



## Study of Emotional Intelligence and Study Habits of B.Ed. Trainees

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**Abstract:** The main purpose of Educational is to develop values of physical, mental, intellectual spiritual social and emotional in human being. The importance of Emotional Intelligence is increased than intelligence at work, academic or social place. This is too much importance of emotions in human life B.Ed. trainees are crucial factor for social and national development. So, the researchers has decided to study on this topic. The objective of present study to know the Emotional Intelligence of B.Ed. trainees in relation to their study habits. Study habits play a major role in individuals achievement and success. The researcher has collected the data from 100 sample of B.Ed. trainees by Random sampling method and She applied statistical techniques such as mean, median, interpreted the data, she found that there was no significant difference between emotional intelligence of male and female B.Ed. trainees. The result is also shown that there was no significant difference between B.Ed. trainees with emotional intelligence having good and poor study habits. This research will so helped for students, administrators and as well as academic institutional.

**Keywords:** Emotional intelligence, study habits, B.Ed. trainees.

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### Introduction:

“All formal and informal activities and experiences that help to qualify a person to assume the responsibilities as a member of the educational profession and to discharge his/her responsibilities effectively can be called teacher education.” (Good’s Dictionary of Education)

In 21<sup>st</sup> century, intelligence and success are not viewed the same way as they were before. The whole student/ trainee has become the center of concern, not only his reasoning capacities, but also his creativity, emotions and interpersonal skills. IQ alone is no more the only measure for success, emotional intelligence and social intelligence, also play a big role in person’s success (Goleman,1995). Emotional intelligence is a positive and exciting topic with enormous implications for kindergarten to college education. So, it has become necessary to study the important factor emotional intelligence. Emotional intelligence is one of the important aspect considering.

Study habits play a very important role in the life of students. A student must know learning method and study habits, which help him to achieve the goals of education. Many students to badly academically, due to factors other than low intellectual capacity. One such factor is poor study habits, which often result in poor academic performance even among the naturally bright students. Study habits reveal students’ personality. Learning through good study habits is the key process in human behavior.

### Review of related literature

The Researcher has studied a number of studies which have conducted in India and Abroad on single variable E.I., and S.H. The researcher did not come across any research on all the three variables. After surveying the related literature, Researcher has decided to conduct her research work on E.I. and S.H. of B.Ed. trainees.

### Research study based on some variables which are related to this study

| Sr. No. | Researcher's Name      | Variables taken in Research                                            |
|---------|------------------------|------------------------------------------------------------------------|
| 1       | Maurya (2018)          | EI & Study Habits                                                      |
| 2       | Kapoor (2016)          | Study habits & Scholastic achievement                                  |
| 3       | Grace (2016)           | Academic achievement & Soft skills wellness                            |
| 4       | Floreta, Bulson (2019) | Study habit & achievement                                              |
| 5       | Aluja, Blanch (2004)   | Study habits, personality, scholastic aptitudes & Academic achievement |

### Significant of the study

A fundamental development of an educational institution is to achieve goals to get and success of students and to shape up students' personality according to the present need, but this is missing from academic institutions. For the development of good personality of students we have to provide emotional education and enhance good study habits, so that the students can achieve their academic achievement. Emotional intelligence influences our life in most of the areas like family, society and colleges etc. that's why the education of E.I. is becoming an important area of study.

During the adolescence students suffer from stress & tension. It is a period of emotionality and stage of development of thoughts and ideas in their mind. During this period they feel various negative feeling such as anger, grief, blame and fear etc. There are some emotions which are toxic to learning and some are helpful in improving learning Education regarding emotional would be beneficial to control negative emotions. But Singh (2001) suggest that emotions can be positive and negative because they react to specific condition or situations. Emotional intelligence is observed to be essential for dealing with students in their learning environment and to make proper decisions. So, it is becoming important area of study.

B.Ed. trainees are the teachers of future means they are becoming the foundation of the society. In the brief the quality education is one that satisfies basic learning need & enriches the lives of learners & their overall experience of life.

### Statement of the Problem

*“STUDY OF EMOTIONAL INTELLIGENCE AND STUDY HABIT OF B.Ed. TRAINEES”*

### Definition of terms

**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.

**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.

**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 compare the emotional intelligence of B.Ed. trainees in relation to their good and poor study habits.
2. To compare the emotional intelligence of male B.Ed. trainees in relation to their good and poor study habits.

- To compare the emotional intelligence of female B.Ed. trainees in relation to their good and poor study habits.

### Variables of the Study

| Sr. No. | Name         | Levels        |
|---------|--------------|---------------|
| 1       | Study Habits | Good & Poor   |
| 2       | Gender       | Male & Female |

### Hypothesis of the Study

Ho<sub>1</sub> There exists no significant difference between the mean scores of Emotional Intelligence scale of male B.Ed. trainees having good and poor study habits.

Ho<sub>2</sub> There exists no significant difference between the mean scores of Emotional Intelligence scale of female B.Ed. trainees having good and poor study habits.

Ho<sub>3</sub> There exists no significant difference between the mean scores of Emotional Intelligence scale of graduate male B.Ed. trainees having good and poor study habits.

### Research Method

Keeping the nature of the problem in mind, the researcher has followed descriptive survey method of researcher in present investigation.

➤ **Sample :** 125 B.Ed. Trainees have taken for the present investigation by random sampling method. 75 female B.Ed. trainees and 50 male B.Ed. trainees were selected from B.Ed. colleges of Anand District.

➤ **Tool :**

- Self-prepared and standardized emotional intelligence scheme was used for deciding emotional intelligence of B.Ed. trainees
- Study habit inventory (Palsane and Sharma) was used for deciding the level of study habits.

### Statics used in present study :

The appropriate descriptive and inferential statistical techniques are used in the present study. Following statistical techniques used for the study:

- Mean
- Median
- SD
- t-test

### Analysis and interpretation of data

1. The t-value is computed as shown in below table to compare the emotional intelligence of B.Ed. trainees having good study habits poor study habits on the basis of scores in Emotional Intelligence Scale (EIS).

**Table 1.3 Comparison of mean scores of emotional intelligence of B.Ed. trainees having good and poor study habits**

| Group                                 | N  | Mean   | S.D.  | SED  | t-Value | Significance                              |
|---------------------------------------|----|--------|-------|------|---------|-------------------------------------------|
| B.Ed. trainees with Good Study habits | 70 | 227.55 | 70.83 | 5.17 | 0.002   | N.S.<br>Hypothesis accepted at 0.05 level |
| B.Ed. trainees with poor Study habits | 55 | 228.58 | 68.77 |      |         |                                           |

2. The t-value is computed as shown in below table to compare the emotional intelligence of Male B.Ed. trainees having good study habits poor study habits on the basis of scores in Emotional Intelligence Scale (EIS).

**Table 1.4 Comparison of mean scores of emotional intelligence of male B.Ed. trainees having good and poor study habits**

| Group                                      | N  | Mean   | S.D.  | SED  | t-Value | Significance                              |
|--------------------------------------------|----|--------|-------|------|---------|-------------------------------------------|
| Male B.Ed. trainees with good Study habits | 31 | 230.17 | 68.34 | 8.42 | 0.221   | N.S.<br>Hypothesis accepted at 0.05 level |
| Male B.Ed. trainees with poor Study habits | 19 | 228.31 | 60.24 |      |         |                                           |

3. The t-value is computed as shown in below table to compare the emotional intelligence of Female B.Ed. trainees having good study habits poor study habits on the basis of scores in Emotional Intelligence Scale (EIS).

**Table 1.5 Comparison of mean scores of emotional intelligence of female B.Ed. trainees having good and poor study habits**

| Group                                        | N  | Mean   | S.D.  | SED  | t-Value | Significance                              |
|----------------------------------------------|----|--------|-------|------|---------|-------------------------------------------|
| Female B.Ed. trainees with good Study habits | 33 | 226.63 | 71.75 | 6.56 | 0.323   | N.S.<br>Hypothesis accepted at 0.05 level |
| Female B.Ed. trainees with poor Study habits | 42 | 228.75 | 73.55 |      |         |                                           |

**Research findings:**

1. B.Ed. trainees with good and poor study habits were having no difference in their emotional intelligence. That means both the groups were seen equal in their emotional intelligence.
2. Male B.Ed. trainees with good and poor study habits were having no difference in their emotional intelligence. That means both the groups were seen equal in their emotional intelligence.
3. Female B.Ed. trainees with good and poor study habits were having no difference in their emotional intelligence. That means both the groups were seen equal in their emotional intelligence.

**Discussion of findings:**

1. Bhatia (2015) found in her study that combined effect of study habits and emotional intelligence of students in predicting the achievement of students was found to be almost the same as compared to male and female students which contradicts the findings of the present research that there was significant difference found in the mean scores of EI having high and low academic achievement.
2. According to Shah, B. (2019) there was no significant difference in Study Habit of male and female Higher Secondary Schools students which is the same in present finding.

**Recommendations to education authority:**

1. To well-developed society, emotional intelligence and proper behavior of person is necessary and very important.
2. The teacher educators should have ability to identify the changing emotional class-room environment and should be competent enough to empathize, connect with students on emotional level.
3. Curriculum design should be sensitive to students’ psychological, social and emotional needs for overall development to adolescents.

4. Healthy competitions such as quiz, group discussion, essay writing, debate, projects etc, should be organized in the B.Ed. colleges that can enhances good study habits among them.
5. College administrators should begin to change the college culture by developing and maintaining emotional intelligence curriculum in colleges.

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