



REVIEW OF RESEARCH

ISSN: 2249-894X

IMPACT FACTOR : 5.2331(UIF)

VOLUME - 7 | ISSUE - 6 | MARCH - 2018



A STUDY ON EMOTIONAL INTELLIGENCE AND EMOTIONAL MATURITY AMONG B.Ed. STUDENTS IN NAMAKKAL DISTRICT

O.S. Saravanan¹ and Dr. S. K. Panneerselvam²

¹ Ph.D. Research Scholar, Department of Education, Centre for Distance Education, Bharathidasan University, Tiruchirappalli, Tamil Nadu.

² Assistant Professor, Department of Education, Centre for Distance Education, Bharathidasan University, Tiruchirappalli, Tamil Nadu.

ABSTRACT

The aim of this study was to investigate the relation between emotional intelligence and emotional maturity among B.Ed. students in Namakkal district of Tamil Nadu. Participants were 250 B.Ed. students. Data was analyzed by t-test and correlation coefficient. Major finding revealed that there is significant relationship between emotional intelligence and emotional maturity of B.Ed. students.



KEY WORDS: Emotional Intelligence, Emotional Maturity, B.Ed. Students.

INTRODUCTION

Emotional intelligence is that a key to developing it is good self-insight. This is not surprising really; in order for us to be able to read other people, we must first be able to read ourselves accurately. Unfortunately, emotions have received bad press in modern times. In the modern workplace we are discouraged from using our emotions. Facts rule supreme, which is fine, except that they often rule to the exclusion of emotions from any decision making process. The key thing to understand about Emotional Intelligence is that people who have high levels of it are very self-aware and integrate emotional information into their decision-making processes.

Emotional intelligence is not about letting oneself being ruled by their emotions. Quite to the contrary, it is about using emotions smartly. People, who seem to fly off the handle, and have very little control over their own emotions, also have very little emotional intelligence. The most emotionally intelligent people are excellent at regulating their own emotions. They are precise and deliberate, they don't 'lose the plot' and they handle interactions in an authentic way. Teachers have the key role to develop the Emotional Intelligence of the pupils. Teachers must be a substitute for parents in giving love and affection to the children. Teacher must have knowledge of fundamental principles of human behavior to take the problems of his students. He must be and must have Emotional Intelligence and Emotional maturity

SIGNIFICANCE OF THE STUDY

The concept of emotional intelligence with its significance is more important for one's daily life. It may be defined as one's unitary to know, feel, judge, behave and cooperate with a person's thinking process. Behaving in a proper way with the ultimate realization of happiness in him and in others. In view of its wide

significance from the individual as well as social angles, it becomes quite imperative that serious efforts should be made for its proper development right from early childhood among human beings.

A person's emotional intelligence and emotional maturity help us much in all spheres of life. Emotional intelligence and emotional maturity also helps a person to understand and give direction to live a very healthy life. Emotional intelligence and emotional maturity are important for survival, decision making, communication and making unity in diversity, which are very essential to makes one's life happy. Every human being should have the knowledge good emotional relationship. B.Ed. students are future teachers who deal with the students who face lot of emotional problems. Hence the emotional intelligence makes B.Ed. students knowledge good in social relationship with students. Therefore emotional intelligence and emotional maturity plays very essential and significant role in B.Ed. students life.

STATEMENT OF THE PROBLEM

Teachers have the key role to develop the Emotional Intelligence of the pupils. Teachers must be a substitute for parents in giving love and affection to the children. Teacher must have knowledge of fundamental principles of human behavior to take the problems of his students. He must be and must have Emotional Intelligence and Emotional maturity. Hence the present study stated as follows "A Study on Emotional Intelligence and Emotional Maturity among B.Ed., Students in Namakkal District".

OBJECTIVES OF THE STUDY

- To find out the significant difference in emotional intelligence of B.Ed. students based on their gender, locality, and medium.
- To find out the significant difference between in emotional maturity of B.Ed. students based on their gender, locality, and medium.
- To find out the significant relationship between emotional intelligence and emotional maturity of B.Ed. students.

HYPOTHESES

1. There is no significant difference in the emotional intelligence of B.Ed. students based on their gender.
2. There is no significant difference between in the emotional maturity of B.Ed. students based on their gender.
3. There is no significant difference in the emotional intelligence of B.Ed. students based on their locality.
4. There is no significant difference in the emotional maturity of B.Ed. students based on their locality.
5. There is no significant difference in the emotional intelligence of B.Ed. students based on their medium.
6. There is no significant difference in the emotional maturity of B.Ed. students based on their medium.
7. There is no significant relationship between emotional intelligence and emotional maturity of B.Ed. students.

METHODOLOGY

Present study, the investigator applied normative survey as a method. The sample 250 B.Ed. students who are studying in first years of college of education situated in Namakkal District. The investigator has used simple random sampling technique for selecting the sample.

Tools

- Emotional Intelligence Scale by Dr. K.D. Brooto.
- Emotional Maturity Scale by Dr. Yashvir Singh and Dr. Mahesh Bargava.

DATA ANALYSIS**Table 1: Emotional Intelligence of B.Ed. Students with respect to Gender**

Gender	N	Mean	SD	t-value	Remark
Male	40	70.18	8.995	0.428	Not Significant
Female	210	70.77	7.888		

From Table-1, the t-value is less than the table value for critical ratio to be not significant even at 0.05 level. Hence, the framed null hypothesis-1 is accepted. It is inferred that, the male and female B.Ed. students do not differ significantly in their emotional intelligence.

Table 2: Emotional Maturity of B.Ed. Students with respect to Gender

Gender	N	Mean	SD	t-value	Remark
Male	40	92.15	19.875	1.348	Not Significant
Female	210	95.74	14.480		

From Table-2, the t-value is less than the table value for critical ratio to be not significant even at 0.05 level. Hence, the framed null hypothesis-2 is accepted. It is inferred that, the male and female B.Ed. students do not differ significantly in their emotional maturity.

Table 3: Emotional Intelligence of B.Ed. Students with respect to Locality

Locality	N	Mean	SD	t-value	Remark
Rural	170	71.38	8.177	2.016	Significant
Urban	80	69.19	7.641		

From Table-3, the t-value is greater than the table value for critical ratio to be significant even at 0.05 level. Hence, the framed null hypothesis-3 is rejected. It is inferred that, the rural and urban area B.Ed. students have differ significantly in their emotional intelligence.

Table 4: Emotional Maturity of B.Ed. Students with respect to Locality

Locality	N	Mean	SD	t-value	Remark
Rural	170	97.12	15.259	2.948	Significant
Urban	80	91.02	15.217		

From Table-4, the t-value is greater than the table value for critical ratio to be significant even at 0.05 level. Hence, the framed null hypothesis-4 is rejected. It is inferred that, the rural and urban area B.Ed. students have differ significantly in their emotional maturity.

Table 5: Emotional Intelligence of B.Ed. Students with respect to Medium

Medium	N	Mean	SD	t-value	Remark
Tamil	134	72.62	8.749	4.235	Significant
English	116	68.43	6.528		

From Table-5, the t-value is greater than the table value for critical ratio to be significant even at 0.05 level. Hence, the framed null hypothesis-5 is rejected. It is inferred that, the Tamil and English medium B.Ed.students have differ significantly in their emotional intelligence.

Table 6: Emotional Maturity of B.Ed. Students with respect to Medium

Medium	N	Mean	SD	t-value	Remark
Tamil	134	92.72	14.328	2.344	Significant
English	116	92.72	14.328		

From Table-6, the t-value is greater than the table value for critical ratio to be significant even at 0.05 level. Hence, the framed null hypothesis-6 is rejected. It is inferred that, Tamil and English medium of B.Ed.students have differ significantly in their emotional maturity.

Table-7 showing Correlation between Emotional and Emotional Maturity of B.Ed. Students

Correlation	N	df	'r'	Level of Significance @0.05 Level
Emotional Intelligence Vs. Emotional Maturity	250	248	0.3009	Significant

Table-7 shows that the 'r' value is greater than the table value (0.113) for critical ratio to be significant even at 0.05 level. Hence, the framed null hypothesis-7 is rejected. It is inferred, that there is significant relationship between the emotional intelligence and emotional maturity of B.Ed.students.

FINDINGS

- There exists no significant difference in emotional intelligence and emotional maturity of B.Ed. students based on their gender.
- There exists significant difference in the emotional intelligence and emotional maturity of B.Ed. students based on their locality.
- There exists significant difference in the emotional intelligence and emotional maturity of B.Ed. students based on their medium.
- There exists significant relationship between emotional intelligence and emotional maturity of B.Ed. students.

RECOMMENDATIONS

Based on the study the Emotional Intelligence and Emotional Maturity is an important role in the teaching process. So it should be developed. The following suggested developing Emotional Intelligence in teachers. The students should develop a positive emotional attitude to life. Involving activities related to

social services. All work encouraged for the teachers. The teacher should not hesitate in admitting their limitation.

CONCLUSION

The theory of emotional intelligence and emotional maturity was developed as an account of human cognition that can be subjected to empirical tests. The assessments of intelligences can play a crucial role in curriculum development. Traditionally colleges have almost exclusively emphasized the development of emotional intelligence. When the concepts are presented through the intelligence in which the learner are strong, they are strong, and they are as capable of learning as their traditionally successful peers.

REFERENCES

- Arvindhan et al. (2013). A study on Emotional Intelligence among Teachers. *Journal of Community Guidance & Research*, 29(1), 38-45.
- Binulal, K.R. (2015). Emotional Intelligence of student teachers in relation to their skills and teaching competence. *Edutracks*, 14(6).
- Dulumonigoswami. (2009). Emotional intelligent of the post graduate students of Gauhati university in relation to certain variables. *Experiments in Education*, XXXVII(5), 21-24.
- Guru, S. & Kanakaraj, T. (2013). Emotional Intelligence of Prospective Teachers. *Journal of Educational Research and Extension*, 50(2), 12-16.
- Indu, H. (2009). Emotional Intelligence of secondary Teacher Trainees. *Edutracks*, 8(9), 34-36.
- Mehir Kumar Mallick & Irshad Ali Dar. (2015). Influence of Adjustment problems on career Aspirations of the Adolescent. *Edutracks*, 14(5), 22-26.
- Naushad Husain. (2011). Influence of intelligence on Adjustment of Teacher Trainees. *Edutracks*, 10(7).
- Rajamanickam, M., & Joseph Alexander, E. (2007). Adjustment problems of university students. *Psychology of College Students*, pp.20-25.
- Sahaya Mary, R. & Manorama Samuel. (2010). Influence of Emotional Intelligence on Attitude towards Teaching of Student Teachers, *Edutracks*, 9(12), 42-46.
- Sarojverma & Alka. (2007). Emotional Intelligence and General well-being among College students. *Psychology of College Students*, pp.40-45.
- Subramanyam, K. (2011). Impact of Emotional Intelligence and study skills of high school student. *Edutracks*, 10(7).
- Thilagavathy, T. (2013). Adjustment and emotional intelligence of high school teachers in Tiruvarur district. *International Journal of Teacher Educational Research*, 2(5).