

## A Correlational Study of Emotional Intelligence and Achievement Motivation among B.Ed. College Students in Pandemic

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### ABSTRACT

The present study is to assess a relationship of emotional intelligence and achievement motivation among B.Ed. college students in pandemic. The objective of the study is to ascertain the relationship between emotional intelligence and achievement motivation of B.Ed. students of the total sample and gender wise. In methodology, correlational research design were adapted. A sample of 100 B. Ed. college students (50 girls and 50 boys) belonging to Palghar district were selected by convenient sampling technique. Tool of the study for emotional intelligence scale was developed by Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2007) and for achievement motivation Deo-Mohan Achievement Motivation (n-Ach) Scale by Mrs. Pratibha Deo and Asha Mohan was used. Data were analyzed using t-test and Pearson's correlation. Result revealed that there is significant relation between the achievement motivation emotional intelligence and its sub component. There is no gender wise difference exist in emotional intelligence & achievement motivation respectively among B.Ed. college students. Thus, present study revealed that achievement motivation and emotional intelligence are correlated with each other for B.Ed. college students' academic development.

**Keywords:** *Emotional Intelligence, Achievement Motivation, B. Ed. College Students, Pandemic.*

Education undoubtedly represents one of the most critical sectors when speaking of emotional intelligence. A student teacher with good emotional intelligence can face problems very easily and associate well with the students in class. Lack of emotional intelligence leads to stress, hypertension, anxiety based on work related tasks, such as dealing with misbehaving students, addresses the problems associated with different specific tasks that teachers must perform as part of their occupation and job description.

According to Daniel Goleman (1995), "Emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating our-selves, and for managing emotions well in our-selves and in our relationships."

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The purpose of every student behind doing B. Ed. course is to achieve the good qualities of teacher. Student wants to train themselves to become good teacher. With this need student attempt many such tasks which are very novel and difficult to them. The hunger of becoming good teacher motivates learner to fulfill the task very with success.

Dubey, R. studied relationship between Emotional intelligence and academic motivation among adolescents in 2012. This study revealed significant relationship between emotional intelligence and academic motivation. The study also revealed that students with high, moderate and low academic motivation differ from one another on emotional intelligence.

Mehta M. & et. al. conducted a study on secondary school students to assess the effect of Emotional Intelligence on the achievement Motivation, Psychological Adjustment and Scholastic Performance in 2013. Results showed a significant effect of EI on the achievement motivation and educational adjustment of students but insignificant effect on the emotional adjustment, social adjustment and scholastic performance of students.

In 2016 Khan A. et. al. studied University Students for their Emotional Intelligence and Educational Motivation. The result of study found insignificant difference among emotional intelligence and different levels of study. This study revealed no significant difference among educational motivation and different levels of education. There is a negative correlation between emotional intelligence and educational motivation.

Achievement motivation can, therefore, be defined as the striving to increase or to keep as high as possible, one's own capabilities in all activities in which a standard of excellence is thought to apply and where the execution of such activities can, therefore either succeed or fail. (Heckhausen, 1967, p. 4-5)

Damle A. & Christian D. in 2016, investigated junior college teachers Achievement Motivation and Emotional Intelligence with respect to gender. The study reveals that the male teachers have higher levels of Achievement Motivation when compared to the female junior college teachers. The levels of Emotional Intelligence in female junior college teachers are higher than that of the Male teachers. In-fact the co-relation between the Emotional Intelligence and Achievement Motivation of the total respondents is negative and weak.

Ishak H, conducted study in 2016 regarding Emotional Intelligence and Achievement Motivation among Orphans and Non-Orphans. The result shows that Emotional Intelligence has no significant effect on Achievement Motivation. The study also revealed that non-orphans are having higher Emotional Intelligence than orphans and also revealed that orphans are having higher Achievement Motivation than non-orphans.

Srivastava, P. S. in 2013 explored Interaction Effect of Sex, Emotional Intelligence and Achievement-Motivation, On Spiritual Intelligence of Pupil-Teachers. Study showed that the main effects of achievement-motivation, and emotional intelligence as well as first order interaction namely sex, and achievement-motivation are found to be significant whereas the main effect of sex as well as the various interactions such as first order except (sex x achievement-motivation) and second order interactions are found to be non-significant.

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If spectrum of teaching abilities is organized then, we can see how emotional intelligence and achievement motivation are all interconnected and interrelated. If there is any disturbance in any of the variables it will affect teaching.

In a situation like a pandemic, as students were attending online, it was necessary to cope up with the negative environment outside by keeping emotional intelligence well. At the same time, keeping achievement motivation is also needed as students need to finish their course on time.

While doing the referencing, the researcher observed that there is a lot of research done on emotional intelligence and achievement motivation individually. But very few on both variables together. Among these studies, limited studies are conducted on student teachers. But none of the studies was in Palghar. Hence, the researcher took this problem as a part of the study.

### **METHODOLOGY**

#### ***Sample***

The sample selected for the present study consisted of about 100 B. Ed. college students. The researcher maintained the equality in gender of the sample, hence the selection of both 50 male and 50 female student teachers was taken from Palghar district of Maharashtra state.

#### ***Instruments***

Two measures were used in this study,

##### **1. Emotional Intelligence scale (2007)**

For the present study, a scale prepared by Anukool Hyde, Sanjyot Pethe and Upinder Dhar was used for Emotional Intelligence. This test measures emotional intelligence through ten factors which are self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment, and altruistic behavior. Split-half reliability coefficient was 0.88. Each item or statement should be scored 5 for strongly agree, 4 for agree, 3 for neutral, 2 for disagree, and 1 for strongly disagree.

##### **2. Deo-Mohan Achievement Motivation Measuring Tool**

Deo-Mohan Achievement Motivation (n-Ach) Scale by Mrs. Pratibha Deo and Asha Mohan was used. It is the self-rating type with five points to rate viz. always, frequently, sometimes, rarely, and never. The scale was in the statement form covering the areas of academic factors, factors of general field of interest, competition in curricular and co-curricular activities, and social distribution. Out of these items, 13 items were negative and remaining 37 were positive items. Reliability coefficient was determined using test-retest method.

#### ***Procedure***

The researcher took permission from B. Ed. College principal to collect the data from respective B. Ed. college students. The prior most requirement of the study is to grant the consent from student teachers for the purpose of the study. The researcher took consent after getting permission on Google form. The researcher assured the confidentiality of the data responded by each sample in advance before administering the tool. Data was collected by the administration of the tool and followed by analysis and interpretation using appropriate statistical techniques. After collecting responses from the sample, the researcher debriefed the respondent that the test which they responded to is about measuring their emotional intelligence and achievement motivation and to assess the correlation among them.

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**RESULTS**

*Table 1 Correlations between Emotional Intelligence & its component with Achievement Motivation*

Sr. No.	Variables	Mean	Standard Deviation	'r' value	N
01.	Emotional Intelligence	140	13.275	0.5078	100
	Achievement Motivation	154	19.722		
02.	Self-Awareness	20.96	2.1504	0.3720	100
	Achievement Motivation	154.28	19.722		
03.	Empathy	19.72	2.8215	0.4087	100
	Achievement Motivation	154.28	19.7223		
04.	Motivating Oneself	24.28	2.6933	0.3366	100
	Achievement Motivation	154.28	19.7223		
05.	Emotional Stability	16.56	1.9033	0.4618	100
	Achievement Motivation	154.28	19.7223		
06.	Managing Relations	12.31	1.8240	0.3027	100
	Achievement Motivation	154.28	19.7223		
07.	Integrity	12.6	1.5242	0.4237	100
	Achievement Motivation	154.28	19.7223		
08.	Self-Development	8.27	1.0811	0.3678	100
	Achievement Motivation	154.28	19.7223		
09.	Value Orientation	8.23	1.1794	0.4053	100
	Achievement Motivation	154.28	19.7223		
10.	Commitment	8.75	1.0859	0.3834	100
	Achievement Motivation	154.28	19.7223		
11.	Altruistic Behaviour	8.37	1.1069	0.4625	100
	Achievement Motivation	154.28	19.7223		

There is an average positive correlation between emotional intelligence and achievement motivation of B. Ed. college students. There is an average positive correlation between self-awareness, empathy, emotional stability, integrity and achievement motivation of B. Ed. college students. There a closed to average positive correlation between motivating oneself, managing relations, value orientation, commitment, altruistic behavior and achievement motivation of B. Ed. college students. There a small positive correlation between self-development and achievement motivation of B. Ed. college students.

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**Table 2: Gender difference between Achievement Motivation of B. Ed college students.**

Gender	Mean	Standard Deviation	df	t Critical one-tail	't' value	N
Male	149.88	20.76755712	98	1.660551218	-	100
Female	158.68	17.75046996				

The above table reveals that calculated t value was -2.277 which is less than the table value. Thus, from the confirmation of the results from above table the hypothesis, which reads as, "There is no gender difference between achievement motivation of B. Ed. College students," was accepted. Hence it was concluded that there is no gender wise difference in achievement motivation of B. Ed. college students.

**Table 3: Gender difference between Emotional Intelligence of B. Ed college students.**

Gender	Mean	Standard Deviation	df	t Critical one-tail	't' value	N
Male	139.32	13.7444446	98	1.660551218	-	100
Female	140.78	12.88637946				

The above table reveals that calculated t value was -0.547 which is less than the table value. Thus from the confirmation of the results from above table the hypothesis, which reads as, "There is no gender difference between emotional intelligence of B.Ed. college students," stands partially accepted. Hence it was concluded that there is no gender wise difference in emotional intelligence of B. Ed. college students.

## **DISCUSSION**

Descriptive data of the present study very strongly poses that emotional intelligence and achievement motivation are significantly correlated with each other. When emotional intelligence and academic achievement was compared gender wise, no significant difference was found in both aspects.

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### **Conflict of Interest**

The author(s) declared no conflict of interest.

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