

A STUDY OF EMOTIONAL INTELLIGENCE AMONG B.Ed STUDENTS

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Abstract:

The main aim of the present study was to examine emotional intelligence among B.Ed students. A sample of 100 B.Ed students (50 Males and 50 Females) was drawn randomly from Ghaziabad proper. Emotional Intelligence Inventory by Dr. SK Mangal and Miss Subhra Mangal was used for data collection. Mean, standard deviation (S.D) and t-test were used for statistical analysis. Results indicate non-significant difference among B.Ed students in terms of their scores on emotional intelligence.

Keywords: Emotional Intelligence, Health

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INTRODUCTION

Emotional intelligence plays an important role in our life. Emotional intelligence is basically the combination of the feelings or emotions of the head and heart. Emotional intelligence can help to navigate the social complexities of the workplace, lead and motivate others, and excel in your career. In fact, when it comes to gauge job candidates, many companies now view emotional intelligence as being as important as technical ability and require EQ testing before hiring. If you are unable to manage your stress levels, it can lead to serious health problems.

Uncontrolled stress can raise blood pressure, suppress the immune system, increase the risk of heart attack and stroke, contribute to infertility, and speed up the aging process. The first step to improve emotional intelligence is to learn how to relieve stress. Uncontrolled stress can also impact your mental health, making you vulnerable to anxiety and depression. If you are unable to understand and manage your emotions, you will also be open to mood swings, while an inability to form strong relationships can leave you lonely and isolated. By understanding your emotions and how to control them, you are better able to express how you feel and understand how others are feeling. This allows you to communicate more effectively and forge stronger relationships, both at work and in your personal life. So, it enables the human beings to respond to the right degree at the right time for the right purpose in the right way to a variety of environmental situations.

Emotional Intelligence has been defined as the ability to empathize, preserve, control impulses, communicate clearly, make thoughtful decisions, solve problems and work with others in a way that earns friends and success

(Stone-McCown, Jensen, Freedman & Rideout, 1998). These abilities allow an individual to recognize and regulate emotion, develop self-control, set goals, develop empathy, resolve conflicts and develop skills needed for leadership and effective group participation (Elias, 2004). In this era of competitiveness and uncertainty, role of teacher is important in shaping the attitude and behavior of the students. An emotionally intelligent teacher can only be a role model, can understand and regulate student's emotions and thereby contribute to the emotional and social development of students who are the future promises of the nation. As student teachers are the future teachers, teacher training period is the best time to increase their emotional intelligence by providing different workshops and programs which help them to be an effective teacher who can mold future generation properly and thereby ensure quality development of the nation. Asra-Ul-Haq, Sadia Anwar, Misbah Hassan (2017) study found that emotional intelligence has a significant impact on the teacher's job performance. Emotional Self Awareness, self-confidence, achievement, developing others and conflict management have a positive and significant relationship with the teachers' job performance. Singh (2015) studied relationship between emotional intelligence and teaching aptitude of school teachers. Result indicated that three dimensions of emotional intelligence (i.e., ability to express feeling, ability to utilize emotions and ability to utilize emotions in self) showed significant differences among private and government school teachers: a significant difference between teaching aptitude of

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private and government school teachers and a positive correlation between emotional intelligence and teaching aptitude of school teachers. Priyadarshini (2005) studied emotional intelligence among the academic professionals from different departments of technical institutions and founded that females were higher on emotional intelligence than men. Balasubramania, S. et.al (2004) found that men and women do not differ in their emotional intelligence.

Literature on of emotional intelligence reveals that emotional intelligence differs person to person. Needless to mention that there are several factors determining the level of emotional intelligence. Keeping this point in view, the present study was undertaking to compare emotional intelligence among students of B.Ed.

Objective of the Study: To study the difference in emotional intelligence among male and female students of B.Ed.

Hypothesis: There is no significant difference in emotional intelligence among male and female students of B.Ed.

Method:

Sample: The sample of the study consisted of 100 students (B.Ed.) dichotomized between males (N=50) and females (N=50) located at Ghaziabad proper. The sample was selected randomly. In this direction, the two groups design was used.

Tools: Emotional Intelligence Inventory (MEII) by Dr. S.K Mangal and Ms. Shubra Mangal (1971) was used for data collection.

Statistical Analysis: In order to find answers to the objectives, Mean, S.D. and t – test were used.

Limitation of the study:

1. The present study has limited sample size (N=100).
2. The present study is based only on students of B.Ed.
3. Study area is limited only on Ghaziabad city proper.

Result and Discussion

Results and discussion of the present study are as under:

Table no.1: Comparison of Male and Female B.Ed Students in terms of Their Emotional Intelligence Scores.

B. Ed. Students	Mean	SD	t-ratio
Male	75.17	6.84	0.604*
Female	74.35	8.55	

*Not significant even at 0.05 level of confidence.

Table-1 indicates that male B.Ed students have scored slightly higher (M=75.17) on Emotional Intelligence Inventory in comparison to their counterparts (M=74.35). The comparison between two means has yielded a t – value of 0.604 which is not significant ($t=0.604$, $df = 98$, $p < .01$). Results of the present study is in hypothesized direction and are supported by our day to day observation and previous research findings.

To conclude, I can say that male students of B.Ed are slightly higher emotional intelligent in comparison to their counterparts but the difference is not significant so the null hypothesis formulated in the present context is being accepted.

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