, below average, and poor. The total scores of each student were computed and subsequently converted into percentages to determine their corresponding level of emotional intelligence and it is mentioned below in table number one.

Table 1 : Total EI of B.Ed. Students

Sr. No.	No. of Students	% of Level of EI	Levels of EI
1	9	13.85	Very High
2	8	12.31	High
3	9	13.85	Average
4	13	20	Below Average
5	26	40	Poor
Total	65 Students		

The above table no. 1, presents the distribution of B.Ed. students according to their total Emotional Intelligence (EI) levels. Out of 65 students, the largest proportion, 26 students (40%), were found to have Poor EI, followed by 13 students (20%) with below average EI. Together, this indicates that a significant majority (60%) of the students fall in the lower range of emotional intelligence.

A moderate proportion of students exhibited average EI (13.85%) and very high EI (13.85%), while only 12.31% of students were categorized under the high EI group. The data thus highlights that only a small section of the sample

demonstrates higher levels of emotional intelligence, whereas a considerable portion struggles with developing adequate emotional intelligence skills. Therefore, it is the high time to activate some activities for enhancing the levels of emotional intelligence of the B.Ed. Trainees.

Dimensions of Emotional Intelligence of B.Ed. Trainees: To analyze the dimensions of trainee's emotional intelligence, the data collected from 65 sample students were systematically entered into an excel spreadsheet in the form of raw scores. The responses of all participants were scored to evaluate their four dimensions of emotional intelligence, such as 1) Awareness of self and other (75 items); 2) Professional orientation (42 items); 3) Intrapersonal management (24 items) and 4) Interpersonal management (59 items). Based on the scoring criteria provided in the tool, the emotional intelligence dimensions of students were calculated in percentage of each dimensions and it is mentioned below table no. 2.

Table 2 : Dimensions of Emotional Intelligence (EI)

Dimensions of EI	Name of Dimensions	% of Scored of Dimensions
1	Awareness of self and others	45.00
2	Professional Orientation	24.32
3	Intrapersonal Management	13.62
4	Interpersonal Management	17.03

The above mentioned Table 2 highlights the percentage scores of B.Ed. students across the four domains of Emotional Intelligence. The highest percentage was recorded in Awareness of Self and Others (45.00%), indicating that students demonstrate a relatively better understanding of their own emotions as well as the emotions of others. This suggests that self-awareness and empathy are comparatively stronger competencies among the participants.

The second-highest score was observed in the Professional Orientation domain (24.32%), showing that students possess a moderate level of emotional awareness and regulation in relation to their professional roles and responsibilities.

On the other hand, Interpersonal Management (17.03%) and Intrapersonal Management (13.62%) received much lower scores, pointing to weaker areas. These results indicate that students may face challenges in effectively managing their own emotions (intrapersonal) and in maintaining healthy and constructive relationships with others (interpersonal). Activities related to interpersonal and intrapersonal must be arranged to develop B.Ed. students.

Conclusion

In the conclusion of the present study highlight the urgent need to integrate structured interventions and targeted training into teacher education programs to strengthen the emotional intelligence of B.Ed. students, as it is a vital competency for effective teaching and long-term professional success. While students demonstrated a reasonable level of emotional awareness, the results underscore the importance of further developing intrapersonal and interpersonal management skills. These abilities are not only central to the theoretical framework of emotional intelligence but also practically essential for managing classroom dynamics, fostering constructive teacher student relationships, and

sustaining professional growth. Thus, enhancing emotional intelligence within teacher preparation is both an academic priority and a practical necessity for improving the quality of future teachers.

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