



Emotional Intelligence of B.Ed Students in Relation to their Gender

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ABSTRACT

The present paper on Emotional intelligence among B.Ed students of Education College in relation to their gender. 60 B.Ed students were randomly selected from two different colleges of distt bathinda, punjab and data was collected by using Dr.S. K. Mangal test of Emotional intelligence's-test was used to analyzed the data. from the data it is found that gender does not play a significant role on emotional intelligence of teachers under training (B.Ed students).

KEYWORDS: Emotional intelligence, B.Ed students, Effective Teaching

INTRODUCTION

Emotional intelligence is a new concept in the area of Education and Psychology. It consists of two words i.e. 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 is the ability to make adjustment with life, to learn from experiences and also to think at abstract level Emotional intelligence refers to a person's innate potential. Every person is born with certain potential for emotional sensitivity, emotional memory, emotional processing and emotional learning.

Emotional intelligence is concerned both with inter and intrapersonal intelligence, which is a correlative ability turned inward. It is a capacity to form an accurate model of oneself and to be able to use that model to operate effectively in life.

The merging of emotions and intelligence as a cognitive tool under the caption of EI was proposed by Yale Psychologists, Peter Salovey and John Mayer (1990). They defined EI as "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 actions." (Goleman, 1995). Social scientists are just beginning to uncover the relationship of emotional intelligence to other phenomenon, e.g; leadership, group performance, individual performance, interpersonal, social exchange, managing change and conducting performance evaluations.

NEED OF THE STUDY

Teachers are the assets for a nation. They can contribute in the social upliftment of the society. They can improve the mental and emotional health of the children. Teachers are made and not born. They are trained to learn the fundamentals of teaching methodologies with the help of new teaching technology, so that they may prove to be effective teachers in the society after their training programme. Hence it is very important that teachers should have high emotional intelligence along with the academic and social intelligence. So there is a need to study the emotional intelligence of the teachers who are being groomed to be the future nation builders.

STATEMENT OF THE PROBLEM

The present research problem has been stated as "Emotional Intelligence of B.Ed students in relation to their gender."

Objective of the Study

To study the effect of gender difference on Emotional Intelligence among teachers under training (B.Ed students).

HYPOTHESES

On the basis of the objectives, the following hypotheses have been framed:

1. There would be no significant differences between male and female teachers under training on emotional intelligence.

METHOD AND PROCEDURE

RESEARCH DESIGN

In the present study, descriptive and survey method would be used for measuring of emotional intelligence of under training teachers (B.Ed students) who are undergoing training for teaching profession. A sample of 60 teachers are taken out of this sample 30 male and 30 female under training teachers is selected randomly .

TOOL USED

Dr. S.K. Mangal test of Emotional Intelligence would be used for measuring emotional intelligence of the students. This test consists of 100 items of four different areas such as (i) intra-personal awareness (own emotions), (ii) inter-personal awareness (other emotions), (iii) intra personal management (own emotions), (iv) inter-personal management (other emotions).

analyses and interpretation of data

Data was analyzed by using Mean and SD of all the variables would be found out for male and female teachers under training separately. T-ratios applied for the purpose of statistical interpretation to test the significant of difference on the scores of all variables under study between male and female teachers under training. Results for present study are as follows:

From the mean, standard deviation and t-scores as shown in table-1 was to be significant at .05 level which indicates that gender does not play a significant role on emotional intelligence of B.Ed students .therefore, our hypothesis is accepted which states that There would be no significant differences between male and female teachers under training on emotional intelligence.

EDUCATIONAL IMPLICATION

The present study has many educational implications. it would help the educational administrator and educationists to know whether would-be teachers have sufficient E.Q to become the effective teachers as only the emotionally matured teachers would be able to handle the young mind and to have patience to tolerate their nonsense activities and mould them into socialized human beings.

Table-1

Difference between male and female B.Ed students on emotional intelligence

Gender	N	Emotional Intelligence		t-value
		Mean	SD	
Male	30	90.43	10.41	1.38*
Female	30	87.5	5.14	
Total	60			

* significant at .05 level.

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