

Academic Achievement of B.Ed. Students Relation to their Emotional Intelligence (M.J.P. Rohilkhand University Bareilly)

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I. Introduction

Today education is the hope and dream of every person. Education has to prepare man to face the unknown, unrecalculable and uncertain tomorrow. In modern age, a society cannot achieve a goal without education. The main aim of education is to modify the behavior of students according to their needs and expectations of the society. So education is essential for the growth and development of individuals as well as society. Human performance is influenced by many factors out of which intelligence and emotions are prominent. Emotions can be useful in terms of directing attention. Emotions can be used to facilitate certain kind of cognitive processes. Students are educated with one main objective in mind their success; but what is the measure of success? Is it only a strong scientific method? No, it was in the past, but now it has been found that I.Q. alone is not the only measure of achievement. It accounts for 20% only. The rest goes to the other factors. According to Gardner (1995) I.Q. is only a minor predictor of success in life while emotional and social skills are for better predictors of success and wellbeing of a person.

The phrase 'Emotional Intelligence' has been derived from the Social Intelligence which was first coined by E.L. Thorndike in 1920. Until 1980, there was no talk of Emotional Intelligence. In 1989, John Mayer and Peter Salovey first coined the phrase 'Emotional Intelligence'. They described Emotional Quotient as a person's ability to understand one's own emotions, the emotions of others and act appropriately based on these emotions. Emotional Intelligence is the ability to recognize, acknowledge, manage and handle your emotions in such a way that promotes personal growth. Think of someone who projects his anger on his small child just because he had a fight with his manager or think of a driver who shouts at other drivers in the street because the hot weather was irritating for him; both are examples of people who are not emotionally intelligent. Emotionally intelligent people know the real reason for their emotions and thus they don't confuse them with other factors nor do they get their past involved in the decisions they take. If your best friend betrayed you in the past and then you developed a fear of trusting anybody then you are not applying emotional intelligence in your life.

The phrase 'Academic Achievement' has been derived from the word 'academy'. The meaning of the term academy is a school where special types of instruction are imparted. Achievement is synonymous with accomplishment of proficiency as performance. Higher achievement in education facilitates better adjustment of students. It plays a vital role or importance in almost all walks of life like Science, Medicine, Education, Literature etc. Good records predict the future of a child.

It is a common observation that success in the academics serves as an emotional tonic and any damage done to a child in the home or neighborhood may be partially repaired by the success in school. High achievement in school builds self-esteem and self-confidence, which leads to better adjustment with the group. The scientific advancement has also raised the question of better achievement for all. In the highly competitive society of today, science has become an index of attaining position and respect. An academic achievement is the status or level of a person's learning ability to apply what he has learnt.

II. Statement of the Problem

"A Study of Academic Achievement of B.Ed. Students in Relation to their Emotional Intelligence"

Objectives of the Study

- To study the level of Academic Achievement of B.Ed. Students.
- To study the level of Emotional Intelligence of B.Ed. Students.
- To find out the difference between the Emotional Intelligence of male and female B.Ed. Students.
- To find out the difference between the Emotional Intelligence of Science and Art, B.Ed. Students.
- To find out the relationship between Emotional Intelligence and Academic Achievement.

Hypotheses of Study

- There is no significant difference between the Emotional Intelligence of male and female B.Ed. Students.
- There is no significant difference between Emotional Intelligence of Science and Art, B.Ed. Students.
- There is significant relationship between Emotional Intelligence and Academic Achievement of B.Ed. Students.

Method of Study

Survey Method was used in the study.

Sample of Study

The sample is selected B.Ed. colleges of M.J.P. Rohilkhand University. The sample 300 male B.Ed. students and 300 female B.Ed. students were taken.

Tools Used in Study

- Emotional Intelligence Inventory -- Dr. S.K. Mangal and Mrs. Shubhra Mangal.

Table-1: Mean, S.D, and t-value to locate the Difference in Emotional Intelligence of Male Female B.Ed. students

Sample	N	Mean	S.D.	C.R. Value	Level of Singnificance
Male	300	246.71	42.597	1.716	Ingnificance
Female	300	240.47	47.900		

Table 1 reveals that home environment makes no difference to the sexex as the same congenial environment for both male and female is provided in the colleges. Both are getting the same teachers, having the same facilities and are being taught by using the same method of teaching. In modern society, equal opportunities are provided to them by their parents and teachers.

- There is no significant difference in the Emotional Intelligence of male and female B.Ed Students. The computed t-value 1.716 is insignificant at 0.05 and 0.01 level of significance.

Table-2: Mean, S.D, and t-value to locate the Difference in Emotional Intelligence of Science and Arts Faculties

Sample	N	Mean	S.D.	C.R. Value	Level of Singnificance
Science	300	236.306	50.418	2.725	Ingnificance
Art	300	246.710	42.597		

Table 2 Shows that intelligence, Emotional Intelligence is not fixed at birth. It can be nurtured and strengthened throughout adulthood, with immediate benefits to our health, our relationship and our work. It does not depend upon the faculty like Science and Arts. B.Ed Students belonging to Sicence and Arts B.Ed Students do not differ significantly in Emotional Intelligence.

- It is found that there is no significant difference in the Emotional Intelligence of Science and Arts B.Ed Students. The computed t-vale 2.725 is insignificant at 0.01 and 0.05 level of confidence. Hypothesis 2 that there is no significant difference in Emotional Intelligence of Sicence and Arts Faculties is accepted.

Table-3: Value of Coefficient of Correlation on the Variable of Emotional Intelligence and Academic Achievement of the Whole Sample

S. No.	Variable	N	Mean	S.D.	Coefficent Correlation	Level of Significance
1.	Emotional Intelligence	600	29.080	6.93	3.446	Positively Significant
2.	Academic Achievement	600	29.89	7.66		

As seen from Table3, Shows that variable of Emotional Intelligence plays a significant role in Academic Achievement of B.Ed Students. Reason for the above results may be that an emotional intelligent person can solve the academic problems of students intelligently.

- There is significant relationship between Emotional Intelligence and Academic Achievement of B.Ed Students. The value of r 3.446 is significant at 0.05 and 0.01 level of confidence.

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