



## **To Study the Self Concept and Emotional Intelligence of D.Ed. Students**

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### **ABSTRACT**

The present study has been designed to study the self concept and emotional intelligence of D.Ed. Students. Various Indian and foreign studies were reviewed. Descriptive Survey method has been used in this study. The sample consists of 100 student teachers studying in D.Ed., colleges. The investigator used stratified random sampling technique for selecting the sample. Questionnaire was constructed for the student teachers to find out the opinions on the the self concept and emotional intelligence of D.Ed. Students. The data were analyzed using various statistical methods like mean, SD, 't' test and F-test were the statistical techniques used. The score obtained by different groups are compared across the variables like gender, age, educational qualifications, and type of management. The results are discussed in light of previous research studied; suggestions and Recommendations for further research were also suggested.

### **Key Words: Self Concept and Emotional Intelligence**

#### **Self Concept:**

The term Self Concept stood for the luster of the most personal meanings, a person attributes to him. It included only those perceptions about self, which seemed most vital or important to the individual himself. Ever since decades, traditions concerned with the development and functions of the way people view themselves has been prevalent within the literature of education, philosophy and the social sciences. However this tradition has been less than clear in its support of the utility of various Self Concept notions. Zirkel 1971, counted fifteen definitions, were implicit cited among the studies reviewed by him several other definitions were implicit in the various instruments and designs of the studies, several overlapping terms e.g. Self Concept of ability, self esteem, self image, sense of personal worth, self perception, self report were used to differentiate among definitions. Many psychologists have attempted to explain the achievement behaviour in terms of the concept which the individual develops about himself and the world around. According to Leckys theory, perception of ones self in fact is the prime motive in all behaviour. The idea was adopted by Rogers as the key stone of his system of non-directive counseling; this concept is of major importance in education, particularly in more personal aspects of motivation, attitudes, character formation and adjustment which in the final analysis are the foundations upon which the performance in a job ultimately rests.

#### **Emotional Intelligence**

According to Daniel Goleman 1998, Emotional Intelligence is \_the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in our selves and in our relationships. Emotional Intelligence describes abilities distinct from, but complementary to academic intelligence\_. According to Dalip Singh(2003) \_Emotional Intelligence is the ability of an individual to appropriately and successfully respond to the vast variety of emotional inputs being elicited from inner self and immediate environment. Emotional Intelligence constitutes three psychological dimensions such as emotional competency, emotional sensitivity and emotional maturity, which motivate an individual to recognize truthfully, interpret honestly and handle tactfully the dynamics of human behavior. Emotional Intelligence is not taught in schools and colleges, only intelligence quotient is stressed in education. Subjects like History, Hindi, English, Geography, Mathematics, Physics, Chemistry, Botany, Computers, Medicine, Engineering etc are taught, it is never taught how to handle frustration, anxieties, stress, failure, depression, burnout, inferiority complex, ego problems etc.. It is not being told how to manage emotions i.e., interaction, coordination, adjustment, communication etc, All these are learnt from our parents, teachers, peer group and other role models. In the later stages we are told to master competencies to be successful.

#### **Need and significance of the study**

Teaching is a profession, which lays the foundation for preparing the individuals for all other profession. It is well established dictum that no nation can rise above the level of its teachers. Most teachers are made. Hence during the course of his day to day practice in teaching in order to develop the trainee into an intelligent, resourceful and effective teaching, personal, he is gradually carved out and chiseled with the aid of constant goading, criticisms and suggestions by the college and or cooperating teachers, colleagues in cooperating schools and his class mates. He has a great experience in the practice

teaching schools. Most of the students have their first time experience in appearing before a group or audience. It aims at placing the trainees in a position where in they learn to use their theoretical knowledge and in a confident manner for communicating the contents of his subject in class room situations as well as in the extra and co-curricular activities in and outside classroom situations. As such it is during this period that student teachers are expected to be actively engaged in extensive direct experience in a school under the guidance of the teachers college and co-operating school to learn the dimensions of the profession. It has been rightly designated as the 'key Phase' of the total teacher education programme where attempts are made to prepare the student teacher for his multifarious responsibilities as a teacher. At present general performance of teacher trainees is measured in teacher education programme. However psychological development of teacher trainees is not much emphasized in this programme. To develop a teacher trainee into a full-fledged teacher, his or her mental development rather academic achievement is to be given due weightage. Mental factor like interest towards teaching, Self Concept as a teacher, Emotional Intelligence self-confidence, anxiety etc are prominent factors that determines the teaching ability of a teacher. Therefore these factors should be developed in a positive and favourable direction through teacher education programme. Self-concept refers to a set of beliefs about one's own characteristics or attributes. Self-concept plays an important role in an individual's life. Self-concept is learned. It gradually emerges in the early months of life and is shaped and reshaped through repeated perceived experiences, particularly with significant others. Self-concept development is a continuous process. Tonelson (1981) observes that in every classroom, students were subject to the influence of the teacher's personal biases. The teacher should have a healthy self-concept in order to create a positive classroom learning environment to facilitate healthy emotional growth and maximum intellectual development. A teacher not only be competent in his subject, teaching methods and understanding the learners but also have a favourable Attitude Towards Teaching Profession and have a keen interest in teaching. Emotions have a great impact on others when we express them in ways that can be perceived by others. Emotional Intelligence is the tendency to be calm, not depressed and not moody. Emotionally adjusted persons exhibit adaptive reactions to identifiable life events or circumstances. An individual's failure to adapt to identifiable stresses in the environment results in emotional disorders characterized by an impaired ability to function socially or occupationally. The teachers have to face a lot of stressful Situations. The ability of the teachers to cope with stressors is very important, as it will influence the performance. Studies show that self-concept and Emotional Intelligence towards teaching profession have a positive impact on the performance. So the training provided to the student teachers during the teacher education programme must contribute positively to these elements in order to develop the student teachers in to better teacher. Therefore every teacher education programme should enhance the self-concept, and Emotional Intelligence Towards Teaching Profession of the student teachers.

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### Objective of the study

1. To study the Self Concept of D.Ed., Students
2. To study the significant difference among student teachers perceptions based on their demographic variables i.e, gender, age, qualification and management towards Self Concept of D.Ed., Students
3. To study the Emotional Intelligence of D.Ed., Students
4. To study the significant difference among student teachers perceptions based on their demographic variables i.e, gender, age, qualification and management towards Emotional Intelligence of D.Ed., Students

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### Hypotheses of the present study

1. There is no significant difference among the perceptions of student teachers based on their demographic variables i.e, gender, age, qualification and management towards Self Concept of D.Ed., Student
2. There is no significant difference among the perceptions of student teachers based on their demographic variables i.e, gender, age, qualification and management towards Emotional Intelligence of D.Ed., Student

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### Review of Related Literature:

**Muhammad Asif Khan , (2021)** studied on "An assessment of students' emotional intelligence, learning outcomes, and academic efficacy: A correlational study in higher education", There is a lack of studies that investigate the relationship of EI, student trust in teachers, learning orientation, learning outcomes and student academic efficacy

**Nishta Rana (2019)** studied on "Emotional Intelligence Among B.Ed. Students in relation to their academic achievement and gender". The data collected has been analysed by employing Mean, Standard Dev The present study revealed that most (98.5%) of the B.Ed. students have high level of Emotional Intelligence. B.Ed. students with high academic achievement have been found to be significantly more self oriented, more committed than B.Ed. students with low academic achievement. Overall emotional intelligence of B.Ed. students has been significantly higher in comparison to B.Ed. students with low academic achieve B.Ed. students.

### Design of the Study

The researcher followed the survey method of the descriptive research. For this investigation the questionnaire had been considered as a suitable tool for the collection of data. The questionnaire consisted of 40 statements as perceived by the Student Teachers in D.Ed. Colleges.

**Reliability and Validity:**

For the purpose of the present study the split- half method was adopted. The split-half reliability co-efficient for the self concept and emotional intelligence of D.Ed. Students as perceived by Student Teachers was 0.86 and for the validity of the scale it is based on the content and construct validity.

**Administration of Tool:**

The tool was administered among student teachers, necessary instructions were given in filling the tool. All the respondents followed the instructions and filled the tool by reading the all the items carefully.

**Data Collection:**

The investigator personally visited the sampled schools and administered the tool among the sampled respondents. The data collected through questionnaire and Interview schedule were used for analytical purposes.

**Statistical Techniques Used:**

The statistical techniques used mainly for analytical purposes were means, standard deviations were used To study the significant differences in between the socio-economic variables, 't'-test and 'F'-test (ANOVA) have been used by the investigator with the help of Statistical Package for Social Sciences (SPSS).

**Table 1: Overall perceptions of D.Ed., Students towards Self Concept of D.Ed., Students.**

Area	N	Min.	Max.	Mean	Mean Percent	Std. Dev.
Self Concept	150	25	50	39.83	79.65	2.80

Table 1 shows that, D.Ed., student expressed high perceptions towards Self Concept of D.Ed., Students. The mean and percentages are found to be 39.83 which is 79.65% of their total score respectively.

**Table 2. Significant difference among the perceptions of Student teachers based on their demographic variables towards Self Concept of D.Ed., Students**

Variable	Category	N	Mean	Std. Dev.	t/F-value	p-value
Gender	Male	54	39.76	3.00	0.22 <sup>NS</sup>	0.83
	Female	96	39.86	2.69		
Age	Below 25	98	39.82	2.49	0.61 <sup>NS</sup>	0.54
	25 to 30	50	39.76	3.37		
	Above 30	2	42.00	1.41		
Qualification	UG	51	39.25	1.76	2.61*	0.05
	Degree	87	40.26	3.00		
	PG	12	39.08	4.23		
Management	Government	20	43.15	3.44	6.43**	0.00
	Private	130	39.32	2.31		

There is no significant difference among the perceptions of student teachers based on their gender and age group towards Self Concept of D.Ed., Students. There is a significant difference among the perceptions of student teachers based on their qualification and school management towards Self Concept of D.ed., Students and D.Ed., student teachers who are having Degree and D.Ed., Student teachers studying in Government colleges expressed high perceptions than that of the rest.

**Table 3: Overall perceptions of D.Ed., Students towards Emotional Intelligence of D.Ed.,**

Area	N	Min.	Max.	Mean	Mean Percent	Std. Dev.
Emotional Intelligence	150	15	30	23.75	79.16	2.14

Table 3 shows that, D.Ed., student expressed high perceptions towards Emotional Intelligence of D.Ed., Students. The mean and percentages are found to be 23.75 which is 79.16% of their total score respectively.

**Table 3. Significant difference among the perceptions of Student teachers based on their demographic variables towards Emotional Intelligence of D.Ed., Students**

Variable	Category	N	Mean	Std. Dev.	t/F-value	p-value
Gender	Male	54	23.67	2.01	0.34 <sup>NS</sup>	0.73
	Female	96	23.79	2.21		
Age	Below 25	98	23.80	1.87	0.38 <sup>NS</sup>	0.69
	25 to 30	50	23.70	2.62		
	Above 30	2	22.50	0.71		
Qualification	UG	51	24.04	1.50	0.74 <sup>NS</sup>	0.48
	Degree	87	23.61	2.21		
	PG	12	23.50	3.61		
Management	Government	20	25.55	2.56	4.28**	0.00
	Private	130	23.47	1.93		

There is no significant difference among the perceptions of student teachers based on their gender, age and qualification towards Emotional Intelligence of D.Ed., Students. There is a significant difference among the perceptions of student teachers based on their school management towards Emotional Intelligence of D.Ed., Students. D.Ed., Student teachers studying in Government colleges expressed high perceptions than that of the rest.

### Findings of the study:

1. D.Ed., student expressed high perceptions towards Self Concept of D.Ed., Students. The mean and percentages are found to be 39.83 which is 79.65% of their total score respectively.
2. There is no significant difference among the perceptions of student teachers based on their gender and age group towards Self Concept of D.Ed., Students. There is a significant difference among the perceptions of student teachers based on their qualification and school management towards Self Concept of D.ed., Students and D.Ed., student teachers who are having Degree and D.Ed., Student teachers studying in Government colleges expressed high perceptions than that of the rest.
3. D.Ed., student expressed high perceptions towards Emotional Intelligence of D.Ed., Students. The mean and percentages are found to be 23.75 which is 79.16% of their total score respectively.
4. There is no significant difference among the perceptions of student teachers based on their gender, age and qualification towards Emotional Intelligence of D.Ed., Students. There is a significant difference among the perceptions of student teachers based on their school management towards Emotional Intelligence of D.Ed., Students. D.Ed., Student teachers studying in Government colleges expressed high perceptions than that of the rest.

### Recommendations:

1. The teacher educators and the teachers in the cooperating schools should be the friend, philosopher and guide of the trainees in the true sense so that Attitude Towards Teaching Profession increases favorably.
2. The activities in the teacher training programme have to be made more interesting, effective and satisfying and should be related to the actual needs of the development of teacher trainees.
3. Besides content-cum-methodology course may be given, more importance and more time for practicing in real teaching situations may be given.
4. Providing adequate time to practice the skills of teaching by each trainee should be allotted and proper feedback may be given by the teacher educators.
5. Proper enrichment programmes should be given for development of personality of D.Ed students.

### Suggestions for further Research:

- The studies on teacher trainees could be extended for social and spiritual intelligence of teacher trainees.
- The studies could be further extended to successful intelligence (Triarchic abilities) and multiple intelligences.
- The study can be extended to B.Ed and M.Ed trainees on similar issues.
- Along with psychological variables, teacher effectiveness could be measured.

- Influence of organizational climate and leadership behaviours on various psychological and educational variables could be of practical interest.

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