



A Study of the Relationship between Emotional Intelligence and Academic Achievement among Student- Teachers

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Abstract:

The present study is an attempt to explore the relationship between emotional intelligence and academic achievement among student-teachers. The Test of Emotional Intelligence of K.S. Misra was used to assess the emotional intelligence of student-teachers and the marks obtained by the student-teachers in theory and practical examination served as an index of academic achievement. The findings of the study revealed that emotional intelligence is positively related to academic achievement (theory & practice) and student-teachers with high emotional intelligence scored better in theory and practical examination than the student-teachers with low emotional intelligence.

Key words: Emotional intelligence, academic achievement, student-teacher

Education is conceived as a powerful agency which is instrumental in bringing about desired changes in the socio-cultural life of nation. The whole process of education is shaped and molded by the teacher, who plays a pivotal role in giving quality education. Giving and receiving quality education depends on emotional balance of the giver and the receiver. Thus, being the torch bearer of the society and the maker of the mankind, the teachers need to be emotionally sound. According to Zumwalt and Craig (2005), teaching requires a mix of

intellectual and personal qualities. Baiocco and Dewaters (1998) established the super traits of teaching, which include-enthusiasm, sociability, friendliness, organization, consciousness, optimism and flexibility. Goleman (1995) had created a similar list of ideal traits. He has identified a set of abilities and personal characteristics vital for success in life, known as emotional intelligence. According to Goleman, emotional intelligence has five components – knowing emotions, managing emotions, motivating self, recognizing emotions in others and handling relationships.

The education that is imparted today focuses much on the cognitive aspect and seldom gives importance to the affective one. It has been accepted by all that education should help the individual to solve the challenges of life and make successful adjustment. An emotionally competent teacher is likely to emphasize on responsible behaviour on the part of his/her students. A teacher who has full control over his/her emotions can arouse emotional intelligence in pupils too. An emotionally sound teacher is the heart and soul of any educational program. As the student-teachers are at the threshold of entering the career of teaching, it is highly desirable that they understand their levels of emotional intelligence, which plays a pivot role in their survival and fitness in the profession.

Studies on emotional intelligence of pupil-teachers had shown that B. Ed. trainees have a good level of emotional intelligence (Sameer 2009). Indu (2009) reported that secondary teacher trainees possessed average emotional intelligence. No difference in emotional intelligence was found between boys and girls (Patil 2006; Patil & Kumar 2006), arts and science faculty (Sameer 2008; Patil 2006; Patil & Kumar 2006). Studies revealed that emotional intelligence among prospective teachers is positively related to self-concept (Saluja 2010), achievement motivation (Saluja 2010; Sharma 2008), attitude towards teaching profession (Sahaya & Samuel 2010), self-esteem (Sameer 2008), normal behaviour (Panda 2009),

attitude towards human rights (Dubey 2010), teaching motivation (Upadhyaya 2010; Misra 2006; Perry, Ball & Stacey 2004), teacher effectiveness (Balya & Khimnanai 2011), and negatively related to neuroticism (Panda 2009), stress (Upadhyaya 2008) and academic anxiety (Upadhyaya 2007).

Pool (1997) stated that emotional well-being is a predictor of academic achievement. Achievement is influenced by various cognitive, non-cognitive, personal and environmental factors. According to Goleman (1995), IQ alone is no more the measure of success. It only accounts to 20% and the rest goes to emotional and social intelligence and luck. Emotional intelligence is comprised of emotional reasoning about our feelings and emotions. It can help to channelize the feelings in constructive direction because feelings affect motivation, learning, memory, attention, concentration, oral expression, written expression and academic success (Kusche & Greenberg 1994). In this regard the present study was undertaken to examine the relationship of emotional intelligence with academic achievement among student-teachers.

Objectives:

The objectives of the study were:

1. To study the relationship between emotional intelligence and academic achievement among student-teachers.
2. To compare academic achievement of student-teachers with high and low level of emotional intelligence.

Hypotheses:

To achieve the above mentioned objectives, following hypotheses were formulated and tested:

1. There is no significant relationship between emotional intelligence and academic achievement among student-teachers.

2. Student-teachers with high and low level of emotional intelligence do not differ from one another on academic achievement.

Methodology:

The sample for the study comprised of 97 B. Ed. students of Allahabad city. Test of Emotional Intelligence (Student-Teacher Form) developed by K. S. Misra was used as a tool for the study. Marks obtained by the student-teachers in theory and practical examination served as an index of academic achievement. High and low groups of emotional intelligence were formed on the basis of Mean \pm 1S.D. (Mean = 20.10 & S. D. = 4.49).

Product moment coefficients of correlation and t-ratio were computed for the analysis of the data.

Results and discussion:

Table 1

Values of coefficient of correlation between emotional intelligence and academic achievement

Academic achievement	N	r
Theory	97	.243*
Practical	97	.236*

* Significant at .05 level

Perusal of Table 1 shows that the values of coefficient of correlation between emotional intelligence and theory and practical marks are .243 and .236 respectively. Both the values are significant at .05 level. Thus, the null hypothesis can be rejected. It means that emotional intelligence is positively related to achievement in theory and practical among student-teachers. It may be due to the reason that as emotional intelligence of student-teachers increases they are better able to handle well the stress and anxiety of overburdened B. Ed. curriculum, which helps them to remain balanced and focused

for theoretical as well as practical examination without being panicked. The present finding draws direct support from the findings of Nigam, Kulshrestha & Saxena (2006). Drew (2006) also reported that emotional intelligence is associated with student-teachers performance. Findings of Olatoye, Akintunde and Yakasai (2010), Salami and Ogundokun (2009), Holt (2008) and Adeyemo (2007) also lend support to the above finding. They found that emotional intelligence is positively related to academic achievement among students. However, Hall and West (2011) and Patil and Kumar (2006) reported no relationship between emotional intelligence and academic achievement among student-teachers.

Table 2

Mean, S.D. and t-ratio showing the difference in academic achievement of student-teachers with high and low emotional intelligence

	Groups	N	Mean	S.D.	t-ratio
Theory	High	17	420.12	36.841	2.299*
	Low	47	393.68	42.308	
Practical	High	17	146	11.667	2.073*
	Low	47	138.09	14.066	

* Significant at .05 level

Observation of Table 2 shows that the values of t-ratio (= 2.299 7 2.073) are significant at .05 level. Thus, the null hypothesis can be rejected. It means student-teachers with high and low emotional intelligence differ significantly from one another on achievement in theory and practical examination. B. Ed. students with high emotional intelligence scored higher in theory (Mean = 420.12) as well as in practical (Mean = 146) examination as compared to their counterparts with low emotional intelligence (Mean = 393.68 & 138.09 for theory and practical respectively). The present finding draws indirect support from the findings of Singh (2007) who found that students with high emotional intelligence achieve better than the students with low emotional intelligence. The effect of emotional intelligence on academic success is also well

documented in literature (Lal, Sharma & Sharma 2010; Marquez et al. 2006; Petrides et al 2004, Bar-On 2003)

Thus, it can be concluded that among student-teachers emotional intelligence is positively related to academic achievement and student-teachers with high emotional intelligence scored better in theory and practical examination than the student-teachers with low emotional intelligence. Thus, the findings of the study imply that EQ training programme with the help of an instructor is essential for the improvement as well as for assuring the success of any teaching-learning activity (Tucker et al. 2000). Effort needs to be made to increase emotional intelligence of student-teachers by integrating it in B. ED. curriculum. It can also be inculcated through various co-curricular activities because it provides support to overcome frustration, stress and anxiety and to maintain their motivation for learning.

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