



# Quantitative study of Pre-service teachers Emotional Intelligence and their Educational Achievement

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## ABSTRACT

Numerous analysts accept that high Emotion Intelligence (EQ) could be a driving constrain for greatness in Academic Achievement. In this way, this research is conducted to distinguish the degree of commitment of eight EQ spaces to the Academic Achievement of essential B.Ed Colleges. A add up to 250 Pre-service teachers those who are considering in B.Ed in the colleges at Bengaluru Locale were involved. Emotional Intelligence were surveyed. with the assistance of the Emotional Intelligence created by the researcher (2021) and Academic Achievement scores were taken from the semester exam records. The comes about uncovered that there exists a critical distinction in Emotional Intelligence of male and female Pre-service teachers. It was found that there existed a critical distinction in the Academic Achievement of female and male Pre-service teachers. The unpleasant Emotional Intelligence of female Pre-service teachers were way better than those of male Pre-service teachers. On the measurements of Emotional Intelligence, it was found that there was no critical distinction between male and female Pre-service teachers on understanding feelings, compassion, and dealing with relations measurements of Emotional Intelligence; whereas it was detailed that there was critical contrast between male and female Pre-service teachers on understanding inspiration measurement of Emotional Intelligence, On the other hand, it was found that there existed noteworthy distinction in the Academic Achievement of female and male Pre-service teachers.

**Key words:** Emotional Intelligence, Academic Achievement, Student Teachers,

## INTRODUCTION

Over the final few centuries, rationalists and analysts have made 'emotion' an vital issue to talk about due to its tall affect on scholastic and career fabulousness. Among the angles that are frequently talked about are wants of a understudy to oversee well his/her feeling in arrange to realize exceptional scholarly accomplishments. Be that as it may, it is simple for an person to appear feelings, but it is ordinarily troublesome to control such feelings to be fitting in particular times, places, circumstances, and people. In

other words, fitting feelings are troublesome for an person to hone and handle without aptitude. Hence, a few psychologists have developed emotional management models to address Emotional Intelligence or Emotional Quotient (EQ) (Bar-On, 2000; Goleman, 1996; Mayer, Salovey & Caruso, 2004).

Human creatures have special mental characters. Passionate insights, attitude, aptitude, inspiration, compassion are a few of them. Each and each person has varieties within the values of these variables. This paper tries to investigate whether sex has an impact on enthusiastic insights and scholastic accomplishment. Passionate insights “ is the capacity to evaluate, direct and utilize feelings and has been found to be related with scholarly self-efficacy and a assortment of way better results, counting scholastic performance” ( Hen & Goroshit,2012). Awaken (2010) has opined that enthusiastic insights is the range of cognitive capability including characteristics and social aptitudes that encourage interpersonal behaviour. The level of enthusiastic insights ((tall and moo) can affect a understudy within the learning prepare ( Drego, 2004).

## REVIEW OF LITERATURE

- **Jenaabadi, Sa’adatm, (2012)** indicated that mental health had a negative correlation with inefficient cognitive emotion regulation strategies and had a positive relationship with high academic performance.
- **Hossein et al (2015)** revealed that emotional intelligence and Educational Achievement were significantly correlated. Moreover, there was a significant and positive relationship between creativity and Educational Achievement. Additionally, no significant difference was found between males and females considering their Educational Achievement.
- **Nadeem & Ahmad (2016)** revealed that male and female higher secondary students differ significantly on the composite score of emotional intelligence. The study further highlighted that male higher secondary students have higher Educational Achievement than female higher secondary students.
- **Ryan (2016)** studied relationship between emotional intelligence and Educational Achievement in the adolescent population. The effect for the interaction between gender and emotions direct cognition was reported.

The review of research suggests that still there is dearth of researches on the topic, “Emotional Intelligence and Educational Achievement of Pre-service teachers”. There are very less number of researches on the topic. Therefore, the investigator tried to explore the topic further.

## SIGNIFICANCE OF THE STUDY

Keeping in mind the review of related literature, the aim of the present study was to investigate emotional intelligence and Educational Achievement of Pre-service teachers from Bengaluru district, Karnataka. The present study is important because the trends for emotional intelligence and Educational Achievement for Male student teachers and Female student teachers shows a variation. The study aims to clarify emotional intelligence and Educational Achievement patterns of Pre-service teachers.

## OBJECTIVES OF THE STUDY

1. To compare emotional intelligence of Pre-service teachers with respect to gender.

2. To compare emotional intelligence of Aided and Private Pre-service teachers with reference to following dimensions of emotional intelligence..

3. To compare Educational Achievement of Pre-service teachers with reference to gender.

### HYPOTHESES

1. There will be no difference in emotional intelligence of male and female Pre-service teachers.

2. There will be no difference in emotional intelligence of Aided and Private Pre-service teachers with reference to following dimensions of emotional intelligence.

3. There will be no difference in Educational Achievement of male and female Pre-service teachers.

### METHOD SAMPLE

The sample for the study was 250 Pre-service teachers from fourth semester of B.Ed programm. From Bengaluru Distrist in the age group of 21-27 years. The participants were from Aided and private B.Ed Colleges. The sample was selected by random sampling method.

### INSTRUMENTS USED

Emotional Intelligence Scale created by the researcher only. It was used to assess the Emotional intelligence of Pre-service teachers. The test consists of 50 items. The reliability of the test was .86 and the concurrent validity was .86. The scores of Educational Achievement were taken from the semester examination records.

### DATA ANALYSIS

In order to analyse the data Statistical Package for Social Science (SPSS) Version 21 was used. Descriptive statistics like mean, standard deviation and t-test were used.

### RESULTS AND DISCUSSION

The aim of present study was to find out emotional intelligence and Educational Achievement of Pre-service teachers. In order to prove the formulated hypotheses, the obtained data after statistical analysis has been tabulated and discussed below:

#### Analysis and Interpretation of hypotheses 1

- There will be no difference in emotional intelligence of male and female adolescents” is given below:

**Table 1: Mean, S.D. And T-Values of Emotional Intelligence Of Adolescents With Reference To Gender**

Variable	Gender	N	Mean	Sd	t-Value	Significance
Emotional Intelligence	Male	125	21.68	4.35	3.14	Significant at .05 Level
	Female	125	23.18	3.78		

From the Table1 mean value for emotional intelligence is **21.68** and **23.18** for male and female Pre-service teachers respectively and the value of standard deviation is **4.35** and **3.78** for male and female Pre-service teachers. Moreover, the ‘t’ value of emotional intelligence for male and female Pre-service teachers is **3.14**. This value is significant at .05 level of significance. Hence the hypotheses, “There will be no difference in emotional intelligence of female and male Pre-service teachers” is rejected.

## Analysis and Interpretation of hypotheses 2

- There will be no difference in emotional intelligence of Aided and Private Pre-service teachers with reference to following dimensions of emotional intelligence: a) Understanding emotions, b) Understanding motivation, c) Empathy, d) Handling relations” is given below:

**Table 2: Mean, S.D. And T-Values of Dimensions Of Emotional Intelligence Of Adolescents With Reference To Gender**

Sl No.	Dimension	Type of Management	N	Mean	Sd	t-Value	Significance
1	Understanding Emotions	Aided	125	3.07	.78	0.18	NS
		Private	125	3.05	.89		
2	Understanding Motivation	Aided	125	5.83	2.13	4.23	Significant at .01 Level
		Private	125	6.42	2.15		
3	Empathy	Aided	125	8.47	2.47	1.98	NS
		Private	125	8.98	2.19		
4	Handling Relations	Aided	125	6.42	2.56	.68	NS
		Private	125	6.74	2.37		

NS – Not Significant

Table 2 indicates that mean value for understanding emotions dimension of emotional intelligence is **3.07** and **3.05** for Aided and Private B.Ed college respectively and the value of standard deviation is **.78** and **.89** for Aided and Private B.Ed college. Moreover, the t value of emotional intelligence for Aided and Private B.Ed College is **0.18**. Further, the mean value for understanding motivation dimension of emotional intelligence is **5.83** and **6.42** for Aided and Private B.Ed college respectively and the value of standard deviation is **2.13** and **2.15** for Aided and Private B.Ed college Pre-service teachers respectively. And the ‘t’ value of emotional intelligence for Aided and Private B.Ed college is **4.23**. Moreover, the mean value for empathy dimension of emotional intelligence is **8.47** and **8.98** for Aided and Private B.Ed college Trainees respectively and the value of standard deviation is **2.47** and **2.19** for Aided and Private B.Ed college Trainees respectively. Moreover, the t value of emotional intelligence for Aided and Private B.Ed college Trainees is **1.98**. Finally, the mean value for handling relations dimension of emotional intelligence is **6.42** and **6.74** for Aided and Private B.Ed college Trainees respectively and the value of standard deviation is **2.56** and **2.37** for Aided and Private B.Ed college Trainees respectively. The ‘t’ value of emotional intelligence for Aided and Private college Pre-service teachers is **.68**. This is clear from the above discussion that ‘t’ value for understanding motivation dimension of emotional intelligence is significant at .01 level of significance. And the ‘t’ values are for other dimensions of emotional intelligence not significant. This implies that the null hypotheses, “There will be no difference in emotional intelligence of Aided and Private B.Ed college Trainees with reference to following dimensions of emotional intelligence: a) Understanding emotions, b) Understanding motivation, c) Empathy, d) Handling relations” is rejected.

## Analysis and Interpretation of hypotheses 3

- That there will be no difference in emotional intelligence of male and female Pre-service teachers is given below:

**Table 3: Mean, S.D. And T-Values of Educational Achievement of Pre-service teachers With Reference To Gender**

Dimension	Gender	N	Mean	Sd	t-Value	Significance
Educational Achievement	Male	125	231.78	121.43	4.89	Significant at 0.01 Level
	Female	125	319.13	102.25		

Table 3 indicates mean value for Educational Achievement **231.78** and **319.13** for male and female Pre-service teachers respectively and the value of standard deviation is **121.43** and **102.25** for male and female Pre-service teachers respectively. Moreover, the 't' value of Educational Achievement for male and female Pre-service teachers is **4.89**. This is significant at .01 level of significance. Hence the hypotheses, "There will be no difference in Educational Achievement of male and female Pre-service teachers Educational Achievement" is rejected.

## FINDINGS

**The main findings of the research are as under:**

1. There is significant difference in emotional intelligence of male and female Pre-service teachers.
2. There is significant difference in understanding motivation dimension of emotional intelligence of Aided and Private B.Ed College Trainees while there was no difference in other Dimensions of emotional intelligence.
3. There is significant difference in Educational Achievement of male and female Pre-service teachers.

## Delimitations

1. The present study was confined to one district randomly selected of Karnataka that to single District only.
2. The present study was confined to five B.Ed Training Colleges only.
3. The present study was confined only to 21-27 year students only.

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