

A STUDY OF THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND SOCIAL CLASS OF B.ED. TRAINEES

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Abstract

The objective of this research study is to analyse the relationship between the emotional intelligence of B.Ed. trainees and their social class. This study is needed because emotional intelligence is extremely important for prospective teachers, as it helps in shaping their personality, classroom management, and the ability to build effective relationships with students. At the same time, social class influences an individual's experiences, opportunities, and social interactions, which can, in turn, affect emotional development. For this study, a total of 400 trainees — 200 female and 200 male — were selected from 20 B.Ed. colleges of Jaunpur district using the two-stage stratified sampling method. Conducted through the survey method, the study employed Karl Pearson's coefficient of correlation. The results showed a correlation of $r = 0.4065$ between emotional intelligence and social class for female trainees, and $r = 0.4533$ for male trainees; in both cases this represents a medium-level, positive, and statistically highly significant correlation ($p < .001$). On this basis, the null hypothesis was rejected. It may therefore be concluded that a positive and significant relationship exists between the emotional intelligence of B.Ed. trainees (both female and male) and their social class. The educational usefulness of this study lies in the fact that teacher-training institutions can, keeping in mind the social background of trainees, organise special programmes, counselling sessions, and workshops for emotional development, thereby fostering the all-round personality development of prospective teachers.

Keywords: B.Ed. Trainees, Emotional Intelligence, Social Class, Karl Pearson's Coefficient of Correlation, etc.

Citation: Dr. Vikas Mishra, Chandresh Kumar Maurya. 2025. A STUDY OF THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND SOCIAL CLASS OF B.ED. TRAINEES. FishTaxa 36(1s): 520-524

Introduction

Education is an important means for the all-round development of human personality. In the present era, the purpose of education is not limited to developing knowledge and intellectual abilities among students; it also aims to develop emotional balance, social adjustment, self-awareness, empathy, and the capacity for effective interpersonal relationships. In this context, emotional intelligence plays an important role in shaping an individual's behaviour and personality. Emotional intelligence refers to a person's ability to recognise, understand, control, and appropriately use their own emotions as well as those of others. Since B.Ed. trainees are prospective teachers, it is extremely important for them to manage their emotions appropriately, to understand the feelings of students, and to behave in accordance with social situations. On the other hand, an individual's personality, opportunities, social experiences, lifestyle, and interpersonal relationships can also be influenced by their social class. Since B.Ed. trainees come from different social classes, their social and family environments differ, and therefore differences in their emotional understanding and behaviour are also likely. It is thus educationally important to know what kind of relationship exists between the emotional intelligence of B.Ed. trainees and their social class. The purpose of the present research study is to examine the emotional intelligence of B.Ed. trainees and to analyse its level and correlation in the context of different social classes, so that useful suggestions can be presented for making the teacher-training process more effective and for the personality and socio-emotional development of prospective teachers.

Need and Importance of the Study

At present, the purpose of education is not confined to the intellectual development of trainees alone; equal emphasis is also placed on their emotional and social development. Since B.Ed. trainees are the teachers of the future, it is extremely important for them to be able to understand and control their emotions, express them appropriately, and understand the feelings of others. Emotional intelligence plays a significant role in a teacher's personality, behaviour, self-confidence, decision-making ability, and in building effective relationships with students. On the other hand, an individual's social class influences their social environment, family circumstances, resources, opportunities, life experiences, and social interactions. These circumstances can, in turn, affect their emotional development. It is therefore necessary to study the relationship between the emotional intelligence of B.Ed. trainees and their social class, in order to understand whether any significant difference or relationship exists in the level of emotional

intelligence among trainees coming from different social backgrounds.

The importance of this study also lies in the fact that a teacher with high emotional intelligence can better understand the emotional needs of students in the classroom, manage stressful situations effectively, and create a positive and cooperative classroom environment. If a significant relationship is found between social class and emotional intelligence, teacher-training institutions can organise appropriate guidance, counselling, and emotional-development programmes for trainees, keeping their social background in mind. This study can prove useful in the design and improvement of the B.Ed. curriculum, in enhancing the quality of teacher training, and in the overall personality development of prospective teachers. It can also provide a basis for future researchers working on studies related to emotional intelligence, social background, and teacher behaviour. In this way, the present study is important from educational, psychological, and social points of view alike.

Review of Related Literature

Related literature refers to all types of books, encyclopaedias, journals, published and unpublished dissertations, and records related to the research problem, the study of which helps the researcher in selecting the problem, formulating hypotheses, preparing the study design, and carrying the work forward.

To establish the place of a particular research design in the development of any subject, the researcher must be well acquainted with prior theories and research. To ascertain this knowledge, it is necessary, at the initial stage of any research design, to review its theoretical and research-based literature.

Related Literature

Razia, B. and Ahmad, Nabi (2017) studied emotional intelligence and socio-economic status in relation to the academic achievement of adolescents. A sample of 292 adolescents studying in Class 11 in Aligarh district was selected, comprising 143 girls and 149 boys. Mangal's Emotional Intelligence Inventory was used to measure emotional intelligence, the Socio-Economic Status Scale developed by Sahu and Kaliya was used, and the marks obtained by students in the Class 10 examination were taken as a measure of academic achievement. The findings showed that emotional intelligence and socio-economic status play an important role in the academic achievement of adolescents. A significant and positive correlation was found between adolescents' academic achievement and their emotional intelligence and socio-economic status, and both emotional intelligence and socio-economic status were found to have a significant effect on adolescents' academic achievement.

Jaiswal, Swati (2020) studied the correlation of emotional intelligence with adjustment and academic anxiety among secondary-level students of the U.P. Board and the C.B.S.E. Board. Based on the objectives, the study examined the relationship between four dimensions of emotional intelligence — intrapersonal awareness, interpersonal awareness, and intrapersonal management, and emotional intelligence itself — and three areas of adjustment — emotional, social, and educational adjustment — as well as anxiety, among secondary-level students of the U.P. Board and the C.B.S.E. Board. Ten secondary schools affiliated with the U.P. Board and ten affiliated with the C.B.S.E. Board in Allahabad district were selected, and a total of 600 students (boys and girls) were randomly selected from these schools. The Emotional Intelligence Scale developed by Dr. S.K. Mangal and Mrs. Shubhra Mangal was used to measure emotional intelligence, the School Student Adjustment Inventory developed by Dr. A.K.P. Sinha and R.P. Singh was used to measure adjustment, and the Academic Anxiety Scale developed by Dr. A. Kumar was used to measure academic anxiety. The findings showed that, at the secondary level, a positive relationship was found between the emotional intelligence of students (boys and girls) of both the U.P. Board and the C.B.S.E. Board and their adjustment. A significant negative correlation was found between the emotional intelligence of secondary-level students of both boards and their academic anxiety. Among U.P. Board secondary-level students, the dimensions of emotional intelligence — intrapersonal awareness, interpersonal management, and overall emotional intelligence — were related to their emotional adjustment, whereas the dimensions of interpersonal awareness and intrapersonal management were not related to their emotional adjustment.

Kumari, Nidhi (2021) studied the effect of mental health, adjustment, and emotional intelligence on the academic achievement of higher-secondary-level students. The researcher randomly selected four higher-secondary schools from each of the four districts of Prayagraj division (Prayagraj, Kaushambi, Fatehpur, and Pratapgarh), and all students of Classes 11 and 12 studying in these schools were used as the sample. The following tools were used in the study: the Mental Health Battery by Arun Kumar Singh and Alpana Sen Gupta, the Adjustment Inventory by A.K.P. Sinha and R.P. Singh, and the Emotional Intelligence Inventory by Dr. S.K. Mangal and Mrs. Shubhra Mangal. The findings showed that there was variation in the academic achievement of students with good, average, and poor mental health, indicating that students' mental health has a positive effect on their academic achievement; the same pattern was found separately among boys and among girls. Likewise, variation was found in academic achievement in relation to high, medium, and low emotional intelligence, indicating that emotional intelligence affects academic achievement, both among students overall and separately among boys and girls, with a positive effect observed among girls.

Objective of the Study - The present study has the following objective

To study the correlation between the emotional intelligence and social class of female and male B.Ed. trainees.

Hypothesis of the Study - The present study was conducted under the following hypothesis

There is no significant correlation between the emotional intelligence and social class of female and male B.Ed. trainees.

Research Method - The survey method of experimental research has been used in the present study.

Population - For the present study, trainees enrolled in B.Ed. programmes run by government and non-government colleges in Jaunpur district have been defined as the population.

Sampling - In the present study, the sample was selected using the two-stage stratified sampling method. At the first stage, 2 development blocks of Jaunpur district were selected by random sampling. At the second stage, 20 government and non-government B.Ed. colleges were selected by the lottery method from among the teacher-training colleges located in the 2 development blocks selected at the first stage. A total of 400 respondents — 200 female trainees and 200 male trainees — enrolled in these teacher-training institutions were selected as the sample.

Research Tools - The following research tools have been used in this study —

(I) **Emotional Intelligence** - The present study used the Emotional Intelligence Scale constructed and standardised by Dr. Arun Kumar Singh and Dr. Shruti Narayan.

(II) **Socio-Economic Status Test** - The present study used the Socio-Economic Status Scale constructed and standardised by Prof. Ashok K. Kaliya and Mr. Sudhir Sahu, Rohtak, Haryana.

Statistical Methods Used - Karl Pearson's coefficient of correlation has been used as the statistical method in the present research study.

The present study was conducted under the following hypothesis -

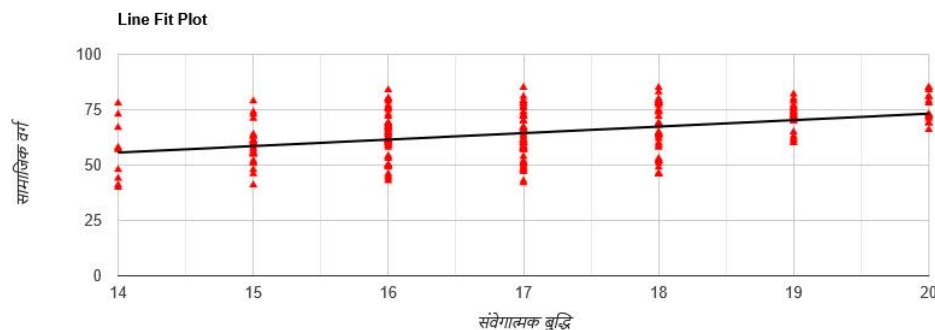
Hypothesis 1. There is no significant correlation between the emotional intelligence and social class of female and male B.Ed. trainees.

Table 1(a): Details of the Correlation between Emotional Intelligence and Social Class of Female B.Ed. Trainees

Parameter	Value
Pearson correlation coefficient (r)	0.4065
r ²	0.1652
P-value	2.334×10^{-18}
Covariance	7.0942
Sample size (n)	200
Statistic (t)	6.2606

Results of the Pearson correlation indicated that there is a significant medium positive relationship between emotional intelligence and social class, $r(198) = .407$, $p < .001$, $r = 0.4065$.

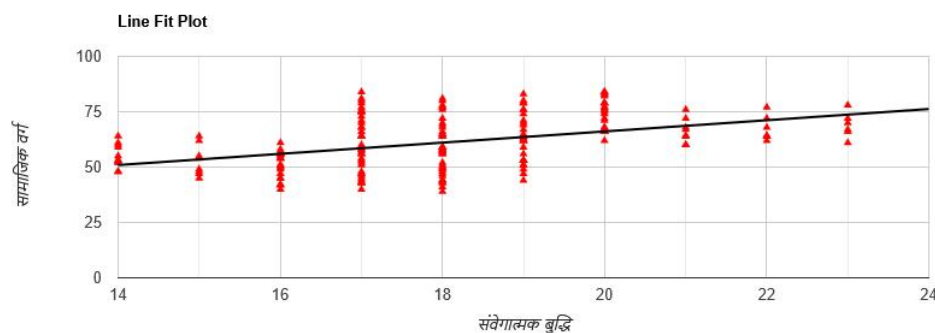
Table 1(a) presents the analysis of the correlation between emotional intelligence and social class of female B.Ed. trainees. According to the data presented, the Pearson correlation coefficient (r) was found to be 0.4065, indicating a positive, medium-level correlation. The value of r^2 was found to be 0.1652, which makes it clear that about 16.52% of the variation in social class can be explained by emotional intelligence. On testing the significance of the correlation, a P-value of 2.334 ($p < .001$) was obtained, indicating an extremely significant level. A sample size of 200 and a statistical value of 6.2606 were obtained, which further confirm the importance of the correlation. On the basis of these results, it can therefore be concluded that a medium-level, positive, and statistically significant correlation was found between the emotional intelligence and social class of female B.Ed. trainees. Hence, the null hypothesis that “there is no significant correlation between the emotional intelligence and social class of female and male B.Ed. trainees” is rejected. This implies that as social class increases, a corresponding tendency for the emotional intelligence of female B.Ed. trainees to increase is also observed.

Graph 1(a): Details of the Correlation between Emotional Intelligence and Social Class of Female B.Ed. Trainees**Table 1(b): Details of the Correlation between Emotional Intelligence and Social Class of Male B.Ed. Trainees**

Parameter	Value
Pearson correlation coefficient (r)	0.4533
r^2	0.2055
P-value	1.579×10^{-19}
Covariance	11.1212
Sample size (n)	200
Statistic (t)	7.1562

Results of the Pearson correlation indicated that there is a significant medium positive relationship between emotional intelligence and social class, $r(198) = .453$, $p < .001$, $r = 0.4533$.

Table 1(b) presents the analysis of the correlation between emotional intelligence and social class of male B.Ed. trainees. According to the results obtained, the Pearson correlation coefficient (r) was found to be 0.4533, which indicates a medium-level positive correlation. This means that as the social class of male B.Ed. trainees rises, a corresponding tendency for their emotional intelligence to rise is also observed. In addition, $r^2 = 0.2055$ was obtained, which shows that about 20.55% of the variation in emotional intelligence can be explained by social class, while the remaining variation depends on other factors. The P-value obtained for this correlation (1.579) is extremely low, well below the .001 level. Hence, this correlation is statistically highly significant. The sample size of $n = 200$ and the obtained statistical value of 7.1562 also confirm this correlation. It can therefore be concluded that a medium-level, positive, and statistically significant correlation was found between the emotional intelligence and social class of male B.Ed. trainees. Hence, the hypothesis that “there is no significant correlation between the emotional intelligence and social class of male B.Ed. trainees” is rejected.

Graph 1(b): Details of the Correlation between Emotional Intelligence and Social Class of Male B.Ed. Trainees

Conclusion

According to the findings of the present research, the analysis of the correlation between the emotional intelligence and social class of female B.Ed. trainees is shown in Table 1(a). The Pearson correlation coefficient ($r = 0.4065$) records a positive, medium-level correlation, which shows that the two variables are directly related to each other (Cohen, 1988). According to the coefficient of determination ($r^2 = 0.1652$), about 16.52% of the variance in the dependent variable (social class) can be explained by the independent variable (emotional intelligence). The p-value ($p < .001$) obtained for testing the significance of the correlation is

statistically highly important, which proves that the obtained correlation did not arise merely by chance. The obtained statistical value ($t = 6.2606$) and sample size ($n = 200$) further strengthen the reliability of this result. It thus becomes clear from the results of the research that as the social class of female B.Ed. trainees rises, their emotional intelligence also rises. Hence, the null hypothesis, which assumed that there is no significant correlation between the emotional intelligence and social class of female and male trainees, is rejected. This finding is also consistent with earlier research, which found that the socio-economic environment plays an important role in the development of emotional competencies among individuals (Goleman, 1995; Mayer & Salovey, 1997).

The findings of the present research make it clear that a medium-level positive correlation exists between the emotional intelligence of male B.Ed. trainees and their social class. The obtained Pearson correlation coefficient ($r = 0.4533$) shows that as social class rises, the level of emotional intelligence also rises. This finding is consistent with Goleman's (1998) view that the social and family environment plays an important role in the development of an individual's emotional competence. According to the coefficient of determination ($r^2 = 0.2055$), about 20.55% of the total variation in emotional intelligence can be explained by social class, while the remaining 79.45% of the variation depends on other variables such as family environment, personality traits, and learning opportunities (Bar-On, 2006). The p-value obtained for testing the statistical significance of this correlation (1.579×10^{-19}) is extremely low, well below the .001 level of significance. Furthermore, the t-value (7.1562) based on a sample size of 200 ($n = 200$) is also statistically highly significant. Hence, the null hypothesis (H_0), which assumed that there is no significant correlation between the emotional intelligence and social class of male B.Ed. trainees, is rejected. This research thus confirms that, in the field of teacher education, the socio-economic background of trainees has a significant effect on their emotional development, which needs to be kept in mind in the teaching-learning process..

Educational Utility of the Research

The educational utility of this research study is extremely important, because emotional intelligence plays an important role in a teacher's personality, behaviour, decision-making ability, and in building effective relationships with students. This study will help in understanding what kind of similarities or differences exist in the emotional intelligence of B.Ed. trainees belonging to different social classes. On the basis of the study's findings, teacher-training institutions can organise suitable programmes, counselling, workshops, and training activities for the development of trainees' emotional abilities. This will help develop abilities such as self-awareness, self-control, empathy, social skills, and stress management among trainees. It will also help teacher-trainers understand the needs of trainees from different social backgrounds and design teaching-learning environments accordingly. In this way, this study can prove useful for the all-round personality development of prospective teachers, effective classroom management, positive relationships with students, and the creation of an inclusive and sensitive educational environment.

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