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Influence of Emotional Intelligence on Academic Achievement of Teacher Trainees in Ranchi District

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Abstract

Today, students have been living in an age of complex pressure, stress, strain and violence. Disordered behavior is generally found in most of the students. This kind of behavior emanates from several circumstantial factors. It is because, we all have different personalities, different wants and needs and different ways of showing our emotions. Navigating through this all takes tact and cleverness – especially if we hope to succeed in life. This is where emotional intelligence becomes important.

The present education world is making all efforts to provide quality education for students. For that, we can teach and improve some crucial emotional competencies among children such as emotional intelligence, and intelligence quotient which describes the ability of one to use emotions effectively and productively.

Key-words: complex pressure, stress, strain, violence etc.

Introduction

Emotions are a complex state of body and mind consisting of physiological, behavioral and cognitive reactions to situations that can be managed and directed. An emotion is a state of being that we often describe as our feelings. Events may be interpreted as sad, dangerous, happy or a dangerous situation may increase our heart rate. It is very important to realize that emotions, thought and action are intricately interwoven and linked. An emotionally intelligent individual can manage his/her feelings in a better way and cope with stress with the effective ability to solve problems.

Emotional Intelligence is the capacity of an individual by which he/she can perceive and understand his feelings and actions as well as those of others, control his emotions and conduct himself in such a way that he is satisfied and others too.

Mayer and Salovey (1997), "Emotional Intelligence is the ability to perceive emotions, to access and generate emotions to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions to promote emotional and intellectual growth."

Dimensions of Emotional Intelligence

Emotional intelligence is the ability to understand, use, and manage one's own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome obstacles, and defuse conflict. Emotional intelligence assists you in developing stronger relationships, succeeding in school and at work, and achieving your professional and personal goals.

In his book "*Emotional Intelligence*", Goleman (1995), described the five dimensions of Emotional Intelligence.

They are:

- **Self-awareness:** The ability to recognize and understand personal moods, emotions and drives, as well as their effect on others. It includes self-confidence, realistic self-assessment, and a self-deprecating sense of humour. Self-awareness depends on one's ability to monitor one's own emotional state and to correctly identify and name one's emotions.
- **Self-regulation:** The ability to control or redirect disruptive impulses and moods, and the

propensity to suspend judgment and to think before acting. It includes trustworthiness and integrity; comfort with ambiguity; and openness to change.

- **Internal motivation:** A passion to work for internal reasons that go beyond money and status - which are external rewards, - such as an inner vision of what is important in life, a joy in doing something, curiosity in learning, a flow that comes with being immersed in an activity: A propensity to pursue goals with energy and persistence. It includes a strong drive to achieve, optimism even in the face of failure, and organizational commitment.
- **Empathy:** The ability to understand the emotional makeup of other people. A skill in treating people according to their emotional reactions. In an educational context, empathy is often thought to include, or lead to, sympathy, which implies concern, or care or a wish to soften negative emotions or experiences in others.
- **Social skills:** Proficiency in managing relationships and building networks, and ability to find common ground and build rapport. Social skills include effectiveness in leading change, persuasiveness, and expertise building and leading teams.

As we all know, it is not the brightest people who are the most successful or fulfilled in life. We have probably met people who are academically brilliant but socially inept and unsuccessful at work or in personal relationships. Intellectual ability, also known as intelligence quotient (IQ), is not sufficient on its own to achieve success in life.

Factors affecting emotional Intelligence and its effect on academic achievement:

Emotional Literacy: Before understanding the concept of emotional intelligence students should be aware of emotional literacy and how to convert feelings of fear, aggression, and anger, into hope, courage and willing cooperation. It is observed after the thorough study of secondary data that emotional literacy has been ignored at the initial age of human beings specifically in the Indian scenario.

As classes on moral science and other subjects on social issues should not be added for a mere formality but the lessons should be given in practice or by stimulation technique to develop a literacy level of emotional understanding at an initial age. Studies have shown that those who have emotional literacy are better able to handle personal relationships.

Academic Understanding: In the Indian scenario academic understanding has been a matter of stress and social recognition of a student in society for example what is the grade or percentage that a student is getting in a particular standard which is very unfortunate. There is a need for different approaches to inculcate academic understanding which should be beyond the percentage race among the student. A well-formulated criterion should be introduced so that the understanding without cramming should be developed to learn the application of concepts.

Affective Domain building: As learning is a permanent change in one's behaviour, a mentor needs to evaluate the receiving and responding behaviours of a child after the demonstration of any lecture. The effective feedback on value creation at personal, social and emotional levels can also be helpful in domain building to lead the academic achievement with emotional intelligence.

Self-Assessment: When a person becomes able to identify his strengths and weaknesses it becomes easier for him to work upon them to improve his performance. The same concept should be adopted by school children under the supervision of their mentors to assess their strengths and weaknesses so that their academic achievement would be a successful accomplishment of the desired outcomes. Children who have an understanding of the role that emotion plays in their lives will have a better foundation on which to build successful futures.

Pressure Handling: As studies indicate that academic achievement without EI does not indicate future success. Achievement-oriented behaviour at times leads to the overestimation of success which creates unwanted pressure on a child's mind and influences the emotional state of mind of a person.

For example, it is easy to prepare for the exam but it is difficult to sit and handle the pressure of the exam which can be reduced with the help of humour, self-confidence and self-management after that students can be relaxed and give better performance for academic achievement.

Performance Evaluation: A study conducted by Rode et al. (2007) predicted that emotional intelligence was related to academic performance for two reasons. First, academic performance involves a great deal of ambiguity. Second, the majority of academic work is self-directed, requiring high levels of self-management. Therefore, individuals with high emotional intelligence would perform better academically.

Academic Achievement

Academic achievement refers to performance outcomes that indicate how far a person has progressed toward specific goals that were the focus of activities in instructional settings, such as school, college, and university. Student's achievement encompasses his ability and performance, it is multidimensional and it is intricately related to human growth, cognitive, emotional, social and physical development.

Academic Achievement focuses on-

- the present ability of the child or the extent of his knowledge in a specific theoretical area.
- the attainment or success of students in knowledge, skill and appreciation taught in schools.
- attainment in examinations in the academic field of disciplines taught at their academic level.
- the percentage of marks obtained in their academic subjects at the test examinations.

Need and Significance of the Study

Academic achievement is a very necessary element in one's life also emotional intelligence is equally important for an individual to have a balanced personality and to be successful in life. Both these factors (Emotional Intelligence and Academic Achievement) are important for an individual.

The present investigation is an attempt to study the impact of emotional intelligence on academic achievement of B.Ed. students. Academic achievement has an important position in an individual's life. Academic achievement is affected by several things. One of which is Emotional Intelligence.

This study will help the B.Ed students in dealing with others effectively. Also, the relationship between the student and teacher will become more effective. The student-teacher will be able to become aware of one's own interpersonal and intrapersonal skills to succeed in life. They will be able to recognize their abilities and capabilities instead of feeling low. After all, a teacher is supposed to give guidance to the students and is responsible for their holistic development.

Statement of the Problem

Emotional Intelligence and Academic performance have significant importance. According to Stephens and Hermond (2009), "The idea of emotional intelligence has struck a particular chord with many learners today because it affirms what many have assumed for so long that general intelligence, as measured by our IQ, is not the only critical factor in predicting the success of leaders in real every day.

Being the future teachers, the student-teachers should have Emotional Intelligence within them. It will help them to handle every situation properly. Though a lot of research has been done in this area, more studies should be done because nowadays every individual is pre-occupied with a lot of stress and strain. For B.Ed students, it is very necessary to have a proper sense of Emotional Intelligence for coping with the situations around them.

Thus, the present study is titled as "Influence of Emotional Intelligence on the Academic Achievement of Teacher Trainees in Ranchi District".

Variables used in the Study

In research, the variables are any characteristics that can take different values.

Researchers use variables to describe and measure the people or ideas that they are studying. A strong understanding of variables leads to more accurate statistical analysis and results.

In this study, there are two variables-

- (i) Independent Variable - Emotional Intelligence
- (ii) Dependent Variable - Academic Achievement

The demographic Variables are mentioned below-

- (a) Gender
- (b) Type of Institute

- (c) Annual Family Income

Objectives of the Study

- (i) To study the Emotional Intelligence of B.Ed students.
- (ii) To study the Emotional Intelligence of B.Ed students based on gender.
- (iii) To study the Emotional Intelligence among B.Ed students based on type of institute.
- (iv) To study the emotional intelligence among B.Ed students based on family income.
- (v) To study the relationship between emotional intelligence and academic achievement in B.Ed students.

Hypotheses of the Study

H1. There is no significant difference between the scores of Emotional Intelligence of male and female students.

H2. There is no significant difference in the emotional intelligence of B.Ed students in relation to the type of institute.

H3. There is no significant difference in emotional intelligence of B.Ed students with low and high level of family income.

H4. There is a significant relationship between emotional intelligence and academic achievement in B.Ed students.

Delimitation of the Study

Conceptually, geographically and availability the present study was limited in its scope as follows: -

- Geographically the study is limited to Ranchi City, Jharkhand.
- Conceptually it is limited to emotional intelligence and academic achievement of B.Ed. college students in Ranchi City.

Population of the Study: The population of the present study comprises of students of Cambrian Institute of Teacher's Education and Doranda College B.Ed Department of Ranchi, Jharkhand. The total sample collected for the study is 200.

Sampling Technique and Sample of the Study: The investigator adopts Random sampling in the present study to select the sample from the population. A sample of 200 students was selected and 125 are female and 75 are male.

Method and Procedure

The present study is a survey planned to study the effect of emotional intelligence on the academic achievement of the B.Ed student. This will also include academic achievement based on gender, type of institute and family income.

Tools used for Data Collection

The tool used in this study is a standardized tool. As a tool, Emotional Intelligence Inventory by Dr. S.K. Mangal and Shubhra Mangal.

Reliability and Validity of the Tool

Reliability

The reliability of the scale was found to be 0.96

Validity

The validity of the emotional intelligence scale was compared with the student's academic achievement. The tool is valid because it helps in finding the effect of emotional intelligence on B.Ed students' academic achievement.

From the above analysis and interpretation, it was found that there is a negligible negative correlation between the emotional intelligence and academic achievement of the B.Ed students. Also, it was seen that there is no significant difference in the emotional intelligence of the male and female B.Ed students. According to the analysis, the annual family income has a significant relationship with the student's academic achievement.

Major Findings

The findings of the present study are presented below with regard to the objectives of the present study-

- There is a negative effect of emotional intelligence on students' academic achievement. There was no significant difference between the male and female B.Ed students concerning their Emotional Intelligence. As, the previous research has been done and the outcome was that gender does not have any impact on the emotional intelligence of an individual. In the present study also, the null hypothesis is accepted.
- There is a significant relationship in emotional intelligence of B.Ed students in relation to family income. The students who fall into the lower annual income were seem to have some difficulties in procuring all the basic requirements. This became a hindrance for the students to focus on their studies as well as on their emotional intelligence. Parental income does affect academic achievement because the student with a low annual income is not able to procure all the necessities as compared to that of a high-income level group. This creates a sense of lagging behind and then the students are not able to pace up in their studies.
- There is a significant relation emotional intelligence of B.Ed students in relation to the types of institutes. It has been seen that the methodology used in the government institutes is not satisfactory as compared to that of the private institutes. Most of the faculty in the government institutes are not making efforts to teach the B.Ed students. While the private institutes are following all the measures to make the B.Ed trainees ready for the future.
- There is no relation between emotional intelligence and academic achievement among the B.Ed students. Emotional Intelligence makes a person strong in his or her decisions. The knowledge gained through studies will only help an individual to score well but the individual will not be emotionally strong. But in the current study, there was found to be no role of Emotional Intelligence in Academic Achievement.

Conclusion

The study on Emotional Intelligence and its influence on the students' academic achievement was conducted where it was observed that there is a negligible negative correlation between the two variables. Emotional Intelligence is a lifetime practice and not something you develop once. To improve Emotional Intelligence one can, follow these steps that can be beneficial.

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