



Research Paper

The Relationship between Psychological Well-Being and Emotional Intelligence among Prospective Teachers

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ABSTRACT: Psychological well-being describes an individual's emotional health and overall functioning. Emotional intelligence influences psychological well-being. It is vital for prospective teachers to be mentally, emotionally, socially and physically sound as the teacher's psychological well-being augments their performance which can elevate the psychological growth of the students. The investigator made an attempt to study the relationship between psychological well-being and emotional intelligence among prospective teachers. Normative Survey Method was adopted. Cluster sampling was used. The sample consisted of 120 prospective teachers from four B.Ed. colleges under Kerala University. Tools used were Psychological Well-Being Scale (Sisodia and Choudhary, 2012) and Emotional Intelligence Scale (Mehta and Singh, 2013). For analyzing the collected data Mean, Standard Deviation, *t* score and Pearson's Product Moment Correlation Coefficient were employed. The results concluded that majority of the prospective teachers have only average level of psychological well-being and emotional intelligence. The correlation coefficient obtained was although a positive one, the relationship between the variables is weak and it is not significant. The study brought into light that interventions are needed to enhance the psychological well-being and emotional intelligence of prospective teachers.

KEYWORDS: Psychological Well-Being, Emotional Intelligence, Prospective Teachers

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I. INTRODUCTION

Psychological well-being refers to the extent to which people feel that they have meaningful control over their life and their activities (Udhayakumar and Illango, 2018). People with higher psychological well-being are more likely to live healthier and longer lives and also enjoy a better quality of life and are less likely to engage in criminal activity and substance abuse. If one's psychological wellbeing is negative, essentially for a long period of time, that may lead to mental disorders like stress and depression which in future leads to physiological problems and troubles individual both externally and internally.

According to Kaur (2015) emotional intelligence is an umbrella term that captures a broad collection of interpersonal and intrapersonal skills. Interpersonal skills consist of the ability to understand the feeling of others, empathies, maintain and develop interpersonal relationship and above all our sense of social responsibility on the other hand, intrapersonal skills comprise of the ability to understand one's own motivation. Emotional intelligence is the capacity to reason with emotion in four areas: to perceive emotion, to integrate it in thought, to understand it and to manage it. Theory suggests that emotionally intelligent individuals are likely to experience a higher level of psychological wellbeing and a lower level of emotional deficit than individuals who possess a low level of emotional intelligence. Low or negative emotional intelligence is substantially linked with depression, destructing and agitating conduct.

1.1. NEED AND SIGNIFICANCE

The progress, welfare and prosperity of a nation depends on the rapid, planned and sustained growth in the development and extent of education, the quality of education depends in a large measure upon the quality of teachers (Rani and Kaur, 2018). A teacher's psychological well-being will lead to effective performance and they facilitate the psychological growth of the students too. Teachers must be able to identify their own emotional state as well as the emotional state of their students, thus generating a deeper understanding of why they and their students tend to behave in a particular manner. On the other hand, lack of awareness about the emotional state of self or others can give rise to problematic interpretation of the behaviour as well as adoption of inappropriate approaches to handle them. Highly emotional intelligent teachers tend to motivate their students

better and understand their students' behavioral and psychological wellbeing. Hence, the present study aims to find out the relationship between psychological well-being and emotional intelligence among the prospective teachers.

1.2. OBJECTIVES

1. To study the level of psychological well-being among prospective teachers.
2. To study the level of emotional intelligence among prospective teachers.
3. To find out the relationship between psychological well-being and emotional intelligence among prospective teachers.

1.3. HYPOTHESES

1. There will be a minimum level of psychological well-being among prospective teachers.
2. There will be a minimum level of emotional intelligence among prospective teachers.
3. There will be significant relationship between psychological well-being and emotional intelligence among prospective teachers.

1.4. METHODOLOGY

As the present study aims to find out the relationship between psychological wellbeing and emotional intelligence among prospective teachers, normative survey method was adopted. Cluster sampling was used. Sample consisted of 120 prospective teachers from four B.Ed. colleges under Kerala University in Thiruvananthapuram. The tools selected were: Psychological Well-Being scale developed by Sisodia and Choudhary (2012) and Emotional Intelligence Scale developed by Mehta and Singh (2013). Descriptive and inferential statistics were used. Mean, Median, Mode, Standard Deviation, t score and Pearson's Product Moment Correlation Coefficient were employed for analyzing the collected data.

II. RESULTS AND DISCUSSION

2.1. Preliminary Analysis

As the first step of analysis, the important statistical constants such as mean, median mode and standard deviation of psychological well-being and emotional intelligence were calculated.

Table 2.1. Descriptive statistics of Psychological Wellbeing and Emotional Intelligence of prospective teachers.

Items	N	Mean	Median	Mode	SD
Psychological Well-being	120	182.017	173	176	18.05
Emotional Intelligence	120	238.833	244	266	40.71

Summary of the statistical details is presented in the table 2.1.

As per descriptive statistics, Psychological Well-being has a mean of 182.017, median 173, mode 176 and standard deviation 18.05; and that of Emotional Intelligence are 238.833, 244, 266 and 40.71 respectively.

2.2 Level of psychological well-being and emotional intelligence of prospective teachers.

The first two objectives were to study the level of Psychological Well-Being and Emotional Intelligence of prospective teachers. The investigator consolidated and analyzed Psychological Well-Being and Emotional Intelligence scores of prospective teachers and percentage distribution of the sample was determined. Psychological Well-Being and Emotional Intelligence scores of prospective teachers were collected and categorized into three groups: low, average and high. For this, the raw scores were converted into standard scores (t scores) .

The criterion for classification is given below in table 2.2.

Table 2.2
Level of psychological well-being and emotional intelligence of prospective teachers into low/ average/high

Psychological Well-Being and Emotional Intelligence	Criteria
Low	t score < 40
Average	t score between 40 & 60
High	t score > 60

Psychological Well-Being and Emotional Intelligence of prospective teachers were categorized into low/average/high categories based on the corresponding t scores.

The t scores below 40 were considered as low level, the t scores between 40 and 60 were considered as average level and the t scores above 60 were considered as high level for both Psychological Well-Being and Emotional Intelligence.

The percentage distribution of the total sample was calculated and the details are given in tables 2.2.1 and 2.2.2.

Table 2.2.1
Percentage distribution of psychological well-being of prospective teachers into low/ average /high categories

Psychological Well-Being	Number	Percentage
Low	12	10
Average	89	74.17
High	19	15.83

The results on the table 2.2.1 reveals that in the total sample 10% of prospective teachers have low level of psychological well-being and 15.83% have high level of psychological well-being. It also reveals that majority of the prospective teachers 74.17% show average level of psychological well-being.

The graphical representation of the percentage distribution of psychological well-being of prospective teachers is shown in figure 2.1.

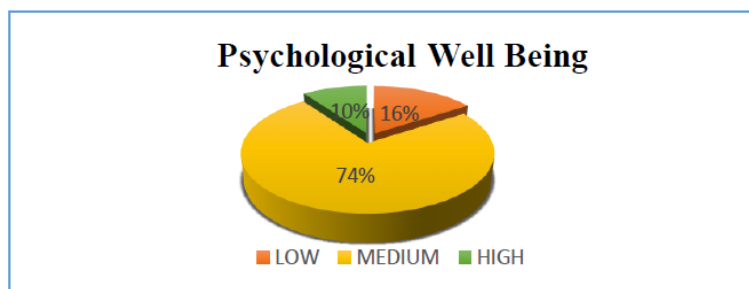


Figure 2.1: Percentage distribution of psychological well-being of prospective teachers

Table 2.2.2
Percentage distribution of emotional intelligence of prospective teachers into low/ average /high categories

Emotional Intelligence	Number	Percentage
Low	20	17
Average	83	69
High	17	14

The results on the table 2.2.2 reveals that in the total sample 17% of prospective teachers have low level of emotional intelligence and 14% have high level of emotional intelligence. It also reveals that majority of the prospective teachers 69% have average level of emotional intelligence. The graphical representation of the percentage distribution of emotional intelligence of prospective teachers is shown in figure 2.2.

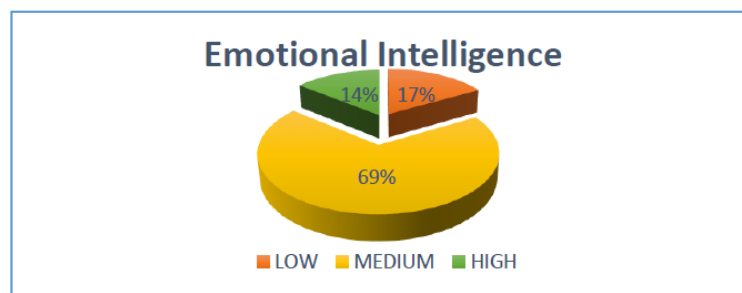


Figure 2.2: Percentage distribution of prospective teachers according to their level of emotional intelligence

2.3. Relationship between psychological well-being and emotional intelligence

In the present study, the relationship between psychological well-being and emotional intelligence among prospective teachers was found out using Pearson’s Product Moment Correlation Coefficient. The details of the relationship between psychological well-being and emotional intelligence among the prospective teachers are given in table 2.3.

Table 2.3
Results of correlation between psychological well-being and emotional intelligence among prospective teachers

Variables	N	M	SD	df	Statistical inference
PWB		182.017	18.05		r = 0.0061 P < 0.05, 0.01 not significant
	120			119	
EI		238.8331	40.71		

Table 2.3 shows the relationship of psychological wellbeing between emotional intelligence among prospective teachers. The mean values of psychological well-being and emotional intelligence were found to be 182.017 and 238.833 and S.D were 18.05 and 40.71 respectively. The coefficient correlation between psychological well-being and emotional intelligence for the total sample is 0.0061. The p- value is 0.9472. Hence, the correlation coefficient obtained is although a positive one, the relationship between the variables is weak and it is not significant.

In the present study, the coefficient correlation between psychological well-being and emotional intelligence for the total sample is 0.0061; as the value is nearer to zero only a weaker relationship is there between psychological well-being and emotional intelligence among prospective teachers. Therefore, it can’t be

stated that higher emotional intelligence leads to higher psychological well-being and a lower emotional intelligence leads to lower psychological well-being in the case of the selected sample.

III. FINDINGS

- ✓ Majority of the prospective teachers (74%) have average level of psychological well-being followed by low psychological well-being (16%) and very few of them (10%) have high psychological well-being.
- ✓ Majority of the prospective teachers (69%) have average level of emotional intelligence followed by low emotional intelligence (17%) and very few of them (14%) have high emotional intelligence.
- ✓ The results of the Pearson product moment correlation shows that although there is a positive correlation, the relationship between the variables, psychological well-being and emotional intelligence, is weak and not significant.

IV. CONCLUSION

The present study intends to investigate the relationship between psychological well-being and emotional intelligence among prospective teachers. The findings of the present study throw light on the fact that the prospective teachers with high levels of emotional intelligence can cope effectively with the challenges they face and promote psychological well-being but, those with average and low level of emotional intelligence need extra support and activities that can enhance their emotional intelligence and there by psychological well-being. In order to improve emotional intelligence it is advisable to practice various interventions that would contribute immensely to a higher psychological well-being. The inculcation of emotional intelligence as a part of B.Ed. curriculum could lead to a variety of positive self-awareness, self-management, social awareness and social skills. Apart from this various co-curricular activities, physical education training, Counselling section, regular workshops for students on stress management, life skill education, coping strategies, communication skill and setting up students counseling center in teacher training institutions will help the prospective teachers to deal more effectively with mental health issues resulting in maintaining proper psychological well-being.

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