

## A STUDY EMOTIONAL INTELLIGENCE AND SELF CONCEPT OF B.Ed. STUDENTS

**Dr. Shalini Yadav\* & Ms. Nisha Sharma\*\***

### ABSTRACT

*The study has been conducted to Judge the emotional intelligence and self concept of B.Ed. students. A sample of 200 B.Ed. students (100 male and 100 Female) has been taken from the B.Ed. Colleges of Rewari district of Haryana, Mangal's Emotional Intelligence Inventory and R.K. Saraswat's Self Concept Questionnaire was used for collecting the data. Mean, S.D. and t-values were calculated. The results reveal that the female B.Ed. students have higher level of emotional intelligence than the male B.Ed. students. No significant difference was observed in the self concept of B.Ed. males and B.Ed. female students.*

### INTRODUCTION

Our emotions play quite a significant role in guiding and directing our behaviour. Many a time they are seen to dominate our behaviour in such a way that we have no solution other than behaving as per their wish. On the other hand, if a person has no emotional current in him then he becomes crippled in terms of living his life in a normal way. Hence, emotions play a key role in providing a particular direction to our personality according to their development.

Emotional intelligence, like general intelligence, is the product of one's heredity and its interaction with his environmental forces. Until recently, we have been led to believe that a person's general intelligence measured as I.Q. or intelligence quotient is the greatest predictor of success-vocational or professional. Consequently, the I.Q. scores are often made into use for the individuals in various programmes, courses and job placement. However, researches and experiments conducted in the jobs onwards have tried to challenge such over dominance of intelligence and its measure I.Q. by replacing with the concept of emotional intelligence and its measure emotional quotient (E.Q.). These have revealed that a person's emotional intelligence measured though his E.Q. may be a greater predictor of success than his or her I.Q. Historically speaking, the term emotional intelligence was introduced in 1990 by two

American University professors Dr. John D Mayer and Dr. Peter Solovey in their attempt to develop a scientific measure for knowing the differences between people's ability in the areas of emotions. "Emotional intelligence may be defined as the capacity to reason with emotion in four areas :to perceive emotion, to integrate it in thought, to understand it and to manage it."

Based upon these contemporary view points about the meaning of emotional intelligence, as a unitary ability (Related to but independent of standard intelligence) helpful in knowing, feeling and judging emotions in close cooperation with one's thinking process for behaving in a proper way in the ultimate realization of the tune with others.

Self Concept like motivation is a major psychological factor operating within the individual which determines his behaviour. The formation of self concept is fundamental to the individual's personality. As an individual grows, he not only forms concepts about his surroundings and other individuals, he also gradually forms an image or concept about himself. Through the interaction of the individual with his total environment, (Family environment, neighbourhood environment, play ground environment and social environment at large) he begins to form an image of his own self-his physical health, structure of his body, physical

\*Asstt. Prof., RAS College of Education Saharanwas, Rewari (HR)

\*\*Research Scholar, RAS College of Education Saharanwas, Rewari (HR)

features, strength and vitality, and other potentialities, like interest, intelligence and attitudes etc.

Self concept is a term which is widely used in the field of psychology. It appears that human behaviour is centered much around the concept one has about ones' self" Who am I ?' Who am I?' 'Who am I in relation him/her ?' are few of the persisting questions that come in human mind. It is on the basis of answers to such questions that human behaviour changes from person to person, time to time and from situation to situation.

**“Self concept is the individual's perception or view of himself.”**

It can be concluded that self concept is the sum total of all that the individual can call 'I' or me. It refers to those perceptions, beliefs, feelings, attitudes and values which the individual view as part of characteristics of himself. Thus, self concept refers to individual's perception or view of himself.

**OBJECTIVES**

1. To study the emotional intelligence of B.Ed. students.
2. To study the self-concept of B.Ed. students.
3. To compare the emotional intelligence of B.Ed. Male & Female students.
4. To compare the self concept of B.Ed. Male & Female students.

**HYPOTHESES**

Following null hypotheses are formed to conduct the study in a proper way.

1. B.Ed. students lack in emotional intelligence.
2. B.Ed. students' self concept is not very high.
3. There is no significant difference between the emotional intelligence of B.Ed. Male & Female students.
4. There is no significant difference between the self concept of B.Ed. Male & Female students.

**METHOD**

Descriptive survey method of Research.

**SAMPLE**

200 (100 male & 100 female) B.Ed. students selected randomly from the B.Ed. colleges of Rewari district of Haryana.

**TOOLS**

1. Emotional Intelligence Inventory by Shubhra Mangal and S.K. Mangal.
2. Self concept Questionnaire by R.K. Saraswat

**ANALYSIS OF DATA**

The data wa analysad by using mean, S.D., t-test and graphs.

**Table-1**

The Analysis and Interpretation of Data are given in the following way.

**Table: Showing Mean, S.D., t-values of the aspects of Emotional Intelligence of Male and female students of B.Ed. Colleges. (100 Male + 100 Female)**

Aspects of Emotional Intelligence	Male		Female		t-value	Level of Significance
	Mean	S.D.	Mean	S.D.		
Intra-personal awareness	15.14	03.28	14.85	03.45	0.63	N.S.
Inter-personal awareness	14.95	03.45	16.15	03.00	07.80	<0.01
Intra-personal Management	14.81	03.37	17.02	02.82	12.20	<0.01
Inter-personal Management	15.09	03.62	16.30	03.21	5.26	<0.01

**Comparative Mean scores of Emotional Intelligence of Male and Female students of B.Ed. Colleges**

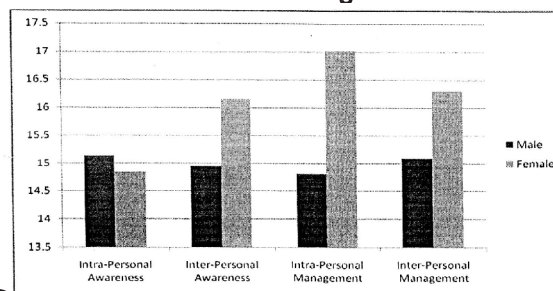


Table 1 shows that there is no significant difference between male and female students in the intra- personal awareness of emotional intelligence because the t-value is statistically not significance (0.63). Thus we can say that both male and female students have equal intra personal emotional intelligence. They do not differ significantly in intra-personal aspect of emotional intelligence. Table further shows that there is difference between male and female students in the inter personal awareness of emotional intelligence. The t-value of male and female's emotional intelligence is significant at 0.01 level (7.8). The mean score of male students in inter personal awareness is less (14.95) than the female students (16.15), because female are more strong in understanding other's emotions than the males. They have the feeling of motherhood.

It further reveals that there are significant differences between male and female students in the intra personal management of emotional intelligence. The mean of female students (17.02) is greater than the Mean of male students and the t-value (12.2) is significant at level 0.01. It means that there exists significant difference between the intra personal management aspect of emotional intelligence of male and female students.

The table 1 further shows that there is difference between the inter personal management aspect of emotional intelligence. The Mean of female students (16.2) is more than the Mean score of male students and the t-value of male and female students (5.26) is significant at 0.01 level. It means there exists significant difference between this aspect of emotional intelligence of male and female students.

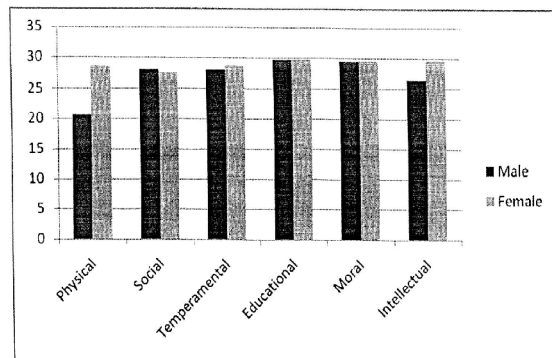
**Table-2**

Male		Female		“t” Value	Level of Significance
Mean	S.D	Mean	S.D		
59.99	09.68	64.68	08.79	03.60	<0.01

Table 2 shows the emotional intelligence of male and female students of B.Ed. college. The Mean scores of male and female are 59.99 & 64.68 respectively. The t-value is 03.60 which is greater than the table value of both levels 0.01 and 0.05 Therefore, we can say that there exists significant difference between the male and female students in their emotional intelligence.

**Table-3**  
**Showing Mean, S.D., t-value of Different Dimensions of Self Concept of Male and Female students. (100 Male and 100 Female)**

Area of Self Concept	Male		Female		t-value	Level of Significance
	Mean	S.D.	Mean	S.D.		
Physical	20.65	04.26	28.64	05.06	12.17	<0.01
Social	28.16	04.35	27.62	04.31	01.45	N.S.
Temperamental	28.19	03.62	28.79	04.12	01.13	N.S.
Educational	29.64	04.23	29.75	04.45	00.18	N.S.
Moral	29.28	03.79	29.51	03.94	00.79	N.S.
Intellectual	26.46	03.78	29.53	03.59	00.13	N.S.



The table 3 exhibits Mean, S.D. and t-value of self concept of male and female students. Table reveals that the female students have educational self concept at the top and in the same way females are at the top level in probably all aspects of self concept than the male students.

The table 3 shows that there is significant difference between the male and female students at physical self concept because the t-value of male and female (12.17) is more than the table value at both levels 0.01 and 0.05. It means that there exists significant difference between males and females on the aspect of physical self concept.

In other aspects of self concept-social, temperamental, educational, moral and intellectual there exists no significant difference between males and females. The t-values are not significant at any level.

**Table-4**  
**Showing Mean, S.D. and “t” values of the scores of self concept of Male & Female Students**

Male		Female		“t” Value	Level of Significance
Mean	S.D	Mean	S.D		
178.38	15.88	170.84	17.66	03.18	<0.01

Table 4 shows the self concept of male & female students of B.Ed. Colleges. The mean scores of male and female students are 178.38 and 170.84 respectively. The t-value is 03.18 which is significant at .01 level. Therefore, we can say that there is significant difference between the male and female students in their self concept. Male students have greater self concept than the female students.

#### FINDINGS

- (i) Intra personal awareness of male students was significantly higher than the female students.
- (ii) No significant difference was observed in the inter and intra personal awareness of emotional intelligence of male and female students.
- (iii) Emotional intelligence of female students was significantly higher than the emotional intelligence of male students.
- (iv) Social self concept of male students was significantly higher than the social self concept of female students.
- (v) No significant difference was observed in the temperamental, educational, moral and intellectual self concept of male and female students.

- (vi) Self concept of male students was significantly higher than the self concept of female students.
- (vii) Comparatively female students have shown higher emotional intelligence than the male students. On the other hand male students have shown higher self concept than the female students

#### REFERENCES

- Best John W. (1998) : Research in Education Practice Hall of India, New Delhi.
- Bhatnagar, A & Mittal A (2010) : Emotional Intelligence as a function of some personal variable. Indian Journal of Psychometry and Education Vol41(2)
- Devi and Rayol (2004) : Adolescents perception about family environment and emotional intelligence. Indian Psychological Review Vol.62 No.3
- Goleman D (1998) : Working with Emotional Intelligence, New York Bantam Books
- Gowdhaman, K & Murugan, M (2010) : Emotional Intelligence among the B.Ed. Teacher trainees. Indian Journal of Psychometry and Education Vol.41(2)
- Jadhav, V & Patil, A (2010) : Emotional Intelligence among students teachers in relation to general Intelligence and academic achievement. Edutracks Vol. 10(3)