

Emotional Intelligence and Academic Achievement of Prospective Teachers

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ABSTRACT

Man is a Social animal and he has to live in a society. Emotion plays an important role in maintaining harmonious relationship with others. Emotional Intelligence is the ability to monitor one's own and other's feelings and emotions to discriminate among them and to use this to guide one's thinking and action. Emotional intelligence saves the energy of the students and they focus this energy towards their academic achievement. Academic Achievement of the individual also plays an important role in establishing his position in society. It is always a research topic for educational psychologists. So, we decided to study about role of Emotional intelligence in Academic achievement of Prospective Teachers. The purpose of the study is to find out the significant difference in Emotional Intelligence and academic achievement of prospective teachers on the basis of Gender, Habitation and Educational qualification and their relationship also. The investigator used random sampling method consisting of 50 Prospective Teachers from B.Ed College, Nalanda. For this study a standardised and self made tool were used. Correlation and t-test were used to analysis the data. The result reveals that there exists a positive relationship between Emotional Intelligence and Academic achievement of prospective teachers. So, we can say that Emotional Intelligence plays an important role in academic Achievement.

Key words: Emotional Intelligence, Academic achievement & prospective teachers.

Introduction:

Man is a Social animal and he has to live in a society. In every individual's life education plays a vital role. It is education that distinguishes human being from other beings. And it is a process which draws out the best in man and child with the aim of developing all potentialities of a person to form a balanced personality: culturally refined, emotionally stable, ethically sound, logically correct, mentally alert, intellectually competent, technically advanced, morally upright, physically strong, high achiever, socially sufficient and internally liberal. In this competitive world, every individual is suppressed with the expectations of one's parents and wish of high achievement in life. Therefore, one faces a lot of problems in leading a normal life, this affects daily work. Generally, he/

she feels alone, despair, angry, disturbed, insecure, aggressive, notorious and depressed. Many youth are facing problems such as depression, taking medicines, crime, violence, and fear and leaving the school.

In such a situation, students need internal and intrapersonal development. Educators believe that there is need of emotional literacy. Students need to learn to control their aggression, handle their problems skill-fully, self control, self confidence, self awareness, motivation and social skills. In contemporary situations, schools/colleges have been useful in reducing emotional problems such as aggression, loneliness, feeling of rejection, violence, etc. Emotion plays an important role in maintaining harmonious relationships with others.

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Emotional Intelligence is the ability to recognize one's emotion, empathize with peers and deal with problems in schools/colleges and at the workplace. These skills can be taught to students for providing a better chance to use whatever intellectual potential they inherited genetically. Emotional education deals with the development of the feelings of a person. Emotional Intelligence is the ability to monitor one's own and other's feelings and emotions to discriminate among them and to use this to guide one's thinking and action. It saves the energy of the students/prospective teachers and they focus this energy towards their academic achievements. Emotional Intelligence competencies play an important role in the success of individual, group, and organization. Now we must know about the components of Emotional Intelligence.

Component of Emotional Intelligence

According to Salovey and Meyer (1990) "Emotional intelligence comprises components like self-awareness, managing emotions, motivation of oneself, empathy and handling relationship."

1. Self-awareness

It is a deep understanding of one's emotions, in terms of how feelings affect oneself, other people and their job performance. Being aware of one's feelings and behavior, as well as how others perceive them can, influence one's actions.

2. Managing Emotions

It is the ability to remain composed in all situations both good and bad. One does not mix unnecessary emotions with issues at hand. One is comfortable and open to noble ideas and new information and persistent in pursuing goals despite obstacles and setbacks.

3. Motivation of oneself

It is attributed to those people who are passionate about their work or any kind of endeavour. They are usually not driven by external rewards, but their desire to achieve. They seldom give up. These motivated people are successful in achieving their goals.

4. Empathy

Empathy is recognizing emotions in others. It means consciously being aware of other person's feelings along with mediating factors, in the process of making decisions. It is a skill required for people to work in teams, to experience globalization and to retain talent.

5. Managing relationship

Managing emotions in others, social competence and social skills, this person is able to encourage others to work even when things are not in one's favour. The person is perceived as friendly and outgoing and he can see the brighter side of any situation.

Importance and needs of Emotional Intelligence

In the present generation, everyone may be more emotionally disturbed. Many of them are growing lonely and depressed, angry and unruly, nervous and prone to worry, more impulsive and aggressive. There is an increasing need to address the emotional health of every individual. People with high emotional intelligence are more confident, and better learners, have higher self-esteem, have fewer behavioural problems, and are more optimistic and happier.

Achievement: The measure the amount of success of a person in a specific field or area of accomplishment is said to be his or her achievement. This may be in a school/college situation, in a bank, or in a company or in a factory or in any sort of academy. Achievement tests are those tests that measure the amount of success of an individual in a given set of accomplishment. In a college situation, an achievement test is used as tool for measuring the nature and extent of a prospective teacher's learning in a particular subject or group of subjects like an achievement test in Education. Thus, how much a particular prospective teacher has been able to learn and acquire from the learning experience given to him/her is ascertained with the help of such tests. Therefore, achievement tests give

evidence of what has been learned or acquired by an individual by testing his or her present ability. (Rao, 2008,p.385) Thus, we want to know about whether there is any relationship between emotional intelligence and academic achievement of prospective teachers.

Relationship Between Emotional Intelligence And Academic Achievement

Students are the future of the nation. So it is necessary that the creators of the future of the nation must have sound Emotional Intelligence. They must have good control over their emotion; then only they can help the future generation in achieving goals. If they are Emotionally Intelligent, then there is a possibility that they may prove to be very good teachers. So, it is the need of the hour in the field of educational research to pay attention to these important aspects in Educational Process. Hence the investigator wants to explore how Emotional Intelligence and Academic Achievement are related to one another.

Objectives Of The Study

1. To find out the significant difference in emotional intelligence of prospective teachers on the basis of their gender.
2. To find out the significant difference in emotional intelligence of prospective teachers on the basis of their educational qualifications.
3. To find out the significant difference in academic achievement of prospective teachers on the basis of their gender.
4. To find out the significant difference in academic achievement of prospective teachers on the basis of their educational qualifications.
5. To find out the relationship between emotional intelligence and academic achievement of prospective teachers.

Hypothesis Of The Study

1. There is no significant difference in emotional intelligence of prospective teachers on the basis of their gender.

Gender	N	Mean	SD	df	t-ratio	Level of Significance
Male	17	72	8.64	58	2.42	*S
Female	43	66.09	8.18			

1. There is no significant difference in emotional intelligence of prospective teachers on the basis of their gender.
2. There is no significant difference in emotional intelligence of prospective teachers on the basis of their educational qualifications.
3. There is no significant difference in academic achievement of prospective teachers on the basis of their gender.
4. There is no significant difference in academic achievement of prospective teachers on the basis of their educational qualifications.
5. There is no significant relationship between emotional intelligence and academic achievement of prospective teachers.

Methodology:

For this study, a survey method has been used.

Population: The population for the present study consists of Prospective Teachers of B.Ed. Colleges of Nalanda district.

Sample : The sample consists of 60 prospective teachers who are studying in B.Ed. College. For this study, three Colleges were selected for administering the tool. They were categorised on the basis of gender and their educational qualification.

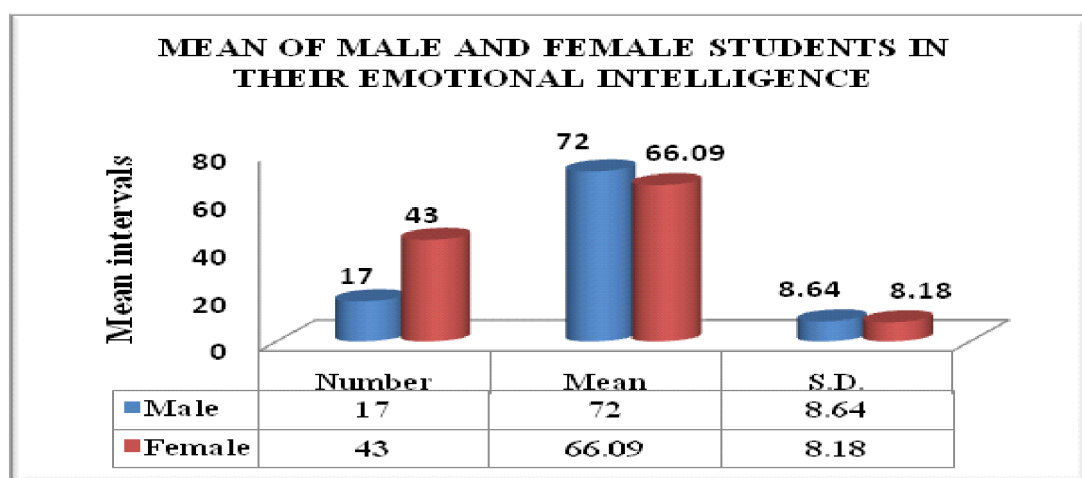
Tool: In order to find out the level of emotional intelligence and academic achievement of prospective teachers, the investigator has used standardized and self made questionnaires-

- i) Mangal Emotional Intelligence Inventory and
- ii) Self made achievement tool

Analysis

To test these hypothesis 't' test and correlation statistical technique were used.

Discussion:

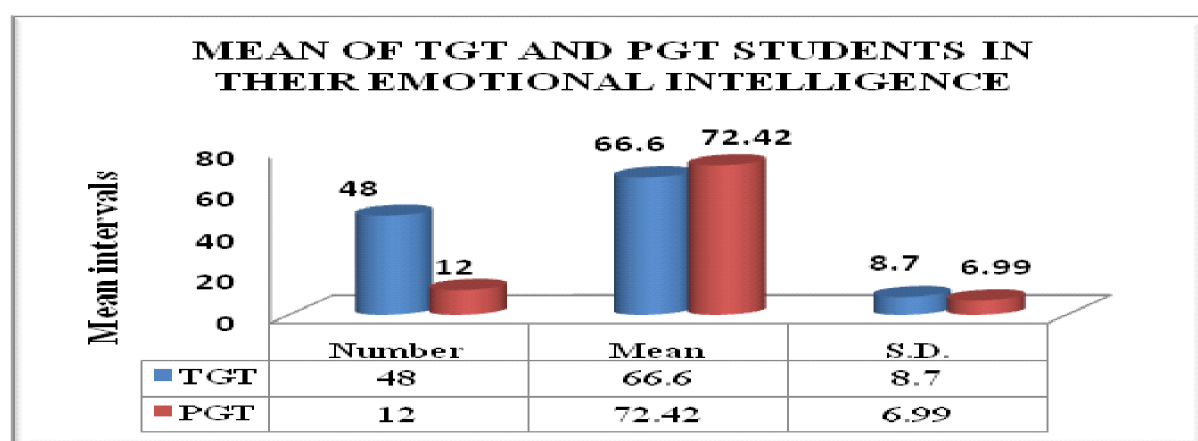


It is inferred from the above table that the calculated t-ratio between male and female prospective teachers is 2.42 which is more than the table value of t-ratio 2.00 at 5% level of significant. Therefore the Null hypothesis is rejected. Hence, there is significant difference in emotional intelligence of Prospective teachers on the basis of gender.

2. There is no significant difference in Emotional intelligence of Prospective teachers on the basis of their educational Qualification.

Educational Qualification	N	Mean	SD	df	t-ratio	Level of Significance
TGT	48	66.60	8.70	58	2.45	*S
PGT	12	72.42	6.99			

(*S means significant)

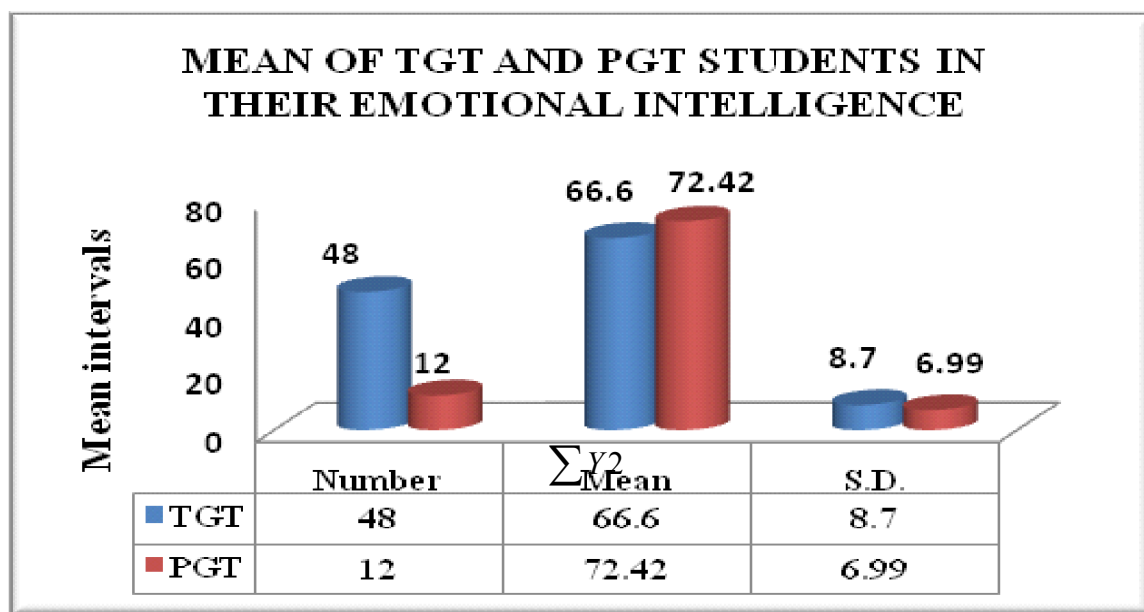


It is inferred from the above table that the calculated t-ratio between TGT and PGT Prospective teachers is 2.45 which is more than the table value of t-ratio 2.00 at 5% level of significant. Therefore the Null hypothesis is rejected. Hence, there is significant difference in emotional intelligence of Prospective teachers on the basis of their educational qualification.

- 3 There is no significant difference in Academic Achievement of Prospective teachers on the basis of their educational qualification.

Educational Qualification	N	Mean	SD	df	t-ratio	Level of Significance
TGT	48	35	6.35	58	0.40	*NS
PGT	12	35.75	5.63			

(*NS means not significant)



It is inferred from the above table that the calculated t-ratio between TGT and PGT prospective teachers is 0.40 which is less than the table value of t-ratio 2.00 at 5% level of significant. Therefore the Null hypothesis is accepted. Hence, there is no significant difference in Academic Achievement of Prospective teachers on the basis of their educational qualification.

4. There is no significant relationship between Emotional Intelligence and their Academic Achievement of Prospective teachers.

EI of boy students		AM of boy students			N	df	R	Level of Significance
$\sum X$	$\sum X^2$	$\sum Y$	$\sum Y^2$		60	58	0.298	*S
2109	76381	4052	277950	9895025				

(*S means significant)

It is inferred from the above table that the calculated t-ratio between TGT and PGT prospective teachers is 0.40 which is less than the table value of t-ratio 2.00 at 5% level of significant. Therefore the Null hypothesis is accepted. Hence, there is no significant difference in Academic Achievement of Prospective teachers on the basis of their educational qualification.

Conclusion :

1. There is significant difference in emotional intelligence of Prospective teachers on the basis of gender.
2. There is significant difference in emotional intelligence of Prospective teachers on the basis of their educational qualification.
3. There is no significant difference in Academic Achievement of Prospective teachers on the basis of gender.
4. There is no significant difference in Academic Achievement of Prospective teachers on the basis of their educational qualification.
5. There is significant relationship between Emotional Intelligence and Academic Qualification of Prospective teachers.

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