

Emotional Intelligence and Academic Achievement of B.Ed. Teacher Trainees: A Correlation Study

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Abstract: The present paper is aimed to examine the relationship between emotional intelligence and academic achievement of B.Ed. teacher trainees. It also studies the emotional intelligence of students with high, average and low academic achievement. A sample of 120 B.Ed. teacher trainees selected randomly from B.Ed. colleges affiliated to Bangalore University was the subject of present study. The researchers used Rating scale to assess the emotional intelligence of B.Ed. teacher trainees and for academic achievement the marks obtained by the semester I examination of B.Ed. course. Data collected were analyzed statistically by using Karl Pearson Product-Moment coefficient of correlation and 't' test. The findings of the study revealed that emotional intelligence is significantly positive and correlated with the academic achievement. The teacher trainees with high emotional intelligence scored better in academic achievement than the teacher trainees with low emotional intelligence.

Key Words: Emotional Intelligence, Academic Achievement, B.Ed. Colleges.

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Introduction

Present education world is making all efforts to provide quality education for the students in today's school. For that we can teach and improve some crucial emotional competencies among children such as emotional intelligence, intelligence quotient which describes the ability of one to use emotions effectively and productively. Over the last decade Emotional Intelligence (EI) has drawn significant interest from academics throughout the world. The development of emotional intelligence skills is important because it is an area that is generally overlooked when skills development programs are designed. And yet research shows that emotions, properly managed, can drive trust, loyalty, and commitment. Many of the greatest productivity gains, innovations, and accomplishments of individuals, teams, and organizations have occurred within such a framework (Cooper, 1997).

Emotional intelligence refers to an ability to recognize the meanings of emotion and their relationships and to reason and problem-solve on the basis of them. Emotional intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them. Researchers investigated dimensions of emotional intelligence by measuring related concepts, such as social skills, interpersonal competence, psychological maturity and emotional awareness, long before the term 'emotional intelligence' came into use. Teachers in schools have been teaching the rudiments of emotional intelligence since 1978, with the development of the Self Science Curriculum and the teaching of classes such as "social development," "social and emotional learning," and "personal intelligence," all aimed at raising the level of social and emotional competence" (Goleman, 1995). Social scientists are just beginning to uncover the relationship of emotional intelligence to other phenomenon, e.g., leadership (Ashforth and Humphrey, 1995), group performance, individual performance, interpersonal/ social exchange, managing change, and conducting performance evaluations (Goleman, 1995). Many research studies revealed the following facts; Gowdhaman, K. and Bala Murugan, M. (2010) revealed that emotional intelligence among the B.Ed. Teacher trainees are normal among the 11 variables of the study, gender, type of institution, age, religion have significant impact on emotional intelligence and type of management, occupation of family, monthly income, community, degree at first level, entertainment have not any significant effect on emotional intelligence. Sreekala Edannur (2010) conducted a study on Emotional Intelligence of Teacher Educators. Researches shows that academically successful people had higher levels of emotional competencies and also gender and locality of the teacher educators did not make any differential influence on their Emotional Intelligence. Very high EI may contribute to a student in the learning process (Goleman, 1996; Elias, Ubricco, Reese et al., 1992, Svetlana, 2007). Students low on emotional intelligence may find failure more difficult to deal with, which undermines their academic achievement (Drago, 2004). Emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationship, through his research he showed that emotional intelligence is highly beneficial in the areas of education, work, and mental health. He suggested as well as provided research evidences that when it comes to long-term success and success in varied life situations, being high in emotional intelligence is more important than being high in academic abilities. It is claimed about IQ; we can teach and improve in children some crucial emotional competencies. Emotionally intelligent people are more likely to succeed in everything they undertake. Teaching emotional and social skills is very important at school; it can affect academic achievement positively not only during the year they are taught, but during the years that follow as well. Teaching these skills has a long-term effect on achievement. In short emotionally intelligent student would have better academic achievement or through EI there is a possibility of improvement of academic achievement.

Poor academic achievement is an achievement that is adjudged by the examiner as falling below an expected standard. Academic failure is not only frustrating to the students and the parents, its effects are equally grave on the society in terms of dearth of manpower in all spheres of the economy and polity (Aremu, 2000). Morakinyo (2003) agrees that the falling level of academic achievement is attributable to teacher's non-use of verbal reinforcement strategy. Adegbite (2005) found out that the attitude of some teachers to their job is reflected in their poor attendance to lessons, lateness to school, and unsavory comments about student's performance that could damage their ego, poor method of teaching and the likes. Edun and Akanji (2008) asserted that poor academic achievement among our students is usually attributed to the school authority and teachers' attitude to their work.

In the above discussion, the importance of emotional intelligence on academic achievement has been found to be very significant. In this sense, the importance of emotional intelligence on academic achievement, motivation has been found to be very significant. In spite of the studies reviewed, there is still a need to further investigate the relationship of emotional intelligence on academic achievement of B.Ed. teacher trainees most especially in country like India, where most researchers are yet to show interest in this regards. Investigations that address the interrelatedness of emotional intelligence and elements of academic achievement at institutions of higher education will strengthen the relationships between these constructs. The research findings may also support the need to incorporate emotional intelligence curriculum into college academic programs.

Objectives of the Study

The objectives of study were:

1. To study the relationship between emotional intelligence and academic achievement of B.Ed. teacher trainees.
2. To study the emotional intelligence of B.Ed. teacher trainees with high, average and low academic achievement.
3. To compare academic achievement of student-teachers with high, average and low level of emotional intelligence.

Methodology used in the Study

i) Method used in the Study

Survey Method used in the Study

ii) Locale and Sample of the Study

The sample for the present study consists of 120 B.Ed. teacher trainees. Out of which 68 were female and 52 were male teacher trainees. Simple random technique has been adopted to collect the sample. Emotional Intelligence Scale by Poornima (2012) were used to collect the Emotional Intelligence of B.Ed. teacher trainees and for Academic Achievement considered as marks obtained by the Semester I examination of B.Ed. course of teacher trainees.

iii) Statistical Tools used in the Study

Karl Pearson Product-Moment coefficients of correlation, t-test and graphs were computed for the analysis of the data.

Results and Discussion:

Table 1: COEFFICIENT CORRELATION BETWEEN EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT

GROUP	SAMPLE SIZE(N)	COEFFICIENT OF CORRELATION(r)
Female	68	0.458
Male	52	0.356
Total	120	0.387

Table 1 shows that the coefficient of correlation between emotional intelligence and academic achievement for the total sample, Male and Female are 0.387, 0.356 and 0.458 respectively. The results revealed that there is low positive correlation between emotional intelligence and academic achievement among total sample and male and female B.Ed. teacher trainees. This may be due to the better self-awareness, self-management, social Awareness and social skills, and also academic achievement also increases. The above finding draws support from the findings of Babli Roy (2013) and Mahyuddin, Elias and Noordin (2009). They also found low correlation between emotional intelligence and academic achievement.

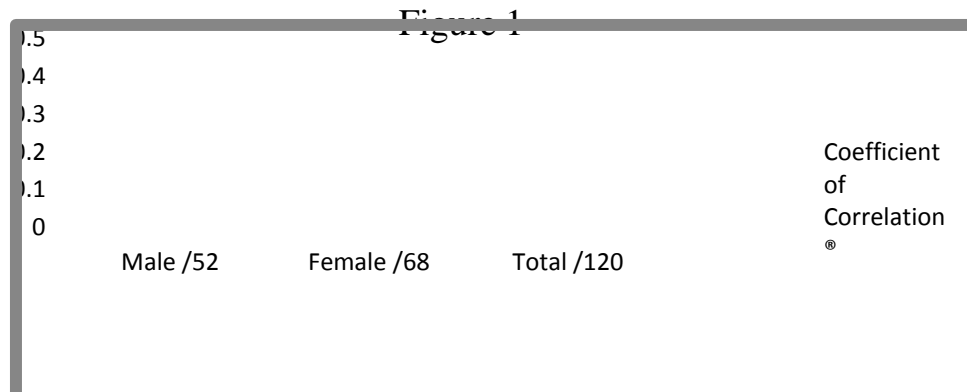


Figure 1: Coefficient Correlation between Emotional Intelligence and Academic Achievement

Table 2: Mean, S.D. and t-ratio showing the difference in academic achievement of teacher trainees with high and low emotional intelligence with respect to male and female

Gender	Groups	(N)	Mean	S.D	't' test
Male	High	38	525.73	16.45	7.56 @
	Low	14	504.85	22.14	
Female	High	44	526.18	14.05	6.23 @
	Low	24	498.25	23.65	

@ Significant at 0.01 level

In the above Table 2 shows that the value of t-ratio (= 7.56 and 6.23) are significant at 0.01 level. It means teachers trainees with high and low emotional intelligence differ significantly from one another on academic achievement of both male and female B.Ed. teacher trainees. Male and Female B.Ed. teacher trainees with high emotional intelligence scored higher in academic achievement (M=525.73 & M=526.18) as compared to their counterparts with low emotional intelligence (M=504.85 & M=498.25). 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 achievement is also well documented in literature (Lal, Sharma & Sharma 2010; Marquez et al.2006; Petrides et al 2004, Bar-On 2003).

Conclusions

Thus, it can be concluded that, there is low positive correlation between emotional intelligence and academic achievement among both male and female B.Ed. teacher trainees that indicates with increase in emotional intelligence, the B.Ed. teacher trainees are good academic achievers. And B.Ed. Male teacher trainees with high emotional intelligence scored better than female B.Ed. teacher trainees. Thus, the findings of the study imply that Emotional Quotient training programs should be provided to female B.Ed. teacher trainees. The inculcation of emotional intelligence as a part of B.Ed. curriculum could lead to a variety of positive self-awareness, self-management, social awareness and social skills. 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. Enhancing emotional intelligence may not only increasing the learning process and it also improve career choice and possibility of success, but could also increase the probability of good personal and social adaptation in general.

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