A STUDY ON RELATIONSHIP OF EMOTIONAL INTELLIGENCE AND SOCIO- ECONOMIC STATUS OF B.ED. COLLEGE STUDENTS OF RAICHUR UNIVERSITY

Dr. Arunakumari
Principal,
S.R.K. College of Education,
Raichur (Karnataka)

Abstract:

The main aim of this paper to find out the relationship of emotional intelligence and socio- economic status of B.ED. College students of Raichur University, Raichur. Sample of the study was consisted 300 B.Ed. college going student's. A technique of stratified random sampling was employed to select this sample. The findings reveal that there is significant relationship between socio-economic status and Emotional intelligence of B.Ed. College going rural, urban, boys and girls and as total students. There is a positive significant relationship between socio- economic status and Emotional intelligence of B.Ed. college going students.

Key words: socio- economic status, Emotional intelligence, B.Ed. college going students

1. Introduction:

Today the world is becoming more and more competitive. Quality of performance has become the main goal in all endeavors through out life. Parents' expectation on their wards performance is as high a level as possible. This desire for a high level of achievement creates a lot of pressure on their wards, teachers, and schools and in general, on the total education system itself. In fact, the whole education system seems to revolve around the academic achievement of students, though various other outcomes are also expected from the system. So, most of the schools spend a lot of time and energy by adapting different strategies to help the students to achieve better in their scholastic performance.

A well-educated person is known all over the world, because he is able to meet the conflicting challenges and education culturists the individual and helps him to fulfill his needs. Education develops a individual like a flower, which distribute its fragrance all over the environment. Thus education is conducive process, which develops child's individuality in all its aspects-physical mental emotional and social with the growth and development of Individual. The society also develops to higher and higher levels of attainments. Thus, good education is essential for the growth and development of individual as well as society.

Socio-economic status is comprised of two words, socio and economic status. Socio world comes from the

word "social" and refers to the people and the ways; they fit into the community in which they live. Economic status refers to the financial position of the people within the society and include, how much they regularly earn, ether own a house and the assets owned etc., several indicators of one social status, viz., education, wealth, contact with criminal justice system, employment / unemployment, housing, access to services, water, sewerage etc. and of economic position viz. income, ownership, assets level, holding etc.

Emotional intelligence refers to the capacity for recognizing our own feelings and for those of others, for motivation ourselves and for managing emotions in ourselves and in our relationship. According to solovey and Mayer emotional intelligence in terms of being able of monitor and regulate one's own and other's feelings and to use feelings to guide thought and action. Denial and Galeman adopted their model into a version. His adaptation includes these five basic emotional and social competences i.e. Empathy, self-awareness, social skills, motivation and self-regulations. In the simple words, we can say that the people who are emotionally intelligent, who know and manage their feelings well and who read deal effectively with others, feelings are at an advantage in any domain of life.

2.   Signicance of the Study:

It is very important issue, because the person may be rise and adjust in every field if there is positive relationship of his social economic status and emotional intelligence. People with well developed emotional skills are also more likely to be content and effective in their lives, mastering the habits of mind that boost up their own productivity. Emotionally Intelligence is the ability to perceive accurately, appraise and express emotions. Socio-economic status is the position that an individual or family occupies with reference average standard of cultural possessions, effective income, material possessions and participation in-group activity of the community. In this way the researcher is interested to know the relation between socio-economic status and emotional intelligence of B.Ed. College going students.

3.   Review the relevant literature:

1)   Aghamohammadi et.al (2016) conducted a study on the relationship between emotional intelligence and Transformational leadership style in the female Sports coaches from Hamedan Province. Emotional intelligence questionnaire by Saber Yashring (1986) with 33 items and Bass and Avolio Multifactor Leadership Questionnaire (2000) consists of 45 items were administered to collect data from the sample. The results revealed that there were significant relationship exists between Emotional Intelligence and Transformational Leadership Style among the Female Sports Coaches from Hamedan Province.

2)   Chan (2003) assessed 259 adolescents on their Emotional Intelligence and social coping strategies using Emotional Intelligence Scale and the social coping questionnaire. In this study, an item factor analysis yield four dimensions of Emotional Intelligence, leading to the construction of four empirical scales of emotional intelligence. Students scored most highly on social skills and self-management of emotions, followed by empathy and utilization of emotions

3) **Eva Justina Romould (2007)** attempted to enhance the level of emotional intelligence of B. Ed students through Ennaegram program and found an increase in the level of emotional self awareness, emotional expression, emotional awareness of others, creativity and interpersonal connections the components of EQ of the B. Ed students from experimental group.

4) **Gowdhaman and Murugan (2009)** have studied the effect of locale (mentioned as community) on the Emotional Intelligence of 300 B.Ed. teacher trainees and inconsistently did not found any significant effect of community on the Emotional Intelligence.

4. Statement of the Problem:

A STUDY ON RELATIONSHIP OF EMOTIONAL INTELLIGENCE AND SOCIO- ECONOMIC STATUS OF B.ED. COLLEGE STUDENTS OF RAICHUR UNIVERSITY

5. Objectives of the Study:

To study of the relationship of rural, urban, boys, girls and as total of B.Ed. college going students in relation of social economic status and emotional intelligence.

6. Hypotheses:

1. There is no significant relationship between Socio-Economic status and Emotional intelligence of B.Ed. college going rural students.

2. There is no significant relationship between Socio-Economic status and Emotional intelligence of B.Ed. college going urban students.

3. There is no significant relationship between Socio-Economic status and Emotional intelligence of boy's B.Ed. college going boys' students.

4. There is no significant relationship between Socio-Economic status and Emotional intelligence of B.Ed. college going girl's students.

5. There is no significant relationship between Socio-Economic status and Emotional intelligence of B.Ed. college going students

7. Sample:

200 students of B.Ed. college going students were selected randomly from the District Raichur of Karnataka.

8. Tools used:

1. Social Economic status scale developed by Beena saha was used

2. Emotional intelligence scale developed by R. I. Bhardwaj was used

9. Statistical Techniques Used:

Productive correlation method was used to calculate the relationship values.

10. Analysis Interpretation and Discussion

After collection of the data, the next step is analysis and interpretation of the data. The data was analyzed and interpreted in the terms of correlation.

Table-1: "R" Value for Showing Significant Relationship Between Socio- Economic Status and Emotional Intelligence of B.Ed. College Going Rural Students.

Sample	Variable	N	r
B.Ed. college going students	S.E.S	150	0.891
	E.I	150	

(The Table value of 'r' is 0.1638 at 0.05 level and 0.2301 at 0.01 level of Significance and df= 298)

A significant and positive relationship was observed between Socio- Economic Status and Emotional Intelligence of B.Ed. College Going Rural Students (r=0.891, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, Socio- Economic Status and Emotional Intelligence of B.Ed. College Going Rural Students are dependent on each other. In another words, the Socio- Economic Status scores of students are increases or decreases with increase or decrease in Emotional Intelligence scores of of B.Ed. College Going Rural Students.

Table-2: "R" Value For Showing Significant Relationship Between Socio- Economic Status and Emotional Intelligence of B.Ed. College Going Urban Students.

Sample	Variable	N	r
B.Ed. college going students	S.E.S	150	0.785
	E.I	150	

'r' value is significant at. 01 level

(The Table value of 'r' is 0.1638 at 0.05 level and 0.2301 at 0.01 level of Significance and df= 298)

A significant and positive relationship was observed between Socio- Economic Status and Emotional Intelligence of B.Ed. College Going Urban Students (r=0.785, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, Socio- Economic Status and Emotional Intelligence of B.Ed. College Going Urban Students are dependent on each other. In another words, the Socio- Economic Status scores of students are increases or decreases with increase or decrease in Emotional Intelligence scores of of B.Ed. College Going Urban Students.

Table-3: "R" Value For Showing Significant Relationship Between Socio- Economic Statusand Emotional Intelligence of B.Ed. College Going Boys Students.

Sample	Variable	N	r
B.Ed. college going students	S.E.S	150	0.751
	E.I	150	

(The Table value of 'r' is 0.1638 at 0.05 level and 0.2301 at 0.01 level of Significance and df= 298)

A significant and positive relationship was observed between Socio- Economic Status and Emotional Intelligence of B.Ed. College Going **Boys** Students (r=0.751, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, Socio- Economic Status and Emotional Intelligence of B.Ed. College Going Boys Students are dependent on each other. In another words, the Socio- Economic Status scores of students are increases or decreases with increase or decrease in Emotional Intelligence scores of B.Ed. College Going Boys Students.

Table-4: "R" Value For Showing Significant Relationship Between Socio- Economic Status and Emotional Intelligence of B.Ed. College Going Girls Students.

Sample	Variable	N	r
B.Ed. college going students	S.E.S	150	0.840
	E.I	150	

(The Table value of 'r' is 0.1638 at 0.05 level and 0.2301 at 0.01 level of Significance and df= 298)

A significant and positive relationship was observed between Socio- Economic Status and Emotional Intelligence of B.Ed. College Going Girls Students (r=0.840, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, Socio- Economic Status and Emotional Intelligence of B.Ed. College Going Girls Students are dependent on each other. In another words, the Socio- Economic Status scores of students are increases or decreases with increase or decrease in Emotional Intelligence scores of B.Ed. College Going Girls Students.

Table-5: "R" Value For Showing Significant Relationship Between Socio- Economic Status and Emotional Intelligence of B.Ed. College Going Students.

Sample	Variable	N	r
B.Ed. college going students	S.E.S	200	0.751
	E.I	200	

(The Table value of 'r' is 0.1638 at 0.05 level and 0.2301 at 0.01 level of Significance and df= 298)

A significant and positive relationship was observed between Socio- Economic Status and Emotional Intelligence of B.Ed. College Going Girls Students (r=0.840, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, Socio- Economic Status and Emotional Intelligence of B.Ed. College Going Girls Students are dependent on each other. In another words, the Socio- Economic Status scores of students are increases or decreases with increase or decrease in Emotional Intelligence scores of B.Ed. College Going Girls Students.

11. Findings:

Based on analysis, interpretation and discussion of data, the following conclusions were drawn:

1. There is a positive significant relationship between socio- economic status and Emotional intelligence of B.Ed. college going rural students.

2. There is a positive significant relationship between socio- economic status and Emotional intelligence of B.Ed. college going urban students.

3. There is a positive significant relationship between socio- economic status and Emotional intelligence of B.Ed. college going boys students.

4. There is a positive significant relationship between socio- economic status and Emotional intelligence of B.Ed. college going girls students.

5. There is a positive significant relationship between socio- economic status and Emotional intelligence of B.Ed. college going students.

12.   Educational Implications:

It has been said that our great man are emotionally strong and intelligent. They are adjusted in every type of Environment. They are having socio-economic status strong. It is prime duty of our teachers, educationists' political leaders, social leaders and Heads of the institutions to help the students to become strong. It is the duty of centre as well as the State Government to start the various programmes in the schools, so that the students could become emotionally intelligent and strong, because it prepares the base for highly socio-economic status

References:

1.   **Chauhan, S.S.** (1998) Advanced Educational Psychology.

2.   **Mishra** R.C. (n.a)Advance Educational Psychology. New Delhi: APH Publishing Corporation.

3.   **Freeman. F.S.** (1965) The theory and Practice of Psychology Testing. New Delhi: Oxford & IBH Publisher.

4.   **Mangal S.K. (n.a)** Advanced Educational Psychology

5.   **Rai, B.C.** (1998) Educational Psychology.Lucknow:Prakesh Kendra.

6.   **Shah, Beena** (1986),Manual for socio-economic status scale, Agra: Psychological Research cell.

7.   **Singh Y. k. (n.a)** Advance educational Psychology. New Delhi: APH Publisher

8.   **Walia J.S.** (2010) foundations of Education Psychology. Jalandhar: Gopal Nagar NNII.