

## **Emotional Intelligence as a Predictor of Classroom Management Success in B.Ed. Trainees**

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### **Abstract**

Emotional intelligence integration into classroom management techniques fosters a helpful and encouraging learning environment. Emotionally intelligent teachers are better able to manage the demands of the classroom, form enduring bonds with their pupils, and foster an environment that promotes both teaching and learning. In this study, the researchers attempted to investigate the relationship between the B.Ed. trainees' emotional intelligence and classroom management abilities throughout their teaching practice. The research examined the association between B. Ed. students' emotional intelligence and classroom management during practice teaching for both the entire sample and subject-specific subsamples. The results reveal that there is a difference in the mean values of Emotional Intelligence and Classroom Management of different subject students but all come under the average level of Emotional Intelligence and Classroom Management. The study reveals that there is a relationship between Emotional Intelligence and Classroom Management of B.Ed. students during teaching practice but it is not significantly correlated. The results of the study suggested that in order to produce teacher candidates with high levels of emotional intelligence and classroom management, additional value-enriching programs, seminars, camps, counseling, group activities, etc., are required.

*Key Words:* Emotional intelligence, Classroom Management, B.Ed. Trainees

## **Introduction**

Education is a lifelong and universal process. The basic function of education is to stimulate learning, develop personality, amplify thinking, provide a path of self-expression, open the door towards self-actualization and liberate the human being. Education is a fundamental aspect in determining a nation's progress, and teachers play a crucial role in shaping and guiding students in the right direction. The basic role of any teacher is to create a very interesting classroom for students. If a teacher efficiently manages his/her classroom, it will be a great success in his/her career. Keeping classrooms tidy and distraction-free is the duty of teachers in order to support learning for all students. An emotionally stable, knowledgeable educator can be quite successful in this field of work. Mayer & Salovey (1997) considered emotions as useful sources of information that help one to make sense of and navigate the social environment.

Teachers view classroom management as a challenging aspect of their work. Classroom management is a fundamental problem that confronts both experienced and beginning teachers. According to Taylor (2009) classroom management is one of the greatest concerns of teachers and administrators when addressing the safety and well-being of students. Classroom management ranks at or near the top for beginning teachers as a general concern. Excellent teaching is concerned with fostering effective student learning within the framework that excellent management has established. Classroom management is concerned with providing an atmosphere in which learning can occur. Teachers who have more capacity to deal with emotion demonstrate a greater management of discipline in the classroom (Valente et al., 2018). Success in an activity like teaching is directly dependent on successful classroom management. Throughout their practice teaching phase, aspiring teachers are constantly working to improve their

classroom management abilities. Additionally, it is seen that the student instructors' constant fear and emotional instability stem from this classroom management assignment. Therefore, the researchers thought it was crucial to examine the emotional intelligence and classroom management abilities of B.Ed. students and determine how these two factors relate to one another.

### **Objective**

1. To investigate the emotional intelligence of B.Ed. students.
2. To research the B.Ed. students' proficiency in classroom management.
3. To find out subject-wise differences in Emotional Intelligence among the B.Ed. students.
4. To find out subject-wise differences in Classroom Management among the B.Ed. students.
5. To study the relationship between Emotional Intelligence and the Classroom Management of B.Ed. students for the total sample and subject-wise subsamples.

### **Hypothesis**

1. The level of Emotional Intelligence is high among B.Ed. students.
2. The level of Classroom Management during teaching practice is average among the B.Ed. students.
3. There will be no significant difference of Emotional Intelligence among B.Ed. students.
4. There will be no significant difference of Classroom Management among the B.Ed. students.

5. There is an important relationship between Emotional Intelligence and classroom management during teaching practice among B.Ed. students for the total sample and subject-wise subsamples.

## **Methodology**

### **Participants of the Study**

A representative sample of total 382 students, in which 86 were from Natural Science, 83 of Physical Science and 78 were Malayalam optional subject students. 82 students were English subject students, 81 Commerce, 86 Mathematics and 80 were Social Science subject students. These graduate level teacher training students belong to different locales and gender and this ensures real representation of the population.

### **Instruments Used for the Study**

For the study, two types of tools were used. The Emotional Intelligence scale(2007) was developed and standardized by Anukool Hyde, Sanjayot Pethe and Upinder Dhar and the Classroom management inventory was prepared and standardized by the researchers Nayana Narayanan and Bisini P S (2023). The Emotional intelligence scale consists of 34 items: there are five possible answers for each item: strongly disagree, disagree, neutral, agree, and strongly agree. The test was developed on ten factors of emotional intelligence; self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment and altruistic behavior from the Goleman model (Goleman, 2001). The scale established reliability and validity - 0.88 and 0.93 respectively. The Classroom management inventory consists of 47 items:there are five possible answers for each item:

strongly disagree, disagree, uncertain, agree, and strongly agree. The inventory was developed on different dimensions of classroom management; physical arrangements, behavior management, instructional strategies, evaluation management, advance planning before the planning of teaching practice, time management and reinforcement.

### **Procedure**

After the collection of data, the level of Emotional Intelligence and Classroom Management among the total sample was found out using percentage analysis. The relationship between the variables among B.Ed. students were found by using Spearman's rho coefficient of correlation.

### **Analysis and Interpretation**

The mean and standard deviation of the two variables, classroom management and emotional intelligence, were determined for the purpose of data analysis and interpretation.

### **Emotional Intelligence for Total Sample and Subject-Wise Subsamples**

The overall score was determined, divided by its maximum score, and the percentage of Emotional Intelligence of B.Ed. students were calculated across the entire sample and subject-wise subsample. The mean score of emotional intelligence for the total sample is 138.69, and the standard deviation is 13.79. Based on the subject specialization, the calculated mean of emotional intelligence for Malayalam student teachers is 141.04; for English student teachers it is 134.368; for Natural Science student teachers it is 138.484; for Physical Science student teachers it is 139.360; for Social Science student teachers it is 142.571; for Mathematical student teachers it is 136.961 and for Commerce student teachers it is 140.75. The standard deviation of Malayalam, English, Natural science, Physical science, Social science, Mathematics

and, Commerce student teachers are 13.846, 13.021, 13.373, 12.437, 13.273, 16.28 and, 12.821 respectively.

**Figure 1**  
*Mean Comparison of Emotional Intelligence for Total and Subject-wise among B.Ed. Students*

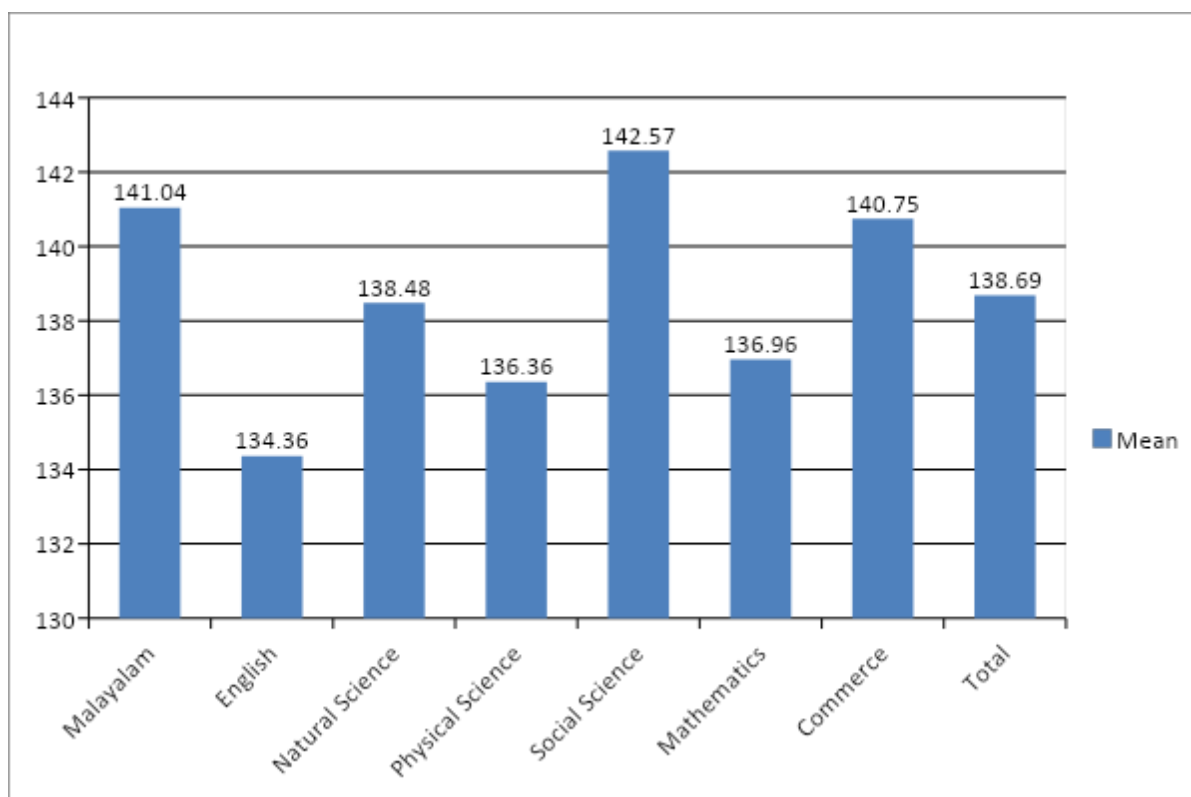


Figure 1 shows that students in Social Science performed better than students in other disciplines, whereas English students had the lowest Emotional Intelligence of all the subjects. Students pursuing a Bachelor of Education degree would rank in the following subjects: Social Science, Malayalam, Commerce, Natural Science, Mathematics, Physical Science, and English, in decreasing order of emotional intelligence.

## Level of Emotional Intelligence

**Figure 2**

*Percentage of B.Ed. Students with Various Levels of Emotional Intelligence*

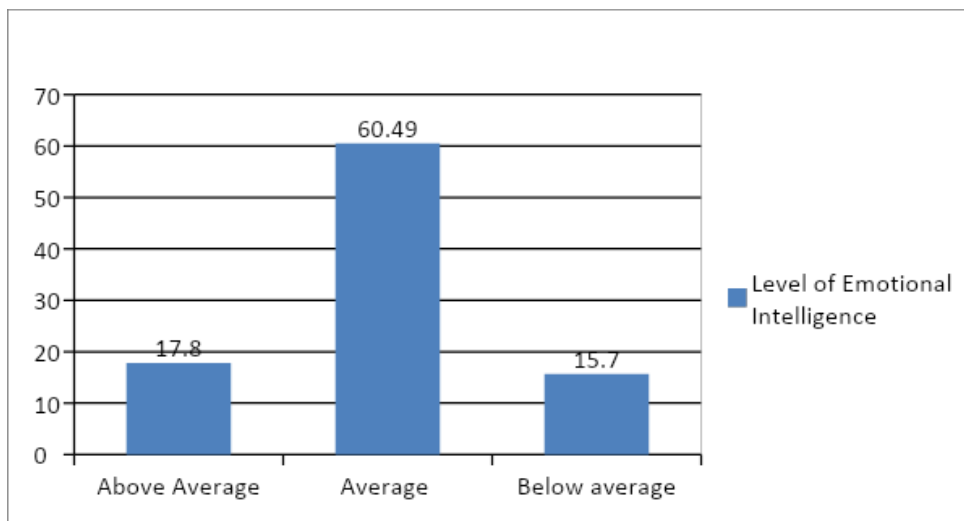


Figure 2 reveals that 17.8% have above-average Emotional Intelligence, 60.49% average and 15.7% below-average Emotional Intelligence. That means most of the B.Ed. students possess average and above average levels of Emotional Intelligence.

## Managing the Classroom for the Whole Sample and Subject-Specific Subsamples

The total score was computed, divided by the maximum score, and the percentage of classroom management proficiency among B.Ed. students throughout the entire sample and subject-wise determined. The mean score of classroom management for the total sample is 84.32, and the standard deviation is 12.23. Based on the subject specialization, the calculated mean of classroom management for Malayalam student teachers is 78.84; for English student teachers, it is 84.947; for Natural Science student teachers, it is 87.424; for Physical Science student teachers, it is 86.960; for Social Science student teachers, it is 84.178; for Mathematical student

teachers, it is 84.461; and for Commerce student teachers, it is 81. The standard deviations of Malayalam, English, Natural science, Physical science, Social science, Mathematics and Commerce student teachers are 9.474, 12.077, 13.103, 12.218, 14.088, 11.196 and 9.85 respectively.

**Figure 3**

*Mean Comparison of Classroom Management for Total and Subject-wise among B.Ed. Students*

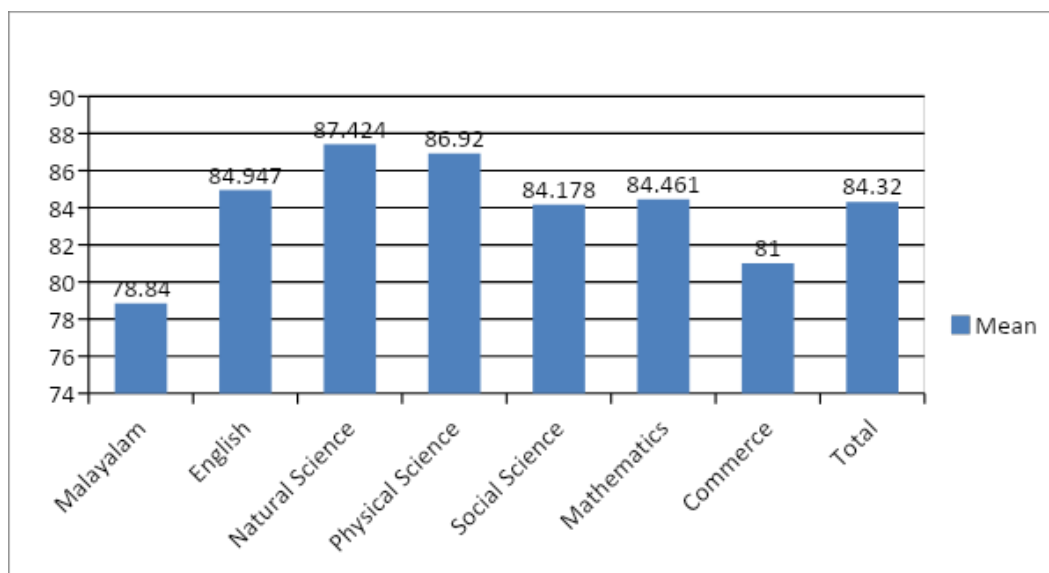


Figure 3 shows that while Malayalam students had the least amount of classroom management proficiency of all the disciplines, Natural Science students performed better than the others. Students pursuing a Bachelor of Education degree fall into the following categories if we rank



them according to decreasing levels of emotional intelligence: natural science, physical science, English, mathematics, social science, commerce, and Malayalam.

### **Level of Classroom Management**

**Figure 4**

*Percentage of B.Ed. Students with Various Level of Classroom Management*

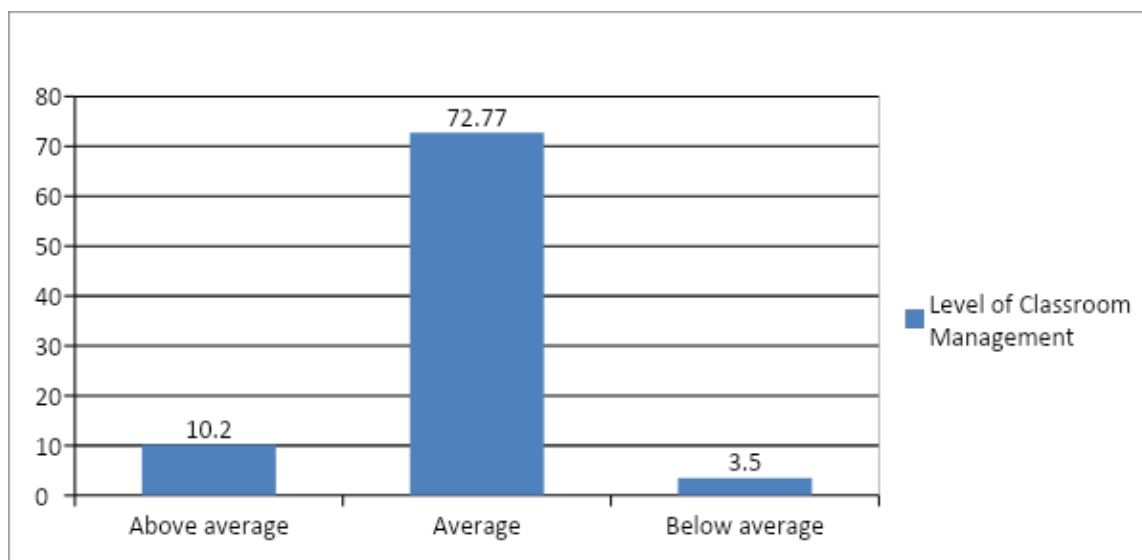


Figure 4 reveals that 10.2% have above-average Classroom Management, 72.77% average and 3.5% below-average Classroom Management. That means most of the B.Ed. students possess average and above-average levels of Classroom Management.

**Table 1**

***Relationship between Classroom Management and Emotional Intelligence for the entire sample and each subject's subsample***

Sl.No	Samples	Number of Samples	Coefficient of Correlation
1	Malayalam	50	0.229
2	English	76	0.153
3	Natural Science	66	0.38
4	Physical Science	50	0.052
5	Social Science	56	0.29
6	Mathematics	52	0.186
7	Commerce	32	0.138
8	Total	382	0.101

## **Result and Discussion**

Through this study, the researchers attempted to investigate the emotional intelligence and classroom management levels of B. Ed. students during their teaching practice, as well as the differences in these variables between subjects. Additionally, this attempt investigates the association between B. Ed. students' emotional intelligence and classroom management during teaching practice for both the entire sample and subject-specific subsamples. Rejecting hypothesis one and accepting hypothesis two, the study found that B. Ed. students' emotional intelligence and classroom management levels were average throughout teaching practice.

Among the sub-sample based on the subject, it was found that Social Science students had high and English students had lower levels of Emotional Intelligence than the other subject students. It was also found that Natural science students have high and Malayalam students have Classroom management as compared to other subject students. The results reveal that there is a difference in the mean values of Emotional Intelligence and Classroom Management proficiency of different subject students but all come under the average level of Emotional Intelligence and Classroom Management. The study reveals that there is a relationship between Emotional Intelligence and Classroom Management of B.Ed. students during teaching practice but it is not significantly correlated and the last hypothesis is rejected.

### **Conclusion**

The goal of the current study was to ascertain the association between these two factors by examining the classroom management and emotional intelligence of B.Ed. students throughout their teaching practice. The study's conclusions showed that the majority of B.Ed. students exhibit mediocre levels of classroom management and emotional intelligence. Even though B.Ed. students exhibit average emotional intelligence and classroom management, they may be inspired to reach a high level of these competencies through intensive training provided throughout the program. They may also use these competencies in their teaching and learning processes and in their future careers as teachers. Reducing the variety of activities included in the curriculum is not necessary. The results of the study suggested that in order to produce teacher candidates with high levels of emotional intelligence and classroom management, additional value-enriching programs, seminars, camps, counseling, group activities, etc., are required.

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