EMOTIONAL INTELLIGENCE AND MENTAL HEALTH ON SELF-EFFICACY OF B.ED. SPECIAL TEACHERS TRAINEES: MEASURED AND ENSURED INTERDEPENDENCIES WITH ACADEMIC UPLIFTMENT

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ABSTRACT

It was determined that emotional intelligence and academic self-efficacy are protective psychological resources of mental health well-being and should be promoted at Teacher Trainee institutes to mitigate the positive relationship of the Special B.ED Teacher Trainees on the mental health. These factors were found to be significant predictors of mental health and its dimensions. The study of objective was to assess the association between emotional intelligence and self-efficacy among Special B.ED Teacher Trainees in Jaipur, Rajasthan, from various academic upliftment levels. Only 100 Teacher Trainees were randomly chosen from among the Special Teacher Training Institute's various academic contexts.

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***Keywords:** Emotional Intelligence, Mental Health, Self-Efficacy, Academic Upliftment.*

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Introduction

An emotional intelligence for attention, understanding, and regulation of emotions is referred to by the Salovey and Mayer (1990) construct of emotional intelligence. These abilities all contribute to the improvement of a better existence (Salovey et al., 1995). The beliefs and expectations that people have regarding their capacity to organise, plan, and carry out particular academic performance activities are referred to as academic self-efficacy, a construct of Bandura's (1982) social cognitive theory (Palenzuela, 1983; Domnguez-Lara and Merino-Soto, 2017). Self-efficacy is seen as a crucial component that boosts a teacher trainee's academic performance. Meyer and Kim's (2000) asserted that self-efficacy is a psychological mediator of health and academic success of the Special B.ED Teacher Trainees provides support for this. Despite the fact that numerous studies have found a connection between self-efficacy and academic improvement, other studies have found the opposite to be true. The above was supported by a study by Strelnieks (2005), who came to the conclusion that an individual's self-efficacy is influenced by external factors including gender and socioeconomic level. As a result, self-efficacy is more likely to be a reliable indicator of academic achievement in females than in males. Additionally, the study discovered that, for people from higher socioeconomic position, self-efficacy serves as a predictor of academic upliftment. An important factor that may be related to social behaviour is emotional intelligence and self-efficacy. It is thought that Special B.ED Teacher Trainees who have high self-efficacy have reduced emotional phobia, which promotes effective social functioning. Similar to this, Muris (2002) found in his research that Special B.ED Teacher Trainees' self-efficacy is positively connected with academic improvement. Previous research on the impact of self-efficacy on academic behaviour consistently found a positive relationship between social self-efficacy and self-esteem, social confidence, problem-solving abilities, and self-esteem (Anderson & Betz, 2001; Fan & Mak, 1998; Matsushima & Shiomi, 2003; Smith & Betz, 2000). (Bilgin & Akkapulu, 2007; Di Giunta, Eisenberg, Kupfer, Steca, Tramontano & Caprara, 2010; Matsushima & Shiomi, 2003).

The main objectives of the research were: (a) to study emotional intelligence, academic self-efficacy and mental health in Special B.ED Teachers Trainees in Jaipur, Rajasthan (b) to determine whether there are significant interdependencies with academic upliftment of Special B.ED Teachers Trainees and (c) to analyse the predictive capacity of academic self- efficacy and each of the emotional intelligence on each of the dimensions of mental health of Special B.ED Teachers Trainees.

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Self-Efficacy and Academic Upliftment

During the Special B.ED Teacher Training stage of life, a person may occasionally struggle and feel conflicting emotions as they advance academically and discover new things. The Special B.ED Teacher Trainees are using this time as a crucial building block to get ready to enter the world of academia. As a result, an individual's capacity to enter and remain in a working setting is considered as crucial to the sustainability of learning. According to socio- emotional perspectives, academic achievement is defined as the ability to enter and maintain a variety of learning experiences (Finn, 2000), whereas success in academic upliftment is closely related to an individual's sense of self-efficacy. This is corroborated by Judge and Bono's (2001) study, which showed a connection between higher self-efficacy and overall successful outcomes. According to Cakar (2012)'s empirical research, which supports the aforementioned claim, people who have higher levels of self-efficacy are generally more at ease and productive during challenging teaching and learning situations than people who have lower levels of self-efficacy.

Differences in Self-Efficacy across Academic Upliftment Level

According to further research of the study, social self-efficacy throughout academic upliftment does not significantly differ. Some investigations, meanwhile, run counter to the present finding. Students with learning difficulties expressed less social self-efficacy than individuals without learning disabilities, according to Hampton and Mason's 2003 research. Since all of the participants in this study are located in tertiary education, it is assumed that Special B.ED Teacher Trainees between the ages of 17 and 19 are exposed to a common type of social life. As a result, the samples' social patterns and lifestyles are quite similar. As a result, an individual's social self-efficacy does not dramatically vary based on their academic abilities. But the results of the study on emotional self-efficacy showed that there is a big difference in emotional self-efficacy between academic upliftment. Low achievers have weaker emotional self-efficacy than average and high achievers. The Special B.ED Teacher Trainees' academic stress and confidence are vulnerable to the academic ability of an individual. As a result, when compared to high achievers, low achievers frequently struggle with emotional self-efficacy.

Research Method Target Participants

The Special B.ED Teacher Trainees from various academic upliftment levels in Jaipur aged 17 to 22, were the subject of this study. Low achievers, average achievers, and high achievers were the three academic upliftments into which the participants were divided. 45 Male and 55 Female were chosen as samples by the researchers to take part in this study.

Sampling

The samples for this study were chosen by the researchers using stratified sampling. Using a probability sampling technique, the researchers divide the overall population into various subgroups or strata before randomly choosing the final samples from each stratum. Stratified sampling is used by researchers who want to concentrate on a certain subgroup within the population. This method is useful in this study because it establishes the presence of the important subgroup in the sample. Because it only requires a small number of sizes, this sampling technique has a higher statistical accuracy and can help researchers save a great deal of time, money, and effort.

Research Instruments

The Self-Efficacy Questionnaire for Children was modified to include 16 items on emotional intelligence and self-efficacy for Special B.ED Teacher Trainees (SEQ-C). Social self- efficacy focuses on the capacity to establish and maintain a positive relationship with excellent mental health, whereas emotional self-efficacy is concerned with the capacity to cope with positive feelings. The ratings are given on a Likert scale of 1 to 5, with 5 denoting very well and 1 representing not at all.

Procedure

The management of the institute granted the researchers permission to conduct the survey there. Students who volunteered to take part in the study with private data were subsequently asked for their permission.

Data Analysis

Utilizing the Statistical Package for Social Sciences, the research's data were processed and analysed. Using statistical inference and descriptive analysis, the researchers examined the data. The reliability of the questionnaire and the participant demographic profiles were examined using descriptive statistics, such as mean scores, standard deviations, percentages, and frequency distribution. An analysis of variance (ANOVA) was used as an inferential statistic in the data analysis to examine the differences in social and emotional self-efficacy across gender and academic upliftment level.

Results & Findings

Demographic Profile of the Sample

The results show that these participants, who range in age from 17 to 22, are more likely to be female Special B.ED Teacher Trainees (55.6%) than male Special B.ED Teacher Trainees (44.4%). The majority of the sample (74.6%) belongs to the category of urban residential areas.

Descriptive Statistics for the SEQ-C

The results table displays the descriptive results of the SEQ-C subscales that represent the levels of self-reported self-efficacy. The participants' mean self-efficacy scores in the emotional and self-efficacy subscales increased as a result. The current participants improved their means on the emotional self-efficacy score just a little bit more than Muris (2001).

Differences in Self-Efficacy across Gender and Academic Upliftment Level

The significant differences between males and females on their individual SEQ-C scores were examined using an ANOVA. The results of the group comparisons based on gender are presented in the data. According to the results displayed in the table above, there were no appreciable gender differences in emotional stability and self-efficacy. Special B.ED Teacher Trainees did not report differently on their emotional intelligence and self-efficacy, according to the finding for gender-based differences in social and emotional self-efficacy ($p > .05$).

Conclusion

The key finding from this study has improved and contributed theoretically to the field of self-efficacy research among Special B.ED Teacher Trainees. As a result, the new study has provided a foundation for significant progress into the significance and traits of both emotional and self-efficacy. However, there are a few shortcomings in this study that might encourage additional research. The complexity of emotional intelligence and self-efficacy may make it more difficult to obtain accurate assessments and evaluations using the self- report methodology. As a result, the qualitative method should be taken into account in this study as it is thought to be more effective in producing better results, as demonstrated in the study by Lent, Brown, and colleagues.

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