ABSTRACT

In recent years, Emotional intelligence is emerging as a critical factor for sustaining high achievement, retention, and positive behaviour as well as improving life success. It has been praised as a successful predictor of job performance and leadership ability. In the present investigation, the investigator has taken emotional intelligence as a very important independent factor to see its effect on different cognitive factors viz. intelligence and academic achievement as well as non-cognitive factors viz. personality, adjustment, stress and risk-taking behaviour of male and female student-teachers belonging to science and arts streams. It has been rightly stressed upon that if we know the cognitive and non-cognitive aspects of the behaviour of the student-teachers in relation to their emotions, only then we can train emotionally competent teachers and create good relations amongst the members of the society and maintain their mental health. The literature review showed that, an emotionally strong person is better adjusted to his work environment – and more capable of handling sound and personal relationships. Thus, he is in a better position to lead a more successful, wholesome and fulfilling life. Although everyone has a certain ingrained emotional personality, there is always scope for improvements. The purpose of this study is to see whether there is a relationship between emotional intelligence and cognitive and non–cognitive variables. Do the high level of emotional intelligence have high cognition in student–teachers and vice-versa or isn’t there any relationship between their cognition and their emotional intelligence? The study also focuses on the relationship between emotional intelligence and various non-cognitive variables to explore the rich sea of emotions that makes the inner life and relationships so complex, so compelling and so often puzzling. And it leaves yet to be plumbed both the senses in which there is intelligence in the emotions and the sense in which intelligence can be brought to emotions. Thus, the present study is a pioneer effort in studying and determining the present state of emotional intelligence among student–teachers and the relationship of emotional intelligence with the cognitive and non-cognitive factors and will also help the teaching personnels and administrators in becoming aware of the importance of achieving emotional intelligence of their student–teachers. Keeping in view the nature of present problem, an analytical research method was undertaken. The population for this study consisted of all B.Ed. trainees of various colleges of education affiliated to University of Jammu, Jammu. The sample of the present study was confined to 600 male and female student-teachers of science and arts streams from the 12 colleges of education affiliated to the University of Jammu, Jammu. Finally 80 students were selected randomly for present study
according to plan. Three-way Analysis of Variance (ANOVA) was used to establish main and interaction effects of emotional intelligence, stream and sex on various dependent variables. Findings of the study showed that significant difference exists between low and high emotional intelligent student-teachers on intelligence, academic achievement, personality factors (B, C, F, G, H, I, M, O, Q2, Q3, and Q4) identified by R.B. Cattell, adjustment, stress factors and risk-taking behaviour. Means of high emotional intelligent student-teachers were found higher on intelligence, academic achievement, personality factors B, C, E, F, G, H, I, M and Q3, adjustment, stress factors (achievement, academic and financial) and risk-taking behaviour than low emotional intelligent student-teachers. While means of low emotional intelligent student-teachers were found higher on personality factors O, Q2, and Q4 than high emotional intelligent student-teachers. Student-teachers of science and arts streams differ significantly only on personality factors L and O, academic stress and financial stress. Means of student-teachers of science stream were found higher on all these factors. Male and female student-teachers differ significantly only on one personality factor I. Mean of female student-teachers was found higher than male student-teachers. There is necessity to develop the emotional competencies of the student-teachers, which in turn helps them to develop the same among their students. Hence the need to identify themselves, emotional intelligence should be noted not only for academic interest but also of future success in life. With the aim of building a resilient and capable human face of globalization and changing demands, efforts to increase student-teachers' emotional intelligence should be considered during the process of training.