

Emotional Intelligence of B.Ed. Students

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ABSTRACT

Emotional intelligence refers to an ability to recognize the meanings of emotion and their relationships and to reason and problem-solve on the basis of them. This study was conducted to find out Emotional Intelligence of B.Ed. Students. The sample consisted 200 B.Ed. students from B.Ed. Colleges of both rural and urban Vijayawada of Andhra Pradesh state. Emotional Intelligence scale (E I S) developed and standardized by Anukool Hyde, Sanjyot Pethe, Upinder Dhār. (1971) was used to collect the data. The statistical techniques were used the mean, standard deviation, t-value. The results showed that the factors like locality and gender of the of the B.Ed. Students influence Emotional Intelligence.

1. Introduction

Modern age is the age of globalization, westernization, specialization industrialization and internationalization. One has to face with many problems in this complex world for better adjustment. Adjustment starts right from the birth of the individual and continues till the death. Better adjustment leads to happiness of the individual. Emotional intelligence plays a very important role in adjustment in all senses emotional intelligence essentially reflects our ability to deal successfully with other people and our feeling. A man is not rightly conditioned until he is a happy, healthy and prosperous being happiness, health and prosperity are result of harmonious adjustment of the inner with the outer surrounding. If a person is emotionally intelligent he will adjust with, what he got by chance and not by choice. On the other hand a person who is not emotionally intelligent will be disturbed with, what he has got not by his choice. Here we see the importance of emotional intelligence which is very helpful adjust us changing environment, with the demands of life but with our own self also.

Emotional intelligence is the ability to be aware of your emotions and the emotions of others and then to use that knowledge to help, to manage the expressions of emotions so that they foster success instead of cause roadblocks. An emotionally intelligent person undertakes the difficult task of perpetuating his race and seeks to develop social happiness in life. It is far better to have a high emotional intelligence, if one wants to be valued as a productive member of the society. Greek philosopher Aristotle remarks- Anyone can become angry that is easy, but to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way is not that easy.

Emotional intelligence links strongly with the concepts of love and spirituality. Bringing compassion and humanity to work and also to 'multiple intelligence theory' which illustrates and measure the range of capabilities people possess and the fact that everybody has the value. Intelligent quotient is the greatest predictor of success in any walks of life- academic, social, vocational, and professional.

2. Review of Related Literature

Pandey.P (2002) studied the levels of emotional intelligence of the second year students of Faculty of Home

Science. Found that respondents had moderate level of emotional intelligence. The main aspect which seems to have contributed to the moderate level of emotional intelligence was stress management. Favoured family climate leads to higher emotional intelligence. High academic achievers had high levels of emotional intelligence.

ShobhanaZambare (2003) conducted a study on the Emotional competencies and intelligence of B.Ed. trainees. Found that the frequency distribution of the three groups of intelligence indicate that medium intelligence group have slightly higher frequencies value that the normality which indicate that this distribution is leptokurtic. The trainees in higher intelligence group and low intelligence group is same.

Kedrnath.B.J., (2003) studied the Mental health, emotional maturity, emotional intelligence and self-acceptance. Found that mental health has significant positive correlation with the emotional maturity, emotional intelligence and self-acceptance. The results of the path analysis further reveal the fact that the mental health and emotional maturity enhance the self-acceptance through the emotional intelligence of the participants.

Uma DevoL&Mayuri K. (2004) made a relationship between emotional intelligence and personality of adolescents. The study demonstrated positive and significant relationship between emotional intelligence and total personality. Adolescents' with good emotional intelligence skills y possessing high intra personal skills, interpersonal skills, adaptability, stress management and general mood skills had good personality characteristics also.

Tyagi S.K. (2004) conducted a study on the 'Emotional intelligence of secondary teachers in relation to gender and age. The interpretation of the results shows that level of emotional intelligence of secondary teachers is extremely low. Male and female teachers do not differ in respect of their level of emotional intelligences.

Uma Devi and RomalaRayalu.T (2005) studied the Relationship between emotional intelligence and intellectual abilities of adolescents. From the result it was found that emotional intelligence and intellectual abilities are related with each other. Adolescents with high emotional intelligence skills are intelligent too. For a person to be successful in life, combination of EQ and IQ is very essential than either of the measure alone.

Uma Devi . L &Rayulu.T.R. (2005) conducted a study entitled "Levels of emotional intelligence of Adolescent boys and Girls – A comparative study". The study shows that adolescent boys and girls were above average and average on EI levels and did not differ significantly on total EI levels. However girls were superior to boys on interpersonal relations skill. Regarding dimensions of EI girls surpass boys on self-awareness, empathy social responsibility and problem-solving skills. A child to be successful in life, must possess the non-cognitive skills along with cognitive skills which should be inculcated from the formative years of child's life as emotional intelligence skills can be learnt throughout life.

Rabindra Kumar Pradhan, Dolly Bansal, Biswat R.K. (2005) studied the Emotional Intelligence and personal effectiveness; Major findings are there exists a positive relationship between Emotional Intelligence (EI) and Personal Effectiveness (PE). The potential benefits of Emotional Intelligence were discussed in the context of personal Effectiveness.

Amudhaasaph (2006) studied emotional intelligence and selected personality characteristics of student teachers. Found that Females have a slightly higher emotional intelligence than male student teachers. Urban student teachers have higher emotional intelligence than rural student teachers.

Ajay Kumar BhimraoPatil (2006) studied the Emotional Intelligence among Student Teachers in Relation to Sex, Faculty and Academic Achievement, Found that there is no significant difference between emotional intelligence of male and female student teachers. There is no significant difference in emotional intelligence of student teachers of Art and Science faculty. There is significant relationship between emotional intelligence and academic achievement of student teachers. But this correlation was very slight.

Jyothika Gupta, Sukhjinder Ram (2006) studied the Transactional Styles among prospective Teachers: The role of Sex Differences and Emotional Intelligence. Found that Sex had main effects on rescuing style, normative style, problem-solving style and sulking style. However, there was no interaction effect of Emotional Intelligence and sex on any transactional style.

Deepika Gupta, Neeta Mahajan, (2006) studied the Emotional Intelligence : a holistic approach to life success A comparative study of Emotional Intelligence in adolescent girls and boys, Adolescent girls showed better results as compared to their counterpart's boys in all major areas of emotional intelligence.

Ajay Kumar BhimaraoPatil, (2006) studied the Emotional Intelligence Among student teachers in relation to sex, faculty and Academic Achievement. Found that there is no significant difference between Emotional Intelligence of male and female student teachers. There is no significant difference in the

Emotional Intelligence of student teachers of Arts and Science faculty. There is no significant relationship between Emotional Intelligence and Academic Achievement of student teachers.

Visualizing the importance of Emotional Intelligence Among student teachers and finding the need to study Emotional Intelligence of B.Ed. Students.

3. Objectives of the study

1. To study the significant difference between Emotional intelligence of urban and rural B.Ed. students
2. To study the significant difference of Emotional intelligence of urban male and female B.Ed. students.
3. To study the significant difference of Emotional intelligence of rural male and female B.Ed. students.

4. Hypothesis

1. There exists no significant difference between Emotional intelligence of urban and rural B.Ed. students.
2. There exists no significant difference between Emotional intelligence of urban male and female B.Ed.students.
3. There exists no significant difference between Emotional intelligence of rural male and female B.Ed.students.

5. Method

Sample:The study was descriptive survey which was conducted on 200 B.Ed. students both male and female from rural and urban Vijayawada of Andhra Pradesh state.

Tools of Data Collection: In the present study the following tools were used:

1. Emotional intelligence scale (E I S) developed and standardized by Anukool Hyde, SanjyotPethe, UpinderDhar. (1971)

Statics: The Statistical Techniques are employed to give concise picture of the whole data for its better comprehension and in this study suitable statistical procedure and techniques were applied to analyze the data. The following statistical techniques were used in the study:

1. Mean, Standard Deviation, to study the nature of distribution of scores.
2. t- Value to investigate the significance of difference between various groups.

6. Results and Discussion

Hypotheses 1: There exists no significant difference between Emotional Intelligence of urban and rural B.Ed. students.

Table 1: Showing the scores of Emotional Intelligence in urban and rural areas B.Ed. students.

S. No.	Category	N	Mean	S.D	t-test	Significance level
1	Urban student	100	136.94	12.69	2.576	Significant
2	Rural student	100	129.92	14.50		

Significant at 0.05 level

The t-value between the mean score of emotional intelligence of urban male and female B.Ed. students is found to be 2.576. The degree of freedom is 98 at 0.05 levels the table value 1.98 is less than the calculated value 2.576. Therefore it is significant at 0.05 level. From the above result it is clear that the obtained t-value is significant at 0.05 level. Therefore the hypotheses no. 1 "There exists no significant difference

between Emotional Intelligence of urban and rural B.Ed. Students" is rejected.

Hypotheses 2: There exists no significant difference between Emotional Intelligence of urban male and female B.Ed. students

Table 2: Showing the scores of Emotional Intelligence in urban male and female B.Ed. students.

S. No.	Gender	N	Mean	S.D	t-test	Significance level
1	Urban Male	50	133.115	13.59	2.73	Significant
2	Urban Female	50	128.23	11.54		

Significant at 0.05 level

The t-value between the mean score of emotional intelligence of urban and rural B.Ed. students is found to be 2.73. The degree of freedom is 198 at 0.05 levels the table value 1.96 is less than the calculated value 2.73. Therefore it is significant at this level. From the above result it is clear that the obtained t-value is significant at 0.05 level. Therefore the hypotheses no 2: "There exists no significant

difference between Emotional Intelligence of urban male and female B.Ed. students" is reject.

Hypotheses 3: There exists no significant difference between Emotional Intelligence of rural male and female students.

Table 3: Showing the scores of Emotional Intelligence in rural male and female students.

S. No.	Gender	N	Mean	S.D	t-test	Significance level
1	Rural Male	50	129.8	11.59	1.359	Insignificant
2	Rural Female	50	126.66	11.50		

Significant at 0.05 level

The t-value between the mean score of emotional intelligence of rural male and female B.Ed. students is found to be 1.359. The degree of freedom is 98 at 0.05 levels the table value 1.98 is greater than the calculated value 1.359. Therefore it is insignificant at 0.05 level. From the above result it is clear that the obtained t-value is insignificant at 0.05 level. Therefore the hypotheses no 3: "There exists no significant difference between Emotional Intelligence of rural male and female students." is accepted.

7. Conclusion

On the basis of result obtained during the course of present investigation, the following findings have been draw:

1. There was significant difference in the level of Emotional intelligence of urban and rural B.Ed. students.
2. There was significant difference in the level of Emotional intelligence of urban male and female B.Ed. students.
3. No significant difference was observed in the level of Emotional intelligence of rural male and female B.Ed. Students.

8. Educational Implication

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