

Study on Emotional Intelligence of Student-Teachers of B.Ed. Colleges in Manipur

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Abstract - The study examined Emotional Intelligence of Student-Teachers of B.Ed. Colleges in Manipur. The survey approach under descriptive research method was adopted for the study. A sample of 50 B.Ed student-teachers studying in the colleges (DMCTE) and (ITTA) affiliated to Manipur University was taken up for the study. A standardized tool of emotional intelligence developed by Schutte Self Report Emotional Intelligence Test (SSEIT) developed by Dr. Nicola Schutte, 1998 was used and data were analysed through descriptive statistics. The results indicated that the data showed no significant differences between types of colleges (Government versus Private Colleges), gender (male versus female), subject streams (arts versus science graduate groups) and place of residents (rural versus urban) on emotional intelligence of B.Ed student-teachers.

INTRODUCTION

Teacher Education is likewise a professional way formulating the learners to move in teaching career that have numerous set of talents to chance the encounters of professional existence. In 21st century individuals living exits an essential constituent with proficient, emotional intelligence as an ability/skill to accomplish sentiments for managing active through the stress of individual. Disparate levels of emotional intelligence need different professions. By way of teaching a teacher endlessly require interrelation with the students, associates, parents etc. for highlighting the level of emotional intelligence of teachers as high. Actually, teacher need not merely remain a subject professional, nonetheless ought to also comprehend the outlooks and requirements of the learners well and executes the curriculum by means of their necessities. Therefore, operative teaching and strong emotional attachment among the student and teacher emphases on the assessment of emotional intelligence levels of forthcoming teachers.

Emotional Intelligence might remain cultured and basic high worth of teachers by tough well-being, healthier assurance, effort willingly and

collaboratively with associates, passionately bouncing in their effort with kids and mature through structure their emotional intelligence. An educator can transmit out perceptive through concern to passions and practices passions toward enrich rational, resolve flourish now emerging the emotional intelligence of learners. Core and passion of some educational plan is an emotionally proficient teacher. Meanwhile the student educators exist on the onset of ingoing the career of instruction which is extremely anticipated that they and teacher educators comprehend the status of emotional intelligence, playing a dynamic part in their subsistence and capability in the career.

Need of Study

According to their educational stream speciality, B.Ed. is an interdisciplinary progress through numerous electives which the learners determine conferring to their academic contextual from arts, commerce, humanities and science stream. The learners from different educational qualifications obligate acquaintance to altered concepts and subjects ending in variances in their perception, emotionality and further personality traits.

The study stated as “Study on Emotional Intelligence of Student-Teachers of B.Ed. Colleges in Manipur”.

RESEARCH DESIGN

The survey approach under descriptive research method was adopted for the present study. In survey approach, participants answer questions administered through interviews or questionnaires. Participants of the study were drawn from the B.Ed. trainees who had been enrolled at two B.Ed. colleges in Manipur i.e. DMCTE (Government College) and ITTA (Private College) in the year 2020-21. These colleges have been affiliated to Manipur University and 150 (DMCTE) and 50 (ITTA) intake capacity for one academic year. Randomly fifty (50) B.Ed. trainees from two

B.Ed. training institutions were selected. Descriptive information of the sample was given in Table 1.

Table 1: Characteristics of Participants (n=50)

Item	Category	Frequency (%)
Academic Performance	Below 70%	19 (38%)
	Above 70%	31 (62%)
Types of Institute	Government	25 (50%)
	Private	25 (50%)
Gender	Male	19 (38%)
	Female	31 (62%)
Educational Qualification	Arts Graduate	35 (70%)
	Science graduate	15 (30%)
Place of Resident	Rural	27 (54%)
	Urban	23 (46%)

The Schutte Self Report Emotional Intelligence Test (SSEIT) developed by Dr. Nicola Schutte, 1998 was used having 33-item self-report inventory focusing on typical emotional intelligence. Respondents rated themselves on the items using a five point scale. With higher scores indicated more characteristic emotional intelligence. Data collected were analyzed with inferential statistics such as t-test.

ANALYSIS

The results had been discussed into four (4) different sections.

Section A: Levels of Emotional Intelligence among B.Ed. trainees

Table 2: The distribution of Emotional Intelligence among B.Ed. trainees

Emotional Intelligence range	Frequency (%)
High	14 (28)
Average	34 (68)
Low	2 (4)
Total	50 (100)

Table 2 had exposed levels of emotional intelligence of the study. 14 B.Ed. trainees were having high level of emotional intelligence, 34 B.Ed. trainees were average level of emotional intelligence and 2 B.Ed. trainees had low level of emotional intelligence. The finding revealed that The Global Emotional Intelligence of B.Ed. trainees were found maximally under the category of average emotional intelligence with 68%.

Section B: Difference in emotional intelligence between Government and Private College B.Ed. trainees.

Table 3: Presenting difference in emotional intelligence between Government and Private College B.Ed. trainees

College	Mean	t-value
Government	121.28	-0.224

Private	122.32	
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Table 3 revealed the difference in Emotional Intelligence between B.Ed. Trainees of Government and Private College. The t-value (-0.224) was smaller than tabulated value. Therefore, the null hypothesis which stated as “Emotional Intelligences of B.Ed. trainees belonging to Government and Private College were not significantly different” could not be rejected.

Section C: Difference in Emotional Intelligence between male and female B.Ed. trainees.

Table 4: Showing difference in Emotional Intelligence between Male and Female B.Ed. trainees

Sex	Mean	t-value
Male	118.42	-1.14
Female	123.77	

Table 4 highlighted the difference in Emotional Intelligence between male and female B.Ed. Trainees. The t-value (-1.14) was smaller than tabulated value. Therefore, the null hypothesis which stated as “There was no significance difference among male and female B.Ed. trainees in respect of their Emotional Intelligence” could not be rejected.

Section D: Difference in Emotional Intelligence among Arts and Science Graduate degree holders B.Ed. trainees.

Table 5: Highlighting difference in Emotional Intelligence among Arts and Science Graduate degree holders B.Ed. trainees

Stream	Mean	t-value
Arts	121.86	-1.51
Science	128.4	

Table 5 exposed the difference in Emotional Intelligence between Arts and Science Graduate degree holders B.Ed. Trainees. The t-value (-1.51) was smaller than tabulated value. Therefore, the null hypothesis which stated as “There was no significance difference among Arts and Science Graduate degree holders B.Ed. Trainees in respect of their Emotional Intelligence” could not be rejected.

Section E: Difference in Emotional Intelligence among B.Ed. trainees according to their place of residence.

Table 6: Showing difference in Emotional Intelligence among B.Ed. trainees who resided in rural and urban areas

Place of Residence	Mean	t-value

Rural	123.26	0.68
Urban	120.13	

Table 6 presented the difference in attitude on Emotional Intelligence between rural residents and urban residents B.Ed. trainees. The t-value (0.68) was smaller than tabulated value. Therefore, the null hypothesis which stated as “There was no significance difference among rural and urban resident B.Ed. trainees in respect of their Emotional Intelligence” could not be rejected.

DISCUSSION & CONCLUSIONS

The main purpose of the present study was to find out the Emotional Intelligence of B.Ed. Trainees in Manipur. Therefore, the main research question asked was “Do the independent variables such as institute types, gender, streams of subject opted and locality of the B.Ed. trainees influence their emotional intelligence?” The results further show that the SSEIT is a suitable instrument for measuring the Emotional Intelligence of B.Ed. students in teacher education. Further possibilities in terms of research are made possible along similar lines.

The data shows no significant differences between types of colleges (Government versus Private Colleges), gender (male versus female), subject streams (arts versus science graduate groups) and place of residents (rural versus urban). In other words, the independent variables identified for the present study such as types of institute, gender, subject streams, and place of resident of B.Ed. trainees do not have any impact on their Emotional Intelligences. The findings fact revealed B.Ed. teacher trainees can verify themselves decent teachers only after they are emotionally intelligent. Emotionally intelligent teacher drives attend as an imperative character ideal for the students.

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