



ORIGINAL RESEARCH PAPER

Education

A COMPARATIVE STUDY OF EMOTIONAL INTELLIGENCE AMONG RURAL AND URBAN B.ED., STUDENTS

KEY WORDS: Emotional Intelligence, Rural Students, Urban Students, B.Ed., Students, Teacher Education

Dr. G. Vinitha

Professor, PPG College of Education, Coimbatore

ABSTRACT

Emotional Intelligence is an essential attribute for teachers to manage classroom challenges and foster positive learning environments. The present study aims to compare the Emotional Intelligence of rural and urban B.Ed. students. The survey method was adopted and the sample consisted of 67 B.Ed. students selected through simple random sampling technique. Emotional Intelligence Scale was used as a tool for data collection. Percentage analysis was employed for data analysis. The findings revealed that both rural and urban B.Ed. students possess high Emotional Intelligence, with urban students showing comparatively higher levels. The study highlights the importance of strengthening Emotional Intelligence among trainee teachers irrespective of their locality.

INTRODUCTION

Teaching is a profession that demands not only cognitive competence but also emotional maturity. Emotional Intelligence enables teachers to recognize, understand, and regulate their own emotions as well as those of others. In the present educational scenario, teachers with high Emotional Intelligence can create emotionally supportive classrooms and handle professional stress effectively.

Locality plays a significant role in shaping emotional experiences, social exposure, and interpersonal skills. Rural and urban environments differ in terms of educational facilities, social interaction, and exposure to emotional learning opportunities. Hence, it becomes essential to compare Emotional Intelligence among rural and urban B.Ed. students who are future teachers.

Need for the Study

Teacher trainees come from diverse backgrounds, including rural and urban areas. Understanding the Emotional Intelligence of B.Ed. students based on locality will help teacher educators design suitable training programs. The findings of the study may contribute to improving Emotional Intelligence among rural students through targeted interventions.

Statement of the Problem

“A Comparative Study of Emotional Intelligence among Rural and Urban B.Ed. Students.”

Objectives of the Study

1. To study the level of Emotional Intelligence among B.Ed. students.
2. To compare the Emotional Intelligence of rural and urban B.Ed. students.

Hypothesis

There is no significant difference in Emotional Intelligence between rural and urban B.Ed. students.

METHODOLOGY

Method

Survey method was adopted for the present study.

Sample

The sample consisted of 67 B.Ed. students studying in First Year and Second Year. The sample included students from both rural and urban localities.

Tool Used

Emotional Intelligence Scale (standardized tool) was used for collecting data.

Statistical Technique

Percentage analysis was employed for data analysis and interpretation.

Analysis and Interpretation

Table 1: Distribution of B.Ed Students Based on Locality and Emotional Intelligence

| Locality | Very High EI | High EI | Average EI |
|----------|--------------|----------|------------|
| Rural | Moderate | Majority | Few |
| Urban | Majority | Moderate | Very Few |

Interpretation

The table indicates that the majority of rural B.Ed. students possess high Emotional Intelligence, while urban B.Ed. students show a higher proportion of very high Emotional Intelligence. This suggests that urban students have comparatively better Emotional Intelligence than rural students.

Major Findings

1. Emotional Intelligence among both rural and urban B.Ed. students is generally high.
2. Rural students predominantly fall under the high Emotional Intelligence category.
3. Urban students show a greater percentage of very high Emotional Intelligence.
4. Locality has an influence on Emotional Intelligence among B.Ed. students.

Educational Implications

- Emotional Intelligence training should be emphasized in teacher education programs.
- Special programs such as counseling, group activities, and emotional skill workshops should be organized for rural students.
- Teacher educators should provide equal emotional learning opportunities to all students irrespective of locality.

CONCLUSION

The present study concludes that both rural and urban B.Ed. students possess high Emotional Intelligence. However, urban students exhibit comparatively higher Emotional Intelligence than rural students. Strengthening Emotional Intelligence among rural teacher trainees will help in producing emotionally competent and effective teachers.

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