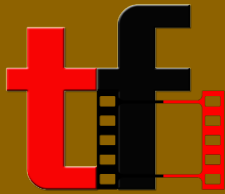


A Study of Emotional Intelligence of B.Ed. Students in the Punjab



Mukesh Kumar

Assistant Professor

DIPS college of
Education

Dhilwan, Dist.
Kapurthala(Pb.)

Abstract

The main objective of this paper was to study the Emotional Intelligence of two-year B.Ed. Students in terms of Gender and types of Management. Using the Stratified Random Sampling Technique 300 two-year B.Ed. Students formed the sample of the study. The data was collected using Emotional Intelligence Inventory (EII) 2004 by Dr S.K. Mangal and Shubhra Mangal. The collected data were analysed with the help of an Independent Sample t-test. The result showed that in terms of Gender, the mean scores of Emotional Intelligence of Male and Female two-year B.Ed. students did not differ significantly. In terms of types of Management, the mean scores of Emotional Intelligence of Private two-year B.Ed. Students and Govt. aided two-year B.Ed. Students differ significantly.

Keywords: *Emotional Intelligence, Two-year B.Ed. Students*

The term emotional intelligence (EI) was popularized by Goleman (1995) who claimed that emotional intelligence “can be as powerful, and at times more powerful, than I.Q.” There are a number of different definitions of emotional intelligence in the psychological literature, but in general, it is defined as an ability to identify, regulate, and manage emotions in the self and in others. Research indicates that higher levels of emotional intelligence are associated with a range of positive outcomes, such as better workplace performance, physical and mental health. Good teachers need a strong emotional intelligence. Emotional intelligence (EQ) is emerging as a critical factor for sustaining high achievement, retention, and positive behaviour as well as improving life success. Increasingly, schools and educational organizations are turning to EQ seeking a systemic solution to improve outcomes – both academic and social. It is also found that the faculty members who performed superior in overall EI skills tended to achieve higher teaching effectiveness. Sutton & Wheatly (2003) have stated that emotional competency of teacher is

necessary, both in general for their own well-being and for effectiveness and quality in carrying out teaching- learning processes in the classroom, and in particular for the socio-emotional development of students.

Emotional intelligence: Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth (Mayer & Salovey, 1997). Emotional intelligence is the ability to recognize, understand and manage emotions in ourselves and others. Emotional Intelligence is divided into the four clusters namely Self-Awareness, Self-Management, Social Awareness and Relationship Management (Daniel Goleman, 2002). In short Emotional intelligence is the capacity to blend thinking and feeling to make optimal decisions.

LITERATURE REVIEW

Sharma (2014) studied the relationship between environmental awareness and emotional intelligence of student teachers and teachers. The sample of the study consisted of 200 student-teachers (100 male and 100 female) and also of 100 teachers (50 male and 50 female). The results showed that there was no significant difference between male and female student-teachers and teachers regarding environmental awareness and emotional intelligence. The results also showed that the environmental awareness of male and female student-teachers was also found to be slightly positively but not significantly correlated with emotional intelligence. The environmental awareness of male teachers was found to be moderately, positively and significantly correlated with emotional intelligence. On the other hand, the environmental awareness of female teachers was found to be slightly positively but not significantly correlated with emotional intelligence

Ravi Kant (2019) studied the emotional intelligence among the university students to find the difference between EI on the basis of gender, locality, level of course and school of study. This survey-based study used data from 200 students of a Central University. The result indicates that all students of School of Education have emotional Intelligence of high level except in comparison of students of School of Law & Governance. Male and female students are significantly differed from each other on Emotional Intelligence on overall sample. Female students found more Emotional Intelligent with high mean value. UG and PG students of were found not significantly differ from each other on Emotional intelligence. UG students were more emotionally intelligent on the basis of mean value. Residential location does not have any significant role but rural students were more emotionally intelligent in comparison to their counterpart.

Rationale of the Study

In this present era, every person has to be busy in their activities in such a way that they even don't get much more time to spend with their family. Most truly speaking, the students enrolled in the two-year B.Ed. Programme in different universities have to cover up their subject with the B.Ed. Course starting from 9.00 am to 5.00 pm. Teaching is measured to be one of the stressful occupations, especially because it involves daily work based on social interactions. The teacher must make great endeavour to control not only his own emotions and also emotions of students, parents, administrators and colleagues. It is evident that the capability of B.Ed. student teachers to perform the work not only depends on their teaching skills, and intellectual capability (IQ) but also emotional intelligence (EI). So the researcher wants to test the emotional intelligence of the pupil teachers.

Objectives of the Study

1. To compare the Mean Scores of Emotional Intelligence of Male and Female two-year B.Ed. Students.
2. To compare the Mean Scores of Emotional Intelligence of Private and Government two-year B.Ed. Students.

Hypotheses:

H1: There is no significant difference in the Mean Scores of Emotional Intelligence of Male and Female two-year B.Ed. Students.

H2: There is no significant difference in Mean Scores of Emotional Intelligence of Private and Government two-year B.Ed. Students.

Methodology

The present study has used the Descriptive Survey Method.

Population

The population included two-year B.Ed. students studying in different private and Government Educational colleges in the district of Jalandhar.

Sample and Sampling Technique

Using a Stratified Random Sampling Technique, a sample of 300 Two-year B.Ed. students was considered for the present study considering the type of Gender and Type of Management.

Tool for Data Collection

The current study has adopted Emotional Intelligence Inventory (EII) standardized and developed by Dr. S.K. Mangal and Shubhra Mangal (2004) for measuring the Emotional Intelligence of two-year B.Ed. Students. The tool has four areas of Emotional Intelligence namely i) Intra-personal awareness, ii) Inter-personal awareness, iii) Intra-personal management and iv) Inter-personal management respectively. It has 100 items with 25 items

in each dimension. The data was collected at one point of time using the cross-sectional method.

Analysis and Interpretation

The collected data were analyzed using both Descriptive and Inferential statistics such as Mean, SD, and sample t-test, SPSS 18 was used to compute all statistical calculations for the present investigation.

Result and Interpretation

The first objective was to compare mean scores of Emotional Intelligence of Male and Female two-year B.Ed. Students. The data were analyzed with the help of t-Test, using Statistical Package for the Social Sciences (SPSS -18), and the results are given in Table 1.

Table 1: Gender-wise M, SD, N and t-Values of Emotional Intelligence of Male and Female two-year B.Ed. Students

Gender	N	M	SD	Df	t-value	Remarks
Male	150	57.00	10.13	298	0.43	Not Significant
Female	150	57.53	11.21			

From Table 1, it is evident that the t-value is 0.43 which is not significant at 0.05 level with $df=298$. It shows that the mean scores of Emotional Intelligence of Male and Female two-year B.Ed. Students did not differ significantly. Thus, the null hypothesis that there is no significant difference in Mean Scores of Emotional Intelligence of Male and Female two-year B.Ed. Students is not rejected. It may, therefore be said that both Male and Female students were found to have same extent of Emotional Intelligence.

The second objective was to compare the Mean Scores of Emotional Intelligence of Private and Government two-year B.Ed. Students. There were two types of Management, namely, Private educational colleges and Govt. aided educational colleges. The data were analyzed with the help of t-Test, using Statistical Package for the Social Sciences (SPSS-18), and the results are given in Table 2.

Table 2: M, SD, N and t-Values of Emotional Intelligence of Private two-year B.Ed. Students and Govt. Aided two-year B.Ed. Students

Types of Management	N	M	SD	Df	t-value	Remarks
Govt. Aided educational colleges	150	55.20	11.81	298	3.41	Significant

Private educational colleges	150	59.33	8.97			
------------------------------	-----	-------	------	--	--	--

From Table 2, it is evident that the t-value is 3.41 which is significant at 0.05 level with df=298. It shows that the mean scores of Emotional Intelligence of Private two-year B.Ed. Students and Govt. aided two-year B.Ed. Students differ significantly. Thus, the null hypothesis that there is no significant difference in Mean Scores of Emotional Intelligence between Private two-year B.Ed. students and Government two-year B.Ed. Students is rejected. Further, the mean score of Emotional Intelligence of Private two-year B.Ed. Students is 59.33 which is significantly higher than that of Govt. Aided two-year B.Ed. Students, whose mean score is 55.20. It may, therefore be said that Students studying in Private colleges were found to have significantly higher Emotional Intelligence than their counterpart students who were studying in Govt. Aided educational colleges.

CONCLUSION

Emotional Intelligence is one of the most overlooked areas in the educational pedagogy. The study has taken into consideration various demographic and structural factors which influences the Emotional Intelligence of Students. To conclude, there is no significant influence of Gender on Emotional Intelligence of two-year B.ED. Students but the types of Management have significant influence on the Emotional intelligence of the two-year B.Ed. Students. Thus, recommendations are proposed for the behaviour modifications of students since Emotional Intelligence is learn and not inherited.

REFERENCES

- I. Goleman, D. (1995). *An EI-Based Theory of Performance, The Emotionally Intelligent Workplace*. New York: Bantam Books.
- II. Mangal, S. K., & Mangal, S. (2004). *Mangal Emotional Intelligence Inventory (MEII)*, (2004). *Mangal Emotional Intelligence Inventory (MEII)*..
- III. Ravi Kant (2019), *Emotional intelligence: A study on university students*, *Journal of Education and Learning (EduLearn)*, 13(4) 441-446.
- IV. Salovey, P. & Mayer, J.D. (1990) *Emotional Intelligence Imagination, Cognition & Personality Journal of Social Psychology*, 9, 185-211.
- V. Sharma, S. (2014), *A Study of Environmental Awareness of Student Teachers and Teachers in Relation of Their Emotional Intelligence*. *Open Journal of Social Sciences*, 2, 146-151.
- VI. Sutton, R.E.; Wheatley, K.F.(2003). *Teachers' emotions and teaching: A review of the literature and directions for future research*. *Educ. Psychol.* 15, 327–358.
