CHAPTER - V
SUMMARY AND CONCLUSIONS

5.1 INTRODUCTION

Education is conceived as a powerful agency, which is instrumental in bringing about the desired changes in the social and cultural life of a nation. The whole process of education is shaped and moulded by the human personality called the teacher who plays a pivotal role in giving quality education in any system of education. A competent teacher is one who cannot only impart the entire educational curricula allotted to him through effective and interactive methods but also teaches emotional and social skills to ensure the best possible Academic Achievement and optimal development of all round personality in students. In this era of globalisation of education, students hanker after job oriented education. The rules at the workplace have changed. Jobs demand reasoning, computing, divergent thinking, quick and data based decision making and fair amount of Emotional Intelligence. The new yardstick for performance is how well one handles one self and one another. Employers of today prefer to employ a trainable person rather than a person trained in a particular vocation, a person with high E.Q. rather than only high I.Q. The need to recognize Emotional Intelligence, Self-Concept, and Achievement Motivation among student teachers in the teacher education process is therefore immense and a link can be expected among these factors.

5.2 OPERATIONAL DEFINITIONS OF THE TERMS USED

EMOTIONAL INTELLIGENCE

Mayer and Salovey (1993) defined Emotional Intelligence as the ability to monitor one’s own and other’s feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and action. Emotional Intelligence involves the ability to perceive accurately, appraise, and express emotions; the ability to access and/or generate feelings when they facilitate thoughts; the ability to understand emotions and emotional knowledge and intellectual growth.
Cooper and Sawaf (1997) defined Emotional Intelligence as the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence.

Thus, Emotional Intelligence (EI) is the ability to know one’s emotions, recognise feelings as they occur, manage moods, empathize with others and manage relationships.

**SELF-CONCEPT**

According to Deo (1998) - Self-concept is best conceived as a system of attitudes towards oneself. Just as a person, as a result of experiences, forms attitudes which he organizes into self-consistent system and defends against threats and attacks, so the person also forms attitudes towards himself. Self-concept consists of all the perceptions, feelings, attitudes and values of oneself concerning oneself.

Self-concept is a complex, continuously active system of subjective beliefs concerning personal existence. It serves to guide behaviour and to enable the individual to assume certain roles in life. When a child reaches school age his/her self-concept is still in the process of being learned. Even though the parents have the crucial role in making the child's early experiences positive, a teacher's importance in this process is unquestionable. Teacher's own philosophy of life, values and attitudes towards oneself and the world are very much present in teacher - pupil encounters. Thus, a teacher's own self-concept has a vital impact on a student's level of self-concept. Fostering pupils' personal growth requires self-involvement and self-knowledge on the part of the teacher.

**ACHIEVEMENT MOTIVATION**

McClelland (1953) described Achievement Motivation as disposition to strive for success in competition with others with some standard of excellence, set by the individual. Motive to achieve requires an act of some norms of excellence, long term involvement and unique accomplishment
According to Newcomb (1964) - Achievement Motivation is the acquired tendency and one of the most important social needs.

Achievement Motivation is commonly assumed to be a good thing that goes in influencing individual's behaviour and performance at work. Student-teacher motivation is a vital factor for classroom effectiveness and school improvement. It naturally has to do with teachers' attitude to work and his desire to participate in the pedagogical processes within the school environment. It is related with activities to excel in his field and to enhance his performance. A teacher who is intrinsically motivated may be observed to undertake a task for its own sake, for the satisfaction it provides or for the feeling of accomplishment and self-actualization. On the other hand, an extrinsically motivated teacher may perform the activity / duty in order to obtain some reward such as salary. Extrinsic motivation plays an important part in people's life. It is pre-eminent in influencing a person's behaviour. Therefore, the aim should be to build on and enhance the intrinsic motivation for teachers to teach effectively and at the same time, to supply some extrinsic motivation (O’neil, 1995). This will make teachers happy, satisfied, dedicated and committed in such a way that they bring out their best in their places of work so that both students, parents and the society will greatly benefit from their services.

**ACADEMIC ACHIEVEMENT**

Academic Achievement is a measure of knowledge and understanding of skills in a specified subject or group of subjects. It is the result of learning experiences that students have in educational places. The total marks obtained by students in the annual examination are treated as academic index score.

**5.3 SIGNIFICANCE OF THE STUDY**

The world is becoming more and more competitive. With the advent of technology and recent globalization, the complexities of life have increased manifold. Quality of performance has become the key factor for personal progress. Parents desire that their children climb the ladder of performance to as high a level as possible. This desire for a
high level of achievement puts a lot of pressure on students, teachers, schools, and, in general, the educational system itself. These environmental pressures require an apt combination of intellectual and emotional wealth to set new standards in teacher education. The teaching profession requires high level of emotional competencies such as rapport, harmony and comfort while dealing with student groups. Large scale reviews of research have consistently shown that emotional and social competence of teachers have an impact on the behaviour of pupils (Weare, 2002). In a classroom situation, children tend to draw a lot from their teachers directly and indirectly. The feelings of the teachers, the way they behave, the way they handle situations, and the way they control their lives is all seen as well as absorbed by students. Therefore the teacher has to be an empathetic person who understands the feelings of students and has competency necessary for good teaching (Olson and Wyett, 2000).

Today, as a result of consumerist and commercial society, the security and warmth of family is lacking. Emotional imbalances i.e. anxiety, tension, frustration and disagreements are becoming the most important hurdle in achievements of pupils. With the influence of western culture, media exposure, easy access through internet and mobile, the children are getting into violence, drug abuse, crime and other related problems. The problem gets more acute in adolescents as adolescence is a period of heightened emotionality and emotional adjustment. Teacher training institutions need to orient the trainees with the stress and emotional demands in the classroom so that they are able to appropriately respond as well as cope with these situations and provide positive learning environment (LoVette, 1997). Emotional Intelligence (EI) of teacher’s increases the Achievement Motivation, optimism, joy, and purpose of learning by students while decreasing anxiety, depression and isolation in them.

Research findings have proved that teachers with high Emotional Intelligence are better equipped to keep their students engaged in learning activities. They are able to spend more time with the students monitoring their work. On the other hand, teachers with low Emotional Intelligence lack in perseverance and give negative feedback to
students (Gibson and Dembo, 1984). Studies conducted by Woolfolk and Hoy (1990) on pre-service teacher trainees have indicated that teachers with higher Emotional Intelligence are more humanistic in their approach. Their skills of questioning as well as presenting a lesson are better as compared to those teacher trainees who lack Emotional Intelligence. According to the findings of Emmer and Hickman (1991), emotionally intelligent teachers are more effective in classroom management techniques and are thus fully equipped to deal with difficult situations. Teaching carried out by emotionally matured teachers is more stable than that of emotionally immature or unstable teachers (Bansibihari and Surwade, 2006). Teachers who are emotionally mature are generally self-aware, can make personal decisions and manage their feelings well. They can handle stress, empathize with others, can communicate well and can build trust in others. Emotionally matured teachers have the capacity to recognize their strengths and weakness and can take responsibility for their actions. They can be assertive without being insulting and know when to lead and when to follow. They are effective as leaders and resolve conflicts following win-win model. Thus, emotionally matured teachers can think, feel as well as act better and facilitate learning by the child. According to Goleman (1995), programme on emotional literacy improves the academic achievement and school performance of children. Emotional Intelligence is an important factor that influences the student’s confidence, Self-control, Self-Concept, Achievement Motivation, Academic Achievement and later on professional success. I.Q. is inherent but E.Q can be developed and nurtured. A teacher with high I.Q. may not necessarily be high on E.Q. Employers of today prefer a person with high E.Q rather only high I.Q. So, before joining a school, if a teacher comes well equipped with fine emotional skills, while undergoing pre-service training, he/she will not only become a more effective teacher, but, will also be able to handle the daily strife and struggle of life with more ease. The present study adds to the theoretical understanding of the concept of E.Q. as it states the relationship of Emotional Intelligence with Self-concept, Achievement motivation and Academic achievement of Student-teachers.
5.4 STATEMENT OF THE PROBLEM

EMOTIONAL INTELLIGENCE IN RELATION TO SELF-CONCEPT, ACHIEVEMENT MOTIVATION AND ACADEMIC ACHIEVEMENT OF STUDENT-TEACHERS OF PUNJAB

5.5 OBJECTIVES

The present study was designed to achieve the following objectives:

1. To study the Emotional Intelligence of Student-Teachers from B.Ed. Colleges viz.-a-viz. Government, Aided and Self financed.
2. To study the Emotional Intelligence of Male and Female B.Ed. Students.
3. To study the Emotional Intelligence of B.Ed. Students of Science and Humanities group.
4. To study the Emotional Intelligence of B.Ed. Students in relation to Gender, Self-Concept, Achievement Motivation and Academic Achievement.
5. To study the Emotional Intelligence of B.Ed. Students from Science and Humanities group in relation to Self-Concept, Achievement Motivation and Academic Achievement.

5.6 HYPOTHESES

The following Hypotheses were proposed to achieve the set objectives.

\( H_1 \) There exists no significant difference in Emotional Intelligence of student-teachers of Government, Aided and Self financed Colleges.

\( H_2 \) There exists no significant difference in the Emotional Intelligence of Male and Female student-teachers.

\( H_3 \) There exists no significant difference in the Emotional Intelligence of student-teachers with high Self-Concept and low Self-Concept.

\( H_4 \) No significant difference in Emotional Intelligence is found to be qualified by Gender difference in Government, Aided and Self financed College student-teachers.
H₅  No significant difference in Emotional Intelligence is found to be qualified by levels of Self-Concept of student-teachers from Government, Aided and Self financed Colleges.

H₆  There exists no significant difference in the Emotional Intelligence of Male and Female student-teachers with high Self-Concept and low Self-Concept.

H₇  No significant difference exists in the scores of Emotional Intelligence qualified by Type of College, Gender and Levels of Self-Concept.

H₈  There exists no significant difference in the Emotional Intelligence of student-teachers with high Achievement Motivation and low Achievement Motivation.

H₉  No significant difference in Emotional Intelligence is found to be qualified by levels of Achievement Motivation of student-teachers from Government, Aided and Self financed Colleges.

H₁₀ There exists no significant difference in the Emotional Intelligence of Male and Female student-teachers with high Achievement Motivation and low Achievement Motivation.

H₁₁ No significant difference exists in the scores of Emotional Intelligence qualified by Type of College, Gender and Levels of Achievement Motivation.

H₁₂ There exists no significant difference in the Emotional Intelligence of student-teachers with high Academic Achievement and low Academic Achievement.

H₁₃ No significant difference in Emotional Intelligence is found to be qualified by levels of Academic Achievement of student-teachers from Government, Aided and Self financed Colleges.

H₁₄ There exists no significant difference in the Emotional Intelligence of Male and Female student-teachers with high Academic Achievement and low Academic Achievement.

H₁₅ No significant difference exists in the scores of Emotional Intelligence qualified by Type of College, Gender and Levels of Academic Achievement.
H16 There is no significant difference in Emotional Intelligence of student-teachers of Science and Humanities group.

H17 No significant difference in Emotional Intelligence is found to be qualified by Science group and Humanities group in Government, Aided and Self financed College student-teachers.

H18 There exists no significant difference in the Emotional Intelligence of Science and Humanities group student-teachers with high Self-Concept and low Self-Concept.

H19 No significant difference exists in the scores of Emotional Intelligence qualified by Type of College, Academic Stream and Levels of Self-Concept.

H20 There exists no significant difference in the Emotional Intelligence of Science group and Humanities group student-teachers with high Achievement Motivation and low Achievement Motivation.

H21 No significant difference exists in the scores of Emotional Intelligence qualified by Type of College, Academic Stream and Levels of Achievement Motivation.

H22 There exists no significant difference in the Emotional Intelligence of Science group and Humanities group student-teachers with high Academic Achievement and low Academic Achievement.

H23 No significant difference exists in the scores of Emotional Intelligence qualified by Type of College, Academic Stream and Levels of Academic Achievement.

5.7 DELIMITATION OF THE STUDY

The present study was delimited to following areas:-


5.8 SAMPLE

The sample of the study consisted of 1600 B. Ed. Students of both Science and Humanities streams studying in 20 Colleges (Government, Aided and Self financed) of Punjab State. The selection of twenty Colleges was done by simple random method. The students were selected through random cluster sampling technique and included 439 Males and 1161 Females.

5.9 DESIGN OF THE STUDY

The following design was used to investigate the main and interaction effects.

- A factorial design $3 \times 2 \times 2$ on the scores of Emotional Intelligence of student-teachers w.r.t. Type of college, Gender, levels of Self-Concept, Achievement Motivation and Academic Achievement.

- A factorial design $3 \times 2 \times 2$ on the scores of Emotional Intelligence of student-teachers w.r.t. Type of college, Academic Stream, levels of Self-concept, Achievement Motivation and Academic Achievement.

- A factorial design $2 \times 2$ on the scores of Emotional Intelligence of student-teachers w.r.t. Gender and levels of Self-concept, Achievement Motivation and Academic Achievement

In the present study, the independent variables were Self-Concept, Achievement Motivation and Academic Achievement. Emotional Intelligence of student-teachers was the dependent variable.

The design of the present investigation was splitted into nine parts.
1. A factorial design of $3 \times 2 \times 2$ was employed on scores of Emotional Intelligence of student-teachers w.r.t. Type of college viz.-a-viz. Government, Aided and Self financed, Gender of the student-teachers viz-a-viz Male and Female, Self-Concept viz.-a-viz. High and Low. The schematic presentation of design is given below in the Fig. 5.1.

FIG. 5.1: SCHEMATIC REPRESENTATION OF $3 \times 2 \times 2$ FACTORIAL DESIGN ON THE SCORES OF EMOTIONAL INTELLIGENCE IN RELATION TO TYPE OF COLLEGE, GENDER AND SELF-CONCEPT OF STUDENT-TEACHERS

The above design was replicated for Achievement Motivation and Academic Achievement. Instead of variable Self-Concept the variables Achievement Motivation and Academic Achievement were taken as classificatory variables.
2. A factorial design of $3 \times 2 \times 2$ was employed on scores of Emotional Intelligence of student-teachers w.r.t. Type of college viz.-a-viz. Government, Aided and Self financed, Academic Stream of the student-teachers viz.-a-viz. Science and Humanities group, Self-Concept viz.-a-viz. High and Low. The schematic presentation of design is given below in the Fig. 5.2:

![FIG. 5.2: SCHEMATIC REPRESENTATION OF 3x2x2 FACTORIAL DESIGN ON THE SCORES OF EMOTIONAL INTELLIGENCE IN RELATION TO TYPE OF COLLEGE, ACADEMIC STREAM AND SELF-CONCEPT OF STUDENT-TEACHERS](image)

The above design was replicated for Achievement Motivation and Academic Achievement. Instead of variable Self-Concept the variables Achievement Motivation and Academic Achievement were taken as classificatory variables.
3. A factorial design of 2×2 was employed on scores of Emotional Intelligence of student-teachers w.r.t. Gender viz.-a viz. Male and Female, Self-Concept viz.- a viz. High and Low. The schematic presentation of design is given below in the Fig. 5.3:

![Schematic Representation of 2x2 Factorial Design](image)

**FIG. 5.3:** SCHEMATIC REPRESENTATION OF 2×2 FACTORIAL DESIGN ON THE SCORES OF EMOTIONAL INTELLIGENCE IN RELATION TO GENDER AND SELF-CONCEPT OF STUDENT-TEACHERS

The above design was replicated for Achievement Motivation and Academic Achievement. Instead of variable Self-Concept the variables Achievement Motivation and Academic Achievement were taken as classificatory variables.

**Type of college**- Three categories of B.Ed. colleges are existing in Punjab-Government, Aided and Self financed colleges. These colleges have different infrastructure, different environment and institutional climate depending upon their location, faculty and management. Admissions are strictly based on merit with applicants preferring government colleges followed by aided and self-financed institutions.

Vig (2004) conducted a study on a sample of 200 college students and found that private college students showed greater emotional intelligence as compared to government college students.
Manhas (2005) in her study on a sample of 400 students of 11th class (both boys and girls) found a significant difference in the emotional intelligence of adolescents of private schools and government schools with private school students scoring higher.

Rani (2008) reported that teacher trainees of recognized private colleges were more emotionally intelligent as compared to their counterparts in the government colleges.

So in the present study the Type of colleges i.e. Government, Aided, Self financed, were expected to exhibit some relationship with Emotional Intelligence.

**Gender** is the social definition of biological differences between Males and Females into masculine and feminine categories (Delamont 1980). Gender is a social construct, a cultural process of putting girls/boys, women/men into distinct and separate roles and behaviour, which have significant social ramifications.

Gender is part of the socialization process of children beginning in the family itself. A child undergoes ‘gender learning’ to identify herself/himself as Female or Male and take up ‘gender appropriate’ roles and identities. School as an agency of socialization plays a major role in the growing up process of children. ‘Gender code’ starts operating from the early years of education in segregating girls and boys in a school system. Seating and grouping patterns, process of classroom management, nature of peer interaction, etc. reflect how gender divide, originating in family, passes over and persists in schools (Bassi, 2003). Society socializes the two genders differently as has been found in studies by Duckett and Raffalli (1989) and Sandhu and Mehrotra (1999). Shanwal (2003) found that overall girls had higher emotional intelligence than boys. Gerber (2004) reported that females scored significantly better than males. Vig (2004) found that female students had higher emotional intelligence. Amirtha and Kadhiravan (2006) found that Gender, age and qualification influenced the Emotional Intelligence of school teachers. A number of personal, social and personality factors seem to affect Emotional Intelligence to a great extent. So the present study is a modest attempt to find out Emotional Intelligence among male and female student-teachers.
**Academic Stream** refers to two categories—science and humanities group. Students who are academically higher achievers prefer Science subjects rather than Humanities subjects for their college studies. Science students get more opportunities in the learning activities. They are honest in drawing conclusions. They adopt scientific and systematic procedure. They are open-minded in receiving ideas and facts. They have faith in cause and effect relationship and pursue activities with patience and consistency. These qualities definitely affect their emotional intelligence as well. Vig (2004) conducted a study which showed that science students had greater emotional intelligence than arts students. Manhas (2005) in her study found a significant difference between emotional intelligence of science and arts students with the science students showing higher Emotional Intelligence, hence the need to assess Emotional Intelligence in student-teachers belonging to two different academic streams.

### 5.10 PROCEDURE

For administering the tests and collecting data, the student-teachers were approached by seeking the permission of the Head of the concerned institution. The student-teachers were explained the purpose of collecting the information. They were assured that the information collected from them would be used only for research purpose. They were properly motivated to provide realistic and appropriate information. All possible efforts were made to make them feel at ease before giving them booklets and answer sheets. The instructions were given and read aloud and explained to the students as per the manual for each test, only after establishing a good rapport with them.

The investigator was present there all the time to answer their queries. After completing one test, the answer sheets and booklets were collected and next test was given. In the similar way, all the tests were completed.

All the tests viz., emotional intelligence, self-concept, achievement motivation were scored strictly according to the directions for scoring given in their respective manuals. The scores of B. Ed. Examination were taken as a measure of academic achievement or Grade Point Average (GAP) from the result sheets of the Colleges.
For factorial design 3×2×2, the size of sample for final analysis consisted of 1200 student-teachers, 400 student–teachers of Government colleges, 400 student–teachers of Aided colleges, 400 student–teachers of Self financed colleges.

Kelley’s (1947) criterion for taking top 30% and bottom 30% was used for dividing the sample pool into two levels-high and low, each of emotional intelligence, self-concept, achievement motivation and academic achievement.

Thus, by applying the above criteria in each of the twelve conditions, the sample size is shown in Tables 5.1 and 5.2

**TABLE : 5.1**

SAMPLE SIZE (N) CLASSIFIED BY EMOTIONAL INTELLIGENCE, TYPE OF COLLEGE AND GENDER

<table>
<thead>
<tr>
<th></th>
<th>MALE</th>
<th>FEMALE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HIGH</td>
<td>LOW</td>
<td>HIGH</td>
</tr>
<tr>
<td>GOVERNMENT</td>
<td>35</td>
<td>35</td>
<td>85</td>
</tr>
<tr>
<td>AIDED</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>SELF FINANCED</td>
<td>38</td>
<td>38</td>
<td>82</td>
</tr>
<tr>
<td>TOTAL</td>
<td>266</td>
<td>454</td>
<td>720</td>
</tr>
</tbody>
</table>

**TABLE : 5.2**

SAMPLE SIZE (N) CLASSIFIED BY EMOTIONAL INTELLIGENCE, TYPE OF COLLEGE AND ACADEMIC STREAM

<table>
<thead>
<tr>
<th></th>
<th>SCIENCE</th>
<th>HUMANITIES</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HIGH</td>
<td>LOW</td>
<td>HIGH</td>
</tr>
<tr>
<td>GOVERNMENT</td>
<td>44</td>
<td>44</td>
<td>76</td>
</tr>
<tr>
<td>AIDED</td>
<td>53</td>
<td>53</td>
<td>67</td>
</tr>
<tr>
<td>SELF FINANCED</td>
<td>53</td>
<td>53</td>
<td>67</td>
</tr>
<tr>
<td>TOTAL</td>
<td>300</td>
<td>420</td>
<td>720</td>
</tr>
</tbody>
</table>
For factorial design $2 \times 2$, the size of sample for final analysis consisted of 1600 student-teachers. Kelley’s (1947) criterion for taking top 30% and bottom 30% was used for dividing the sample pool into two levels—high and low, each of Emotional Intelligence, Self-Concept, Achievement Motivation and Academic Achievement. Hence 480 student-teachers from each group (Total 960) were taken. The sample size is shown in Table 5.3:

**TABLE : 5.3**

SAMPLE SIZE (N) CLASSIFIED BY EMOTIONAL INTELLIGENCE,
GENDER AND LEVELS OF VARIABLES

<table>
<thead>
<tr>
<th></th>
<th>MALE</th>
<th></th>
<th>FEMALE</th>
<th></th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HIGH</td>
<td>LOW</td>
<td>HIGH</td>
<td>LOW</td>
<td></td>
</tr>
<tr>
<td></td>
<td>132</td>
<td>132</td>
<td>348</td>
<td>348</td>
<td>960</td>
</tr>
</tbody>
</table>

5.11 TOOLS OF THE STUDY

Following tools were used for conducting the present study.

3. Achievement Motivation (n-Ach) Scale by Deo-Mohan (2002)
4. Academic Achievement Scores - Aggregate marks obtained by students in final examination of B.Ed. class.

5.12 STATISTICAL TECHNIQUES USED

The following statistical techniques were employed to analyze the data obtained in order to test the hypotheses:

- Descriptive Analysis techniques like, Mean and Standard Deviation were used to study the general nature of the sample employed.
Analysis of variance (3x2x2) was employed to study the Main effects as well as Interaction effects.

Analysis of variance (2x2) was employed to study the Main effects as well as Interaction effects.

t-ratios were also calculated in those cases where F-values were found to be significant.

5.13 FINDINGS OF THE STUDY

The findings pertaining to main effects and interaction effects are discussed below-

- Refers to the findings of t-ratio
- Refers to the findings of F-value
- \( H_1 \) Emotional Intelligence scores were found to be highest in case of Aided colleges followed by Government colleges and the scores were least in case of Self financed colleges.

Further as per findings:-

- Government college and Aided college Student-teachers have shown comparative Emotional Intelligence scores.
- Government college student-teachers have shown higher Emotional Intelligence scores than student-teachers of Self financed colleges in case of Gender group, however no significant difference in the Emotional Intelligence was observed in case of Academic Stream group.
- Aided college student-teachers have shown higher Emotional Intelligence scores than student-teachers of Self financed colleges.
- \( H_2 \) Emotional Intelligence of Male student teachers was significantly higher than the Emotional Intelligence of Female student-teachers except in case of the
variable Achievement Motivation(Gender group), where no significant difference in the Emotional Intelligence of Male and Female student-teachers was observed.

- **H₃**: Student-teachers with High Emotional Intelligence have shown higher Self Concept than student-teachers with low Emotional Intelligence.

- **H₄**: There was no significant difference in Emotional Intelligence qualified by Gender difference in Government, Aided and Self financed College student-teachers.

- **H₅**: There was no significant difference in Emotional Intelligence qualified by levels of Self-Concept of student-teachers from Government, Aided and Self financed Colleges.

- **H₆**: There was no significant difference in the Emotional Intelligence of Male and Female student-teachers with high Self-Concept and low Self-Concept.

- **H₇**: There was no significant difference in Emotional Intelligence qualified by Type of College, Gender and Levels of Self-Concept.

- **H₈**: Student-teachers with High Emotional Intelligence have shown Higher Achievement Motivation than student-teachers with low Emotional Intelligence.

- **H₉**: There was no significant difference in Emotional Intelligence qualified by levels of Achievement Motivation of Government, Aided and Self financed College student-teachers.

- **H₁₀**: Male Student-teachers, showing high Emotional Intelligence exhibited higher Achievement Motivation as compared to Female student-teachers.

Further as per findings:

- Male student-teachers with high Achievement Motivation have shown higher Emotional Intelligence scores than Female student-teachers with high Achievement Motivation.
• Male student-teachers with high Achievement Motivation have shown higher Emotional Intelligence scores than Male student-teachers with low Achievement Motivation.

• Male student-teachers with high Achievement Motivation have shown higher Emotional Intelligence scores than Female student-teachers with low Achievement Motivation.

• Female student-teachers with high Achievement Motivation have shown higher Emotional Intelligence scores than Male student-teachers with low Achievement Motivation.

• Female student-teachers with high Achievement Motivation have shown higher Emotional Intelligence scores than Female student-teachers with low Achievement Motivation.

• Male and Female student-teachers with low Achievement Motivation have shown comparative Emotional Intelligence scores.

➢ **H11.** There was no significant difference in Emotional Intelligence qualified by Type of College, Gender and Levels of Achievement Motivation.

➢ **H12.** Student-teachers with high Emotional Intelligence have shown higher Academic Achievement than student-teachers with low Emotional Intelligence.

➢ **H13.** Student-teachers of Aided colleges, showing high Emotional Intelligence exhibited higher Academic Achievement as compared to student-teachers of Government and Self financed colleges. (in Academic Stream group only)

Further as per findings :-

• Government college student-teachers with high Academic Achievement have shown higher Emotional Intelligence scores than Aided college student-teachers with high Academic Achievement.
- Government college and Self financed college Student-teachers with high Academic Achievement have shown comparative Emotional Intelligence scores.

- Government college student-teachers with high Academic Achievement have shown higher Emotional Intelligence scores than Government college student-teachers with low Academic Achievement.

- Government college Student-teachers with high Academic Achievement and Aided college Student-teachers with low Academic Achievement have shown comparative Emotional Intelligence scores.

- Government college student-teachers with high Academic Achievement have shown higher Emotional Intelligence scores than Self financed college student-teachers with low Academic Achievement.

- Aided college student-teachers with high Academic Achievement have shown higher Emotional Intelligence scores than Self financed college student-teachers with high Academic Achievement.

- Aided college Student-teachers with high Academic Achievement and Government college Student-teachers with low Academic Achievement have shown comparative Emotional Intelligence scores.

- Aided college student-teachers with high Academic Achievement have shown higher Emotional Intelligence scores than Aided college student-teachers with low Academic Achievement.

- Aided college student-teachers with high Academic Achievement have shown higher Emotional Intelligence scores than Self financed college student-teachers with low Academic Achievement.

- Self financed college Student-teachers with high Academic Achievement and Government college Student-teachers with low Academic Achievement have shown comparative Emotional Intelligence scores.
• Self financed college Student-teachers with high Academic Achievement and Aided college Student-teachers with low Academic Achievement have shown comparative Emotional Intelligence scores.

• Self financed college Student-teachers with high Academic Achievement and Self financed college Student-teachers with low Academic Achievement have shown comparative Emotional Intelligence scores.

• Government college student-teachers with low Academic Achievement have shown higher Emotional Intelligence scores than Aided college student-teachers with low Academic Achievement.

• Government college student-teachers with low Academic Achievement have shown higher Emotional Intelligence scores than Self financed college student-teachers with low Academic Achievement.

• Aided college Student-teachers and Self financed college Student-teachers with low Academic Achievement have shown comparative Emotional Intelligence scores.

➢ **H14.** There was no significant difference in the Emotional Intelligence of Male and Female student-teachers with high Academic Achievement and low Academic Achievement.

➢ **H15.** There was no significant difference in Emotional Intelligence qualified by Type of College, Gender and Levels of Academic Achievement.

➢ **H16.** Student-teachers of Science group have shown higher Emotional Intelligence than student-teachers of Humanities group in case of the variable Achievement Motivation.

➢ **H17.** There was no significant difference in Emotional Intelligence qualified by Science group and Humanities group in Government, Aided and Self financed College student-teachers.
- $H_{18}$. There was no significant difference in the Emotional Intelligence of Science and Humanities group student-teachers with high Self-Concept and low Self-Concept.

- $H_{19}$. There was no significant difference in Emotional Intelligence qualified by Type of College, Academic Stream and Levels of Self-Concept.

- $H_{20}$. There was no significant difference in the Emotional Intelligence of Science group and Humanities group student-teachers with high Achievement Motivation and low Achievement Motivation.

- $H_{21}$. There was no significant difference in Emotional Intelligence qualified by Type of College, Academic Stream and Levels of Achievement Motivation.

- $H_{22}$. There was no significant difference in the Emotional Intelligence of Science group and Humanities group student-teachers with high Academic Achievement and low Academic Achievement.

- $H_{23}$. There was no significant difference in Emotional Intelligence qualified by Type of College, Academic Stream and Levels of Academic Achievement.

### 5.14 CONCLUSIONS

The following conclusions are drawn after the analysis and interpretation of data in the present study.

- The results obtained for Emotional Intelligence in respect of Government, Aided and Self-financed training colleges revealed that Type of College showed significant difference in the Emotional intelligence of the student-teachers. Student-teachers of Aided and Government colleges had higher Emotional intelligence compared to student-teachers of Self-financed training colleges because Aided and Government colleges put extra efforts for higher achievement of student-teachers in the examinations. Student-teachers get more individual attention, more teaching-learning facilities, more planned curriculum and co-curricular activities and teachers are friendly. Self-financed training colleges
impose strict discipline and rigid formalities have to be followed by the student-teachers for maintaining discipline.

- The study revealed that Emotional Intelligence of Male student-teachers was significantly higher than the Emotional Intelligence of Female student-teachers. The underlying reason may be that Male student-teachers are more self-opinionated, liberal, analytical, independent, resourceful, controlled than Female student-teachers. Female student-teachers are more stressed and tense. It is due to imposition of certain restrictions on Females compared to Males. Some of the student-teachers are married and have children; some others, have to help in household activities besides their studies, which again puts extra pressure on them. The short period of the B.Ed. course and numerous responsibilities on the Female student-teachers accounts for their stress, tension and frustration. Males are more extrovert, liberal, analytical, independent, resourceful, expressive, tough, easygoing, more experienced and have more tolerance power. Moreover, Males find opportunities to channelise their energies in some other field.

- The study has found that student-teachers with high Emotional Intelligence have shown higher Self-Concept than those with low Emotional Intelligence. This suggests that student-teachers are aware of the choices they can make while reacting in a particular situation or while interacting with different people, hence they do not get locked in a cycle of repeating mistakes. They understand the kind of emotions to be expressed. They know quite well how to negotiate, apologize, make a request and ask for what they meant and how to work out what they need and so on.

- The study further revealed that Student-teachers with high Emotional Intelligence have higher Achievement Motivation than student-teachers with low Emotional Intelligence. This suggests that student-teachers are able to control their impulses that lead to immediate gratification and persist in working towards greater future gains, thus reflecting higher Achievement Motivation.
Male student-teachers, showing high Emotional Intelligence exhibited higher Achievement Motivation as compared to Female student-teachers. Generally Males understand their responsibilities, form rapport with different people and face set backs and frustrations easily and quietly. They comfortably take risks, set more challenging goals for themselves and their performance is consequently outstanding.

It has been found that student-teachers with high Emotional Intelligence have higher Academic Achievement than those with low Emotional Intelligence. Student-teachers who ask questions, share information, give positive feedback and express acceptance and approval of what the person is saying, have scored academically higher than their counterparts.

Student-teachers of Aided Colleges showing high Emotional Intelligence exhibited higher Academic Achievement as compared to student-teachers of Government and Self financed colleges. Aided and Government colleges student-teachers generally have higher merit in entrance examinations which helps them to excel in teaching skills as well. Students who have better control over their feelings and are able to prevent impulsive behaviour and those who have more developed realistic thinking achieve academically higher than their counterparts.

It was found that Science student-teachers had higher Emotional Intelligence than Humanities group of student-teachers. This may be because most of students who are academically higher achievers prefer Science subjects rather than Arts subject for their college studies. Science students get more opportunities in learning activities. For example, while doing experiments in the laboratory they are required to be more cool, calm and careful and emotionally restrained as there is a need for precision, accuracy and patience. They are used to practice, writing records, drawing etc. This habitual exposure for many years during their college years may make them comfortable with the type of work, which requires Emotional Intelligence.
5.15 EDUCATIONAL IMPLICATIONS

The educational implications of the present study are as follows -

- Findings of present study will not only be useful to researchers in terms of future research but shall have important educational implications for policy makers, administrators and teacher-educators who are associated with B.Ed. colleges. This study suggests that personality of student-teachers and teacher education can be made more effective by developing components of Emotional Intelligence in them.

- The programme of teacher training institutes needs to be widened, strengthened and enriched. A course of psychology should cover areas, especially Emotional Intelligence, Self-Concept and Achievement Motivation.

- As a policy, before a teacher is appointed he/she should undergo orientation training course in developing emotional intelligence. For those teacher educators and principals who are already in the field, in-service training / reorientation course should be arranged in order to sensitize them on this issue, and to highlight the benefits of mutual understanding among them. This means that there should be an ongoing program in the major teacher training institutes designed specially for this.

- Administrative authorities in educational spheres should facilitate creation of a favourable environment in educational institutions, a functional, attractive and comfortable classroom climate for improvement of teaching –learning conditions. There should be provision of up-to-date and adequate facilities together with provisions for their maintenance.

- Student-teachers should be trained with regard to the components of Emotional Intelligence. They should be guided regarding how to become self-aware i.e. how to recognize the feelings of the moments and use them to guide the decision-making. They should be taught how to carry on self-regulation and take up responsibilities, how to handle emotions so that they facilitate rather than interfere.
with the task at hand. They should be guided regarding self-motivation i.e. how to persevere in face of set backs and frustrations. They should be provided opportunities for empathizing with others, understanding others feelings and concerns and taking their perspectives. They should be taught how to handle emotions in relationship well and accurately, thereby demonstrating appropriate social skills. The teachers should try to build atmosphere of love and sympathy and try to nurture responsiveness and reciprocity in student-teachers in order to develop a positive and high self-concept. They should try to probe the reasons for low achievement level of students and try to eliminate them. Under achievers should be helped both by teachers and parents by boosting their morale and inculcating confidence in them. This will in turn enhance their Achievement Motivation, which will eventually lead to high Emotional Intelligence. When student-teachers are trained with regards to these components, it will raise their level of success and performance not only in academics but also in every sphere of life.

- The Curriculum of training colleges needs re-evaluation to the extent that along with the cognitive, the conative and affective domains of the personality should be taken care of. Administrators and teacher educators should implement suitable activities in colleges, so as to develop Emotional Intelligence of the students in proper shape. Efforts should be made to have better interaction between teachers and students so that students receive counseling for personal, emotional and vocational problems. More and More co-curricular activities should be organized in the B.Ed. colleges to give outlet to pent-up emotional feelings of student teachers.

- Last but not the least, efforts should be made to create congenial environment at home. Healthy family environment promotes emotional stability, social adjustment, personality integration and increased level of Emotional Intelligence of the individual. Extension program for teachers and parents can be planned in a more systematic manner so that this social change process could be cultivated more effectively in the school and in family.
5.16 SUGGESTIONS FOR FURTHER RESEARCH

Research is an unending process and every research work provides clue for further investigation. The success in solving a problem stimulates to solve other unsolved problems through scientific probing. Every investigator, after completing the research, may feel inspired to do more research. Therefore, the present study opens up certain avenues for further research. A replication study may be conducted by taking different sample for finding the validity of the present study. Cognitive and non cognitive variables can be incorporated in the study. This study includes only the B.Ed. students. A more comprehensive study by including the students from other professional courses may contribute to better understanding of the relationship among Emotional Intelligence, Self Concept, Achievement Motivation and Academic Achievement. It is possible that study if conducted on students from different vocational or professional colleges may yield different results. The present study is limited to student-teachers belonging to Punjab. A similar study may be conducted on student-teachers of other states. A research on Emotional Intelligence of adolescents, school students, teachers and other professionals belonging to different socio-economic status can also be conducted.