

A Comparative Study of Emotional Intelligence Between Male and Female B.ed Students in West Bengal State University



Physical Education

KEYWORDS : Emotional Intelligence, Emotional intelligence scale Male students, Female students

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ABSTRACT

Emotional intelligence is the ability to understand one's own & others feelings and respond to appropriate ways in various life situations. It is emerging as the most important & effective personal skill of the new century the present study was an attempt to find out the difference between male & female students in their emotional intelligence. To accomplish the objective of the study 100 B.Ed. students (male N=50, Female N=50) were selected randomly from the West Bengal State University. Emotional intelligence scale developed by Dr N.K.Chadha & Dr.D. Singh (2003) was applied to collect the data. The data was analyzed & compared with the help of standard statistical procedures in which mean, standard deviation, independents 't' test was used. Results of this study reveal that there was higher level of emotional intelligence among the female B.Ed students than male B. Ed students.

INTRODUCTION

Emotional intelligence is one of the most widely discussed topics in current psychology. Psychologists have proposed that understanding the emotions of oneself and others is the key to a satisfying life. Those people who are self-aware and sensitive to others manage their affairs with wisdom and grace, even in adverse circumstances. On the other hand, those who are "emotionally illiterate" blunder their way through lives marked by misunderstanding, frustrations and failed relationships. A scientific understanding of this emotional intelligence may allow us to train our emotional skills so that we can live more fulfilling and productive lives.

According to Matthews, et al. (2004) emotional intelligence has been the target of widespread interest owing to the increasing personal importance attributed to emotional management for people in modern society. It is believed that EI can be trained and improved in various social contexts (educational, occupational and interpersonal) and that personal and societal benefits will follow from investment in programs to increase EI. Furthermore, EI has been commonly claimed to play an important role in modern society by determining real-life outcomes above and beyond the contribution of general intellectual ability and personality factors (Goleman, 1995; Saarni, 1999). Thus, EI is claimed to be positively related to academic achievement, occupational success and satisfaction, and emotional health and adjustment. According to Goleman, (1995) emotional intelligence, in fact, has been claimed to be even more important than intellectual intelligence in achieving success in life.

The term emotional intelligence, according to Goleman (1995) defines EI as "the abilities such as being able to motivate oneself; to control impulse and delay gratification; to regulate one's mood and keep distress from swamping the ability to think; to empathize and to hope. According to Mayer and Salovey (1997), EI involves "abilities to perceive accurately, appraise, and express emotions, to access and/or generate feeling so as to assist thought; the ability to understand emotions and emotional knowledge; and to reflectively regulate emotions as to promote emotional and intellectual growth". This definition suggests that intelligence and emotions are interrelated, emotions make thinking intelligent and one thinks intelligently about emotions.

Mayer, John D (2000) Examines the relation between concepts of emotional giftedness and emotional intelligence and attempts to relate a person's level of emotion intelligence to the actual ways they cope with challenging social situation, Emotional intelligence and social behavior were explained in a pilot study with adolescents, emotional intelligence was measured with the multifactor emotional intelligence scale, an ability-based

measure of emotion perception, facilitations, understanding and management. General intelligence was measured with the Peabody picture vocabulary scale, each of the 11 adolescents also answered questions about how he or she had handled a difficult social encounter. Those with higher emotional intelligence were better able to identify their own and others emotions in situations. Use that information to guide their actions and resist peer pressure than others.

The principles of emotional competencies can help employees become better team players, show greater creativity in their work and increase overall productivity through the powerful techniques of integrating and applying emotional intelligence at the work place. Social and personal competencies are vital for a healthy and productive life. Self-awareness, optimism and empathy enhance satisfactions and productivity not only at work but in other areas of life as well.

OBJECTIVE OF THE STUDY

Objective of the study was to compare the emotional intelligence of male & female B.Ed students and to find out which of these two categories is more developed in emotional intelligence.

METHODOLOGY

Selection of subjects

One hundred subjects from Adarsha College of education (B.Ed), Barasat & Anilkrishna B.Ed College, Sundarban under the West Bengal State University, Barasat, from the session 2013-2014 were selected randomly as subjects for the present study. Fifty male B.Ed students and fifty female B.ed students were taken as subjects. The subjects were students of various methods of teaching departments of West Bengal state University, Barasat these were Physical Education, Education, History, Mathematics, Bengali, Chemistry, Physics, Botany, and Geography. Their age ranged from 23 to 30 years.

Tools

The Emotional Intelligence scale developed by Dr.N.K.Chadha & Dr.D. Singh (2003) has been applied in the present study. The test comprised 22 items to measure the low & high levels of Emotional Intelligence (EI).

Statistical Technique

The data analyzed and compared with the help of standard statistical procedure in which mean, standard deviation and t-test used to compare the data.

RESULTS

In table-1 the mean value and respective standard deviation of emotional intelligence of male and female B.Ed. students along with the 't'-value have been presented.

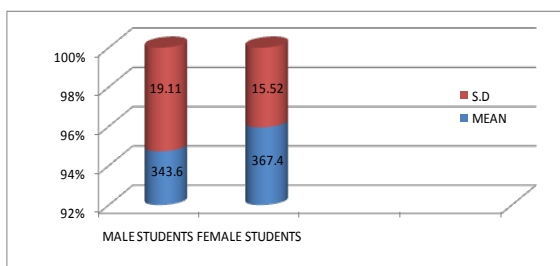
Table 1: mean, Standard deviation of emotional intelligence & 't' value of Male & Female B.Ed. students

GROUP	NO OF SUBJECT	MEAN	S.D	t-value
MALE B.ED STUDENTS	50	343.6	19.1049	3.481*
FEMALE B.ED STUDENTS	50	367.4	15.5242	

t 0.05(98)=1.99 *Significant at 0.05 level

The result of the t-value showed significant differences in emotional intelligence between male and female students. Significant as tabulated value at 0.05 level is 1.99 lower than the obtained value where female B.Ed. students were found superior than their counterparts.

Figure1: The graph showing the Emotional intelligence of male & female B.Ed students.



The analysis of table 1 & figure 1 shows that the mean, S.D, & 't' value of the male & female B.Ed students were recorded as 343.6 ± 19.1049 367.4 ± 15.5242 respectively & calculated 't' value was 3.481 which was statistically significant (df 98, p<0.05). It was revealed that female students rating on the emotional in-

telligence test had obviously higher than male students of west Bengal State University, Barasart.

DISCUSSION

The result of the present study which aimed to investigate the male & female student's differences in the emotional intelligence among the west Bengal state university B.Ed students prove that female students are more emotionally intelligent than the male students. The reason why female students indicated higher level of EI compared to male students may be explained by the fact that during childhood socialization process females receive significantly more education to manifest emotions in milder ways from their parents than to male in most of the societies & that make them more emotionally skilled and competent than male. Abdullah, et al. (2004) argues to justify the findings of his research that boys are always perceived as stronger person compared to girls, as a result their emotional needs are often neglected & more attentions are paid to the emotional needs of the girls. Thus, the attention & care paid to girls in a society may be the cause to improve their emotional competence.

It may also be explained on the basis of social role interpretation for the present male and female differences in EI that our society expect males to be more assertive, masterful and aggressive than females and also expect females to be more nurturing, obedient, responsible, affectionate, caring, contented and more concerned for the wellbeing of others than males. Due to these contrasting expectations females have to control on their emotions and manifest higher level of EI than males as evident from the results of the present study.

CONCLUSION

In conclusion the results of present study confirm those B.Ed female students better controls on their emotions & manifest higher level of Emotional Intelligence than B.Ed male students in West Bengal State University, Barasat.

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