The Relationship Between Emotional Intelligence and Classroom Behaviour of Teacher Trainees in B.Ed. Colleges

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Abstract

Emotional intelligence (EI) has emerged as a critical construct influencing various facets of personal and professional life, especially in the field of education. This research paper investigates the relationship between emotional intelligence and classroom behaviour among teacher trainees in B.Ed. colleges. As future educators, these individuals must not only possess academic proficiency but also demonstrate emotional regulation, empathy, and appropriate classroom conduct. The paper seeks to establish whether high levels of emotional intelligence correlate positively with constructive classroom behaviour, thereby enhancing teaching effectiveness.In this study, a sample of B.Ed. trainees from various colleges was assessed through standardized emotional intelligence inventories and classroom observation tools. Data analysis revealed significant associations between emotional intelligence domains such as self-awareness, emotional regulation, motivation, empathy, and social skills with positive classroom behaviours like engagement, management, and instructional adaptability. These findings underscore the necessity of integrating EI development in teacher training curricula.The implications of this research are profound, suggesting that educational institutions should prioritize emotional intelligence training as part of teacher education. Such initiatives would not only improve the interpersonal dynamics within classrooms but also promote a more inclusive and empathetic learning environment. The paper concludes with recommendations for curriculum designers, educators, and policymakers to foster emotional competencies among teacher trainees.

Keywords: *Emotional intelligence, classroom behaviour, teacher trainees, B.Ed. colleges, empathy, self-regulation, teacher education*

I. Introduction

The role of a teacher in today's educational landscape extends far beyond mere dissemination of subject knowledge or the implementation of instructional techniques. Modern educators are increasingly expected to function as facilitators, mentors, and emotional anchors within diverse and dynamic classroom environments. They must effectively manage heterogeneous groups of students, respond sensitively to varied learning needs, and simultaneously cultivate a positive, inclusive, and intellectually stimulating atmosphere. In such settings, emotional intelligence (EI) emerges not just as an auxiliary trait but as a foundational skill that supports the multifaceted demands of teaching. Daniel Goleman defines emotional intelligence as the capacity to identify, comprehend, and regulate one's own emotions while also being attuned to the emotions of others—an ability that is indispensable for educators facing the emotional complexities and interpersonal challenges present in every classroom.Within the domain of teacher education, particularly in Bachelor of Education (B.Ed.) programs, the significance of emotional intelligence is gaining substantial recognition. These programs, traditionally focused on pedagogical theories and content mastery, are now evolving to include emotional and social competencies as essential components of teacher preparation. Trainees in B.Ed. courses are often in the formative stages of their professional journey, attempting to establish a teaching identity while grappling with real-world classroom experiences. During this phase, deficits in emotional self-regulation, difficulty in building meaningful student-teacher relationships, and challenges in maintaining classroom discipline are commonly observed. Investigating the interplay between emotional intelligence and classroom behaviour thus becomes crucial. This research intends to shed light on how developing emotional awareness and control can enable teacher trainees to navigate their early teaching experiences more effectively and grow into competent, resilient educators.Classroom behaviour is a comprehensive term that encapsulates an educator's approach to student engagement, management of classroom interactions, use of instructional strategies, and ability to address conflicts constructively. Teachers endowed with high emotional intelligence often display heightened empathy, better stress management, and greater adaptability in their teaching practices. They are more likely to perceive and respond to the emotional cues of their students, anticipate potential disruptions, and foster a supportive environment conducive to learning. By delving into how various components of emotional intelligence—such as

self-awareness, emotional regulation, empathy, and social skills—manifest in classroom behaviours, this study seeks to enrich the understanding of emotional preparedness in teacher training. Ultimately, the goal is to inform more comprehensive and emotionally responsive approaches to teacher education, ensuring that trainees are not only intellectually but also emotionally equipped to meet the challenges of the modern classroom.

II.   Literature Review

Emotional intelligence has been extensively studied in the context of organizational leadership and interpersonal relationships, but its relevance to education is equally significant. Mayer and Salovey's four-branch model of emotional intelligence lays the foundation for understanding its educational applications, highlighting emotional perception, assimilation, understanding, and management. Teachers with well-developed EI are more adept at identifying student emotions, responding appropriately, and fostering supportive learning environments.Numerous studies suggest a positive correlation between emotional intelligence and teaching effectiveness. For instance, research by Brackett and Katulak (2007) demonstrated that emotionally intelligent teachers are more likely to employ effective classroom management strategies and build stronger student-teacher relationships. In B.Ed. settings, where trainees are forming their professional identities, EI training can substantially enhance their classroom engagement and behavioural responses. Similarly, Jennings and Greenberg (2009) highlighted the role of teacher emotional competence in fostering social-emotional learning climates, which in turn promote academic achievement and well-being among students.

Studies conducted in Indian teacher training colleges affirm similar trends. Sharma and Singh (2007) found that B.Ed. trainees with higher EI scores exhibited more constructive classroom behaviour, such as inclusive teaching practices and conflict mitigation. Additionally, Chauhan and Arora (2005) emphasized the importance of emotional intelligence as a predictor of both job satisfaction and instructional effectiveness among prospective teachers. Singh and Kaur (2009) further argued that EI development significantly improves reflective practices among B.Ed. students, allowing for more adaptive and student-centered teaching approaches. These findings collectively suggest that emotional intelligence not only benefits teachers emotionally but also practically impacts their pedagogical choices. This body of literature points to the necessity of integrating emotional intelligence into teacher training programs.

III.   Research Methodology

This research adopted a mixed-method approach to examine the relationship between emotional intelligence and classroom behaviour among B.Ed. teacher trainees. A quantitative component involved administering the Schutte Self-Report Emotional Intelligence Test (SSEIT) to a sample of 120 trainees from five B.Ed. colleges. The participants were selected through stratified random sampling to ensure gender and institutional representation. Classroom behaviours were assessed using a standardized observational checklist evaluating indicators such as student engagement, classroom management, empathy, and communication style.
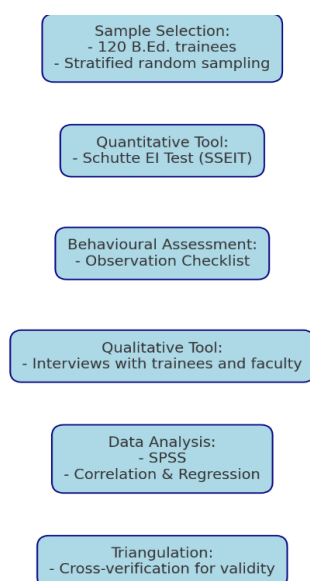
Sample Selection:
- 120 B.Ed. trainees
- Stratified random sampling

Quantitative Tool:
- Schutte EI Test (SSEIT)

Behavioural Assessment:
- Observation Checklist

Qualitative Tool:
- Interviews with trainees and faculty

Data Analysis:
- SPSS
- Correlation & Regression

Triangulation:
- Cross-verification for validity

Fig. 1 Steps of the **Research Methodology**

In addition to quantitative measures, qualitative data was collected through semi-structured interviews with 20 trainees and 10 faculty supervisors. These interviews aimed to capture perceptions of how emotional awareness influenced classroom decisions and interactions. The data provided contextual depth, allowing a more nuanced understanding of the dynamics at play. Triangulation of data sources ensured reliability and validity of findings.

Statistical analysis, including correlation and regression, was conducted using SPSS software. The results indicated a statistically significant positive correlation between overall EI scores and effective classroom behaviour ($r = 0.61$, $p < 0.01$). Furthermore, regression analysis showed that emotional self-regulation and empathy were the most predictive subcomponents of classroom conduct. The qualitative insights corroborated these findings, emphasizing the practical relevance of EI in real classroom settings.
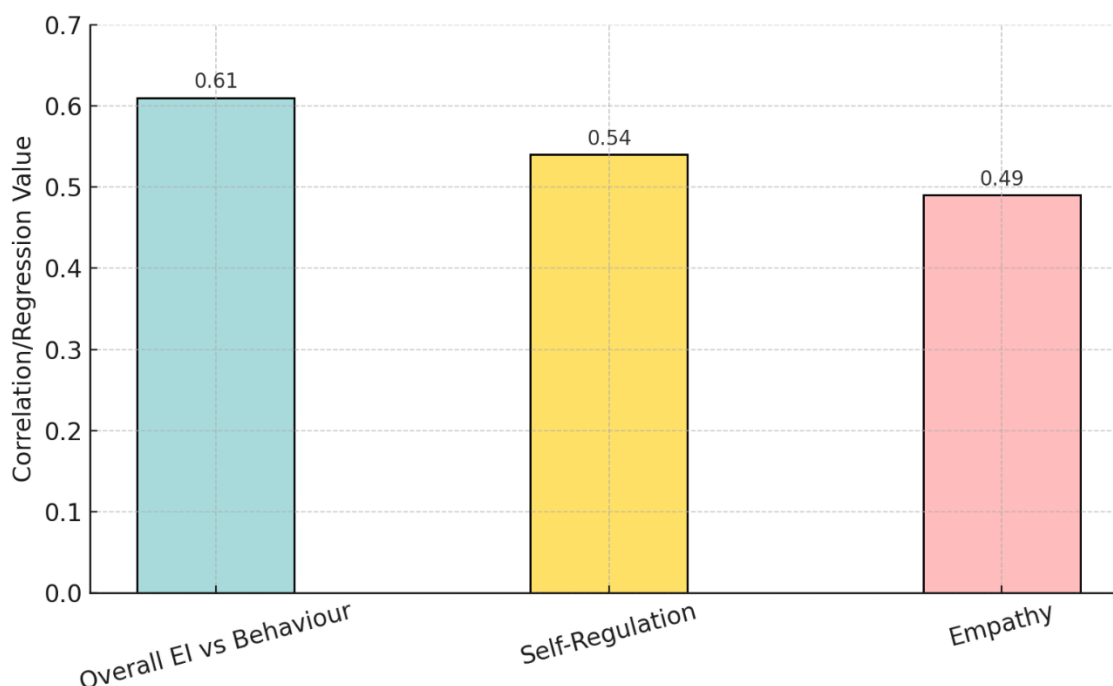

Fig :2 **Correlation** between Emotional Intelligence (EI) scores and classroom behaviour

To find the **correlation** between emotional intelligence (EI) scores and classroom behaviour, researchers typically use the **Pearson correlation coefficient formula**. This measures the strength and direction of the linear relationship between two continuous variables.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

IV.   Results and Analysis

The data analysis revealed a compelling relationship between emotional intelligence and various aspects of classroom behaviour among teacher trainees. Trainees scoring high on emotional regulation and empathy displayed greater consistency in managing student discipline, maintaining positive classroom climates, and adapting to learner needs. This suggests that emotional intelligence significantly enhances teaching readiness in pre-service educators.Further disaggregation of data indicated gender-based differences in specific EI domains. Female trainees generally scored higher in empathy and interpersonal communication, whereas male trainees exhibited strengths in motivation and self-confidence. However, the classroom observation scores did not differ significantly across genders, implying that both male and female trainees can achieve effective classroom behaviours through different emotional competencies.The interviews further illuminated how trainees perceived the role of emotional intelligence in their teaching. Many expressed that developing self-awareness helped them manage stress during teaching practice. Others shared that understanding student emotions enabled

them to respond more compassionately, thus preventing conflicts. Faculty supervisors echoed these sentiments, asserting that emotionally intelligent trainees adapted more swiftly and confidently to classroom demands.

V.   Discussion

The findings of this research strongly affirm that emotional intelligence is a critical factor in shaping classroom behaviour among teacher trainees. High EI not only enhances interpersonal dynamics but also enables better decision-making, conflict resolution, and instructional flexibility. In an era where classrooms are increasingly diverse and demanding, such competencies are indispensable for effective teaching.Emotional regulation emerged as the most influential EI component in this study. Trainees who could manage their emotions were better equipped to maintain composure, deliver clear instructions, and handle student disruptions constructively. Empathy, too, was central to effective classroom behaviour. Empathetic trainees were more patient with struggling learners and fostered inclusive learning spaces, thereby enhancing student participation and morale.While the study focused on B.Ed. trainees in Indian colleges, the implications are globally relevant. Teacher education programs must prioritize EI development to ensure that future educators are not only academically competent but also emotionally resilient. Structured EI modules, experiential learning, and reflective practices can foster these essential skills. Ultimately, investing in emotional intelligence is investing in quality education.

VI.   Conclusion

This study underscores the significant role of emotional intelligence in shaping the classroom behaviour of teacher trainees in B.Ed. colleges. The results clearly show that higher emotional intelligence contributes to better classroom management, communication, and student engagement. Emotional regulation and empathy stood out as particularly impactful, suggesting that these areas should be focal points in teacher training.The research contributes to the growing discourse on holistic teacher education, emphasizing that emotional and social competencies are as crucial as pedagogical knowledge. By integrating emotional intelligence into B.Ed. curricula, teacher training institutions can better prepare their trainees for the multifaceted demands of modern classrooms. This proactive approach will likely result in more effective, compassionate, and adaptive educators.Future research could expand the sample size, include longitudinal tracking of EI development, and explore the impact of specific training interventions. Nevertheless, the current findings provide a solid foundation for reimagining teacher education with emotional intelligence at its core, ultimately benefiting both educators and learners alike.

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