



EMOTIONAL INTELLIGENCE AMONG B.ED. STUDENTS

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ABSTRACT

The purpose of the present study was to find out the emotional intelligence of B.Ed. students. For this study, survey method was used. The random sample consisted of 100 B.Ed. students in Una district of Himachal Pradesh. Emotional Intelligence Test (EIT-ZA) developed by Prof. Roquiya Zainuddin and Dr. Anjum Ahmed was used to collect data. The data were analyzed using t-test and F-test. Major findings showed that there was significant difference in emotional intelligence among B.Ed. students with reference to gender and pedagogy and there was no significant difference in emotional intelligence among B.Ed. students with reference to type of college.

KEYWORDS: Emotional Intelligence, B.Ed. Students.

INTRODUCTION

Emotional intelligence is a new concept in the area of Education and Psychology. It comprises two words: emotion and intelligence. Emotion is concerned with the intense feelings of human beings, whereas intelligence is the general mental ability of man to deal effectively with the environment. It assumes an imperative part in behavior of individuals to lead a well-balanced life in the society. It became a popular phrase in recent times. It is a form of social intelligence which involves the ability to monitor one's own and others feelings and emotions to discriminate among them and utilize this information to guide one's thinking and action. Emotional intelligence has substantiated themselves fruitful in their different backgrounds and with the community. It has conceptualized in four broad abilities such as perceiving, assimilating, understanding, and

managing emotions. The individual who can deal the emotions and comprehend the feelings of others perform better in school, college and on their jobs.

SIGNIFICANCE OF THE STUDY

Teachers are the resources of a country. They can improve the mental and emotional health of the children. They can contribute in the social upliftment of the society. Teachers are made and not conceived. They are prepared to become familiar with the basics of teaching strategies with the assistance of the modern teaching technology, so they end up being powerful teachers in the society after their training program. Subsequently it is significant that teachers ought to have high EI alongside the academic and social intelligence. So, there is a need to consider the emotional intelligence of the teachers who are being prepped to be the future nation builders.

OBJECTIVE OF THE STUDY

- To find out the significant difference in emotional intelligence among B.Ed. students with respect to their gender.

- To find out the significant difference in emotional intelligence among B.Ed. students with respect to their type of college.
- To find out the significant difference in emotional intelligence among B.Ed. students with respect to their pedagogy.

HYPOTHESES

1. There is no significant difference in emotional intelligence among B.Ed. students with regard to gender.
2. There is no significant difference in emotional intelligence among B.Ed. students with regard to type of college.
3. There is no significant difference in emotional intelligence among B.Ed. students with regard to pedagogy.

METHODOLOGY

Descriptive survey method of research was used in the study. A sample of 100 B.Ed. students were selected from 5 Colleges of Education in Una district of Himachal Pradesh. Out of these colleges, list of all the students were prepared and students

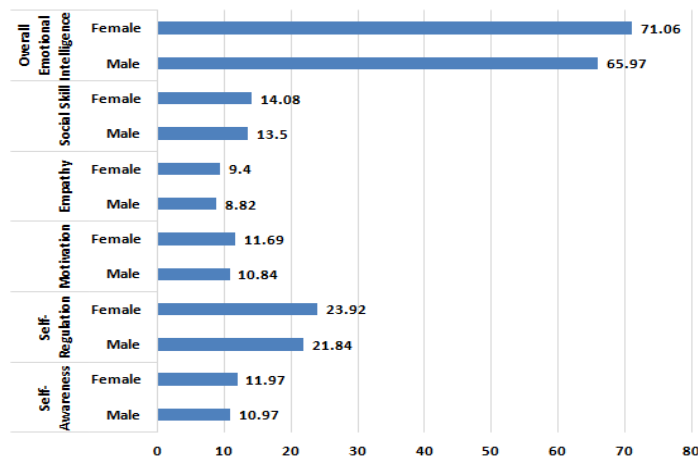
were selected by using random sampling (lottery method). Emotional Intelligence Test (EIT-ZA) developed by Prof. Roquiya Zainuddin & Dr. Anjum Ahmed (2017) was used to collect data. t-test and F-test were used for data analysis.

Data Analysis

Table 1: Emotional Intelligence among B.Ed. Students based on Gender

Dimension	Gender	N	Mean	SD	t-value
Self-Awareness	Male	38	10.97	1.684	2.754
	Female	62	11.97	1.792	
Self-Regulation	Male	38	21.84	2.909	3.284
	Female	62	23.92	3.164	
Motivation	Male	38	10.84	1.939	2.245
	Female	62	11.69	1.780	
Empathy	Male	38	8.82	1.411	1.883
	Female	62	9.40	1.573	
Social Skill	Male	38	13.50	1.736	1.555
	Female	62	14.08	1.858	
Overall Emotional Intelligence	Male	38	65.97	5.810	3.879
	Female	62	71.06	6.687	

Fig. 1: Emotional Intelligence among B.Ed. Students with respect to Gender



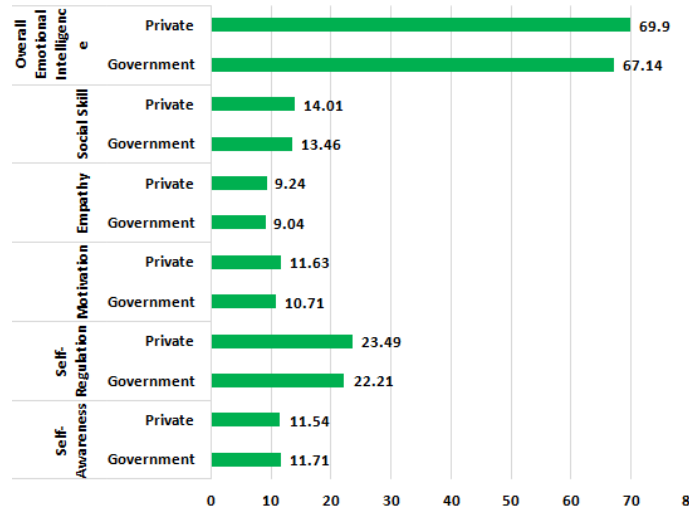
From Table-1, the obtained t-values 2.754, 3.284 and 2.245 are significant at 0.05 level for the dimensions of emotional intelligence viz., Self-Awareness, Self-Regulation and Motivation. The obtained t-values 1.883 and 1.555 are not significant at 0.05 level for the dimensions of emotional intelligence viz., Empathy and Social Skill.

Table-1 also indicates that the obtained t-value for emotional intelligence is found to be 3.879 which is significant at 0.05 level. It reflects that there is significant difference in emotional intelligence among B.Ed. students with regard to gender. Hence the hypothesis-1 is rejected.

Table 2: Emotional Intelligence among B.Ed. Students based on Type of College

Dimension	Type of College	N	Mean	SD	t-value
Self-Awareness	Government	28	11.71	1.384	0.427
	Private	72	11.54	1.957	
Self-Regulation	Government	28	22.21	2.515	1.794
	Private	72	23.49	3.403	
Motivation	Government	28	10.71	2.052	2.220
	Private	72	11.63	1.756	
Empathy	Government	28	9.04	1.478	0.585
	Private	72	9.24	1.561	
Social Skill	Government	28	13.46	1.527	1.357
	Private	72	14.01	1.917	
Overall Emotional Intelligence	Government	28	67.14	5.973	1.842
	Private	72	69.90	6.991	

Fig. 2: Emotional Intelligence among B.Ed. Students with respect to Type of College



From Table-2, the obtained t-values 0.427, 1.794, 0.585 and 1.357 are not significant at 0.05 level for the dimensions of emotional intelligence viz., Self-Awareness, Self-Regulation, Empathy and Social Skill. The obtained t-value 2.220 is significant at 0.05 level for the dimension of emotional intelligence i.e., Motivation.

Table-2 also depicts that the obtained t-value for emotional intelligence is found to be 1.842 which is not significant at 0.05 level. It reflects that there is no significant difference in emotional intelligence among B.Ed. students with regard to type of college. Hence the hypothesis-2 is accepted.

Table 3: Emotional Intelligence among B.Ed. Students based on Pedagogy

Dimension	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
Self-Awareness	Between Groups	31.511	3	10.504	3.445	.020
	Within Groups	292.679	96	3.049		
	Total	324.190	99			
Self-Regulation	Between Groups	197.142	3	65.714	7.617	.000
	Within Groups	828.168	96	8.627		
	Total	1025.310	99			
Motivation	Between Groups	37.168	3	12.389	3.810	.013
	Within Groups	312.142	96	3.251		
	Total	349.310	99			
Empathy	Between Groups	29.540	3	9.847	4.651	.004
	Within Groups	203.220	96	2.117		
	Total	232.760	99			
Social Skill	Between Groups	49.203	3	16.401	5.606	.001
	Within Groups	280.837	96	2.925		
	Total	330.040	99			
Overall Emotional Intelligence	Between Groups	1322.575	3	440.858	12.963	.000
	Within Groups	3264.735	96	34.008		
	Total	4587.310	99			

From Table-3, the obtained F-values 3.445 and 3.810 are significant at 0.05 level for the dimensions of emotional intelligence viz., Self-Awareness and Motivation. The obtained F-values 7.617, 4.651 and 5.606 are significant at 0.01 level for the dimensions of emotional intelligence viz., Self-Regulation, Empathy and Social Skill.

Table-3 also shows that the obtained F-value for emotional intelligence is found to be 12.963 which is significant at 0.01 level. It reflects that there is significant difference in emotional intelligence among B.Ed. students with regard to pedagogy. Hence the hypothesis-3 is rejected.

FINDINGS OF THE STUDY

- There is no significant difference in empathy and social skill dimensions of emotional intelligence among B.Ed. students with regard to gender.
- There is significant difference in self-awareness, self-regulation and motivation dimensions of emotional intelligence among B.Ed. students with regard to gender.
- There is significant difference in emotional intelligence among B.Ed. students with regard to gender.
- There is no significant difference in self-awareness, self-regulation, empathy and social skill dimensions of emotional intelligence among B.Ed. students with regard to type of college.
- There is significant difference in motivation dimension of emotional intelligence among B.Ed. students with regard to type of college.
- There is no significant difference in emotional intelligence among B.Ed. students with regard to type of college.
- There is significant difference in self-awareness, self-regulation, motivation, empathy and social skill dimensions of emotional intelligence among B.Ed. students with regard to pedagogy.
- There is significant difference in emotional intelligence among B.Ed. students with regard to pedagogy.

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