

Emotional Intelligence Study Habits and Academic Achievement of B.Ed. Trainees

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Abstract

In college period, students feel their emotion at highest level and professors also effect their behavior on their students. Therefore, we need students and teachers both who are emotionally healthy to achieve goals of educations. B.Ed. trainees are the creators of a good society and nations so, teachers must be prepared with high emotional intelligence and the study habits of B.Ed. trainees can maintain the academic achievement which they desired. The main objective of current study was to find out the relationship between the emotional intelligence and study habits, also the relationship between emotional intelligence and academic achievement of B.Ed. trainees, the appropriate tools were used in order to collect the data for this research the data were analyzed Pearson's product moment co-relation 'r'.

The finding of the research that both the groups were seen equal in their emotional intelligence, male B.Ed. trainees were seen higher than female B.Ed. trainees in their emotional intelligence with good and poor study habits.

Keywords: Emotional Intelligence, Study habits, Academic achievement, B.Ed. Trainees.

Introduction:

B.Ed. trainees are going to be the future teachers. An adolescence stage is very important and determinant of the future in person's life period. In this stage, the maximum changes have occurred physically, mentally, socially and emotionally. The teen age is also called for stress, protest and conflicts. So, it is very useful to study of Emotional Intelligence of B.Ed. trainees. A human behavior totally depends on emotional intelligence and on emotional maturity. To understand own emotions as well as others and the ability to manage them is called Emotional Intelligence. The physical, mental, emotional, social and educational distance is to be found because of individual differences.

Study habits have an incredibly significant impact on one's behavior and achievement. Study habits of the B.Ed. trainees can play important role in learning process which is reflected in their academic achievement. The equity does not seen in educational achievement of college students due to differences in their study habits. During the college period, the preparation of exam related and reading-writing related study habits are dominant. The author feels that the B.Ed. trainees, the prospective teachers should be aware of good study habits as they can guide the students to develop right study habits.

Emotional Intelligence

Theoretical definition: According to Daniel Goleman (1998), **Emotional Intelligence (E.I.)** means recognizing our own emotions as well as others, to understand emotions and emotional knowledge and for managing emotions well in ourselves and in our relationships.

Mayer et. al. (2000), “Emotional intelligence refers to an ability to recognize the meaning of emotions and to reason and problem solve on the basis of them and it involves the capacity of perceive emotion related feeling, understand the information of these emotions and manage them.”

Operational Definition: The researcher decided the emotional intelligence of the B.Ed. trainees based on the scores obtained in the emotional intelligence scale. The scores obtained in EIS, showed the measure of emotional intelligence of B.Ed. trainees in the sample. The educational qualifications of B.Ed. trainees as well as their gender were taken into consideration while obtaining the scores.

Study Habits

Theoretical definition: Study Habits (S.H.) are those habits developed by a learner for an orderly and systematic plan of study. In broader sense, the term “Study habits” indicate the methods and techniques followed by the pupils in studying their lessons. Study skills defined as students’ ability to manage time and other resources to complete an academic task successfully.

According to Dictionary of education, “Study habits indicate settled tendency of practice and thought to acquire knowledge and information from the book.”

Operational Definition: The researcher decided the study scores of the B.Ed. trainees based on the scores obtained in the Study Habits Inventory. A standardized SHI was used to collect the data. The scores were divided into poor and good study habits level based on the manual of SHI. These levels are presented in Table 1.2. The scores obtained in SHI, shows the measure of study habits of B.Ed. trainees in the sample. The educational Qualification of B.Ed. trainees as well as their gender were taken consideration while obtaining the scores.

Academic Achievement

Theoretical definition: According to C.V. Good (1946),“The examination marks of obtained knowledge from school subjects or marks given by the teacher or marks of both types means Educational (Academic) Achievement.”

Operational Definition: Academic Achievement (A.A.) A measure of students’ academic achievement as determined by marks or percentages.

In the present research, academic achievement means percentage obtained by B.Ed. trainees in their bachelor degree course.

B.Ed. trainees: Those individuals with a Bachelor’s / Master’s degree in the field of Arts, Commerce or Science and get instructed in B.Ed. program university of teaching and learning for two academic years leading to a Bachelor’s degree in Education (B.Ed.) with qualities then to become secondary and higher secondary school teachers.

Objectives of the Study

1. To find out the relationship between emotional intelligence and study habits of B.Ed. trainees.
2. To find out the relationship between emotional intelligence and academic achievement of B.Ed. trainees.

Variables of the Study -

Variable	Level
Area	Urban & Rural
University	SGGU & SPU

Hypothesis of the Study

Ho₁ There exists no significant relationship between Emotional Intelligence and Study Habits of B.Ed. trainees.

Ho₂ There exists no significant relationship between Emotional Intelligence and Academic Achievement of B.Ed. trainees.

LIMITATIONS OF THE STUDY:

1. The study was confined to B.Ed. Colleges of Gujarat state.
2. The study was confined to B.Ed. Trainees studying in B.Ed. Colleges of Gujarati Medium affiliated to SGUU & SPU.
3. The present investigation was limited only to the variables of Emotional Intelligence, Study Habits and Academic Achievement.
4. In the present study, standardized and self-developed tool would be used. So, the limitation of tools would be limitation of the present study.

NEED OF THE STUDY:

This research will be helpful in the following ways :

1. This research will help us to know the level of emotional intelligence of B.Ed. trainees. It is believed that higher the AA of a student, higher the EI of person or vice versa.
2. By this research we will know the effect of gender on SH of B.Ed. trainees.
3. By this research, we will know the relationship between EI and SH and as well as between EI and AA.

Research Design

Descriptive survey method was used in the present research.

Sample: 220 B.Ed. Trainees were selected by purposive sampling method from B.Ed. colleges of SGGU and SPU.

Tools used in this study :

To investigate such study regarding Emotional Intelligence and Study Habits following tools are used:

1. Self-constructed tool for Emotional Intelligence (Emotional Intelligence Scale)
2. Study Habits Inventory (SHI-PS) by M.N. Palsane, Pune & Anuradh Sharma, Agra.

There is no suitable standardized instrument related for Emotional intelligence of B.Ed. trainees or college students of the present investigation.

Statistical techniques:

Pearson's product moment correlation 'r' was found for find out the relationship among emotional intelligence study habit and academic achievement

Analysis and interpretation of data

The 'r' value is computed as shown in below table to find out the relationship between emotional intelligence and study habits of B.Ed. Trainees.

Table 1.2. Relationship between emotional intelligence and study habits of B.Ed. trainees

Variables	N	Calculated 'r' value	Table value	Significance
Emotional intelligence and Study habits	220	0.013	0.062	N.S. Hypothesis accepted at 0.05 level

From Table-1.2, it is observed that the calculated r-value (0.013) is less than table-value (0.062) for 220 degrees of freedom at 0.05 level of significance. Hence, the null hypothesis stating "There exists no significant relationship between emotional intelligence and study habits of B.Ed. trainees." is accepted.

The 'r' value is computed as shown in below table to find out the relationship between emotional intelligence and academic achievement of B.Ed. Trainees.

Table 1.3 Relationship between Emotional Intelligence and Academic Achievement of B.Ed. trainees

Variables	N	Calculated 'r' value	Table value	Significance
Emotional intelligence and Academic achievement	220	-0.041	0.062	N.S. Hypothesis accepted at 0.05 level

From table-1.3, it is observed that the calculated r-value (-0.041) is less than table-value (0.062) for 220 degrees of freedom at 0.05 level of significance. Hence, the null hypothesis stating "There exists no significant relationship between emotional intelligence and academic achievement of B.Ed. trainees." is accepted.

Research Findings:

1. There is no significant relationship between emotional intelligence and study habits of B.Ed. trainees.
2. There is no significant relationship between emotional intelligence and academic achievement of B.Ed. trainees.

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