

A Comparative study of the Emotional Intelligence of B.Ed. Teacher Trainees

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Abstract

Emotional Intelligence is a set of abilities essential for the success of an individual, the purpose of imparting quality education is not possible without inculcation of Emotional Intelligence. It enables an individual to handle his own emotions and actions, thereby handling his relationship with others smoothly by controlling their emotions. The present study was made on the B.Ed. teacher trainees of Sirsa District. 200 B.Ed. students of Teacher Education institutions of Sirsa district were the sample of the study. The investigator used Emotional Intelligence Inventory of Dr. S.K. Mangal to assess Emotional Intelligence in relation to Gender and Locality.

INTRODUCTION

The concept of Emotional Intelligence has brought a revolution in the field of child care, home, school and work place. It has also provided sufficient support to guidance and counseling services. Emotional intelligence reflects our ability to deal successfully with other people and with our own feelings and their quality count significantly towards a person's success in own life. Strength of any nation lies in the proper investment in education of its youth, in preparing the young to fare better in life who pay high dividends. Proper education is not only instruction in particular subjects but to make them emotionally stronger ever before.

Goleman (1995) says there is an old fashioned word for the body of skills that emotional intelligence represents. Teachers play the central role in cultivating self- discipline and empathy. The teachers who will be imparting these skills in schools also need to participate them for thus to practice, at the first place, teachers need to be trained to be emotionally intelligent. Boyatzis(2008) finds in his study that emotional intelligence competencies can be developed in students. Singh (2003) found that different professionals need different levels of emotional intelligence for success.

Education is a tri polar process where teacher, learner and curriculum are inseparably interwoven. The success of students depends on teachers' guidance teaching and preaching. The

most significant factors leading to school disaffection, failure and drop outs are social emotional. When teachers leave teaching, it is much more for reasons related to students' behavior, classroom and school climate and matters of character than it is for anything having to do with technical aspects of teaching and pedagogy (Elias and Arnold 2006). We need emotionally intelligent teachers to strengthen feelings such as empathy, self control, optimism, stress tolerance, self regard, flexibility, emotional awareness and so on.

RATIONALE OF THE STUDY

Most of the studies referred to are made outside the education mainstream. The investigator finds a conspicuous gap to conduct a study among B.Ed. teacher trainees. The present study is conducted with a view to assess the emotional intelligence of B.Ed. teacher trainees. An attempt is also made to see whether Gender and Locale i.e. urban or rural of respondents make any significant difference in their levels of emotional intelligence.

The present study is made on the B.Ed. teacher trainees of Sirsa District. Thus, studies dealing with how the people in this region connect themselves emotionally to others and take others' perspectives, are important. This study attempts to assess the level of Emotional Intelligence of the B.Ed. Teacher Trainees of Sirsa District. The variable is studied in relation to Gender and Locality of B.Ed. teacher trainees. 200 B.Ed. teacher trainees of educational institutions of Sirsa district form the sample of the study. All the B.Ed. teacher trainees of educational institutions of Sirsa District form the population of the study. The investigator used Mangal Emotional Intelligence inventory developed by Dr. S.K. Mangal and Mrs. Shubhra Mangal to assess the level of emotional intelligence in relation to gender and locality.

OBJECTIVES OF THE STUDY

1. To study the level of emotional intelligence of male and female B.Ed. teacher trainees.
2. To study the level of emotional intelligence of urban and rural B.Ed. teacher trainees.
3. To compare the level of male B.Ed. teacher trainees with the female B.Ed. teacher trainees.
4. To compare the level of urban B.Ed. teacher trainees with the rural B.Ed. teacher trainees.
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HYPOTHESES

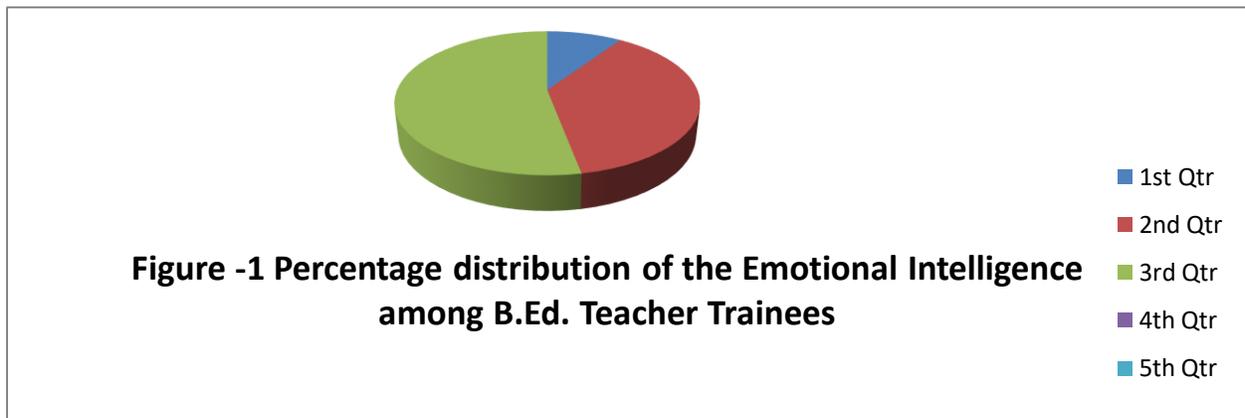
1. Emotional intelligence of B.Ed. Teacher trainees do not differ significantly with respect to gender.
2. Male and female B.Ed. teacher trainees do not differ significantly with respect to locality.

RESULTS

Table-1

Emotional Intelligence of B.Ed. Teacher Trainees

Emotional Intelligence Level	Category	Number of B.Ed. Trainees	Percentage
Very Good	A	19	9.50
Good	B	75	37.50
Average	C	106	53.00
Poor	D	00	00
Very Poor	E	00	00
Total		180	100



Results of Table-1 and Figure-1 reveal that majority of B.Ed. teacher trainees (53%) were found to have average level of emotional intelligence followed by 38% of B.Ed. teacher trainees in good category.

Table-2
Gender and Emotional Intelligence

Gender	Sample Size	Mean	SD	T
Male	84	67.2	8.14	0.553
Female	116	67.9	9.25	
Total	200			Not significant

Not Significant at 0.05 and 0.01 level of significance

It is observed from the table-2 that ‘t’ value of the Emotional intelligence between two groups, male and female B.Ed. teacher trainees is not significant. Hence, the hypothesis 1 is accepted. From this it may be inferred that male and female B.Ed. teacher trainees do not differ in their Emotional Intelligence with regard to Gender.

Table-3
Locality and Emotional Intelligence

Locality	Sample Size	Mean	SD	T
Urban	93	66.9	6.43	1.145
Rural	107	68.3	10.62	
Total	200			Not significant

Not Significant at 0.05 and 0.01 level of significance

It is observed from the Table-3 that ‘t’ value of the Emotional intelligence between two groups, Urban and Rural B.Ed. teacher trainees is not significant. Hence, the hypothesis 2 is accepted. From this it may be inferred that urban and rural B.Ed. teacher trainees do not differ in their Emotional Intelligence with regard to locality.

DISCUSSION

This background of research findings points to the fact that B.Ed. teacher trainees can prove themselves good teachers only when they are emotionally intelligent. At the entry point of all teacher training and teacher educator training programmes, the students level of emotional intelligence is to be assessed and successive programmes of emotional intelligence must be planned. The results of the present study imply that group under study possessed average emotional intelligence. Teacher Educators Programmes can specifically pilot this infusion in

their philosophy of Education and further suggest that from time to time seminars should be conducted to induce in them stronger emotional intelligence so that they could present themselves to be role model. Social problems are on increase on everyday life. A lot of work has been done on emotional aspect of education in recent years. An emotionally intelligent teacher will serve as an important role model for the students. This will require infusing emotional intelligence into Teacher Orientation and Faculty Development Programmes. B.Ed. teacher trainees need to be trained in Emotional Intelligence to manage their own emotions and those of others. This study finds that female B.Ed. teacher trainees faired equally with the male counterparts even if they belong to different areas.

EDUCATIONAL IMPLICATIONS

The findings have far reaching implications which can draw the attention of policy makers. The study has implications for future policy recommendations for teacher training institutions. Innovative programmes of emotional intelligence can be included within teacher education programmes to provide B.Ed. teacher trainees with additional skills. The results of the study are very alarming situation because these B.Ed. teacher trainees are future teachers of our country.

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