

SHIKSHA SAMVAD

International Open Access Peer-Reviewed & Refereed
Journal of Multidisciplinary Research

ISSN: 2584-0983 (Online)

Volume-02, Issue-02, December- 2024

www.shikshasamvad.com



“A Study of Emotional Intelligence and Self-Concept in Relation to Academic Achievement of Prospective Teachers”

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Abstract:

The objective of the study was to find relationship between Emotional Intelligence & Self Concept and Academic Achievement of Prospective Teachers. The hypotheses of the study were that there is no significant relationship between emotional intelligence and self-concept and academic achievements of prospective teachers. This study was conducted on 400 randomly selected B.Ed. students from B.Ed. Colleges of Kanpur District. Self -Concept was assessed with the help of Kakkar’s Self-Concept Inventory, Academic Achievement was assessed from college records and Emotional Intelligence with the help of self-constructed tool. The data were analyzed by employing Mean, Percentage and Pearson’s Product Moment Correlation. Emotional Intelligence, Self -Concept and Academic Achievement were found to be positively correlated.

KEYWORDS: Self-concept, Emotional Intelligence, Academic Achievements, Prospective Teachers.

INTRODUCTION : In past decades many studies have analyzed the relationship between Academic Achievement and different psychological constructs such as Cognitive Intelligence, Personality , I.Q. ,Motivation, Self-Concept and Emotional Intelligence. Among all these constructs IQ has been commonly considered as a determinant and closely associated with academic success. However, many recent and emerging studies have analysed that IQ alone is not a reliable predictor of one’s academic achievement (Craggs,2005). Emotional Intelligence is a complex aspect of one’s psyche and contains

significant behavioral characteristics, from personal well being and satisfaction to high achievement. Mayor & Salovey (1990) coined the term Emotional Intelligence and defined it as one's ability to manoeuvre and interact with one's own emotions as well as of others .One of the most popular and cited sources is Daniel Goleman's famous book ' Emotional Intelligence: Why it can matter more tan IQ' , here Goleman claimed that only 20% of person's success is attributed to IQ. IQ is crucial to a student's personal health and academic success. However Emotional Intelligence is almost as important as Cognitive Intelligence and having a conscientious attitude. Emotionally Intelligent students are better able to cope with negative emotions and demanding complex college experiences. Teachers are potent tool for enhancing the quality of education by bringing life to curriculum & inspiring students,making them curious & attempting self- directed learning. The teacher's emotional Intelligence skills improve stress management , self esteem & confidence ,it also bring about positive personal change in decision making and leadership assertion. Besides Emotional Intelligence , Self-Concept is another factor which impacts the social and academic success. Many researches have revealed that psychological construction of a positive Self-Concept by the students and teachers leads to success in educational, social and emotional situations. Self- Concept is a schema that contains knowledge about Self including one's attributes, social rule and goals.The development of positive self -concept empower the child to feel competent , try new things and strive for success. Teachers with better Emotional Intelligence and Self-Concept are rather able to develop professional and personal strengths and overcome shortcomings thereby exhibit good academic and professional performance.

Objectives

1. To find out the relationship between emotional intelligence & self-concept of Prospective Teachers.
2. To find out the relationship between emotional intelligence & academic achievement of Prospective Teachers.
3. To find out the relationship between self-concept & academic achievement of Prospective Teachers.

Hypothesis

1. There is no significant relationship between emotional intelligence & self-concept of Prospective Teachers.
2. There is no significant relationship between emotional intelligence & academic achievement of Prospective Teachers.
3. There is no significant relationship between self-concept & academic achievement of Prospective Teachers.

Methodology

In present study descriptive survey method was employed.

Sample

Two government and two private aided and two self -finance B.Ed. colleges of Kanpur district of Uttar Pradesh state were randomly selected. The stratified random sampling technique was followed.

Tools

The Tools used for data collection are-

- Kakkar's Self-Concept Inventory.
- Self constructed tool for assessing Emotional Intelligence was employed by the investigator.
- Academic achievement of students was assessed from college records.

Statistical Techniques

Descriptive statistics like Mean and Standard Deviation were applied to interpret the collected data. Pearson's product moment correlation technique was employed to analyze relationship between intelligence & academic achievement & self-concept. T-test was employed to study the significance of difference between the means of scores of prospective teachers on emotional intelligence & self-concept & academic achievement.

Analysis of data

The data was arranged according to their characteristics and analyzed by employing appropriate statistical techniques viz. t-test and product moment correlation.

Mean & Standard Deviations of Selected Variables

Variables	N	Mean	SD
1. Emotional Intelligence	400	47.09	8.05
2. Self-Concept	400	53.52	9.94
3. Academic Achievement	400	305.72	49.23

Mean, SD & 't' test and Level of Significance between Academic Achievement & Emotional Intelligence and Self-Concept

Variables	N	Mean	SD	't'	Significance
1. Emotional Intelligence	Low-219	276.69	31.53	17.03	Significant at .01 level
	High-181	340.84	43.63		
2. Self-Concept	Low-187	282.96	37.06	9.60	
	High-213	325.70	49.99		

Product Moment Correlation among Academic Achievement, Emotional Intelligence, Self-Concept

Variables	Academic Achievement	Emotional Intelligence	Self-Concept
1. Emotional Achievement	1.000	0.6971	0.4687
2. Emotional Intelligence	0.6971"	1.0000	0.4279
3. Self-Concept	0.4687	0.4279	1.0000

Interpretation

1. There is a high significant correlation between academic achievement with emotional intelligence & self-concept.
2. There is a significant difference in the academic achievement of prospective teachers with different levels of emotional intelligence & self-concept.
3. There is a significant and interactive effect of emotional intelligence & self-concept on academic achievement.

Conclusion and Discussion

From the present study it is concluded that the high emotional intelligence has significant impact on academic achievement. Emotionally intelligent students have healthier intrapersonal and interpersonal skills, good at stress management and perform better academically. Moreover, students with positive self-concept are more confident and successful in school, profession and society. Since, the respondents are future educators, there is a crucial need for them to possess emotional intelligence skills which will make them caring and empathetic teachers. Findings of the study emphasize the importance and the value of emotional intelligence in teacher preparation programmes with the view that teachers with good emotional intelligence are better at classroom management and coping better with demanding and stressful working environment (Nelson, low and Nelson, 2005).

Implications of the Study

As afore mentioned, it is of great importance for teachers to be equipped with emotional intelligence and positive self-concept to work effectively as an educator.

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SHIKSHA SAMVAD



An Online Quarterly Multi-Disciplinary

Peer-Reviewed or Refereed Research Journal

ISSN: 2584-0983 (Online) Impact-Factor, RPRI-3.87

Volume-02, Issue-02, Dec.- 2024

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Certificate Number-Dec-2024/23

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**“A Study of Emotional Intelligence and Self-Concept in
Relation to Academic Achievement of Prospective
Teachers”**

Published in ‘Shiksha Samvad’ Peer-Reviewed and Refereed Research
Journal and E-ISSN: 2584-0983(Online), Volume-02, Issue-02, Month
December, Year- 2024, Impact-Factor, RPRI-3.87.

Dr. Neeraj Yadav
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