

A Study of Relationship between Emotional Intelligence and Teaching Attitude of B.Ed. Students

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ABSTRACT

Emotional intelligence plays an active role in the formation of an individual's personality, interest, and attitude. This study has been conducted on 120 B.Ed. students to find out the relationship between emotional intelligence and teaching attitude. Mangal's Emotional Intelligence Scale and Teacher Attitude Inventory are used as tools. The product-moment correlation is used for analysis. A positive and significant correlation is found between teaching attitude and emotional intelligence. It indicates that the students who have better emotional intelligence, have a positive attitude towards teaching.

Keywords: Emotional Intelligence, Teaching Attitude, B.Ed students.

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INTRODUCTION

Emotional intelligence is considered vital for success. In fact, emotional intelligence is more important than intelligence in the success of a person. Most of the problems in our life, whether childhood problems, adolescent problems, home and family problems, and work situation problems are the result of misinterpretation of involved sentiments, feelings, and emotions of the concerned individuals and groups of individuals. We are living in the age of an accelerating change and super complexity, which is straining our physical defense and overwhelming our decisional process. In this situation, a teacher can help students and the community to subject the process of change with his effective and perfect teaching. After all, the modern world needs an effective teacher who can enable society to reach the peak of glory and progress. The effectiveness of a teacher mainly depends upon the characteristic, which contributes to learning, problem-solving, thinking, and all-around development of personality. It is true that the attitude of a person towards his profession plays an important role in achieving the desired success. The attitude of a teacher towards teaching constitutes an important condition of successful teaching and learning. A positive attitude towards teaching contributes towards professional success and a negative towards failure. The attitude of a person very much depends on his emotions and feeling. Attitude is a generalized reaction, for or against a specific psychological object. The object may be a person or group, a kind of object, living thing, concept or values, event or situation, and institutions (Thurston, 1929).

"An, attitude is defined as the predispositions or tendency to react specifically towards an object, situation, or value, usually accompanied by feelings and emotions. In other words, attitude is a predisposition or readiness to respond

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to a given are acquired, learned, and developed through verifying perceptions and experiences provided by the environment. Their perception and experiences can build a favorable or unfavorable inclination in a person, indicating that attitude involves directing, as well as, magnitude." (C. V. Good, 1945).

The attitude of a person very much depends upon his emotions and feelings. To acquire a favorable attitude, a person should be emotionally intelligent. Emotional intelligence is an ability to use your emotions to help you to solve problems and live a more effective life. Emotional intelligence without intelligence is only part of a situation. It is the head working with the heart. Emotional intelligence is, "the ability to perceive accurately, appraise, and express emotions, generated feelings that facilitate thoughts and ability to regulate emotions to promote growth." (Mayor & Salovey, 1997). Emotional intelligence consists of "abilities, such as, being able to motivate oneself and persist in the face of frustration; to control impulse and delay gratification; to regulate one's moods and distress from swamping the ability to think, to empathize, and to hope." (Goldmen, 1995)

Hence, the purpose of the present study is to see whether there is a relationship between emotional intelligence and the teaching attitude of B.Ed. students or not.

Table 1: Correlation values for total students

| S. No. | Variable | No. of students | Mean scores | r |
|--------|------------------------|-----------------|-------------|----------|
| 1. | Emotional intelligence | 120 | 65.83 | 0.594981 |
| 2. | Teaching attitude | 120 | 234.28 | |

Table 2: Correlation values for female students

| S. No. | Variable | No. of students | Mean scores | r |
|--------|--|-----------------|-------------|--------|
| 1. | Emotional intelligence (female students) | 60 | 66.82 | 0.7182 |
| 2. | Teaching attitude (female students) | 60 | 236.53 | |

Table 3: Correlation values for male students

| S. No. | Variable | No. of students | Mean scores | r |
|--------|--|-----------------|-------------|-------|
| 1. | Emotional intelligence (male students) | 60 | 64.85 | 0.448 |
| 2. | Teaching attitude (male students) | 60 | 232.03 | |

OBJECTIVES

Objectives of the study are given below:

- To study the emotional intelligence of B.Ed. students of Rohtak district.
- To study the teaching attitude of the B.Ed. students of Rohtak district.
- To study the correlation between emotional intelligence and teaching attitude of the B.Ed. students.
- To study the correlation between emotional intelligence and teaching attitude of female students of Rohtak district.
- To study the correlation between emotional intelligence and teaching attitude of male students of Rohtak district.

HYPOTHESES

- There is no significant correlation between emotional intelligence and teaching attitude of B.Ed. students.
- There is no significant correlation between emotional intelligence and teaching attitude of B.Ed. students.
- There is no significant correlation between emotional intelligence and teaching attitude of male B.Ed. students.
- There is no significant difference in the mean scores of the emotional intelligence of male and female B.Ed. students.
- There is no significant difference in the mean scores of the teaching attitude of male and female B.Ed. students.

"Mangal Emotional Intelligence Inventory," developed by Dr. S. K. Mangal and Mrs. Shubhra Mangal, and the "Teacher Attitude Inventory," developed by Dr. Ahluwalia, are used for data collection.

The normative method is applied and 120 students of three B.Ed. colleges have been taken. Mean and correlation are used for interpretation.

The mean scores of emotional intelligence (EI) is 65.83; teaching attitude is 234.28, and correlation is 0.59 (shown

in Table 1), which is significant and positive. Hence, the null hypothesis is rejected.

The correlation between EI and teaching attitude of female students is found to be 0.72 (shown in Table 2). It is also a positive and significant correlation that shows a positive relation between teaching attitude and emotional intelligence.

In male students, the correlation is 0.45 (shown in Table 3), which is also positive, but in male and female students, no significant difference is found in EI and teaching attitude.

This study depicts the importance of emotional intelligence in any profession. An academically intelligent person is book smart, but a practically intelligent person is street smart. A practically intelligent person uses action-oriented knowledge. To be successful in the office, a person not only needs to have an adequate intelligence quotient (IQ), but also have well developed emotional quotient (EQ) too. An analysis of EI in thousands of men and women found that women on average are more aware of their emotions, show more empathy, and show more adaptability. Men on the other hand are more self-confident, optimistic, adapt more easily, and handle stress better.

EI plays a vital role in the achievement and success of an individual. Unlike intelligence, emotional intelligence is not innate. It can be enhanced with proper guidance and training. Golman has stated that 80% success is attributed to emotional intelligence, so it becomes the duty of the curriculum planners to include emotional intelligence as an integral part of teaching and measurement. For successful career development, implementation of EI related skills should be promoted.

Dr. Mamta Sharma (2017) has also done a study on pupil-teacher and found a high correlation between emotional intelligence and teaching aptitude (0.98). Anoj Raj and Deepti Unyal have done a similar study and found the same result.



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