

A STUDY OF EMOTIONAL INTELLIGENCE AMONG B.ED. COLLEGE STUDENTS

Dr. Nishant Chandrakant Nirmale¹

¹Associate Professor, Shrimati Sushiladevi Salunkhe College of Education, Dharashiv.

ncnirmale@gmail.com

DOI: <https://www.doi.org/10.58257/IJPREMS39110>

ABSTRACT

Emotional intelligence (EI) plays a vital role in students' academic success and overall well-being. As educators, we understand that teaching encompasses more than just academics; it involves nurturing students' social and emotional skills. The present study was conducted to find out the emotional intelligence of B.Ed. College student. For these purpose 100 B.Ed. College students was selected as a sample including 50 boys and 50 girls from various B.Ed. Colleges from Dharashiv City. Data was collected by using Emotional intelligence inventory by S.K Mangal and Subhara Mangal. To find out the significance of the difference between the various comparison groups "t" test was applied. The result showed that the significant difference was found among girls and boys. Girls have more emotional intelligence as compare to boy's students. Emotional intelligence (EI) has emerged as a crucial component of comprehensive education. Beyond academic excellence, the capacity to navigate one's emotions and comprehend the feelings of others is essential for personal and professional success. Integrating EI equips students with the tools to manage interpersonal relationships, build resilience, and adapt to the complexities of the modern world.

Key Words: Emotional Intelligence, B.Ed. College Student, Grant aided and Private B.Ed. College Students

1. INTRODUCTION

The concept of emotional intelligence has gained popularity and accepted over in the recent years. The ability to appropriately identify, recognize and manage your emotions for one own well-being as well as the well-being of people around you is what is described as emotional intelligence. Emotional intelligence is the ability to identify and manage your own emotions and the emotions of others. It is generally said to include three skills: emotional awareness; the ability to harness emotions and apply them to tasks like thinking and problem solving; and the ability to manage emotions, which includes regulating your own emotions and cheering up or calming down other people. Students who are considered to have high EI can solve a variety of emotion-related problems accurately and quickly. They can correctly perceive emotions in faces in others and what the emotions convey. For instance, they know that angry students can be dangerous, the happy students want to relate with others, and the sad students often prefer to be alone High EI Students are also adept at managing their own as well as others emotions.

The Four factors of Emotional Intelligence

1. **Perceiving Emotion** -The capacity to accurately perceive emotions in the faces or voices of others. It provides the starting point for more advanced understanding of emotions.
2. **Using Emotion to Facilitate Thought** -The capacity to utilize emotion in guiding cognitive processes. A good system of emotional input helps in the contemplation of important matters. Emotions are also essential for creativity.
3. **Understanding Emotions**- Emotions convey information, therefore understanding emotional messages and the actions associated with them are central to this skill.
4. **Managing Emotions** -Emotions can be managed. Once the information behind the emotions hared and understood, it can be regulated and managed.

Emotional intelligence is one of the most popular research topics of the 21st century (Ashkanasy, 2003; Bar-On 2006), emphasizes on the role of emotions in an individual's success or failure in workplace and individuals. The adolescent is a crucial stage of a personality development as well as involves a lot of physiological and psychological changes, which directly effect on the personality of an individual. This stage approximately ranges from 16 to 20 years. It is also called "Stress and Storm Phase". The term Emotional Intelligence was coined by Mayer and Salovey (1990) in their academic paper to describe qualities like understanding one's own and others emotions and to use this information for guiding thoughts and actions made popular by Goleman (1995) with publication of his book: "Why it can matter more than IQ". Emotional intelligence is the capacity to create positive outcomes in relationships with others and with oneself. Emotional intelligence has inspired applied research in every field such as psychology, academics, management and life sciences. One of the definitions of Mayer and Salovey (1997), emotional intelligence is the ability to perceive accurately, appraise and express emotion; the ability to access or generate feelings when they

facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth. In another definition Emotional intelligence (EI) is the ability to recognize one's own and other people's emotions, to discriminate between different feelings and label them appropriately, and to use emotional information to guide thinking and behaviour (Coleman, 2008).

NEED OF THE STUDY:

In present scenario, emotions and feelings play an important role in the personality development. Emotional intelligence refers to the ability to recognize, monitor and regular feelings, ideas and emotions in us and in others. Emotional intelligence gives us opportunity to position ourselves to be with people. And our environment one can understand what makes incompatible with certain people or works and learn ways to deal with natural difficulties.

The present study is helpful to develop a new curriculum keeping in view the importance of adolescence period and emotional intelligence. The teacher will be able to use the effective teaching strategies and plan for a better future of adolescents. The study will also be helpful for the psychologists, teachers, and parents to guide properly their wards and channelize the energy to make students physically, mentally and emotionally healthy. So that, they can adjust themselves in new circumstances and take the right decision for the bright future and progress in the life.

STATEMENT OF THE STUDY:

A study of emotional intelligence among B.Ed. college students.

OPERATIONAL DEFINITIONS

Emotional Intelligence

Emotional Intelligence refers to a set of experiences, including self-awareness, mood management, self-motivation, empathy, and managing relationships.

B.Ed. Students

By this, the investigator means that the students are studying in Bachelor of Education.

2. OBJECTIVES OF THE STUDY

1. To compare the emotional intelligence among Grant aid and Private B.Ed. College students.
2. To find out the difference between the emotional intelligence of B.Ed. College students from rural and urban area
3. To find out the difference between the emotional intelligence of males and females of B.Ed. College students.

HYPOTHESES OF THE STUDY:

1. There is no significant difference between Grant aid and Private B.Ed. College students on the basis of emotional intelligence.
2. There is no significant difference between rural and urban B.Ed. College students on the basis of emotional intelligence.
3. There is no significant difference between boys and girls B.Ed. College students on the basis of emotional intelligence.

3. METHODOLOGY

Sample

For data collection 100 a student including 50 boys and 50 girls of B.Ed. College students and Purposive sampling technique was used to collect the data.

Research Method

In this study descriptive survey method was used for collection of the data.

Statistical Analysis

in the present study Mean, Standard Deviation And T Test statistical techniques were used For analysis of data

Tools

Emotional Intelligence Inventory by Mangal and Mangal (2004) was used to collect the data. This Inventory has 100 items, 25 each from the four areas. The respondent has to be answered as either "yes" or "no" each item indicating complete agreement or disagreement with the proposed statement. The tool has both positive and negative items. For scoring one mark is provided for the response indicates the presence of emotional intelligence and zero indicates absence of emotional intelligence. The reliability of this inventory was established through the split-half method with a coefficient of 0.89. The validity of this inventory was established by two different approaches factorial or criterion-related approaches.

ADMINISTRATION AND PROCEDURE

The boys and girls, studying in the B.Ed. colleges in Dharshiv City, were selected purposively. The students were asked to answer each item according to the response format provided in the questionnaire. The students were explained how to fill out the questionnaire. The participants were encouraged to approach the investigator whenever they needed clarification for any doubt. The obtained data were analyzed with the help of t-test.

4. RESULTS AND INTERPRETATION

OBJECTIVE 1.

To compare the emotional intelligence among Grant aid and Private B.Ed. College students.

Table-1

Emotional Intelligence among the Grant aided and Private B.Ed. College Students

Types of College	N	Mean	SD	T-value	Level of significance
Grant Aided	50	47.4	28.01	0.917	Not Significant at 0.05 level
Private	50	45.2	29.61		

Above table shows that, the mean score of Grant aided college is 47.4. The mean score of private College is 45.2. SD both is 28.01 and 29.61 respectively. The T-test score comes out to be 0.917 which is not significant at 0.05 levels. So, null hypothesis "There is no significant difference between Grant aid and Private B.Ed. College students on the basis of emotional intelligence." is accepted.

OBJECTIVE- 2

To compare the emotional intelligence among rural and urban B.Ed. College students.

Table-2

Emotional intelligence among rural and urban B.Ed. College students.

Area	N	Mean	SD	T-value	Level of significance
Rural	50	64.66	8.90	0.45	Not Significant at 0.05 level
Urban	50	64.16	8.99		

Above table 2 indicate means (64.66, 64.16) and SD (8.99, 8.99) respectively. The "t" score of 0.45 is not significant even at 0.05 level. Therefore, it can be said that Null hypothesis "There is no significant difference between rural and urban secondary school students on emotional intelligence" is not to be rejected. It is observed that rural and urban B.Ed. College students do not differ significantly on emotional intelligence.

OBJECTIVE- 3 To compare the emotional intelligence among boys and girls B.Ed. College students.

Table-2

Emotional intelligence among boys and girls B.Ed. College students

Gender	N	Mean	SD	T-value	Level of significance
Boys	50	62.31	8.28	3.39	Significant at 0.01 level
Girls	50	64.65	9.12		

Above table 3 indicate means (62.31, 64.65) and SD (8.28, 9.12) respectively. The "t" score of 3.39 is significant at 0.01 level. Therefore, it can be said that Null Hypothesis "There is no significant difference between boys and girls B.Ed. College students on the basis of emotional intelligence." is to be rejected. It is observed that B.Ed. College boys and girls differ significantly on emotional intelligence.

5. FINDINGS

1. Grant aid and Private B.Ed. College students not differed significantly on emotional intelligence.
2. B.Ed students from Rural and urban area did not differ significantly in their emotional intelligence.
3. B.Ed. College boys' and girls' students differed significantly on their emotional intelligence.

6. EDUCATIONAL IMPLICATIONS

Hence, it is suggested that training colleges and training institutes may think over in implementing emotional Intelligence to enhance their competency among teacher educators and student teachers. The present educational policy means NEP 2020 may be continued since it has produced an equal amount of educational adjust me

7. CONCLUSION

As teachers are considered as the second parent of the students, the teachers play a vital role in shaping the behavior of future citizens. To ensure emotional development, the concept of emotional intelligence should be included in the school curriculum. In this arena of competition, the level of achievement has become the main factor for progress in the personal, educational, and social life of an individual. By learning to use the emotional part of students' brains as well as the rational, students not only expand their range of choices when it comes to responding to a new event, they will also factor emotional memory into their decision-making.

8. REFERENCES

- [1] Abdullah, S. H. (2006). Emotional Intelligence and Academic Achievement: A Study in Perlis, Unpublished thesis, Faculty of Business Management, University Utara Malaysia.
- [2] Abraham, A. (2006). The Need for the Integration of Emotional Intelligence Skills. *The Business Renaissance Quarterly*, 1(3), 65-79.
- [3] Adeyemo, D. A. (2008). Demographic Characteristics and Emotional Intelligence among Workers in some Selected Organizations in Oyo State, Nigeria. *Vision -The Journal of Business Perspective*, 12(1), 234-240.
- [4] Ashkanasy, N. M. (2003). Emotions in Organizations: A Multilevel Perspective. In Dansereau, F., and Yammarino, F. J. (eds). *Research in Multi-level Issues: Multi-level Issues in Organizational Behavior and Strategy*, 2, 9-54. Oxford: Elsevier Science.
- [5] Aleem, S. (2005). Emotional stability among college youth. *Journal of the Indian Academy of Applied Psychology*, 37(1-2), 100-102.
- [6] Angenent, H., &Man, A. (1989). Intelligence, gender, social maturity and social readiness in Dutch first graders. *Social Behavior and Personality*, 17(1), 205-210.
- [7] Badawy, A. (1988) Effects of alcohol on tryptophan metabolism. *Biochemical Society Transactions*, 16, 254-256.
- [8] Bar-On, R. (2002). Bar-On Emotional Quotient Inventory (EQ-I): Technical Manual. Toronto, Canada: Multi-Health Systems.
- [9] Bal, B.S., &Dureja, G. (2012). Sport imagery and mental health among omnivorous combative players: A psychological probe. *International Journal of Psychology and Counselling*, 4(2), 18-23.
- [10] Batty, G. D., Ian, J. D., Ingrid, S., & Catherine, R. G. (2007). Mental ability across childhood in relation to risk factors for premature mortality in adult life: the 1970 British Cohort Study. *Journal of Epidemiology and Community Health*, 61(11), 997-1003.