An Analytical Study of Emotional Intelligence of B. Ed Students

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Abstract: The Emotional Intelligence refers to capability of a person to manage his/her emotions and to poses the ability to control the emotions of others as well. The aim of the concerned study is to compare the emotional intelligence of B.Ed students in relation to their gender and subject stream. Method that was used in this study was descriptive survey method. The sample of the study was included the B.Ed students doing B.Ed from the S.S.J. Campus Almora of Kumaun University. Mean, SD, and t-test were employed to statistically analyze the data. In the conclusion it was found that emotional intelligence on two dimensions of Sevenfold Emotional Intelligence Scale was significantly differ on the basis of gender and three dimensions on the basis of subject stream.

Index Terms – Emotional Intelligence and B.Ed Students.

Let's not forget that the little emotions are the great captains of our lives and we obey them without realizing it. ~Vincent Van Gogh, 1889.

Human beings are a complex species of emotion and reason. While reasoning enables them to judge things with mathematical precision, emotions help them to understand and empathize which make them human. Traditionally it was believed and accepted that people with high reasoning skills and a sound logical bend of mind were more intelligent. The IQ tests that were designed to ascertain a person’s intelligence and competency tested only the reasoning and the logical aptitude of the person. As Woodworth (1940) suggested, IQ tests were considered effective when they tested a person being “not” afraid or angry or inquisitive over things that aroused emotions. Emotions were regarded as being disruptive in nature that hindered a person’s thought process.

Emotional Intelligence is the ability to identify, assess and control one’s emotions and of others and groups. (Akomojale et.al 2011). Payne, W. L. (1985) coined the term emotional intelligence. Salovey.P.,Mayer. J. (1990) coined the term ‘emotional intelligence’ they defined emotional intelligence as, “the subset of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and action. The term ‘emotional intelligence’ was mostly unfamiliar to researchers and the general public until Goleman (1995) wrote the best-selling trade book, Emotional Intelligence: Why it can Matter More than IQ. The book quickly caught the eye of the media, public, and researchers. In it, Goleman described how scientists had discovered a connection between emotional competencies and pro-social behavior..

Teachers have a fundamental role in the reconstruction and transformation of society as well as the transmission of knowledge, skills and experiences from one generation to another. Teacher can work miracles which can be the raw material into a new finished product. The pre service teachers with emotional intelligence become able to understand their own selves, their virtues and insufficiencies, expressing their thoughts as well as understand lives and needs of other people, particularly their students during real teaching practice. It makes them confident for their successful future and able to develop cooperative, constructive and mutually satisfying relationships. Successful work of a teacher therefore also involves well developed emotional intelligence.
John D. Mayer and Peter Salovey (1997) defined emotional intelligence as the reason with emotion in four areas, to perceive emotion, to integrate it in thought, to understand it and to manage it. They showed with a series of studies that emotional intelligence increased with the age and experience. Goleman, D. (1998) defined it as the capacity to recognize our own feelings and those of others for motivating ourselves and for managing emotions well in ourselves and in our relationships. Emotional Intelligence has two types of competencies – personal and social competencies. These competencies include five major factors namely – self awareness, self control, self motivation, empathy and social skills. Bar - on et.al, (2006) defined EI as the sum of social and emotional competencies of individuals communicating with shim and others in order to cope with environmental pressure and demands. In the present study Emotional Intelligence refers to the score obtained in seven dimensions viz. Self Awareness and Appraisal, Self Regulation and Responsibility, Self Motivation, Self Esteem and Confidence, Empathy and Acceptance of Others, Interpersonal Relations and Social Skills on the Sevenfold Emotional Intelligence scale authored by Dr. Sarabjit Kaur. The students doing B.Ed from S.S.J Campus Almora of Kumaun University only are regarded as B.Ed students in the present study. The sample included 60 B.Ed students

A teacher is the head of the group in the class. He is the one who creates situation for the learning and teaching process. A teacher style means the way in which he achieves the interaction in his class. Emotional intelligence is needed for good inter-personal relationships. It is assumed that Emotional intelligence affects various aspects and it may influence personality traits, attitude, interests, adjustment, self-concept, creativity and thinking. So Emotional Intelligence is a must requirement for any person who aspires to become a teacher.

1.1 Statement of the problem:

“An analytical study of emotional intelligence of B.Ed students”

1.2 Objectives: - The present study aims to investigate the Emotional Intelligence of B.Ed students. The study aims to compare the emotional intelligence of the same students on the basis of gender and stream.

2.0 Hypothesis: -

2.1 There is no significant difference in emotional intelligence of B.Ed students on the basis of gender.

2.2 There is no significant difference in emotional intelligence of B.Ed students on the basis of subject stream.

3.0 Methodology: - The methodology section outlines the plan and method of a research work. In it, Universe of the study, sample, data & sources of data, variables, tool and statistical procedure are included. The details of such are as follow: -

3.1 Population and Sample: -

The population of the study is students doing B.Ed in S.S.J. Campus Almora. The students were selected for the sample by simple random sampling. Total 60 students were selected for the sample and it was further subdivided into various categories.

3.2 Data and Sources of Data: -

The present study has been done in Department of Education S.S.J. campus Almora. For the concerned study primary data has been collected.

3.3 Theoretical framework: - In this study Independent and Dependent variables are selected. Independent variables of the study are gender, stream and locality. Dependent variable in the present study is Emotional Intelligence.
For the data collection research tool The Sevenfold Emotional Intelligence Scale by Dr. Sarabjit Kaur (Jalalabad) is used. This scale is based on the work of Daniel Goleman’s work on Emotional Intelligence. There are 7 dimensions in the scale. In it there are 63 statements and these are divided into two groups as positive and negative. The scoring system was adopted for positive statements is 5 marks for always, 4 marks for mostly, 3 marks for sometimes, 2 marks for rarely and 1 mark for Never. For Negative statements it is vice versa.

3.4 Statistical Tools: -

The nature of data; collected for the study is quantitative. Hence in the present context only quantitative treatment has been used to analyze the data. Mean S.D, and t-test were employed for such treatment.

4.0 RESULTS AND DISCUSSION: -

5.0 Hypotheses: - There is no significant difference in emotional intelligence of B.Ed students on the basis of gender.

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Male (25) Mean</th>
<th>SD</th>
<th>Female (35) Mean</th>
<th>SD</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSA</td>
<td>23.64</td>
<td>3.96</td>
<td>21.77</td>
<td>3.06</td>
<td>2.01972</td>
<td>Significant</td>
</tr>
<tr>
<td>SRR</td>
<td>35.92</td>
<td>5.47</td>
<td>32.89</td>
<td>4.25</td>
<td>2.36919</td>
<td>Significant</td>
</tr>
<tr>
<td>SM</td>
<td>26.36</td>
<td>3.26</td>
<td>25.69</td>
<td>4.48</td>
<td>0.87903</td>
<td>Not sig.</td>
</tr>
<tr>
<td>SEC</td>
<td>18.32</td>
<td>3.87</td>
<td>18.06</td>
<td>3.52</td>
<td>0.28735</td>
<td>Not sig.</td>
</tr>
<tr>
<td>EAO</td>
<td>26.04</td>
<td>3.51</td>
<td>27.77</td>
<td>5.06</td>
<td>1.6694</td>
<td>Not sig.</td>
</tr>
<tr>
<td>IPR</td>
<td>23.28</td>
<td>3.98</td>
<td>23.11</td>
<td>3.45</td>
<td>0.18269</td>
<td>Not sig.</td>
</tr>
<tr>
<td>SS</td>
<td>59.16</td>
<td>6.43</td>
<td>60.74</td>
<td>7.92</td>
<td>1.051</td>
<td>Not sig.</td>
</tr>
<tr>
<td>df=58</td>
<td>Total</td>
<td>212.8</td>
<td>19.68</td>
<td>210.029</td>
<td>18.709</td>
<td>0.60222</td>
</tr>
</tbody>
</table>

It is evident from the above table that the two groups do not differ significantly on the dimensions of the Sevenfold Emotional Intelligence Scale (SEIS), except two dimensions namely Self Awareness and Appraisal (SAA) and Self Regulation and Responsibility (SRR) the t-value for the two dimensions are 2.02 and 2.37 respectively. The DF value for the above table is 58 and the t-value at 0.05 level is 1.684. The calculated t-values in self awareness and appraisal and self regulation and responsibility are found greater than that of the table value at 0.05 level of significance. Therefore the null hypothesis is rejected for the respective dimensions. But it is found that the calculated t-values are smaller (0.88, 0.29, 1.67, 0.18, 1.05 and 0.60 respectively) than that of the table of t-test at 0.05 level and therefore null hypotheses are accepted for the relative dimensions.

It is interesting to note that in the dimensions SSA and SRR the mean value of male students is greater than that of the female students’. It means that the male students are better in Self awareness and appraisal and self regulation and responsibility. The reason behind this may be males are more practical and strong minded than that of females. This is because they have to tackle many problems and they are bread winner in most of the families. So they have to be practical and they are more aware about their selves & self responsibilities. On the other hand female commonly do not take active and direct participation in solving problems related to family. They are more dependent on the male members in such situations. On all other dimensions of sevenfold emotional intelligence scale both male and female are equal, when we are considering the table value of t-test. On the contrary The study done by Mohanty and Devi in 2010 revealed that girls are more optimistic and well aware of their feelings and they are more aware and understand their own feelings in comparison to the boys.
Hypotheses: There is no significant difference in emotional intelligence of B.Ed students on the basis of subject stream.

<table>
<thead>
<tr>
<th>S.N</th>
<th>Science stream (28)</th>
<th>Arts stream (32)</th>
<th>Level of Significance 0.05</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dimensions</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>1</td>
<td>SSA</td>
<td>21.64</td>
<td>4.88</td>
</tr>
<tr>
<td>2</td>
<td>SRR</td>
<td>34.92</td>
<td>5.67</td>
</tr>
<tr>
<td>3</td>
<td>SM</td>
<td>24.36</td>
<td>3.89</td>
</tr>
<tr>
<td>4</td>
<td>SEC</td>
<td>17.22</td>
<td>4.09</td>
</tr>
<tr>
<td>5</td>
<td>EAO</td>
<td>25.94</td>
<td>2.22</td>
</tr>
<tr>
<td>6</td>
<td>IPR</td>
<td>24.68</td>
<td>3.56</td>
</tr>
<tr>
<td>7</td>
<td>SS</td>
<td>58.37</td>
<td>5.42</td>
</tr>
<tr>
<td>df=58</td>
<td>Total</td>
<td>208.13</td>
<td>29.73</td>
</tr>
</tbody>
</table>

It seen from the above table that the t-values for the dimensions SSA, EAO, and SS are significant on the 0.05 level. So the null hypothesis that there is a significant difference between arts and science students on these dimensions is rejected. The mean values for the dimensions are 2.8, 2.27 and 2.57 respectively. Whereas the t-values on other dimension viz. SSR, SM, SEC and IPR are found to be insignificant.

From the table above it is seen that arts students have shown a higher level of emotional intelligence in the three dimensions viz. SSA, EAO and SS than the science students of B.Ed class. The reason behind this may be that arts students have studied the humanities subjects, especially the deep study of literature. Because of this they are more close to nature of other people and themselves. On the contrary the students of science stream may be not good readers of human nature and values because of extremely practical nature of their stream. So arts students are more aware of their feelings, able to sensing the perspective of other people, accepting their view point and cultivating rapport and attunement with broad diversity of people. They are also more efficient in reading social situations and networks than the science stream students. In opposition to the present study; the study done by Biju in 2007 on the sample of B.Ed students in nine colleges of education explored that arts and science B.Ed students had no significant difference in their emotional intelligence.

**Major findings:**
1. There is a significant difference in two dimensions namely SSA and SSR on the Sevenfold Emotional Intelligence Scale on the basis of gender. However in the other 5 dimensions there is no significant difference.
2. There is a significant difference in three dimensions of the scale viz. SSA, EOA, and SS on the basis of subject stream. Again on the other 4 dimensions, t-values are not found significant.

**Conclusion:**
From the present study it is found that the some dimensions of Emotional Intelligence of the students are significantly differ on the basis of gender and subject stream. However on the other dimensions Emotional Intelligence of the students does not varies. Emotional intelligence is needed for good inter-personal relationships. It is assumed that Emotional intelligence affects various aspects and it may influence personality traits, attitude, interests, adjustment, self-concept, creativity and thinking. Emotional Intelligence as a personality attribute may be regarded as an important capability required for teaching occupation and an important forecaster of one’s success in teaching work.
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