

Research Article

A Gender-Wise Analysis on Emotional Intelligence of B.Ed. Students in Distance Education

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Abstract

The authors of this explain the emotional intelligence of male and female B.Ed. students studying in distance education departments of various universities. They have used the descriptive survey method for data collection. The population of the present investigation is the B.Ed. students in distance education mode of various universities. The population, 716 B.Ed. students were randomly selected as the sample for the study. The data were treated with the help of statistical procedures such as Mean, Standard Deviation and 't' tests. The finding revealed that male and female B.Ed. students do not differ in their emotional intelligence.

Keywords: Emotional Intelligence, B.Ed. Students, Distance Education, Gender Differences, Descriptive Survey, Mean, Standard Deviation, t-Test, Educational Research

INTRODUCTION

Professional success of a man mainly depends on his up-to-date professional knowledge, fullest devotion and dedication along with efficiency and effectiveness. In the present day world with advancement in technology, these qualities can be inducted only through education, since teaching occupies an honourable position in any country. Murthy (2005) rightly remarked, "Of all the human factors in the school system, the teachers occupy the key position because it is only through them that the ultimate process of education takes place. Without the man power of teachers no educational system can be conceived".

Teaching has been considered the world over as the noble profession and the society is indebted immensely to the teachers for the responsibility that they carry for shaping the destiny

of the nation by educating the younger generation. Therefore, teachers should have high academic as well as professional qualities.

They are to be further provided necessary facilities so that they may be able to lead their lives and perform their duties with great devotion and integrity.

NEED FOR THE STUDY

The contention that teachers are born, not made, can be true only in few rare cases. It is also not contended that training, by itself, is sure to make a good teacher. But it is generally observed that a teacher with training becomes more mature and confident to perform his tasks more efficiently. Proper education of the teacher enables him to have knowledge of how children grow, develop and learn, how they can be taught effectively and how their inner potentialities can be brought out and developed.

Teacher education is needed to kindle the imagination of the teacher and to remove the evils of the 'hit and miss' process, to accord a professional status to the teaching profession and above all to make the optimum use of the time and energy of the teacher and the taught. It has been aptly remarked, "If you educate a boy, you educate one individual. If you educate a girl, you educate the whole family and if you educate teacher, you educate the whole community".

Emotional intelligence defines it as cluster of traits or abilities relating to the emotional side of life abilities such as recognizing and managing one's own emotions, being able to motivate oneself and restraint one's impulses, recognizing and managing others' emotions and handling interpersonal relationship in an effective manner (Daniel Goleman, 1995).

A person's emotional intelligence helps him very much in all spheres of life through its various constituents namely self-awareness, management of self, social awareness and management of relationship with others. A student teacher cannot be an exception to this observed fact. In the case of a student teacher in all sense, his emotional intelligence essentially reflects his ability to deal successfully with the students and with his own feelings. These qualities count significantly towards his success in his area of achievement.

As one of the researchers is a teacher educator working in distance education department in a reputed university, the investigator had informal chats with the B.Ed. students and came to know about their level of emotional intelligence. He came to know that many student teachers did not possess adequate level of emotional intelligence very much needed for

them to undergo the teacher education programme successfully that would help them to become successful teachers in the future and prepare the youth for a bright future of the nation. Under these circumstances, the investigator has decided to undertake a comparative analysis on the emotional intelligence of male and female B.Ed. students in distance education mode.

Statement of the study

A GENDER-WISE ANALYSIS ON EMOTIONAL INTELLIGENCE OF B.Ed. STUDENTS IN DISTANCE EDUCATION

OPERATIONAL DEFINITIONS**Emotional Intelligence**

According to Daniel Goleman (1995), it is an ability of an individual to use right type of emotion in a right time to the right person. In the present study it is referred as the score obtained by the B.Ed. students on Emotional Intelligence Scale developed by Thomas Alexander (2004).

B.Ed. Students in Distance Education

By this, the investigator means the students studying the B.Ed. degree course through distance education mode in Indira Gandhi National Open University, Tamil Nadu Open University and Manonmaniam Sundaranar University.

OBJECTIVES

- ❖ To find out the level of emotional intelligence of B.Ed. students in distance education.
- ❖ To find out the level of emotional intelligence of male and female B.Ed. students in distance education.
- ❖ To find out significant difference between male and female B.Ed. students in distance education in their self-awareness, self-management, social awareness, relationship management and emotional intelligence.

METHOD USED

The investigators have employed survey method.

SAMPLE

716 B.Ed. students were selected using simple random sampling technique

TOOL USED

They adapted the Emotional Intelligence Scale developed by Thomas Alexander (2004) for data collection.

STATSTICAL TECHNIQUES USED

Mean, Standard Deviation and 't' test.

DATA ANALYSIS**TABLE- 1****Level of Emotional Intelligence of B.Ed. students in Distance Education**

Dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Self-awareness	124	17.32	499	69.69	93	12.99
Self-management	126	17.60	470	65.64	120	16.76
Social Awareness	156	21.79	424	59.22	136	18.99
Relationship Management	169	23.60	449	67.71	98	13.69
Emotional Intelligence	131	18.30	457	63.83	128	17.88

TABLE- 2**Level of Emotional Intelligence of male and female B.Ed. students in Distance Education**

Dimensions	Sex	Low		Moderate		High	
		N	%	N	%	N	%
Self-awareness	Male	47	19.67	156	65.27	36	15.06
	Female	77	16.14	343	71.91	57	11.95
Self-management	Male	48	20.08	152	63.60	39	16.32
	Female	78	16.35	318	66.67	81	16.98
Social Awareness	Male	52	21.76	141	59.00	46	19.25
	Female	104	21.80	283	59.33	90	18.87
	Male	57	23.85	151	63.18	31	12.97

Relationship Management	Female	112	23.48	298	62.47	67	14.05
Emotional Intelligence	Male	52	21.76	140	58.58	47	19.67
	Female	79	16.56	317	66.46	81	16.98

NULL HYPOTHESIS

There is not significant difference between male and female B.Ed students in their self-awareness, self-management, social awareness, relationship management and emotional intelligence.

TABLE-3

Difference between Male and Female B.Ed. Students in their Emotional Intelligence

Dimensions	Sex	N	Mean	SD	Calculated t Value	Table Value	Remark
Self-awareness	Male	239	30.18	8.95	0.67	1.96	NS
	Female	477	30.63	7.55			
Self-management	Male	239	43.02	11.55	0.61	1.96	NS
	Female	477	43.57	11.09			
Social Awareness	Male	239	20.47	6.39	0.38	1.96	NS
	Female	477	20.66	6.12			
Relationship Management	Male	239	48.55	12.75	0.62	1.96	NS
	Female	477	49.18	12.76			
Emotional Intelligence	Male	239	142.22	35.34	0.66	1.96	NS
	Female	477	144.04	33.56			

It is inferred from the above table that the calculated 't' values (0.67, 0.61, 0.38, 0.62 and 0.66) are less than the table value of 't' (1.96) for 714 degrees of freedom at .05/.01 level of significance. Hence the null hypotheses are accepted. Thus, there is no significant difference between male and female B.Ed. students in their self-awareness, self-management, social awareness, relationship management and emotional intelligence.

FINDINGS

1. a) 12.99% of the B.Ed. students have high level of self-awareness.

- b) 16.76% of the B.Ed. students have high level of self-management.
- c) 18.99% of the B.Ed. students have high level of social awareness.
- d) 13.69% of the B.Ed. students have high level of emotional intelligence.
- e) 17.88% of the B.Ed. students have high level of relationship management
- 2. a) 15.06% of the B.Ed. students have high level of self-awareness.
 - 11.95% of the B.Ed. students have high level of self-awareness.
 - b) 16.32% of the B.Ed. students have high level of self-management.
 - 16.98% of the B.Ed. students have high level of self-management.
 - c) 19.25% of the B.Ed. students have high level of social awareness.
 - 18.87% of the B.Ed. students have high level of social awareness.
 - d) 12.97% of the B.Ed. students have high level of relationship management
 - 14.05% of the B.Ed. students have high level of relationship management
 - e) 19.67% of the B.Ed. students have high level of emotional intelligence.
 - 16.98% of the B.Ed. students have high level of emotional intelligence.
- 3. There is no significant difference between male and female B.Ed. students in their self-awareness, self-management, social awareness, relationship management and emotional intelligence.

DISCUSSION

From the present investigation, it is found that only 17.88% of the sample have high level of emotional intelligence. While studying in terms of the dimensions of emotional intelligence, very small amount of the respondents have high level of self-awareness, self-management, social awareness and relationship management. Moreover, majority of the sample have moderate level of emotional intelligence and its dimensions. This implies that the B.Ed. students in distance education are not emotionally mature enough and at the same time, they lack self-oriented characteristics. Their relationship with the society where they live is predominantly poor. Hence, they are found to be moderate.

With the sample of the study classified in terms of their gender, it is observed that 19.67% of male B.Ed. students have high level of emotional intelligence and only 16.98% of female B.Ed. student have high level of emotional intelligence. In the dimensions self-

awareness and social awareness, the male students found to be better than their female counterparts. But in the dimension relationship management, the female students are found to be better than their male counterparts. This shows the fact that the male B.Ed. student have wide range of outward exposure than the female counterparts. They spend most of their time with their friends for chatting and other allied activities. But the female students spend most of the time with their family members and they are trained by the elder members of the family. so, they are able to maintain the relationship with others.

From the analysis of data in the present investigation, male and female B.Ed. students in distance education do not differ significantly in their self-awareness, self-management, social awareness, relationship management and emotional intelligence. Moreover, the present study reveals another important as well as interesting finding that though the male and female B.Ed. students do not differ in their emotional intelligence, the female students established superiority in their mean scores on self-awareness, self-management, social awareness, relationship management and emotional intelligence. This shows the facts that the female regarding knowledge of self, society, making better relationships with others and managing their personal needs and interests.

SUGGESTIONS

The authors suggested the following for improving the emotional intelligence of B.Ed. students in distance education:

For improving the self-awareness and self-management of B>Ed. students, they should be properly guided with necessary guidance programmes by the experts. During the programme, the students should be tested with the psychological tools. The lacking areas should also be covered during the session.

The female students should be instructed about the importance of self-awareness and how to manage self-awareness for enhancing the emotional intelligence. Values related to society and responsibilities of the students over the social activities should be incorporated in the curriculum of B.Ed. students for improving their social awareness.

The teacher educators who are involved in the training of the future teachers should inculcate family and social values among students. Apart from the regular classroom sessions,

the teacher educators should spend more time with the B.Ed. students in distance education to develop such values.

CONCLUSION

The authors concluded that the gender-wise analysis on emotional intelligence of B.Ed. students in distance brought out the fact that the female students are lagging self-awareness, social awareness and emotional intelligence in toto.

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