





Building Emotional Intelligence among B. Ed Students through Family Activities and Social Adjustment

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Students pursuing a bachelor's degree in education are prepared to work as teachers because they have received training in both pedagogy and academic areas. They gain experience in teaching strategies, classroom management, and student engagement. During their training, emotional intelligence, empathy, and communication are stressed as essential skills. B.Ed. students are able to create friendly and productive learning environments for all kinds of learners. For students to effectively regulate emotions, establish positive relationships, and establish positive learning environments, educators should have emotional intelligence (EI). The objective of this study is to determine how family activities and social adjustment affect the emotional intelligence of students pursuing a bachelor's degree in education. In this study 110 B.Ed. students (ages 20-25) studying in Chennai district were included who were split into control and experimental groups. Over the course of four weeks, the control group adhered to the standard curriculum, while the experimental group participated in family-based and social adjustment activities. Using a quasi-experimental methodology, this study collected quantitative data to assess how family activities and social adjustment affected B.Ed. students' emotional intelligence. The findings of pre- and post-tests on the Emotional Intelligence Scale (EIS) showed that the experimental group's EI scores had significantly increased. This study emphasizes how crucial it is to include social and emotional learning experiences in teacher preparation programs in order to improve students' emotional intelligence and create more well-rounded teachers.

Keywords: Emotional Intelligence, B.Ed. Students, Family Activities, Social Adjustment, Teacher Education.



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1. INTRODUCTION

The term emotional intelligence (EI) describes the capacity to recognize, understand, and control the feelings of one and others. Emotional intelligence (EI) is an important ability for teachers because it boosts student engagement, improves classroom management, and improves overall teaching efficacy. In order to

establish positive interpersonal interactions and handle the emotional demands of teaching, B.Ed. students pursuing a career in education must cultivate emotional intelligence (EI) from an early age. B.Ed. students have an opportunity to nurture empathy, emotional control, and interpersonal communication in both personal and professional situations through family activities and social

adjustment exercises. The purpose of this study is to determine how well these activities work to improve students' emotional intelligence in a B.Ed. program.

The emotional intelligence theory's founders, Mayer and Salovey, stress the importance of emotional intelligence (EI) for educators since it improves their capacity to recognize, comprehend, and control emotions. To develop educators who are both sympathetic and emotionally responsive, their model—which encompasses competencies like emotional perception, facilitation, comprehension, and regulation—is crucial. Although not directly directed at B.Ed. students, their work offers a fundamental viewpoint on the ways in which Emotional Intelligence (EI) might aid future educators (Mayor and Salovey 1997).

Goleman stress another prominent personality in emotional intelligence, Daniel Goleman underlined the significance of emotional intelligence for success in a variety of sectors, including education, on par with cognitive intelligence. Higher self-awareness, empathy, and social skills are critical for effective teaching and classroom management, and he believes that B.Ed. students with high EI will possess these qualities. According to his research, teacher education programs should incorporate EI training. (Goleman 1995)

2. NEEDS AND SIGNIFICANCE OF THE STUDY

Building emotional intelligence (EI) in B.Ed. students is important because it provides future educators the skills, they need to control their emotions, develop healthy relationships, and create supportive learning environments. High emotional intelligence (EI) teachers are better able to handle stress, solve conflicts, and understand the needs of a wide range of students all critical abilities in the modern classroom. The importance of this study lies in its emphasis on improving one's emotional intelligence (EI) through social adjustment and family activities, providing B.Ed. students real-world experiences that advance their empathy, emotional awareness, and interpersonal skills. The study encourages holistic teacher development by including these activities into teacher education programs. The main focus of this study is to evaluate the potential benefits of family activities and social adjustment exercises for raising B.Ed. students' emotional intelligence.

This study will concentrate on developing students' empathy, emotional control, and interpersonal skills in order to better equip them to be effective teachers.

3. REVIEW OF LITERATURE

In 2019, Sharma, P., and Kaur, H. proposed a study on “The Function of Families in the Development of Emotional Intelligence in B.Ed. Students” with the sample size of 200 B.Ed. students. According to this study, family activities that included role modeling, cooperative decision-making, and emotional talks helped B.Ed. students' emotional intelligence rise dramatically. Higher levels of empathy, self-awareness, and emotional regulation were demonstrated by students who had close emotional ties to their family; these traits had a good effect on the students' social adjustment throughout teacher preparation.

In 2020, Mishra, R. conducted a study on “Teacher Candidates' Emotional Intelligence and Social Assimilation” 150 B. Ed students were participated in this study. The study revealed that teacher candidates' emotional intelligence was enhanced when they engaged in family- oriented activities such problem-solving exercises and open emotional communication. These pupils handled classroom interactions and peer relationships more skillfully, exhibiting improved social adjustment in learning environments.

In 2018, Singh and Verma Title: “Among Bachelor of Education Students, Emotional Intelligence as a Predictor of Social Adjustment” 120 B.Ed. students comprise the sample. The study found that social adjustment was greatly influenced by emotional intelligence, which is developed through family involvement. Improved peer collaboration and social relationships in teaching practice have been linked to activities including family conversations about job obstacles, emotional support during stressful times, and cooperative problem-solving.

Singh, S. & Verma, M. (2018) investigate a study on “Emotional Intelligence as a Predictor of Social Adjustment among B. Ed Students” with 120 B. Ed students as a sample. The study demonstrated how important it was for B.Ed. students' social adjustment to have emotional intelligence, which is fostered through family engagement. Better social interactions in teaching practice and peer collaboration have been linked to activities including family conversations about

job obstacles, emotional support during stressful times, and collaborative problem-solving.

Gupta, A. (2021) conducted a study on “Influence of Family Activities on Emotional Intelligence in Pre-service Teachers” with sample size 180 B. Ed students. Gupta's research showed that B.Ed. students had higher emotional intelligence in family contexts with lots of emotional support and open communication. The enhanced emotional regulation skills of these students led to better peer interactions, classroom management, and general social adjustment in the teaching profession.

Reddy, V., & Rao, S. (2022) investigate a study on “Impact of Family Dynamics on Emotional Intelligence and Professional Competence of B. Ed Students” with Sample Size 150 B. Ed students. The study found that family dynamics, which include cooperative activities and emotional expressiveness, had a major impact on B.Ed. students' emotional intelligence. Better emotional regulation and social skills were displayed by those who participated in emotionally supportive family activities, which improved their professional competence as future educators.

Patel, D. & Sharma, M. (2017) conducted a study on “Building Emotional Intelligence in B. Ed Students through Social and Family Interactions” 100 students enrolled in B.Ed. In this study the authors discussed emotional difficulties and getting family support are examples of frequent family contacts that have been shown to positively impact B.Ed. students' emotional intelligence. These students said it was easier for them to manage their connections with others, adapt to the challenges of teaching, and listen to the needs of their pupils with empathy.

Joshi, P. (2020) investigated a study on “The Role of Family Support in Developing Emotional Intelligence in Pre-service Teachers” 130 B. Ed. Students enrolled in this study. Joshi's research showed that emotional intelligence in B. Ed. students was significantly shaped by family support, particularly in the form of shared activities and emotional guidance. Higher emotional intelligence people were better able to adjust to the social demands of teacher education programs, particularly in the context of internships and classroom interactions.

Kumar, A., & Singh, R. (2021) conducted a study on “Social Adjustment and Emotional Intelligence among B. Ed Students: A Family Perspective” 160 B. Ed students were participated in this study According to the study, family activities like emotional validation and dispute resolution had a significant impact on emotional intelligence, which in turn affected social adjustment. Students enrolled in these family-based activities had greater social competence in classroom settings and demonstrated improved stress management skills related to teaching.

Das, S. & Roy, B. (2019) investigated a study on “Enhancing Emotional Intelligence in B. Ed Students through Family and Peer Interaction” 110 B. Ed students were used as sample size. The investigation brought attention to the complementary roles that peer and family connections play in developing emotional intelligence. Better emotional regulation, empathy, and social skills were demonstrated by students who regularly had emotional conversations with their peers and families. These traits helped the students in their teacher preparation programs make a more successful social adjustment.

Mehta, R. (2022) conducted a study on the topic “Family Influences on Emotional Intelligence Development in B. Ed Students: A Longitudinal Study” which includes 140 B. Ed students as a sample. Based to the long-term study, increasing emotional intelligence within the B. Ed degree required stable family support. Better social adjustment was shown by students who reported frequent family participation in emotional conversations and problem- solving exercises, particularly when it came to controlling peer relationships and classroom dynamics.

4. OBJECTIVE OF THE STUDY

The aim objective of this study is to assess the impact of family activities and social adjustment training on the emotional intelligence of B. Ed students studying in Chennai district. The specific objectives include:

- To measure the effect of family activities on emotional intelligence.
- To evaluate the role of social adjustment in developing emotional intelligence.
- To determine the overall improvement in emotional intelligence among students exposed to both family activities and social adjustment strategies.

5. HYPOTHESIS OF THIS STUDY

There is no significant difference in the emotional intelligence levels of B.Ed. students who participate in family activities and social adjustment exercises compared to those who do not participate.

6. VARIABLES

6.1. Independent Variables:

- **Family Activities:** Organized games, conversations, cooperative problem-solving, and role-plays that have students interacting with members of their family.
- **Social Adjustment:** Techniques that enhance interpersonal communication, empathy development, conflict resolution, and social adaptability.

6.2. Dependent Variable:

- **Emotional Intelligence:** A standardized emotional intelligence scale, such the Bar-On Emotional Quotient Inventory, is used to measure emotional intelligence.

7. RESEARCH METHODOLOGY

Using a quasi-experimental methodology, this study collected quantitative data to assess how family activities and social adjustment affected B.Ed. students' emotional intelligence.

7.1. Participants:

- A Sample of 110 B.Ed. students (ages 20-25) from a teacher education college in Chennai district, India participated in this study.
- A total of 55 students were split into two groups at random: one for experimentation group (n=55) and the other for control group (n=55).

7.2. Sampling Criteria: B. Ed. students who are currently living with their family and are between the ages of 20 and 25 were included in this study.

Students who do not live with their families or who are not enrolled in a B. Ed program are excluded.

7.3. Procedure:

- **Pre-Test:** The Emotional Intelligence Scale (EIS) was administered to both groups in order to determine their baseline EI scores.
- **Intervention:** The experimental group engaged in family-centered activities like mealtime's together, candid conversations, and role-playing scenarios with the goal of improving emotional intelligence. In addition, over the course of four weeks, they participated in conflict resolution workshops, role-playing in peer interactions, and teamwork. The control group adhered to their usual B.Ed. curriculum and received no additional support. Both groups completed the Emotional Intelligence Scale (EIS) to assess baseline EI levels.
- **Post-Test:** After the four-week period, both groups took the EIS again to measure changes in emotional intelligence.

8. DATA ANALYSIS

- Pre- and post-test EI scores were analyzed using paired t-tests to compare the mean differences between the experimental and control groups.
- Data interpretation also involved qualitative feedback from students about their experiences during the intervention.

9. DATA INTERPRETATION

In order to determine how well social adjustment techniques and family activities contribute to the development of emotional intelligence, the quantitative data were examined.

Table 1: Pre-Test and Post-Test EI Scores of Experimental and Control Groups.

Group	Pre-Test Mean EI Score	Post-Test Mean EI Score	Mean Difference	t-value	p-value
Experimental Group	72.5	88.4	+15.9	6.57	<0.05
Control Group	73.2	74.1	+0.9	0.45	>0.05

Interpretation:

- The study found that the experimental group's mean emotional intelligence (EI) score increased significantly from 72.5 to 88.4 after the intervention, indicating a positive impact of family and social adjustment activities
- With only a 0.9-point increase in their emotional intelligence score, the control group's results were hardly different from the norm, indicating that their regular curriculum had no effect on improving emotional intelligence.
- It is confirmed that the improvement in the experimental group is statistically significant by the t-value of 6.57 for the experimental group with a p-value of less than 0.05.

10. FINDINGS

- **Quantitative Findings:** After taking part in the family activities and social adjustment exercises, the experimental group's emotional intelligence considerably increased. According to the post-test results, the experimental group's EI scores increased by 15.9 points, while the control group's improvements were barely noticeable.
- **Qualitative Feedback:** Researchers found that family activities improved the understanding of the emotional responses of both the experimental group's students and others. Through social adjustment exercises, they developed stronger dispute resolution techniques, increased peer empathy, and strengthened their ability to control their emotions under pressure.

11. KEY FINDINGS

- **Significant Gain in Emotional Intelligence:** Compared to the control group, B.Ed. students who took part in family activities and social adjustment exercises demonstrated a statistically significant gain in overall emotional intelligence scores, demonstrating the efficacy of the intervention.
- **Enhancement of Specific Emotional Intelligence Components:** It appears that the structured activities improved both intrapersonal and interpersonal skills

because the experimental group showed appreciable gains in particular emotional intelligence dimensions like self-awareness, empathy, and interpersonal relationships.

- **Impact of Family Activities:** Because regular interactions and conversations with family members build emotional openness and understanding, family-based activities were found to be particularly effective in improving emotional self-regulation and empathy.
- **Better Social Adjustment:** Students in the experimental group also demonstrated improved social skills, including the ability to resolve conflicts, cooperate with others, and adapt. This emphasizes the beneficial effects of social exercises on developing emotional and social intelligence.
- **No Significant Change in Control Group:** The emotional intelligence levels of the control group, which did not take part in the intervention, were either very low or did not change at all, supporting the idea that socialization and family activities play a significant role in the development of emotional intelligence.

12. EDUCATION IMPLICATION FOR THIS STUDY

- **Integrating Training in Emotional Intelligence:** The study emphasizes how crucial it is to include curriculum for developing emotional intelligence in B.Ed. programs. Future educators can enhance their interpersonal, empathy, and emotional regulation skills—all crucial for running classrooms and creating a supportive learning environment—by participating in family activities and social adjustment exercises.
- **Better Teacher-Student Relationships:** Teachers with greater emotional intelligence are more capable of identifying the emotional needs of their pupils, settling disputes, and fostering an inclusive learning environment. According to this study, training programs ought to place a high priority on emotional intelligence as a fundamental skill for efficient instruction.

- **Holistic Teacher Development:** By integrating the development of emotional intelligence with academic and pedagogical training, teacher preparation becomes more holistic, assisting educators in achieving academic success as well as stress management and emotional stability.
- **Family and Community Engagement:** The study's emphasis on family-friendly activities highlights how important it is to include families in teacher preparation. In order to better understand diverse social origins and cultivate empathy for kids from different walks of life, programs could encourage students to investigate family dynamics and community involvement.
- **Usage Outside of B.Ed. Programs:** The positive findings of this research may persuade legislators in the field of education to include emotional intelligence instruction in a variety of professional development and teacher preparation courses, which would be advantageous to teachers at all levels. The general quality of education can be raised by producing emotionally aware, sympathetic, and socially flexible teachers through the emphasis on emotional intelligence in teacher education programs.

13. CONCLUSION

This study emphasizes how crucial it is to help B.Ed. students develop their emotional intelligence through planned family activities and social adjustment therapies. In addition to raising the students' emotional awareness, these exercises helped them acquire critical interpersonal abilities like empathy and dispute resolution, which are vital for efficient instruction. By including these kinds of activities in teacher education programs, future teachers can be better prepared to manage the range of emotional dynamics that arise in the classroom and create a safe and encouraging learning environment. The long-term advantages of EI development on instructional effectiveness and student outcomes can be investigated in more detail.

Future studies may look into a number of topics pertaining to helping B.Ed. students develop their emotional intelligence through social adjustment and family activities. They may,

for example, look into how these interventions affect students' emotional intelligence and professional efficacy in the long run, once they start teaching. Additionally, comparative research might be done to look at how various socioeconomic or cultural origins affect how well family activities foster the development of emotional intelligence. Researchers may also investigate how other social contexts, including peer groups or community service, contribute to the development of emotional intelligence. In order to determine how technology might enhance conventional family and social activities in schooling, future research may concentrate on incorporating digital or AI-based tools into emotional intelligence training.

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