

Values of Emotionally Intelligent B.Ed. Students in Vijayawada

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ABSTRACT

In the present scenario, the need of the hour is to develop emotionally intelligent teachers who will act as torch bearers in not only disseminating knowledge, but also inculcating values among students effectively. To achieve this aim, the role of teacher educators becomes quite crucial, because the present society is facing value crisis or value deterioration. Rajput (2001) emphasizes that the educational sector must take the responsibility of developing human values. Through value education, teacher educators can help student teachers develop a critical awareness of the value domain and assume personal responsibility for the value they embrace. The present study was undertaken to compare the values of B.Ed. students possessing high and low emotional intelligence.

1. Introduction

Emotional intelligence is the ability to accurately identify and understand one's own emotional reactions and those of others, consisting of the ability to control one's emotions, and to use them to form good decisions, to act purposefully and to involve effectively in a given situation. "Emotional intelligence refers to the capacity of recognizing one's own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships" (Goleman, 1998).

Emotional intelligence refers to the capacity for recognising our own feelings and those of others, for motivating ourselves and for managing emotions well in us and in our relationships. It is the ability to perceive accurately, appraise and express emotions, generate feelings that facilitate thoughts and an ability to regulate emotions to promote growth.

Emotional intelligence is concerned both with inter and intrapersonal intelligence, which is a correlative ability turned inward. It is a capacity to form an accurate model of one and to be able to use that model to operate effectively in life.

In the present scenario, the need of the hour is to develop emotionally intelligent teachers who will act as torch bearers in not only disseminating knowledge, but also inculcating values among students effectively. To achieve this aim, the role of teacher educators becomes quite crucial, because the present society is facing value crisis or value deterioration. Rajput (2001) emphasizes that the educational sector must take the responsibility of developing human values. Through value education, teacher educators can help student teachers develop a critical awareness of the value domain and assume personal responsibility for the value they embrace.

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. Favored 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.

The review of the studies mentioned above reveal that there many studies on Emotional Intelligence but the present study was undertaken to compare the values of B.Ed. students possessing high and low emotional intelligence.

3. Objectives

To compare the values of B.Ed. students possessing high and low emotional intelligence

4. Hypotheses

It was hypothesized that there is no significant difference in the values of B.Ed. students with high or low emotional intelligence.

5. Method

Simple survey method was used in this study. In order to achieve the above-cited objective, the various aspects of the methodology followed were: Sample, tools, procedure of data collection and statistical techniques, scoring procedure.

- a) Population and sample:** The sample consists of 50 student teachers studying B.Ed. in Vikas College of Education, Nunna, Vijayawada,A.P. The Purposive sampling technique was employed for selection of sample.
- b) Tools Used:** Test of Emotional Intelligence developed by K.S.Misra and Personal values questionnaire (PVQ) developed by G.P.Sherry and R.P.Verma have been used to collect the data. Test of Emotional Intelligence consists of 33 multiple choice type items. PVQ consists of items related to 10 vales namely, Religious Value, Social Value, Democratic Value, Aesthetic Value, Economic Value, Knowledge Vale, Hedonistic Value, Power Value, Health Value, and Family Prestige Value.
- c) Procedure of data collection:** After selecting 50B.Ed students of the selected college, the investigator approached them individually and requested them to fill up the Test of Emotional Intelligence. Though the tool was self-administering, the investigator explained the students how to fill up the tool. After the collecting the filled in tool, it was scored and tabulated systematically for statistical calculation.
- d) Statistical techniques used:** The investigator used the statistical techniques like Mean, standard deviation, t-test, etc., for analyzing and interpretation of the data collected for the study.

6. Results and discussion

Mean, Standard deviation and t-ratios showing difference in the values of B.Ed. students with high and low emotional intelligence

S.N o.	Values	Mean	S.D.	Mean	S.D.	t-ratio	Significance
1.	Religious Value	14.11	3.31	11.63	2.90	2.04	Significant
2.	Social Value	8.33	3.20	9.63	2.77	1.12	Significant
3.	Democratic Value	8.33	2.94	8.72	3.14	0.36	Significant
4.	Aesthetic Value	16.00	4.37	14.018	4.072	1.14	Significant
5.	Economic Value	8.78	2.94	11.63	3.50	2.59	Not significant
6.	Knowledge Value	13.67	3.83	12.18	3.71	1.06	Significant

7.	Hedonistic Value	7.56	2.71	11.36	2.87	3.81	Not significant
8.	Power Value	14.11	3.00	14.45	2.23	0.31	Significant
9.	Family prestigeValue	15.44	3.13	13.18	2.17	2.00	Significant
10	Health Value	14.78	2.74	13.00	2.95	1.76	Significant

*Significant at .05 level

From the above table, it is quite evident that B.Ed. students with low emotional intelligence have high economic and hedonistic values as compared to the B.Ed. students with high emotional intelligence. However, there exists no significant difference between the two groups on the rest eight values namely-religious, social, democratic, aesthetic, knowledge, power, family prestige and health value.

7. Conclusion

True values are priceless and the moment a price is put on values, they lose their worth. B.Ed. students with low emotional intelligence probably fail to understand this valuable philosophy and so they show their inclination towards material gains and making quite bucks in life. B.Ed. students with low emotional intelligence also show high hedonistic value as compared to B.Ed. students with high emotional intelligence. This implies that they indulge in pleasure of senses and avoiding pain. They live for the present and do not worry about their future.

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