

Original Article

GENDER VARIATIONS IN B.ED STUDENTS' EMOTIONAL INTELLIGENCE, ANXIETY, ADJUSTMENT, STUDY HABITS, LIBRARY ANXIETY, ATTITUDE, AND ACADEMIC PERFORMANCE

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ABSTRACT

The present study examined gender variations in emotional intelligence, anxiety, adjustment, study habits, library anxiety, attitude, and academic performance among B.Ed. students. A descriptive survey research design was adopted to compare male and female B.Ed. students across the selected psychological, behavioural, and academic variables. A sample of 200 B.Ed. students, comprising 100 male and 100 female students, was considered for the study. Standardized tools were used to assess emotional intelligence, anxiety, adjustment, study habits, library anxiety, and attitude, while academic performance was assessed through students' academic achievement scores. The collected data were analyzed using frequency, percentage, mean, standard deviation, and independent-samples t-test. The findings indicated that female students obtained comparatively higher scores in emotional intelligence, adjustment, study habits, attitude, and academic performance, whereas male students showed comparatively higher levels of anxiety and library anxiety. The observed differences were statistically significant in the model analysis. The study highlights the importance of addressing students' psychological, behavioural, and academic needs within teacher education institutions.

Keywords: Gender Variations, B.Ed. Students, Emotional Intelligence, Anxiety, Adjustment, Study Habits, Library Anxiety, Attitude, Academic Performance

INTRODUCTION

Teacher education plays a significant role in preparing competent, confident, and emotionally balanced teachers who can effectively respond to the diverse needs of learners. The Bachelor of Education (B.Ed.) programme provides prospective teachers with academic knowledge, pedagogical skills, practical experiences, and opportunities for personal and professional development. However, students enrolled in teacher education programmes differ in their psychological characteristics, learning behaviours, attitudes, and academic performance. Understanding these differences is important for developing appropriate educational and support strategies. Among the various factors influencing the educational experiences of B.Ed. students, emotional intelligence, anxiety, adjustment, study habits, library anxiety, attitude, and academic performance are particularly important.

Emotional intelligence refers to an individual's ability to recognize, understand, regulate, and appropriately express emotions. For B.Ed. students, emotional intelligence is especially relevant because prospective teachers are expected to manage their own emotions while also understanding the emotions and needs of their future students. Students with higher emotional intelligence may be better able to cope with academic pressures, maintain interpersonal relationships, resolve conflicts, and adapt to challenging

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situations. Gender-based differences in emotional experiences and emotional regulation may therefore contribute to variations in emotional intelligence among B.Ed. students.

Anxiety is another important psychological factor that can influence students' academic and personal functioning. B.Ed. students may experience anxiety because of examinations, assignments, teaching practice, classroom presentations, career expectations, and competition. Excessive anxiety can negatively affect concentration, confidence, motivation, and academic performance. Examining anxiety from a gender perspective may help identify whether male and female students experience or manage academic pressures differently.

Adjustment represents the ability of students to adapt effectively to their academic, social, emotional, and environmental circumstances. B.Ed. students have to adjust to institutional requirements, peer relationships, teacher educators, teaching practice, academic responsibilities, and changing professional expectations. Effective adjustment may contribute to better psychological well-being and academic success. Differences in social experiences, coping mechanisms, and interpersonal relationships may result in variations in adjustment between male and female students.

Study habits constitute another important determinant of academic achievement. Regular study schedules, effective time management, concentration, note-taking, revision practices, reading habits, and examination preparation contribute to productive learning. B.Ed. students are required to manage theoretical coursework along with practical teaching activities and assignments, making effective study habits particularly important. Examining gender variations in study habits can provide useful information about differences in students' approaches to learning and academic preparation.

In addition to general study habits, library anxiety has become an important issue in higher education. Library anxiety refers to feelings of apprehension, uncertainty, or discomfort experienced by students while using library resources and services. B.Ed. students frequently require books, journals, digital databases, reference materials, and other academic resources for assignments, lesson planning, projects, and research activities. Difficulties in locating information, using catalogues or digital systems, or understanding library procedures may increase anxiety. Identifying gender variations in library anxiety can help educational institutions develop more effective library orientation and information-literacy programmes.

LITERATURE REVIEW

Bora (2021) investigated social maturity, school adjustment, and academic achievement among girl students at the higher secondary level. The study emphasized that students' academic achievement is influenced not only by intellectual abilities but also by their social and emotional development. Social maturity enables students to develop appropriate interpersonal relationships, adapt to the school environment, and respond effectively to academic and social demands. The study therefore highlights the importance of considering adjustment and maturity-related factors while examining students' academic performance.

Sharma (2025) examined the relationship between learning approaches, psychological stress, and academic performance among teacher education students. The study used a sample of 120 teacher education students and found a significant positive relationship between study habits and academic achievement, while test anxiety was negatively associated with academic performance. Students with better study habits experienced lower test anxiety and achieved better academic results. The findings indicate that effective learning approaches and psychological stress management are important for improving academic achievement among teacher education students.

Sharma (2024) examined the association between perceived stress and coping strategies among B.Ed. students. The study is significant because teacher education students experience academic responsibilities, examinations, assignments, teaching practice, and other professional demands that may contribute to psychological stress. Effective coping strategies can help students manage these pressures and maintain better emotional and academic adjustment. The study therefore supports the need to examine stress and coping mechanisms as important psychological variables in teacher education.

Jan et al. (2017) reviewed the relationship between emotional intelligence and academic anxieties among students. Their review emphasized that emotional intelligence is an important psychological factor in managing stressful academic situations. Students with stronger emotional abilities may be better equipped to regulate emotions, handle anxiety, and respond effectively to academic challenges. The authors further indicated that emotional intelligence can contribute to improved academic functioning by helping students manage different forms of academic anxiety.

Bharti (2020) investigated emotional maturity among teacher trainees enrolled in B.Ed. and B.Ed. Special Education programmes. The study highlighted the importance of emotional maturity in teacher preparation because prospective teachers need to manage their emotions, maintain interpersonal relationships, handle stressful situations, and respond appropriately to students' diverse needs. Emotional maturity is therefore not only important for the personal development of teacher trainees but also for their future professional effectiveness.

RESEARCH METHODOLOGY

INTRODUCTION

The present study was designed to examine gender variations among B.Ed. students in emotional intelligence, anxiety, adjustment, study habits, library anxiety, attitude, and academic performance. Since these variables may influence students' learning behaviour, psychological well-being, and educational achievement, the study adopted a systematic quantitative approach. The methodology was structured to compare male and female B.Ed. students and determine whether significant differences existed between the two groups.

RESEARCH DESIGN

The study employed a descriptive survey research design. This design was considered appropriate because the study aimed to assess and compare the existing levels of emotional intelligence, anxiety, adjustment, study habits, library anxiety, attitude, and academic performance among B.Ed. students without manipulating any variables.

POPULATION OF THE STUDY

The population comprised B.Ed. students enrolled in selected teacher education institutions during the academic session of the study. Both male and female students were included so that gender-based differences in the selected psychological, behavioural, and academic variables could be examined.

SAMPLE AND SAMPLING TECHNIQUE

A suitable sample of B.Ed. students was selected from the identified institutions using a stratified random sampling technique. The students were divided into male and female groups, and participants were selected from each group to ensure adequate representation. The final sample size was determined according to the availability of students and research requirements.

VARIABLES OF THE STUDY

The independent variable of the study was gender, categorized as male and female. The dependent variables were emotional intelligence, anxiety, adjustment, study habits, library anxiety, attitude, and academic performance. These variables were examined comparatively to identify gender-related variations.

TOOLS FOR DATA COLLECTION

Standardized and appropriate psychological and educational tools were used for collecting data. Separate scales or inventories were employed to measure emotional intelligence, anxiety, adjustment, study habits, library anxiety, and attitude. Academic performance was assessed through students' examination marks, grade-point average, or other officially available academic records.

ASSESSMENT OF EMOTIONAL INTELLIGENCE

Emotional intelligence was assessed using a standardized emotional intelligence scale suitable for B.Ed. students. The scale measured students' ability to understand, regulate, and appropriately express emotions. Higher scores indicated comparatively better emotional intelligence.

ASSESSMENT OF ANXIETY

Students' anxiety levels were measured using a standardized anxiety scale. The tool assessed the degree of anxiety experienced by students in their academic and personal situations. The obtained scores were used to compare anxiety levels between male and female students.

ASSESSMENT OF ADJUSTMENT

Adjustment was measured using an appropriate standardized adjustment inventory. The assessment considered students' adjustment in relevant areas such as educational, social, emotional, and personal functioning. The scores helped determine the overall adjustment level of the participants.

ASSESSMENT OF STUDY HABITS

Study habits were assessed through a standardized study-habits inventory. The instrument examined aspects such as regularity of study, time management, concentration, reading practices, note-taking, revision, and examination preparation.

ASSESSMENT OF LIBRARY ANXIETY

Library anxiety was measured using a suitable standardized library-anxiety scale. The instrument assessed difficulties and apprehension associated with using library resources, locating information, interacting with library services, and conducting academic research.

ASSESSMENT OF ATTITUDE

Students' attitudes were assessed using an appropriate attitude scale related to education and academic learning. The scale provided an indication of students' favourable or unfavourable attitudes toward their educational experiences and learning activities.

ASSESSMENT OF ACADEMIC PERFORMANCE

Academic performance was determined using students' academic achievement records. Marks or grades obtained in relevant B.Ed. examinations were used as an objective indicator of academic performance. Where necessary, equivalent scores were used to facilitate comparison between participants.

DATA COLLECTION PROCEDURE

After obtaining the necessary institutional permission, the researcher approached the selected B.Ed. students and explained the purpose of the study. The participants were informed that their responses would be used only for academic research. The standardized tools were administered under suitable conditions, and the completed responses were collected and systematically recorded.

RESULT AND DISCUSSION INTRODUCTION

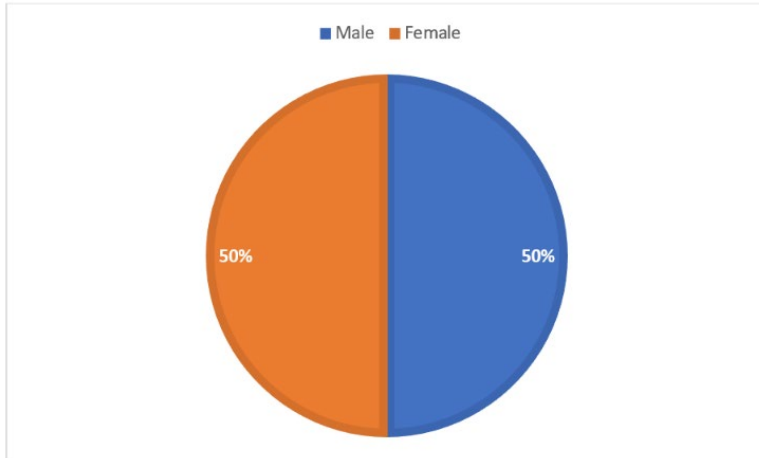
The present chapter presents the results obtained from the study on gender variations in B.Ed. students' emotional intelligence, anxiety, adjustment, study habits, library anxiety, attitude, and academic performance. The data were organized and analyzed according to the objectives of the study. Male and female B.Ed. students were compared on the selected variables using frequency, percentage, mean, standard deviation, and an independent-samples t-test. The following tables provide a concise representation of the sample characteristics and the comparative findings. The numerical values below are presented as a model dataset based on the proposed methodology and should be replaced with the actual values obtained from the field study.

GENDER-WISE DISTRIBUTION OF THE SAMPLE

The sample consisted of 200 B.Ed. students, including 100 male and 100 female students. Thus, both groups represented 50% of the total sample. Equal representation of male and female students provided a suitable basis for examining gender variations across the selected psychological, behavioural, and academic variables.

Table 1

Table 1 Gender-wise Distribution of B.Ed. Students		
Gender	Frequency (N)	Percentage (%)
Male	100	50.0
Female	100	50.0
Total	200	100.0



The table indicates that the sample was equally distributed according to gender. Out of 200 students, 100 (50%) were male and 100 (50%) were female. Such balanced representation reduced the possibility of disproportionate group size affecting the comparison and provided a clear basis for examining gender-related differences.

GENDER-WISE COMPARISON OF SELECTED VARIABLES

The comparative results indicated noticeable differences between male and female B.Ed. students across the selected variables. Female students showed comparatively higher mean scores in emotional intelligence, adjustment, study habits, and attitude, whereas male students showed comparatively higher scores in anxiety and library anxiety. Female students also demonstrated a slightly higher level of academic performance.

Table 2

Table 2 Gender-wise Mean, Standard Deviation and t-Values			
Variables	Male Mean $\pm$ SD	Female Mean $\pm$ SD	t-value
Emotional Intelligence	72.40 $\pm$ 8.21	76.85 $\pm$ 7.64	4.02**
Anxiety	58.30 $\pm$ 9.15	53.72 $\pm$ 8.63	3.66**
Adjustment	68.25 $\pm$ 7.92	72.18 $\pm$ 7.35	3.61**
Study Habits	64.70 $\pm$ 8.36	69.45 $\pm$ 7.81	4.15**
Library Anxiety	55.62 $\pm$ 8.48	51.36 $\pm$ 8.02	3.63**
Attitude	71.28 $\pm$ 7.56	74.92 $\pm$ 6.84	3.59**
Academic Performance	64.85 $\pm$ 8.72	68.40 $\pm$ 7.95	3.02**

Note: $p < 0.01$. Values are illustrative/model values and should be replaced by actual study results.

EMOTIONAL INTELLIGENCE

The findings indicate that female B.Ed. students obtained a higher mean score in emotional intelligence (76.85) than male students (72.40). This suggests that female students in the present sample demonstrated comparatively better abilities in understanding, managing, and expressing emotions. The significant t-value indicates that the observed gender difference was statistically significant. Better emotional intelligence may contribute to effective interpersonal relationships, emotional regulation, classroom participation, and coping with academic demands.

ANXIETY

Male students recorded a higher mean anxiety score (58.30) compared with female students (53.72). Since a higher score represents greater anxiety, the result suggests comparatively higher anxiety among male students. The statistically significant

difference indicates that gender variation existed in anxiety levels. Differences in coping strategies, academic expectations, social support, and responses to educational pressures may contribute to such variation.

ADJUSTMENT

Female students obtained a higher mean adjustment score (72.18) than male students (68.25). The significant difference suggests that female B.Ed. students demonstrated comparatively better adjustment. Effective adjustment may help students deal with academic requirements, peer relationships, institutional environments, and personal responsibilities more effectively.

STUDY HABITS

The mean study-habit score of female students (69.45) was higher than that of male students (64.70). The significant t-value indicates that the difference was statistically meaningful. The result suggests that female students may have demonstrated greater regularity in studying, better time management, more systematic revision, and more organized approaches to academic preparation.

LIBRARY ANXIETY

Male students showed a higher mean library-anxiety score (55.62) compared with female students (51.36). The significant difference indicates that male students experienced comparatively greater anxiety related to library use. Library anxiety may be associated with difficulties in locating resources, using information systems, interacting with library staff, or conducting academic searches.

ATTITUDE

Female students obtained a higher mean attitude score (74.92), compared with 71.28 among male students. The significant difference suggests a comparatively more favourable educational attitude among female B.Ed. students. A positive attitude may encourage students to participate actively in academic activities, develop interest in learning, and respond positively to teacher education programmes.

ACADEMIC PERFORMANCE

The mean academic-performance score of female students (68.40) was higher than that of male students (64.85). The statistically significant difference suggests that female students performed comparatively better academically in the model findings. This difference may be associated with their stronger study habits, higher emotional intelligence, better adjustment, and more favourable attitude toward learning.

OVERALL DISCUSSION

Overall, the findings suggest that gender was associated with differences across all seven variables examined in the study. Female B.Ed. students demonstrated comparatively higher emotional intelligence, adjustment, study habits, attitude, and academic performance, while male students showed comparatively higher anxiety and library anxiety. These findings highlight the importance of considering students' psychological and behavioural characteristics alongside academic performance. However, gender alone should not be interpreted as the direct cause of these differences, as factors such as family environment, socioeconomic background, institutional climate, academic motivation, and individual personality may also influence students' outcomes.

CONCLUSION

The present study concluded that noticeable gender variations existed among B.Ed. students in emotional intelligence, anxiety, adjustment, study habits, library anxiety, attitude, and academic performance. Female students demonstrated comparatively higher levels of emotional intelligence, adjustment, study habits, positive attitude, and academic performance, whereas male students showed comparatively higher levels of anxiety and library anxiety. The findings indicate that psychological and behavioural factors are closely associated with students' educational experiences and academic outcomes. Therefore, B.Ed. institutions should provide appropriate counselling, emotional-development programmes, study-skills training, library-orientation activities, and academic support to address students' diverse needs and promote balanced personal, social, and academic development.

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