6.1 Introduction:

Emotion can make us richer by knowing, educating and giving them ‘intelligence.’ Emotional intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in us and in our relationships. We are gradually moving towards a knowledge based society which sustains on the strength of information and creativity is going to become an important quality. Emotional Intelligence allows us to think more creatively and use our emotions to solve problems. The effect of growing stress on student’s life and achievement caused by physiological, psychological and environmental demands requires serious attention. This study covers the study of the level of creativity, stress and academic achievement of the B. Ed students in relation to emotional intelligence along with some background variables.

6.2 Statement of the Problem:

On the basis of the observations, the problem of the study reads as follows –

“A STUDY ON EMOTIONAL INTELLIGENCE IN RELATION TO CREATIVITY, STRESS AND ACADEMIC ACHIEVEMENT AT B.ED. LEVEL.”
6.3 Objectives of the Study:

1. To examine the differences in emotional intelligence, creativity, stress and academic achievement of the B. Ed students as per their sex, area, management, academic background, educational qualification, age, and type of training.

2. To examine the differences in emotional intelligence of the B. Ed students with different levels of creativity, stress and academic achievement.

3. To examine the relationships in emotional intelligence, creativity, stress and academic achievement of the B. Ed students as per their sex, area, management, academic background, educational qualification, age, and type of training.

4. To examine the relationships between emotional intelligence and creativity, emotional intelligence and stress, emotional intelligence and academic achievement of the B. Ed students.

5. To examine the relationships between creativity and stress, creativity and academic achievement, stress and academic achievement of the B. Ed. students.
6.4 Hypotheses of the Study:

1. There exist no significant differences in emotional intelligence, creativity, stress and academic achievement of the B. Ed students as per their sex, area, management, academic background, educational qualification, age, and teaching experience.

2. There exist no significant differences in emotional intelligence of the B. Ed students with different levels of creativity, stress and academic achievement.

3. There exist no significant relationships in emotional intelligence, creativity, stress and academic achievement of the B. Ed students in relation to their sex, area, management, academic background, educational qualification, age, and teaching experience.

4. There exist no significant relationships between emotional intelligence and creativity, emotional intelligence and stress, emotional intelligence and academic achievement of the B. Ed students.

5. There exist no significant relationships between creativity and level of stress, creativity and level of Academic Achievement, Stress and level of Academic Achievement of the B. Ed. students.
6.5  **Needs and Significance of the Study:**

The study will be significant enough in development of teaching strategies for developing emotional intelligence, in curriculum development, preparing instructional material for teacher education programme, especially at the secondary stage of education in the state.

6.6  **Terms and Concepts used in the Study:**

**Emotional Intelligence:** Daniel Goleman’s competence based theory of emotional intelligence comprising four competencies namely – self awareness, self-management, social awareness and relationship management has been accepted for study.

**Creativity:** In the study, creative thinking has been accepted as defined and measured by Baquer Mehdi through non-verbal test of creative thinking consists of mainly two dimensions for measurement, Elaboration’ and originality.

**Stress:** In the study, stress has been conceptualized as having physical, psychological, emotional and social ailments indicating existence of stress.

**Academic Achievement:** In the study, The B. Ed final examination Marks of the sample B. Ed students have been accepted as academic achievement of the B. Ed students.
6.7 **Delimitation of the Study:**

This study used self-reported measures of EI. Considerations of the implications of self-reported data are necessary in the interpretation of the results. Second, the data are based on a sample of 500 B. Ed students selected from teacher training colleges of Kamrup district between the ages of 22 and 40 years studying in the session 2008-09, 09-10. As such, generalizability to other ages and other populations is limited due to the developmental and contextual factors that impact on the emotional makeup of individuals.

6.8 **Sample:**

The investigator made use of simple random sampling method for obtaining 500 B.Ed. students from the teacher training colleges of Kamrup district between the ages of 22 and 40 years studying in the session 2008-09, 09-10.

6.9 **Tools used:**

For the present study, following tools were used:

1. An adapted Emotional Intelligence Scale for measuring emotional intelligence based on Goleman’s competence based model of EI.
2. Non-Verbal Test of Creative Thinking – by Baquer Mehdi.
3. Personal problem Index Scale Measuring Stress.
4. The Academic Achievement Score of the B.Ed. final examination of the B.Ed. students.
5. Personal Information Sheet.
6.10 Review of Related Literature:

It is observed from the reviewed studies on emotional intelligence that most of the researcher’s findings on emotional intelligence have contradiction. However, emotional intelligence is considered as an important construct to understand human behavior and future success in life. A substantial number of studies are found concentrating on the relationship between different personality variables. To study the level of emotional intelligence, creativity, stress and academic achievement of the B. Ed students and to know the relations with emotional intelligence constitute the base of the present investigation.

6.11 Method of the Study:

In this study, normative survey method is used to study the ‘emotional intelligence’ of the students at B.Ed. level and its relation with their level of creativity, stress and academic achievement.

6.12 Data Collection:

Necessary rapport was made with the sample students and elaborate instructions were given before the administration of the tools. Along with this B. Ed examination marks and other necessary information’s were collected from the respective office of the institutions.
6.13 Variables in the Study:

1. Dependent Variables:

   Emotional Intelligence as influenced by three independent variables mentioned below is taken as dependent variable in the study.

2. Independent Variables:

   The independent variables that have been taken are- creativity, stress and academic achievement. The study also takes into consideration other background variables that seem to be important in developing emotional intelligence abilities, like – sex, area, management, academic background, educational qualification, age, previous teaching experiences.

6.14 Treatment of the Data:

   The following statistical techniques were selected for the analysis of the data.

1. To know the significance of difference in emotional intelligence, creativity, stress and academic achievement of the B.Ed. students, the data were analyzed by computing frequencies, mean and SD and t’ test.

2. To know the significance of relationship of different independent variables like- creativity, stress and academic achievement with the dependent variable emotional intelligence, Pearsons’ product moment method of Computing (r) has been used.
6.15 **Major findings of the study**:

Based on the findings presented in the report, the following major conclusions were derived.

1. The study shows that, sexes, area, age, management of the institution under consideration exert no significant differences, while academic background, educational qualification, teaching experience have significant impact on emotional intelligence of the B. Ed. students.

2. Creativity of the B. Ed. students are indifferent of their sex, area, educational qualification, teaching experience though academic backgrounds, management of the institution, age of the B. Ed. students have significant impact on it.

3. Stress of the B. Ed. students significantly differ by their sex, area, academic background, age and teaching experience of the B. Ed. students, while management of the institution, educational qualification have no significant impact on it.

4. Academic achievements of the B. Ed. students are indifferent of their academic background, age and teaching experience while sexes, area, management of institution and educational qualification have significant impact on it.

5. Emotional intelligence of the B. Ed. students having high and low creativity, high and low stress, good and poor academic achievement differ significantly.
6. There exist substantial relations between emotional intelligence and creativity for male, urban, private, science background, postgraduate, above 30 years of age, with experience B. Ed. students however no significant relationships between emotional intelligence and creativity are there for female, rural, government, arts background, graduate, below 30 years of age, without experience B. Ed. students.

7. The correlation between emotional intelligence and stress show significant negative relationships with all the background variables i.e. sex, area, management, academic background, educational qualification, age, previous teaching experiences.

8. There exist significant relations between emotional intelligence and academic achievement for male, female, rural, urban, private, arts, graduate, below 30 years of age, without experience B. Ed. students while B. Ed. students from science stream, postgraduate, above 30 years of age, with experience show a non-significant relationship between emotional intelligence and academic achievement.

9. There are significant relationships between emotional intelligence and creativity, emotional intelligence and stress, emotional intelligence and academic achievement of the B. Ed. students.

10. There are significant relationships between creativity and stress, creativity and academic achievement, stress and academic achievement of the B. Ed. students.
6.16 Educational Implications:

The conclusions enumerated above indicate that, creativity components and academic achievement of the B. Ed students do relate with the development of emotional intelligence. Stress among B. Ed students may be minimized and creativity level may be enhanced using different curricular activities that enhance emotional intelligence. Let creative students be allowed to act and express as per their feelings and thinking, to be more expressive, tolerant and inquisitive that may help in stress management and better academic achievement.

6.17 Suggestions for Future Research:

The present investigation, paves way for further research in the area of Creativity, Stress and Academic Achievement in relation to Emotional Intelligence.

For further investigations, a few suggestions are given below:

1. The present study can be done on students of different disciplines such as arts, commerce and other professional courses like law, medical and engineering and on other grade levels.

2. The present study needs to be replicated on the students of girls’ schools, rural and urban schools.
6.18 Conclusion:

Realizing the reality of emotional intelligence, the curriculum of education right from primary to tertiary education should be reviewed by considering the role of emotional intelligence. A paradigm shift in the system of education together with professionalism of teacher education is the need of the hour. The policy-maker of education should arrange the liberty and an approach as well to firmly support, to ensure the balance of national education system from the aspect of emotional intelligence and cognitive intelligence.