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**Dr. Mohit Dixit**  
Assistant Professor, Babe Ke  
College of Education, V.P.O.  
Daudhar, Moga Punjab, India.

**Varinder Singh**  
M.Ed. Student, Babe Ke  
College of Education, V.P.O.  
Daudhar, Moga Punjab, India.

## Study of emotional intelligence of B.Ed. students in relation to their adjustment

**Mohit Dixit, Varinder Singh**

### Abstract

This study was conducted to find out Emotional Intelligence and Adjustment among B.Ed. Students. The sample consisted 200 B.Ed. students from Moga and Ludhiana districts of Punjab state. Emotional Intelligence scale (E I S) developed and standardized by Anukool Hyde, Sanjyot Pethe, Upinder Dhar. (1971) and Revised Adjustment Inventory developed and standardized by Pramod Kumar (1999) were used to collect the data. The statistical techniques were used the mean, standard deviation, t-value. The results showed that the factors like locality and gender of the of the B.Ed. Students influence Emotional Intelligence and Adjustment.

**Keywords:** Emotional Intelligence, Adjustment, B.Ed. Students

### 1. Introduction

Modern age is the age of globalization, westernization, specialization industrialization and internationalization. One has to face with many problems in this complex world for better adjustment. Adjustment starts right from the birth of the individual and continuous till the death. Better adjustment leads to happiness of the individual. Emotional intelligence plays a very important role in adjustment in all senses emotional intelligence essentially reflects our ability to deal successfully with other people and our feeling.

A man is not rightly conditioned until he is a happy, healthy and prosperous being happiness, health and prosperity are result of harmonious adjustment of the inner with the outer surrounding. If a person is emotionally intelligent he will adjust with, what he got by chance and not by choice. On the other hand a person who is not emotionally intelligent will be disturbed with, what he has got not by is choice. Here we see the importance of emotional intelligence which is very helpful adjust us changing environment, with the demands of life but with our own self also.

### Concept of Emotional Intelligence

Emotional intelligence is the ability to be aware of your emotions and the emotions of others and then to use that knowledge to help, to manage the expressions of emotions so that they foster success instead of cause roadblocks. An emotionally intelligent person undertakes the difficult task of perpetuating his race and seeks to develop social happiness in life. It is far better to have a high emotional intelligence, if one wants to be valued as a productive member of the society. Greek philosopher Aristotal remarks- Anyone can become angry that is easy, but to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way is not that easy.

Emotional intelligence links strongly with the concepts of love and spirituality. Bringing compassion and humanity to work and also to 'multiple intelligence theory' which illustrates and measure the range of capabilities people possess and the fact that everybody has the value. Intelligent quotient is the greatest predictor of success in any walks of life- academic, social, vocational, and professional.

### Concept of Adjustment

Adjustment is the degree or capacity by which an individual tries to cope up with inner tension, conflict needs, frustration and simultaneously is able to bring coordination between the inner demands and those imposed upon by him by the outer world.

**Correspondence:**  
**Dr. Mohit Dixit**  
Assistant Professor, Babe Ke  
College of Education, V.P.O.  
Daudhar, Moga Punjab, India.

The concept of adjustment is old as human race on earth. The person not only adopts physical conditions but also adjust to social demands. Psychologists use the term adjustment for varying conditions of social or interpersonal relations in the society. So adjustment means reaction to the demands and pressures of social environment imposed upon the individuals.

**Statement of the Problem**

A Study of Emotional Intelligence of B.Ed. Students In Relation To Their Adjustment

**Justification of the Study**

Day by day life is becoming very fast and complex to make adjustment in life. Emotional intelligence plays a very important role in adjustment. In all senses emotional intelligence essentially reflects our ability to deal successfully with other people and with our feelings. A man is rightly conditioned until he is a happy, healthy and prosperous being. Happiness, health and prosperity are the result of harmonious adjustment of the inner with the outer of the man with his surroundings. Studying the emotional intelligence as related to adjustment of B.Ed. students is very essential because a well adjusted and emotionally teacher is considered as a symbol of progress. So emotional intelligence and adjustment plays a paramount role in the education and the life of B.Ed. Students.

**Objective of the Study**

1. To study the significant difference between Emotional intelligence of urban and rural B.Ed. students
2. To study the significant difference of Emotional intelligence of urban male and female B.Ed. students.
3. To study the significant difference of Emotional intelligence of rural male and female B.Ed. students.
4. To study the significant difference between adjustment of urban and rural B.Ed. students
5. To study the significant difference of adjustment of urban male and female B.Ed. students.
6. To study the significant difference of adjustment of rural male and female B.Ed. students.

**Hypothesis**

1. There exists no significant difference between Emotional intelligence of urban and rural B.Ed. students.
2. There exists no significant difference between Emotional intelligence of urban male and female B.Ed. students.
3. There exists no significant difference between Emotional intelligence of rural male and female B.Ed. students.
4. There exists no significant difference between adjustment of urban and rural B.Ed. students.
5. There exists no significant difference between

adjustment of urban male and female B.Ed. students.

6. There exists no significant difference between adjustment of rural male and female B.Ed. students.

**Method**

Whenever a research is proposed to be conducted, it is natural to adopt a proper plan of action for collecting data. Research is purposive, scientific and planned deliberation. It is not haphazard task; it requires proceeding in a definite direction along well defined lines. Systematic research in education will surely save time, energy and money. Research generally is concerned with studying the relationship between the dependent and independent variables. Selection of an appropriate research methodology for a particular research study depends on insight and understanding of research scholar. The type of method used mostly depends on the nature of the study, as the present dealt with present status of phenomenon. Thus, Survey method of research was applied.

**Population**

All male and female pupil teachers from B.Ed. College, studying in Moga and Ludhiana district comprised the population of the study.

**Sample**

The study was descriptive survey which was conducted on 200 B.Ed. students of Moga and Ludhiana districts between male and female B.Ed. students. It was further categorized into urban and rural B.Ed. students of Moga and Ludhiana districts of Punjab.

**Tools of Data Collection**

In the present study the following tools were used:

1. Emotional intelligence scale (E I S) developed and standardized by Anukool Hyde, Sanjyot Pethe, Upinder Dhar. (1971) <sup>[5]</sup>.
2. Revised Adjustment Inventory developed and standardized by Pramod Kumar (1999).

**Statiscs**

The Statistical Techniques are employed to give concise picture of the whole data for its better comprehension and in this study suitable statistical procedure and techniques were applied to analyze the data. The following statistical techniques were used in the study:

1. Mean, Standard Deviation, to study the nature of distribution of scores.
2. t- Value to investigate the significance of difference between various groups.

**Data Analysis**

**Hypotheses 1:** There exists no significant difference between Emotional Intelligence of urban and rural B.Ed. students.

**Table 1:** Showing the scores of Emotional Intelligence in urban and rural areas B.Ed. students.

Sr. No.	Category	N	Mean	S.D.	S.E.d	t- value	Significance Level
1	Urban student	100	133.115	13.59	1.78	2.73	Significant at 0.05 level
2	Rural student	100	128.23	11.54			

The t-value between the mean score of emotional intelligence of urban and rural B.Ed. students is found to be 2.73. The degree of freedom is 198 at 0.05 levels the table

value 1.96 is less than the calculated value 2.73. Therefore it is significant at this level.

**Discussion**

From the above result it is clear that the obtained t- value is significant at 0.05 level.

Therefore the hypotheses no. 1 “There exists no significant difference between Emotional Intelligence of urban and rural

B.Ed. students” is rejected.

**Hypotheses 2:** There exists no significant difference between Emotional Intelligence of urban male and female B.Ed. students.

**Table 2:** Showing the scores of Emotional Intelligence in urban male and female B.Ed. students.

Sr. No.	Gender	N	Mean	S.D.	S.E.D	t- value	Significance level
1	Urban male	50	136.94	12.69	2.72	2.576	Significant at 0.05 level.
2	Urban female	50	129.92	14.50			

The t-value between the mean score of emotional intelligence of urban male and female B.Ed. students is found to be 2.576. The degree of freedom is 98 at 0.05 levels the table value 1.98 is less than the calculated value 2.576. Therefore it is significant at 0.05 level.

**Discussion**

From the above result it is clear that the obtained t- value is

significant at 0.05 level. Therefore the hypotheses no 2: “There exists no significant difference between Emotional Intelligence of urban male and female B.Ed. students” is reject.

**Hypotheses 3:** There exists no significant difference between Emotional Intelligence of rural male and female students.

**Table 3:** Showing the scores of Emotional Intelligence in rural male and female students.

Sr. No.	Gender	N	Mean	S.D.	S.E.D	t- value	Significance level
1	Rural male	50	129.8	11.59	2.30	1.359	Insignificant at 0.05 level
2	Rural female	50	126.66	11.50			

The t-value between the mean score of emotional intelligence of rural male and female B.Ed. students is found to be 1.359. The degree of freedom is 98 at 0.05 levels the table value 1.98 is greater than the calculated value 1.359. Therefore it is insignificant at 0.05 level.

**Discussion**

From the above result it is clear that the obtained t- value is

insignificant at 0.05 level. Therefore the hypotheses no 3: “There exists no significant difference between Emotional Intelligence of rural male and female students.” is accepted.

**Hypotheses 4:** There exists no significant difference between Adjustment of urban and rural B.Ed. students.

**Table 4:** Shows the scores of Adjustment in urban and rural B.Ed. students

Sr. No.	Gender	N	Mean	S.D.	S.E.D	t- value	Significance level
1	Urban student	100	27.5	7.455	0.93	3.786	Significant at 0.05 level.
2	Rural student	100	23.95	5.695			

The t-value between the mean score of Adjustment of urban and rural B.Ed. students is found to be 3.786. The degree of freedom is 198 at 0.05 level. The table value 1.96 is less than the calculated value 3.786. Therefore it is significant at 0.05 level.

**Discussion**

From the above result it is clear that the obtained t- value is

significant at 0.05 level. Therefore the hypotheses no 4: “There exists no significant difference between Adjustment of urban and rural B.Ed. students.” is rejected.

**Hypotheses 5:** There exists no significant difference between Adjustment of urban male and female B.Ed. students.

**Table 5:** Shows the scores of Adjustment in urban male and female B.Ed. students.

Sr. No.	Gender	N	Mean	S.D.	S.E.D	t- value	Significance level
1	Urban male	50	29.8	7.10	1.49	2.88	Significant at 0.05 level.
2	Urban female	50	25.20	7.81			

The t-value between the mean score of Adjustment of urban male and female B.Ed. students is found to be 2.88. The degree of freedom is 98 at 0.05 level. The table value 1.98 is less than the calculated value 2.88. Therefore it is significant at 0.05 level.

**Discussion**

From the above result it is clear that the obtained t- value is

significant at 0.05 level. Therefore the hypotheses no 5 “There exists no significant difference between Adjustment of urban male and female B.Ed. students.” is rejected.

**Hypotheses 6:** There exists no significant difference between Adjustment of rural male and rural female B.Ed. students.

**Table 6:** Shows the scores of Adjustment in rural male and rural female B.Ed. students.

Sr. No.	Gender	N	Mean	S.D.	S.E.D	t- value	Significance level
1	Rural male	50	25.86	11.62	1.15	3.29	Significant at 0.05 level.
2	Rural female	50	22.04	6.77			

The t-value between the mean score of Adjustment of rural male and rural female B.Ed. students is found to be 3.29. The degree of freedom is 98 at 0.05 level. The table value 1.96 is less than the calculated value 3.29. Therefore it is significant at 0.05 level.

**Discussion**

From the above result it is clear that the obtained t- value is significant at 0.05 level.

Therefore the hypotheses no 6 “There exists no significant difference between Adjustment of rural male and rural female B.Ed. students.” is rejected.

**Finding of The Study**

On the basis of result obtained during the course of present investigation, the following findings have been draw:

1. There was significant difference in the level of Emotional intelligence of urban and rural B.Ed. students.
2. There was significant difference in the level of Emotional intelligence of urban male and female B.Ed. students.
3. No significant difference was observed in the level of Emotional intelligence of rural male and female B.Ed. Students.
4. There was significant difference in the level of adjustment of urban and rural B.Ed. students.
5. There was significant difference in the level of adjustment of urban male and female B.Ed. students.
6. There was significant difference in the level of adjustment of rural male and female B.Ed. students.

**Educational Implication**

It is universally accepted that a teacher is a part of whole education system and the personality of a teacher have a great effect on his/her students. Therefore teacher training institutes should provide a better environment and should try to develop all the positive attributes among the B.Ed. students. Both emotional intelligence and adjustment are the key factor for the development of a balanced and wholesome personality.

The quality of education should be such that it can attract people to the teaching profession. Talented and well balanced young men and women who can take up their work with zeal, devotion and enthusiasm, first best. So that they can become emotionally and then they adjust in their life.

There is a strong need of education which provides emotional intelligence to B.Ed. students so that they can adjust in their life.

Teaching method should include proper development of emotional intelligence. So emphasis should be laid on discussion methods etc.

Emphasis should be laid on co-curricular activities to develop emotional intelligence of the students.

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