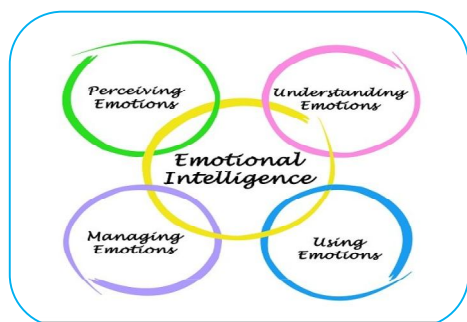




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A STUDY ON EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT AMONG B.Ed. STUDENTS IN COIMBATORE DISTRICT

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ABSTRACT:

The present study aimed to find out the emotional intelligence and academic achievement of B.Ed. students. Survey method was conducted on a random sample of 200 B.Ed. students in Coimbatore district. The collected data was analyzed using t-test. Results found that there is no significant difference between male and female B.Ed. students with respect to their emotional intelligence and academic achievement.

KEYWORDS: Emotional Intelligence, Academic Achievement, B.Ed. Students.

INTRODUCTION:

Emotional Intelligence is defined as the subset of social intelligence that involves the ability to monitor one's own and others feelings and emotion to discriminate among them and to use this information to guide one's thinking and actions.

NEED FOR THE STUDY

One's emotional intelligence is a major outcome of academic achievement. The learning process of ability to deal with emotional problem is a powerful factor in moulding the minds. Emotional Intelligence involves a set of skills which is literally needed by a teacher trainee to define how well they prove towards their academic

achievement. Researches prove that good and focused emotional intelligence always has a positive impact on academic achievement. Emotional intelligence enables people to express their feelings, ideas, and wishes and so on. A high emotional intelligence helps to maintain a state of harmony in oneself and finally be more confident in dealing with any situations. High emotional intelligence can contribute to a student in the learning process. Students low on emotional may find failure more difficult to deal with, which undermines their academic motivation.

REVIEW OF RELATED STUDIES

Digvijay Pachauri (2010) studied emotional intelligence of male and female undergraduate students of Agra district of Uttar Pradesh. The sample consisted of 54 male and 89 female students studying in different faculty of Dayalbagh

University, Agra. Emotional Intelligence Scale by Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2007) was used to collect the data. Finding indicated that commerce faculty students were more than that of emotional intelligence of science and social science faculty.

Sarah Basu and Pranjal Saxena (2010) investigated emotional intelligence of B.Ed. trainees. A sample of 100 B.Ed. trainees (52 male & 48 female) from aided and self-finance colleges of Bareilly were selected using random sampling method. Emotional Intelligence Scale by Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2007) was used for data collection. The data was analyzed using mean, SD and t-test. Result showed that B.Ed. trainees from aided colleges possessed significantly higher level of emotional intelligence than the trainees from self-finance colleges and also it was found that female pupil teachers significantly

differed from their male counterparts in terms of emotional intelligence.

OBJECTIVES of the study

- To study the significant difference in emotional intelligence and academic achievement of B.Ed. students based on gender.

HYPOTHESES

1. There is no significant difference in emotional intelligence of B.Ed. students in terms of gender.
2. There is no significant difference in academic achievement of B.Ed. students in terms of gender.

LIMITATIONS OF THE STUDY

- The study is confined to Coimbatore Educational District of Tamil Nadu State.
- The type of colleges taken for the study is restricted to Private and Government.
- The sample is restricted to 200 B.Ed. students.
- The sample is taken from B.Ed. students of English Education.

METHODOLOGY

In the present study, survey research design was employed. The sample consisted of 200 B.Ed. students in Coimbatore district using random sampling technique. The data was collected from the respondents using Emotional Intelligence Scale and Academic Achievement marks. 't' test was used for data analysis.

DATA ANALYSIS

Table 1: Emotional Intelligence of Male and Female B.Ed. Students

Factors	Gender	N	Mean	SD	Df	t-value	Remark
Self Awareness	Male	90	16.90	2.95	198	1.130	Not Significant
	Female	110	16.40	3.23			
Self-Management	Male	90	29.46	5.80	198	0.871	Not Significant
	Female	110	28.80	4.87			
Social Awareness	Male	90	16.54	3.50	198	1.099	Not Significant
	Female	110	17.08	3.38			
Relationship Management	Male	90	18.87	4.45	198	0.439	Not Significant
	Female	110	18.66	3.41			
Total Emotional Intelligence	Male	90	81.78	9.65	198	0.658	Not Significant
	Female	110	80.95	8.27			

Table-1 shows that the t-values 1.130, 0.871, 1.099, 0.439 and 0.658 are not significant at 0.05 level on the factors of self-awareness, self-management, social awareness, relationship management and in total. Hence the hypothesis-1 is accepted.

Table 2: Academic Achievement between Male and Female B.Ed. Students

Academic Achievement	Gender	N	Mean	SD	Df	t-value	Remark
	Male	90	81.155	11.521	198	0.056	Not Significant
	Female	110	81.063	11.526			

From Table-4, the t-value 0.056 is not significant at 0.05 level for academic achievement. Hence the hypothesis-2 is accepted.

CONCLUSION

The present study concluded that 'gender' does not influence on emotional intelligence and academic achievement.

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