



Comparative Study of Emotional Intelligence of the Student Teacher at B.Ed. level of Experimental group before and after Emotional Intelligence Counseling

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Abstract

Present study is trying to enlighten the comparison of Emotional Intelligence of the student Teacher at B.Ed. level. For the present study 40 student Teacher of B.Ed. level of Rai Sahab Bhanwar Singh College, Nasrullaganj (Sihore) was taken, for the Assessment of Emotional Intelligence the “Emotional Intelligence Scale of Chadhha and Singh (2001)” were used and T test used for the data analysis.

Results indicate that the comparison of Emotional Intelligence by the counseling has significant difference. Means there is significance difference shown between pre and post test group of counseling. Counseling helps student teachers to improve their stress problem.

Keywords: Emotional Intelligence, B.Ed. Student Teachers, Counseling

INTRODUCTION

Stress management is topic of current interest to administrators, stress is often described as silent killer because the effects of stress are not readily apparent, they may go either undiagnosed or take a long time, before they are manifested leading to permanent damage. The impact of stress and burnout on physical and psychosocial well being is well documented.

In people service industry like education, health care and police etc. job related stress has been a serious concern. In the context of above profession training course, one cannot achieve the objectives of the said course if it ignores this psychological aspect of the trainees.

When responding to survey on in service teachers, secondary school students, pre service trainee teachers experiencing stress, anxiety and burn out has been attributed to affecting the performance. A shift to training for theoretical knowledge and skills with constant psychological support is required.

Since stress is an emotional response to situation or event, present study has attempted to improve emotional intelligence by RSBT counseling with an aim to reduce stress and burn out and achieve teaching performance in the student teachers of B.Ed. Course.

Every new research evolves from the existing knowledge of that particular concept. The result, theories and accepted outcomes of the already conducted studies related to any specific topic ought to be understood in depth to reach new conclusions. The researcher has critically analyzed the previous studies related to the topic of education concerning Emotional Intelligence. An intensive and exhaustive survey of related literature has done before selecting the present study this offered a fascinating experience. Pereira (2005) has observed that the B.Ed. students have shown behavioral, cognitive, psychological and emotional symptoms of stress attributed to the course. Supe (1997) has also found the medical course related stress in the students of G S Seth Medical College, Mumbai. The writer has viewed on types of motives need of teacher trainees counseling to improve emotional intelligence and overcome by stress.

METHODOLOGY

(a) **Sample Techniques**-Sample for the present study consists of 40 student Teacher of B.Ed. level, student Teacher of B.Ed. level of Rai Sahab Bhanwar Singh College, Nasrullaganj (Sihore) State Madhya Pradesh.

(b) **Tool used**- "Emotional Intelligence Scale of Chadha and Singh (2001)

(c) **Data Analysis**- The data analyzed with the help of 't' test

(d) **Hypothesis of the study**

(i) There is no significant difference in the Emotional Intelligence of the Student Teacher at B.Ed. level of Experimental group before and after Emotional Intelligence Counseling

Raw Data

S. No.	B.ED Student Teachers Name	Emotional intelligence test marks before counseling	Emotional intelligence test marks after counseling
1		35	90
2		43	189
3	Name are not disclosed	120	233
4		243	123
5		355	369
6		231	246
7		123	190
8		90	178
9		89	167
10		91	90
11	123	232	
12	400	389	
13	345	390	
14	234	389	
15	432	300	
16	213	200	
17	100	298	
18	106	267	
19	129	256	
20	210	210	
21	245	278	
22	122	267	
23	213	267	
24	433	400	
25	333	400	
26	90	300	
27	190	289	
28	180	290	
29	178	239	
30	178	300	
31	167	389	
32	178	367	
33	267	400	
34	433	399	
35	234	300	
36	333	379	

37		345	320
38		432	399
39		123	230
40		234	230

INTERPTATION

Table-1

Comparative results of the Emotional Intelligence of the Student Teacher at B.Ed. level of Experimental group before and after Emotional Intelligence Counseling

Group	Strength	Mean	SD	CR value	'P' Value
B.Ed. Student Teachers before Emotional Intelligence Counseling	40	215.5	113.88	2.89	< 0.01 Significant
B.Ed. Student Teachers after Emotional Intelligence Counseling	40	281.23	87.94		

df = 78

Table value at 0.01 level of significant = 2.64

Table No.1 shows that the Emotional Intelligence mean score of B.Ed. Student Teachers before Emotional Intelligence Counseling is 215.5 and B.Ed. Student Teachers after Emotional Intelligence Counseling 281.23, table shows that the computed mean difference is 65.73 and it is significant because its 'CR' value is 2.89, which is more than the table value 2.64 at 0.01 level on 78 df. This shows that the B.Ed. Student Teachers improved Emotional Intelligence after Emotional Intelligence Counseling and they can cope with stress after counseling.

Inference-

The result indicates that there is significant difference found between B.Ed. Student Teachers before Emotional Intelligence Counseling and B.Ed. Student Teachers after

Emotional Intelligence Counseling in Emotional Intelligence. This implies that the Emotional Intelligence Counseling improved Emotional Intelligence of the B.Ed. Student Teacher.

Thus null hypothesis No. 1 is rejected.

CONCLUSION: -

Results indicate that the comparison of Emotional Intelligence by the counseling has significant difference. Means there is significance difference shown between pre and post test group of counseling. Counseling helps student teachers to improved their stress problem.

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