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RESEARCH ARTICLE

EMOTIONAL INTELLIGENCE AMONG B.Ed. STUDENTS IN RELATION TO THEIR ACADEMIC ACHIEVEMENT AND GENDER

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ABSTRACT

Emotional Intelligence among B.Ed. students had been observed as important aspects of personality. The study would provide substantial information on B.Ed. students' emotional intelligence in relation to the academic achievement and gender. Descriptive Survey Method of research has been employed for the present study. Stratified Random Sampling Technique has been used to select a sample of 200 B.Ed. students from four Private Colleges by selecting 50 B.Ed. students from each college. A standardised tool namely Emotional Intelligence Scale (EIS) by Hyde, Pethe and Dhar (2007) has been used. The data collected has been analysed by employing Mean, Standard Deviation and t-Test. The present study revealed that most (98.5%) of the B.Ed. students have high level of Emotional Intelligence. B.Ed. students with high academic achievement have been found to be significantly more self-aware, more empathetic, more emotionally stable, more self-developed, more value-oriented, more committed than B.Ed. students with low academic achievement. Overall emotional intelligence of B.Ed. students has been significantly higher in comparison to B.Ed. students with low academic achievement. Similar results have been observed for gender differences in favour of female B.Ed. students.

INTRODUCTION

Emotional Intelligence is a type of social intelligence that involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions (Salovey and Mayer, 1990). The roots of Emotional Intelligence can have been traced back to the word of famous psychologist E.L.Thorndike. His concept of social intelligence laid down a solid foundation for Emotional Intelligence. Gardner, put forward the theory of multiple intelligence in 1985 and used the phrase Emotional Intelligence in his doctoral dissertation. Results corroborated from the studies by Wayne (1985), Sternberg (1988), Salovey and Mayer (1990) and Goleman (1995) lead us to conclude that teachers with high emotional intelligence have capacity to manage, sensitise and influence other people's emotions as well as sustain satisfactory relationship with their students. Numerous studies in the field of Emotional Intelligence highlighted that people with high EI have greater mental health, exemplary job performance as teachers, and more potent leadership skills (Slaski, 2002; and Mahajan, 2011).

Significant difference has been observed in the emotional intelligence of male and female B.Ed students (Indu, 2009; Mahajan, 2011; Yadav and Sharma, 2013). Jayashree, VimalRam, and Das (2018), and Mahajan (2011) emphasised that emotional intelligence is of utmost important to a person in order to be successful in work as well as in life. However, results of studies (Lopes, Salovey and Straus, 2003; Arunmozhi and Rajendran, 2008; and Subramanyam and Rao, 2008), reported no significant difference in emotional intelligence male and female students at different levels of school education.

Need and Significance of The Study: The behaviour of B.Ed. students not only as a person but as a teacher is predominantly controlled by his emotional behavior, which in turn depend upon the degree of Emotional Intelligence possessed by him. In this context, the researchers have taken the study of Emotional Intelligence of prospective teachers in relation to their gender and achievement. A review of researches also reveals that there had been significant relationship of two variables (gender and academic achievement) with their (B.Ed.

students) emotional intelligence. The present study is found to have wider implications for teachers, teacher educators, policy makers and administrators.

Objectives of the Study

- To assess the level of emotional intelligence among B.Ed. students.
- To find the difference in emotional intelligence of B.Ed. students in relation to their academic achievement.
- To analyse the emotional intelligence among B.Ed. students in relation to their gender.

Hypotheses

- There is an average level of emotional intelligence in B.Ed. students.
- There is a significant difference in emotional intelligence among B.Ed. students with high and low academic achievement.
- There is a significant difference in emotional intelligence of male and female B.Ed. students.

METHODOLOGY

Method: In view of the objectives of present study Descriptive Survey Method has been used.

Population: Population for the study includes all the B.Ed Students studying in Private Colleges of Education in Jammu City.

Sample for the Study: Stratified Random Sampling Technique has been used to select the sample for the study. The sample covered four private B.Ed. Colleges from Jammu city. 50 B.Ed. students from each college have been selected randomly. Thus, the total sample comprises of 200 B.Ed. students, out of which 74 were male and 126 were female students.

Tool Used: For the purpose of the accomplishment of objectives, one research tool namely *Emotional Intelligence Scale (EIS)* by Anukool Hyde, Sanjayot Pethe and Upinder Dhar (2007) has been used.

Data Collection Procedure: First of all, the heads of the selected colleges have been approached and the purpose of collecting the data has been explained to them. The tools have been administered in the classrooms. An attempt has been made to explain the purpose of the study to the B.Ed. students. The students have been informed that their responses would be kept confidential. Every attempt has been made by the investigators to remove their doubts and difficulties. Then copies of the tool were distributed. Students tick marked the suitable response for the respective statements. After filling up the responses by the students, the responses sheet were collected back. In this way, scale was administered and data were collected.

Data Analysis: Statistical techniques namely Percentage, Mean, Standard Deviation, comparison of the group means through *t*-Test have been employed for analyzing the data.

RESULTS

Objective 1. To assess the level of emotional intelligence among B.Ed. students: The scores obtained by B.Ed. Students on *Emotional Intelligence Scale (EIS)* have been categorized into three levels viz. high, normal and low. These have been mentioned in table 1. Table 1 indicates that 197 (98.5%) B.Ed. students have high, 3 (1.5%) B.Ed. students have normal level of emotional intelligence and no B.Ed. student has been found to have low emotional intelligence. Hence, it can be said that most (98.5%) of the B.Ed. students have high level of emotional intelligence. In the light of this finding, hypothesis number 1 has been rejected.

Table 1. Number and Percentage of B.Ed. Students having High, Normal and Low Levels of Emotional Intelligence

S.No.	Scores	Level	No. of B.Ed. Students (% age)	Cumulative Percentage
1.	85 and Above	High	197 (98.50)	98.5
2.	52-84	Normal	3 (1.50)	100
3.	51 and Below	Low	0 (0.00)	100

Table 2. Dimension-wise Comparison of Emotional Intelligence among B.Ed. Students with High and Low Academic Achievement

Factors	Achievement	N	Mean	Std. Deviation	t-value
Self-Awareness	High Low	67 66	16.94 15.15	2.82 1.19	4.76**
Empathy	High Low	67 66	20.68 19.25	2.94 1.90	3.32**
Self-Motivation	High Low	67 66	24.42 23.67	3.58 2.32	1.44#
Emotional Stability	High Low	67 66	16.56 15.27	2.98 1.43	3.18**
Managing Relations	High Low	67 66	16.00 15.48	2.58 1.19	1.49#
Integrity	High Low	67 66	12.74 12.07	1.42 1.34	2.79**
Self-Development	High Low	67 66	8.74 7.80	1.43 1.00	4.38**
Value-Orientation	High Low	67 66	9.26 7.19	6.22 1.57	2.63**
Commitment	High Low	67 66	8.70 7.69	2.15 1.16	3.36**
Altruistic Behaviour	High Low	67 66	8.60 7.57	1.30 1.87	5.38**
Overall Emotional Intelligence	High Low	67 66	142.65 131.15	17.42 8.21	4.86**

Table 3. Group Statistics of Emotional Intelligence and Gender Differences

Factors	Gender	N	Mean	Std. Deviation	t-value
Self-Awareness	Male Female	74 126	16.34 16.34	1.87 2.20	0.09#
Empathy	Male Female	74 126	20.70 19.91	2.29 2.44	2.26*
Self-Motivation	Male Female	74 126	23.76 24.40	2.82 2.80	1.58#
Emotional Stability	Male Female	74 126	9.94 11.03	2.31 2.52	3.04**
Managing Relations	Male Female	74 126	16.00 15.77	1.59 1.90	0.88#
Integrity	Male Female	74 126	12.26 12.67	1.46 1.34	2.02*
Self-Development	Male female	74 126	8.32 8.48	1.27 1.22	0.88#
Value Orientation	Male Female	74 126	7.81 8.97	1.58 6.42	1.523#
Commitment	Male Female	74 126	8.398.29	1.521.70	0.41#
Altruistic Behaviour	Male Female	74 126	8.23 8.27	1.13 1.17	0.24#
Overall Emotional Intelligence	Male Female	74 126	137.77 139.44	11.23 14.40	0.86#

**Significant at 0.01 level, *Significant at 0.05 level, #Not Significant at 0.05 level

Research Objective 2.

To find the emotional intelligence of B.Ed. students in relation to their academic achievement: In order to compare the emotional intelligence of B.Ed. students with high and low academic achievement, the mean, standard deviation and *t*-values were computed after applying the *t* test of significance. The data obtained is presented in table 2. From the table 3, it can be seen that the mean differences for B.Ed. students with high and low academic achievement are significant at 0.01 level of significance on eight factors of EIS namely Self-Awareness ($t=4.76$), Empathy ($t=3.32$), Emotional-Stability ($t=3.18$), Integrity ($t=2.79$), Self-Development ($t=4.38$), Value Orientation ($t=2.63$), Commitment ($t=3.36$) and Altruistic Behaviour ($t=5.38$). From the mean value given in the table 2, it is clear that high achiever B.Ed. students have got significant higher value on these eight dimensions (Self-Awareness, Empathy, Emotional-Stability, Integrity, Self-development, Value-orientation, Commitment and Altruistic-Behaviour). Two dimensions namely Self-Motivation ($t=1.44$) and Managing-Relations ($t=1.49$) have not been found to be significant at 0.05 level of significance. The table 2 also reveals that there is significant mean difference in overall Emotional Intelligence ($t=4.86$) of B.Ed. students with high and low academic achievement at 0.01 level of significance. In the light of this finding, hypothesis number 2 has been partially accepted.

Research Objective 3

To analyse the emotional intelligence among B.Ed. students in relation to their gender: In order to compare the emotional intelligence of male and female B.Ed. students, the mean, standard deviation and *t*-values were computed after applying the *t*-Test of significance. The data obtained is presented in table 3. From the table 3, it can be seen that out of ten factors of Emotional Intelligence Scale (EIS), two dimensions namely Empathy ($t = 2.262$) and Integrity ($t= 2.020$) show significant mean difference with respect to gender at 0.05 level of significance and one dimension namely Emotional Stability ($t=3.035$) found to be significant at 0.01 level of significance. The mean difference of seven dimensions namely Self-awareness ($t=.089$), Self-motivation ($t=1.576$), Managing Relations ($t=.877$), Self-Development ($t=.878$), Value Orientation ($t=1.523$), Commitment ($t=.409$) and Altruistic Behaviour ($t=.237$) found to be not significant at 0.05 level of significance. The table 3 also reveals that no significant mean difference is found in overall Emotional Intelligence ($t=.861$) of male and female B.Ed. students. In the light of this finding, hypothesis number 3 has been partially accepted.

CONCLUSION AND DISCUSSION

The present study revealed that high achiever B.Ed. students have been more self-aware, empathetic, emotionally stable, integral personality, self-developed, value-oriented, committed, and altruist in comparison to B.Ed. students with low achievement. Also, high achiever B.Ed. students have been more emotionally intelligent in comparison to low achiever B.Ed. students.

There are significant gender differences on different dimensions of EIS (Mahajan, 2011; and Yadav and Sharma, 2013). The study implies significant implications in terms of taking care of inputs in the B.Ed. course. In India, teaching is the last preferred option for approximately all the students at high secondary school level as well as college level. High achiever students get selected in their preferred choices after their higher secondary level, remaining go for other academic courses (U.G. and P.G.) and leftover lot get admission in B.Ed. course. So, present study indicates that that if we need more emotionally stable, committed, value-oriented, self-aware and altruist teachers, we have to attract high achievers into this profession. We as teachers need to know our emotions, need to develop self-awareness, must learn how to manage our emotions, must learn to motivate ourselves and learn emotional self-control so that we are capable of developing healthy relationships with our students, colleagues and members of the community.

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