

A Study on Emotional Intelligence among B.Ed. Students in Relation to Gender, Type of Institutional Management and Their Fathers' Education

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ABSTRACT:

The present study aims at investigating the emotional intelligence among B.Ed. students in relation to gender, type of institutional management and their fathers' education. The study has been conducted with 610 B.Ed., college students studying in Puducherry region. The sample was selected by using random sampling technique. The findings of the study reveal that the emotional intelligence among B.Ed. students is high. It is noted that the emotional intelligence among B.Ed. students is not influenced by gender, type of institutional management and their fathers' education

Keywords: *Emotional Intelligence, B.Ed. Students, Gender, Institutional Management, Education*

INTRODUCTION:

Emotional Intelligence is a phrase that incorporates the intricate aspects of both emotion and intelligence. It became a popular phrase in recent times. It 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. The importance of emotional intelligence is firstly highlighted by Thorndike (1920) as a predictor of leadership ability through increasing focus on studying the ability to understand and manage men and women and to act wisely in human relations. Rosenthal (1977) discovered that people who were best at identifying other's emotions were more successful in their work as well as in their social lives. According to Carmeli (2003) emotionally intelligent individuals are expected to recognize, manage, and use their emotions to eliminate the ensuing obstacles and advance their career horizons better than people with low emotional intelligence. Teachers in schools are encouraged to "provide a supportive and productive learning environment", which relies very much on the teacher's emotional intelligence.

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Therefore, the present study is designed to investigate the emotional intelligence among B.Ed. students.

NEED FOR THE STUDY

Emotional intelligence is important because it minimises the chance of interpersonal conflict and it will improve how one interacts socially with others. The higher the emotional intelligence one has, the better the social relations one will have. The ability to take care of our body and especially to manage our stress, which has an incredible impact on our overall wellness, is heavily tied to our emotional intelligence. Emotional intelligence affects our attitude and outlook on life. It can also help to alleviate anxiety and avoid depression and mood swings. By better understanding and managing our emotions, we are better able to communicate our feelings in a more constructive way. We are also better able to understand and relate to those with whom we are in relationship. Understanding the needs, feelings, and responses of those we care about leads to stronger and more fulfilling relationship.

The ability to understand what motivates others, relate in a positive manner, and to build stronger bonds with others in the workplace inevitably makes those with higher emotional intelligence better leaders. An emotionally stable and intelligent leader is also able to build stronger teams by strategically utilizing the emotional diversity of their team members to benefit the team as a whole. Hence, the investigator decided to take up a study on emotional intelligence among B.Ed. students.

OBJECTIVES OF THE STUDY

The present study has the following objectives.

1. To find out the level of emotional intelligence among B.Ed. students.
2. To find out whether there is significant difference in the emotional intelligence among the B.Ed., students with respect to gender.
3. To find out whether there is significant difference in the emotional intelligence among the B.Ed., students with respect to the type of institutional management.
4. To find out whether there is significant difference in the emotional intelligence among the B.Ed., students with respect to their fathers' education.

HYPOTHESES OF THE STUDY

The following hypotheses are formulated from the above objectives.

1. The level of emotional intelligence among B.Ed. students is low.
2. There is no significant difference in the emotional intelligence among the B.Ed., students with respect to gender.
3. There is no significant difference in emotional intelligence among the B.Ed., students with respect to the type of institutional management.

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4. There is no significant difference in the emotional intelligence among the B.Ed., students with respect to their fathers' education.

MEHODOLOGY

The present study has been conducted on 610 B.Ed., College Students studying in Puducherry region. The sample was selected by using random sampling technique. The sample forms a representative sample of the entire population.

TOOLS USED

Emotional Intelligence Scale was constructed and standardized by Anukool Hyde, Sanjyot Pethe, and Upinder Dhar (2001).The scale consists of 10 factors having 34 items with reliability of 0.88 and validity 0.93, standardized on the Indian population. It is used to measure the level of emotional intelligence. The items of the scale are directly related to the concept of emotional intelligence. It includes self-awareness, empathy, self motivation, emotional stability, managing relations, integrity, self-development, value-orientation, commitment and altruistic behaviour. The respondents were required to respond to each item on a 5 point Likert scale.

STATISTICAL TECHNIQUES

1. Descriptive Analysis
2. Differential Analysis

ANALYSIS OF DATA AND INTERPRETATION

Null hypothesis-1

Based on the objective-1 the null hypothesis is framed that the level of emotional intelligence among B.Ed. students is low.

Table-1

TABLE SHOWING MEAN AND SD VALUES FOR EMOTIONAL INTELLIGENCE SCORES OF B.Ed. STUDENTS

Variables	Sample	N	Mean	SD
Emotional Intelligence	Total	610	110.07	16.35

From the above Table-1, the mean and standard deviation of the B.Ed. students are 110.07 and 16.35 respectively. The subject can get a maximum score of 170 and the minimum score of 34. The mean score of the entire sample is 110.07 which is higher than the mid value of 85.

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Hence, it is concluded that the level of emotional intelligence among B.Ed. students is high. Hence, the null hypothesis is rejected.

Null hypothesis-2

There is no significant difference in the emotional intelligence among B.Ed., students with respect to gender.

Table-2

TABLE SHOWING COMPARISON OF MEAN EMOTIONAL INTELLIGENCE SCORES OF MALE AND FEMALE B.Ed. STUDENTS

Gender	N	Mean	Standard Deviation	t-value	Levels of Significance at 0.05 level
Male	113	112.51	16.16	1.77	Not Significant
Female	497	109.51	16.36		

It is found from the above Table-2, the 't' value is found to be 1.77 which is not significant at 0.05 level. It is concluded that there is no significant difference in the emotional intelligence between Male and Female B.Ed., Students. Hence, the null hypothesis is accepted.

Null hypothesis-3

There is no significant difference in emotional intelligence among B.Ed., students with respect to the type of institutional management.

Table-3

TABLE SHOWING "F" RATIO FOR TYPE OF INSTITUTIONAL MANAGEMENT AND EMOTIONAL INTELLIGENCE

Source of Variation	Sum of Squares	df	Mean Square	F	Levels of Significance at 0.05 level
Between Groups	847.52	2	423.76	1.58	Not significant
Within Groups	162093.85	607	267.04		
Total	162941.37	609			

It is clear from the above Table-3, the 'F' ratio is not significant at 0.05 level. Hence, the null hypothesis is accepted. It is concluded that the B.Ed. students studying in different type of institutional management do not differ significantly in their Emotional Intelligence.

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Null hypothesis-4

There is no significant difference in the emotional intelligence among B.Ed., students with respect to their fathers' education.

Table-4

TABLE SHOWING "F" RATIO FOR FATHER'S EDUCATION AND EMOTIONAL INTELLIGENCE

Source of Variation	Sum of Squares	df	Mean Square	F	Level of Significance at 0.05 level
Between Groups	738.67	2	369.33	1.38	Not Significant
Within Groups	162202.70	607	267.22		
Total	162941.37	609			

It is clear from the above table-4, the 'F' ratio is 1.38, which is not significant at 0.05 level. Hence, the null hypothesis is accepted. Therefore the fathers' educations of B.Ed. Students do not significantly differ in their emotional intelligence.

CONCLUSION

On the basis of the finding of the study the emotional intelligence among B.Ed., students is high. It can be concluded that gender, type of institutional management and their fathers' education have no significant effect in emotional intelligence among the B.Ed., students in Puducherry region.

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