

## A Study of Relationship Between Emotional Intelligence and Teaching Attitude of Male and Female B.Ed. Students



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### ABSTRACT

*The study was undertaken to study the relationship between emotional intelligence and teaching attitude of B.Ed. Students of Rewari. A sample of 120 students was taken. It was further divided into 60 male students and 60 female students studying in different institutions of Rewari district. The Emotional Intelligence Inventory by Dr. S.K. Mangal and Dr. Shubra Mangal and Teacher Attitude Inventory by S.P. Ahluwalia were used to assess the emotional intelligence and teaching attitude of B.Ed. students. The findings of present research revealed that there exist a perfect positive relationship between the emotional intelligence and teaching attitude whereas sex factor has no impact on the level of emotional intelligence.*

### Introduction

Education is the most important component of human resources. Therefore, society wants to utilize the individual talent properly. We are at the beginning of a new century and now a days, emotional intelligence is considered more important than intelligence in the success of a person. According to Goleman, I.Q. accounts for only 20% of a person's success in life. The balance can be attributed to emotional intelligence of E.Q. The concept of emotional intelligence has brought a revolution in the field of child care, home, school and work place management.

If the proper efforts are made for training the emotions and developing proper E.Q. potential among the people right from their childhood, then it will surely help in bringing mutual emotional understanding, empathy accompanied with right actions and behaviour on the part of the individuals and groups to lead better life in peace and co-operation.. The effectiveness of a teacher mainly depends upon the character, ability and his attitude towards teaching. Attitude is an important human trait or characteristic, which contributed to learning, problem solving thinking and all around development of personality. It is true that the attitude of a person towards his profession play an important role in achieving desirable success. Attitude of a person depends upon his emotions and feelings. To acquire a favourable attitude a person should be emotionally intelligent. He should

have the ability to manage and control his own emotions and to understand the emotions of others. According to above discussion the attitude of a person has some significant relationship with emotional intelligence. So the purpose of present study is to see whether there is a relationship between emotional intelligence and teaching attitude of B.Ed. Students or not.

### Objectives

1. To study the correlation between emotional intelligence and teaching attitude of female B.Ed. Students.
2. To study the correlation between emotional intelligence and teaching attitude of male B.Ed. Students.
3. To compare the mean scores of male and female B.Ed. students regarding emotional intelligence.
4. To compare the mean scores of male and female B.Ed. students regarding teaching attitude.

### Hypotheses

1. There is no significant correlation between emotional intelligence and teaching attitude of the female B.Ed. students.
2. There is no significant correlation between emotional intelligence and teaching attitude of the male B.Ed. Students.
3. There is no significant difference in the mean score of emotional intelligence of male and female B.Ed. students.

- There is no significant difference in the mean score of teaching attitude of male and female B.Ed. Students.

### Method

Normative survey method was applied in this study to find out the emotional intelligence and teaching attitudes of B.Ed. students.

### Sample

The investigator has taken randomly a sample of 120 prospective teachers from three colleges of education in Rewari district i.e. 40 students (20 Male and 20 female) R.B.S. College of Education, Rewari 40 student (20 male and 20 female) from Swaranjali College of Education, Rewari and 40 students (20 Male and 20 Female) from R.A.S. College of Education, Rewari.

### Tools Used In The Study

The following tools were used for collection of data in this study.

- Emotional Intelligence Inventory by Dr. S.K. Mangal and Dr. Shubra Mangal.
- Teacher Attitude Inventory by S.P. Ahluwali.

### Procedure

120 students of B.Ed. were given the above tests with short introductions and instructions. They were asked to fill their responses in the answer sheets. The data collected from them were scored following the scoring procedure in the manual.

### Results And Discussions

The score pertaining to emotional intelligence and teaching attitude of B.Ed. Students have been subjected to statistical analysis. The following Statistical analyses were used.

- Mean
  - S.D.
  - "t" Value
  - Pearsons Product Moment Correlation
- The data on attitude scores have been analyzed under the following four categories.
- Correlation between emotional Intelligence and teaching attitude of female B.Ed. Students.
  - Correlation between emotional intelligence and teaching attitude of male B.Ed. students.
  - The mean score of emotional intelligence of male and female B.Ed. Students.
  - The mean score of teaching attitude of male and female B.Ed. Students.

Analysis of Correlation between Emotional Intelligence and Teaching Attitude of Female B.Ed. Students.

The hypothesis framed to achieve the objective stated above is that there is no significant correlation between emotional intelligence and teaching attitude of female B.Ed. Student. In pursuance of the objective stated above, the co-efficient of correlation in computed by using Person's product moment method. The correlation table is given below between emotional intelligence and teaching attitude of female B.Ed. Students.

It is observed from the table 4.5 that the value of co-efficient of correlation 'r' between emotional intelligence and teaching attitude is (0.378) which is positive in nature. It indicates a positive correlation.

Hence the null hypothesis of no significant correlation between emotional intelligence and teaching attitude of female B.Ed. students is rejected.

Table 1.

Sr No.	Variable	No. of Student	Mean	Scorer
1	Emotional Intelligence	60	69.4	3780736
2	Teaching attitude	60	253.13	

The nature of correlation can be described with the help of given interpretation chart.

The range of computed correlation-co-efficient Interpretation

1 From 0.00 to + 0.20	Zero relation absolutely no relationship
2 From +0.21 to + 0.40	Low correlation, definite but small relation
3 From +0.41 to 0.70	Moderate correlation. Substantial but small relationship.
4 From +0.71 to +0.90	High correlation, marked relationship
5 From +0.91 to +0.94	Very high correlation quite dependable relationship
6 +1	Perfect correlation

Our computed value is 0.378. It falls under the range from 0.21 to -0.40 so, it can be interpreted safely that the emotional intelligence and teaching attitude of female B.Ed. students are correlated to each other.

According to the interpretation chart there is a definite but low relationship between emotional intelligence and teaching attitude of female B.Ed. students.

Analysis of the Correlation between Emotional Intelligence and Teaching Attitude of Male B.Ed. Students The hypothesis framed to achieve the objective stated above is that there is no significant correlation between emotional intelligence and teaching attitude of male B.Ed. students. In pursuance of the objective stated above, the coefficient of correlation is computed by using 'Person's Product Moment' method. The correlation table between emotional intelligence and teaching attitude of male B.Ed. students is given below:-

**Table 2**

Sr.No.	Variable	No. of students	Mean	Score'r'
1	Emotional Intelligence	60	72.7	0.5435217
2	Teaching attitude	60	254.43	

It is observed from the table 2 that the computed value of co-efficient of correlation between emotional intelligence and teaching attitude of male B.Ed. students is (0.543) which is positive in nature. It indicates a positive correlation between two variables.

Hence, the null hypothesis of no significant correlation between emotional intelligence and teaching attitude of male B.Ed. students is rejected.

Now, it can be interpreted safely that emotional intelligence and teaching attitude are correlated to each other. According to interpretation chart there is a moderate correlation or substantial but marked relationship between emotional intelligence and teaching attitude of male B.Ed. students.

Analysis of the Mean Score of Emotional Intelligence of Male and Female B.Ed. Students. The hypothesis framed to achieve the objective stated above is that there is no significant difference in the mean score of emotional intelligence of male and female B.Ed. students.

A comparative analysis of mean score of emotional intelligence of male and female B.Ed. students is given in table 3.

The mean values of emotional intelligence of male and female B.Ed. students are 72.70 and 71.05 respectively. The difference between mean score is 1.65. To establish whether the difference between means is significant or not due to sampling error or chance 't' expresses as Z (sigma score) because the present sample is large sample. The computed to critical value is (0.373) is less than 1.97 (0.05) and 2.58 (0.01) the standard values required to reach 5% and 1% level of significance. Thus, it can be concluded that this difference of means is not significant at 0.05 as well as 0.01 level of significance.

Hence, the null hypothesis of no significant difference in the mean scores of male and female B.Ed. students is not rejected. It show that sex factor has no impact on the level of emotional intelligence. Analysis of the mean score of teaching attitude of male and female B.Ed. Students. The hypothesis framed to achieve the objective stated above is that there is no significant difference between the mean scores of teaching attitude of male and female B.Ed. students.

A comparative analysis of mean scores of teaching attitude of male and female B.Ed. students is given in table 4.

The mean values of teaching attitude of male and female B.Ed. students are 254.43 and 253.13 respectively. The difference between mean is 1.3. To establish whether the difference between mean is significant or not due to sampling error or chance 't' critical value is calculated and is expressed as Z (Sigma Score) because the present sample is a large sample. The computed t critical value is 0.398773 (0.398) that it less than 1.96 (0.05) and 2.58 (0.01) the standard values required to reach 5% and 1% level of significance.

**Table 3**

Sex	Total Students	Mean Score	S.D.	Critical Value	(C.V.) Level of Significance
Male	60	72.70	11.73	0.3733031	Not significant at 0.05 and 0.01 level of significance
Female	60	71.05	11.32		

**Table 4**

Sex	Total Student	Mean Score	S.D.	Critical Value (C.V.)	Level of Significance
Male	60	254.43	17.91	0.398773	Not significant at 0.05 and 0.01 level of significance .
Female	60	253.13	17.86		

Thus, it can be concluded that this difference of means is not significant at 0.05 as well as 0.01 level of significance. Hence the null hypothesis of no significant difference in the mean score of male and female B.Ed. students is not rejected. It shows that sex factor has no impact on the attitude of B.Ed. students towards teaching.

### **Conclusions**

A sample of 120 B.Ed. students comprising of 60 male students and 60 female students studying in different institutions of Rewari district has been taken and measured by using the inven-

ories by Dr. S.K. Mangal and Dr. Shubra Mangal, **S.P. Ahluwalia .The main conclusions are as follows:-**

1. Emotional intelligence and teaching attitudes of female B.Ed. students are correlated to each other.
2. There is a moderate correlation or substantial but marked relationship between emotional intelligence and teaching attitude of male B.Ed. Students.
3. Sex factor has no impact on the level of emotional intelligence.
4. Sex factor has no impact on the attitude of B.Ed. students towards teaching.

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