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A study on Academic achievement of B. Ed. Trainees with reference to their Emotional Intelligence

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Abstract

Emotional Intelligence (EI) has emerged as an essential component of personal and professional growth. Emotions play an eminent role in life and contribute to the personal and social development of an individual. Continuous emotional disturbance affects the individuals' growth and development and gives rise to mental, physical, social and other problems. In this study, the significance of emotional intelligence as a fundamental factor contributing to children's future success is being explored. The focus of this research is to measure emotional intelligence concerning various variables and examine the levels of emotional intelligence among B.Ed. students. The current study delves into the emotional intelligence levels of B.Ed. students, considering various demographic factors. To achieve this, a Descriptive survey approach was employed among B.Ed. teacher trainees. The primary objective of this research is to assess and gain insights into their emotional intelligence levels. Although Emotional Intelligence is seen to be essential for success, it should be mandatory for institutions to give more attention for EI instruction. Therefore, providing emotional intelligence training to B.Ed. students becomes essential to enable them to effectively manage their emotions and help their students develop emotional intelligence. The relevant statistical methods, including mean, standard deviation, and t-test, were used to assess the data that had been obtained. The planned research was using SPSS software for statistical analysis, and the results showed a substantial difference between male and female teacher trainees in terms of their levels of Emotional Intelligence further it was reflected by their academic scores.

Keywords: Emotional Intelligence, Academic achievement, B.Ed. Trainees, Teaching Profession and Teacher Education.

Introduction

Teacher education is no different from any other profession in that it requires its practitioners to possess unique and specialised abilities. Teacher Education is a professional course that prepares students for a career in teaching. To successfully meet the demands of the teaching profession, one needs a wide range of abilities. To prepare B. Ed. trainees to become successful and compassionate teachers, it is essential to address these challenges and provide extensive instruction in the ability

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to comprehend someone at their core. They will be better able to address many issues they may face in their profession and personal life if they have a greater understanding of people. Understanding and managing emotions is a crucial skill that will help the development of meaningful relationships with friends, lovers, and fellow students. Emotions influence all the aspects of personality of an individual, proper training and education will go a long way to enable the young people to control their emotions and obtain mental balance and stability. Emotions are the prime motive forces of thought, and their control is very important.

LITERATURE SURVEY

Mercader-Rubio et al focused on distinctive inspiration, which is regarded as the motivation that propels the subject to carry out an assignment without the expectation of obtaining an external reward. The main findings of this investigation suggest a relationship between the three components of inborn inspiration, the ability to comprehend others on a deeper level, and both. These findings highlight the value of having a greater understanding of individuals for innate inspiration. Kumar, M. (2020) examined that the Study on the Emotional Intelligence of Higher Secondary School Students. We live in a world that is changing faster than ever before and facing unparalleled challenges. In the current competitive situation where students are expected to perform multi roles with performance and effectiveness, it is highly needed to realize their right position and passionate intelligence towards the unseen complexities of life and quality education. The proposed New Policy on Education mainly focused on improving the quality of education that can be produced by making the students emotionally intelligent.

Jasso, Sonia Lizette. (2016) made a study on Authentic Leadership and Emotional Intelligence: Predicting Student Success. Student success has been predicted conservatively, using academic, demographic, and economic variables. Finding a relationship between student leadership behaviours could help with the appropriation of student resources. An aspect of this study is to look at the students' characteristics that might affect their progression. Findings from the analysis revealed that there is no difference in authentic leadership, emotional intelligence and student success but faculty alerts and midterm grades had a significant effect on all three student success factors.

COMPONENTS OF EMOTIONAL INTELLIGENCE

The following are the list of many aspects of emotional intelligence.

Self-Awareness: Observing oneself and being aware of one's own emotions.

Managing Emotions: Emotional management includes controlling feelings so that one may understand the meaning behind them, developing coping mechanisms for fears and worries, and dealing with anger and grief.

Motivating Oneself: Self-motivation involves controlling one's emotions, postponing pleasure, and suppressing desires to achieve a goal.

Empathy: Empathy is the capacity to be sensitive to the feelings and worries of another and to adopt their viewpoint; it also involves accepting that people's perspectives might differ.

Managing Relationships: Social Skills, Social Competence, and Managing Others' Emotions.

PROBLEM DEFINITION AND MOTIVATION

The issue of emotional intelligence' (EI) influence on B.Ed. students' academic performance originates from an increasing understanding of how emotional intelligence affects numerous facets of teaching and learning. Academic success in teacher preparation programmes is essential because it has a direct impact on the calibre of aspiring educators and, as a result, the state of education as a whole. The issue at stake is the lack of research and knowledge of how emotional intelligence affects B.Ed. trainees' academic success. While subject knowledge and pedagogical abilities are generally linked to academic achievement, emotional intelligence plays a significant influence in determining a trainee's educational path and overall effectiveness as a teacher. The issue is that teacher preparation programmes do not adequately recognise or grasp the value of emotional intelligence. The importance of emotional intelligence in fostering meaningful teacher-student relationships, managing classroom dynamics, and attending to students' socio-emotional needs has frequently been overlooked while traditional teacher training has primarily focused on pedagogical skills and subject knowledge.

The degree to which B.Ed. students connect with their courses, teachers, and peers depending significantly on their emotional intelligence. Higher emotional intelligence among trainees may result in greater time management, self-control, and resilience, which in turn boosts academic achievement. Academic success in programmes for future teachers involves both theoretical understanding and practice. Strong teacher-student interactions can promote interest, trust, and better academic results for students. Stress, worry, and burnout can result from teacher training's demanding nature. To effectively deal with these issues and retain their best academic performance, trainees may need to develop their emotional intelligence. This study explores the impact of emotional intelligence on B.Ed. students' academic performance to highlight the value of fostering emotional intelligence in teacher preparation programmes. Learning that emotional intelligence development is correlated with academic performance might encourage educational institutions to include it as a crucial part of the B.Ed. curriculum. The ultimate objective is to develop well-rounded, emotionally intelligent teachers that thrive in the classroom while also exhibiting empathy, understanding, and resilience as they prepare to teach in the twenty-first century.

NEED OF THE STUDY

Training in emotional intelligence can improve trainees' ability to control disputes, student behaviour, and classroom dynamics, which will enhance their performance in practicum or internship settings. The emotional intelligence of B.Ed. students might affect their capacity to build genuine relationships with students during practicum. It can increase B.Ed. candidates' adaptability

and receptivity to novel teaching techniques and strategies, enabling them to advance and innovate in their academic endeavours. Gaining a thorough knowledge of how emotional intelligence affects the teaching profession and the wider educational environment is the objective of the research on the emotional intelligence of B.Ed. students in the twenty-first century. In light of today's educational issues, the study seeks to understand the relevance of emotional intelligence in B.Ed. students and how it affects their classroom management, interpersonal interactions, and general well-being. Examine the relationship between emotional acuity and well-being: Although teaching may be emotionally demanding and difficult, this aim focuses on studying how emotional intelligence affects the overall well-being and stress management of B.Ed. trainees. To improve trainees' emotional intelligence abilities, this objective seeks to provide efficient strategies, interventions, or training initiatives that may be included in B.Ed. curricula or professional development workshops. By attaining these objectives, the study will further knowledge of emotional intelligence's function in the teaching profession and its applicability in resolving the various issues that educators encounter in the educational environment of the twenty-first century.

METHODOLOGY

The purpose of this study is to find out how emotional intelligence affects B.Ed. students and how it relates to producing modern-day teachers who are effective. The primary objectives of this study were to compare the academic performance of students with high and low emotional intelligence, to examine the relationship between emotional intelligence and trainees' academic achievement. To achieve these goals, the descriptive survey method was used to collect the data. The study's population consisted of 90 B.Ed. students of Bishop Appasamy College of Education, Avinashi Road, Coimbatore. For this study, a random sampling was followed all the students of that class has been taken for this study.

(a) Objectives of the Study

The study's stated objectives were as follows:

To examine the emotional intelligence level among B.Ed. students.

To compare the emotional intelligence level of male and female B. Ed. students.

To compare the emotional intelligence levels of B. Ed. students to their academic achievement scores.

(b) Hypotheses of the Study

In the study, the following hypotheses were investigated.

To find out the level of Emotional intelligence of B. Ed. students.

To find out the level of academic achievement scores of the B. Ed. Students.

There is no significant difference between male and female B. Ed. students in their Emotional

intelligence.

There is no significant difference between male and female B. Ed. students in their academic achievement score.

There is no significant relationship between Emotional intelligence and academic achievement scores of B. Ed. students.

(c) Procedure of Data Collection

The Principal of the B.Ed. Programme granted permission to the investigator to collect data from the selected research group. After receiving permission in person, the investigator met with the first-year students and administered the standardised emotional intelligence scale while also gathering pertinent data and the academic performance scores from the previous semester.

(d) Emotional Intelligence Scale

The standardised Emotional Intelligence Scale was used, and measure was developed with alternatives like Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, and Strongly Agree on a five-point scale. LEI may therefore be divided into four categories: self-awareness (SA-EI), managing emotions (ME-EI), self-motivation (SM-EI), and handling relationships (HR-EI). The Emotional Intelligence Scale's internal consistency is determined by the instrument's test-retest reliability for overall scale scores.

(e) Statistical Technique Used

Both descriptive and inferential statistical approaches were employed to analyse the collected data. The cut-off score of the scale was calculated, and according to the cut-off score, the distribution was made as follows: high emotional intelligence, average, and low emotional intelligence. This was done to analyse the data regarding the emotional intelligence scores of students. On the other hand, the present study employed Pearson Product Moment Correlation to compare means and to examine correlation.

Analysis and Interpretation of the Data

Hypothesis 1

To find out the level of Emotional intelligence of B. Ed. students.

Table 1 Level of Emotional intelligence of B. Ed. students

Variable	Low		Average		High	
	Count	%	Count	%	Count	%
Emotional intelligence	15	18.67	58	59.67	17	21.67

Table 1 shows that levels 18.67% of B. Ed. students have low, 59.67% have average and 21.67% have high level of Emotional intelligence.

Hypothesis 2

To find out the level of academic achievement scores of the B. Ed. Students.

Table 2 Level of academic achievement scores of the B. Ed. students

Variable	Low		Average		High	
	Count	%	Count	%	Count	%
Academic Achievement score	19	23.67	60	64.03	11	12.30

It is inferred from the above table that 23.67% of high B. Ed. students have low, 64.03% have average and 12.30% have high level of academic achievement score.

Hypothesis 3

There is no significant difference between male and female B. Ed. students in their Emotional intelligence.

Table 3 Difference between male and female B. Ed. students in their Emotional intelligence

Gender	Count	Mean	S. D	Calculated 't' value	Remarks
Male	31	67.14	4.919		
Female	59	64.58	4.240	4.821	S

It is inferred from the above table that there is significant difference between male and female students in their Emotional intelligence.

While comparing the mean scores of the two groups the male students (67.14) are better than the female students (64.58) in their Emotional intelligence.

Hypothesis 4

There is no significant difference between male and female B. Ed. students in their academic achievement score.

Table 4 Difference between male and female B. Ed. Students in their academic achievement score

Gender	Count	Mean	S. D	Calculated 't' value	Remarks
Male	31	62.91	15.751		
Female	59	58.90	16.066	2.170	S (0.05) level

It is inferred from the above table that there is significant difference between male and female B. Ed. students in their academic achievement score. While comparing the mean scores of the two groups the male students (62.91) are better than the female students (58.90) in their academic achievement scores.

Hypothesis 5

There is no significant relationship between Emotional intelligence and academic achievement scores of B. Ed. students.

Table 5 Relationship between Emotional intelligence and academic achievement scores of B. Ed. students

Variable	Count	χ^2 value	5% level	Remarks
Emotional intelligence and academic achievement scores	90	0.46284	0.113	S

It is inferred from the above table that there is significant relationship between Emotional intelligence and academic achievement scores of B. Ed. students.

FINDINGS AND CONCLUSION

In this study, there is significant difference between male and female students in their Emotional Intelligence. While comparing the mean scores of the two groups the male students (67.14) are better than the female students (64.58) in their Emotional intelligence. There is significant difference between male and female B. Ed. students in their academic achievement scores. While comparing the mean scores of the two groups the male students (62.90) are better than the female students (58.91) in their academic achievement.

There is significant relationship between Emotional intelligence and academic achievement scores of B. Ed. students. This study evaluated the emotional intelligence levels of B.Ed. trainees using a descriptive survey method, and it investigated its link with teaching effectiveness, classroom management, and interpersonal interactions. This study additionally examined how emotional intelligence affects trainees' well-being and suggested ways to foster the development of emotional intelligence inside teacher preparation programmes. The results emphasise the necessity for educational institutions to incorporate emotional intelligence training to foster competent, resilient, and emotionally intelligent educators for the challenges of the 21st-century educational landscape. Emotional intelligence is a crucial determinant of success in the teaching profession, according to the findings.

This research study has produced some enlightening revelations about how emotional intelligence affects teacher preparation programmes and student achievement. Assess the emotional intelligence of the pupils first; emotional intelligence has a beneficial effect on the efficiency of instruction. Those pursuing a degree in education who have a high level of emotional intelligence are better at managing their classrooms, accommodating different learning styles, and building positive connections with their students. These qualities help to create better teaching strategies, which leads to higher student learning results. Second, emotional intelligence is essential for handling the pressures and difficulties that arise throughout teacher preparation. The challenges of coursework, practicum experiences, and relationships with instructors and peers are typically easier for trainees with high EI to handle. Educational Institutions can establish a climate that supports students' personal development and improves their academic achievement by fostering emotional well-being. Additionally, emotional intelligence helps grow future teachers into resilient, sympathetic professionals. Students majoring in education who have polished their emotional intelligence are more suited to handle the dynamic and changing educational environment of the

twenty-first century. The EI level, creative ability, and academic achievement of the kids are examined in the present research. This study also found a strong relationship between student's academic achievement and their emotional intelligence level. Therefore, it is crucial and useful to examine the emotional intelligence of B.Ed. students to evaluate their academic achievement. To guarantee the overall growth and success of future educators, teacher preparation programmes and educational policymakers must place a high priority on the development of emotional intelligence.

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