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## Impact of Emotional Intelligence on Academic Achievement of Prospective Teachers in the Subject of English

Muhammad Ramzan, Ph.D., Aijaz Ahmad Gujjar, Ph.D. Candidate, and Saira Ijaz Ahmad, Ph.D. Candidate

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### Abstract

Emotional intelligence is one of the new and emerging trends in education. Researches have approved it as one of the most significant variable for the expression of a person's inner feelings, thoughts and way of thinking.

The main objective of the current study was to test the association between emotional intelligence and academic achievements of prospective teachers. The participants of the study were included two hundred randomly selected prospective teachers at B.Ed. level as the sample of the study. Wong & Law emotional intelligence scale (WLIS) was used for the purpose of data collection. Data analysis was done by using Pearson correlation coefficient on SPSS version 15. Findings of the study showed that overall emotional intelligence score was positively correlated with the academic results of the prospective teachers.

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**Key Words:** Self-awareness, Self Management, Self management, Relationship Management

## **Introduction**

Emotions are an important tool for expressing one's inner feelings. These are of different kinds such as joy, detestation, anger etc. Fredrickson (1998) and Isen (1999) have highlighted that emotions have a vital possession on the thinking of a person. Any type of pleasing and gratifying emotions can enhance and activate a person's Imaginative, artistic and creative sense. Persons who have a full control on his/her emotions can be a constructive and productive citizen of a society. This ability in a person is simply called **emotional intelligence**.

Mayer & Salovey (1993) defined the term *emotional intelligence* by saying it a "traditional and standard intelligence." Bar-On (1996) has defined this term of emotional intelligence as an ability which helps a person in dealing effectively with his/her own feelings and the feelings of the people around. Geula (2004) wrote that integrated education having sound bases of religious education helps in a person's emotional and spiritual development.

## **Emotions Play a Fundamental Role**

Emotions can play a fundamental role in education as Scheff and Retzinger (1991) wrote that the emotions and sentiment of pride and shame are well connected to achievement and failure of a student in education and are helpful in upholding and development of personality. Beard (2005) claimed that students go through different emotional state of minds during each one of their academic year. These emotional mind situations make their influence on whole of their personality and their temperament towards learning.

Mayer and Salovey (1997) have stated emotional intelligence as a significant concept for the representation, understanding and controlling of one's own emotions and the emotions of others.

## **The Concept**

The concept of emotional intelligence is quite recent in educational psychology. This idea is well-linked with the concept of intelligence quotient but these are not reciprocal terms but have two different meanings, applications and have their varied relevant areas in the field of education. The concept of emotional intelligence has sound basis in theory.

The famous publication "Emotional Intelligence" by Daniel Goleman (1995) has made the term emotional intelligence a distinguished concept. He wrote that emotional intelligence is the most powerful and influential factor of success as compared to intelligence quotient.

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Adeyemo & Adeleye (2008), Abdullah (2006), Nasir & Masrur (2010), Fennin (2000), Marquez, Martin and Brackett (2006), Rozell, Pettijohn, and Parker, (2002), Parker, et al. (2004), Wong, Wong & Chau, (2001), Mayer and Salovey (1997) and Amendolai (2003) have explored that Emotional intelligence is one of the significant and prominent forecaster of students' academic achievements.

Nasir & Masrur (2010) have observed no significant association between emotional intelligence and age of a student whereas Naoreen and Gujjar (2009) have explored the age as one of the factors which are positively and significantly related to the emotional intelligence of the students.

Qualter, et al. (2007) highlighted that higher degree of emotional intelligence helps the students to make adjust in new learning environment when they shifted or promoted to secondary level from primary level.

### **Emotional Intelligence and Prospective Teachers' Training**

In this regard, the importance for the training of emotions for prospective teachers cannot be neglected. Emotional intelligence helps them to adjust in their work places after the completion of necessary training of their profession.

Sy and Cote (2003) argued that emotional intelligence have a significant impact on leadership style and social relations at work places.

Justice and Espinoza (2007) have surveyed one-sixty beginner teachers by using Emotional Skills Assessment Process and they have concluded that these teachers needs to develop their emotional intelligence skills such as sympathy, empathy, self esteem, decision making, and stress management. In this way the beginner teachers will be able to meet the demands of varied classroom atmosphere and can be assured a longer teaching career.

Salami (2010) have explored three variables of emotional intelligence, self-efficacy and psychological well-being as the predictors of behaviors and attitudes of the students. Elias et. al. (1991) have highlighted the need for the teaching of emotional and social skills in the institution and also declared that emotional and social training helps to stimulate learning and have positive effect on a student's learning during the academic year and his/her future life.

Finnegan (1998) said that educational institutions should assist students to develop essential components of emotional intelligence in their personalities. These abilities can help them in their academic progress as well as enhance their proficiencies as a worker. Gerts, Deren &

Verbruggen (2003) and Modupe (2010) have explored two variables, emotional intelligence and self-esteem as forecasters for success in teachers training programmes.

## Research Methodology

The objective of this study is to identify the relationship between emotional intelligence and academic achievements of Prospective teachers in Pakistan.

## Population and Sampling

Population of the study included all the Prospective teachers at pre-service level in teacher training institutions of Pakistan. 200 Prospective teachers at B.Ed level was randomly selected as the sample of the study.

## Research Tool

The study was basically co-relational in nature. Wong & Law emotional intelligence scale (WLIS) was used for the purpose of emotional intelligence testing of the participants of the study after some amendments and modifications according to the local cultural and traditional values. After these amendments pilot testing was made to ensure the reliability of the tool and the value of reliability 0.856 was observed through Cronbach's Alpha.

25 items were included in the scale. Four variables and skills (Self-Awareness, Self-Management, Social Awareness, and Relationship Management) were identify by computing items, as were presented by Goleman (1998). The record of students' academic result in graduation degree (B.A, B.Sc.) was collected from students admission forms filled and submitted at the time of admission with the evidence of documentation (result cards).

## Data Analysis, Results and Discussion

**Table 1: Examination score and Emotional Intelligence of Prospective Teachers**

| Pairs  | N   | Pearson Correlation | p-value |
|--|-----|---------------------|---------|
| Marks vs. Self-awareness                       | 200 | -.013               | .858    |
| Marks vs. Self Management                      | 200 | -.087               | .223    |
| Marks vs. Social Awareness                     | 200 | .057                | .424    |
| Marks vs. Relationship Management              | 200 | .072                | .314    |
| Marks vs. Overall Emotional Intelligence Score | 200 | .006                | .931    |

N= Number of Respondents

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Table 1 shows the relationship between examination score and variables of emotional intelligence for Prospective teachers. The results in the table 1 are not significant at  $\alpha=0.05$ . Variables of self-awareness and self management shows negative correlation with the examination scores whereas the variable of social awareness and relationship management shows positive correlation with the examination marks of the Prospective teachers. The overall emotional intelligence score was positively correlated with the examination marks of the prospective teacher.

**Table 2: Examination score and Emotional Intelligence of Prospective Teachers (Age wise Analysis)**

| Pairs  | Age                | N   | Pearson Correlation | p-value |
|--|--------------------|-----|---------------------|---------|
| Marks vs. Self-awareness                       | 20-23 Years        | 108 | .117                | .227    |
|  | 24-26 Years        | 65  | -.178               | .157    |
|  | 27-29 Years        | 18  | -.177               | .481    |
|  | 30 and Above Years | 9   | -.305               | .425    |
| Marks vs. Self Management                      | 20-23 Years        | 108 | -.065               | .506    |
|  | 24-26 Years        | 65  | -.100               | .429    |
|  | 27-29 Years        | 18  | -.103               | .685    |
|  | 30 and Above Years | 9   | -.392               | .297    |
| Marks vs. Social Awareness                     | 20-23 Years        | 108 | .201                | .037*   |
|  | 24-26 Years        | 65  | -.053               | .675    |
|  | 27-29 Years        | 18  | -.347               | .158    |
|  | 30 and Above Years | 9   | .530                | .142    |
| Marks vs. Relationship Management              | 20-23 Years        | 108 | .221                | .021*   |
|  | 24-26 Years        | 65  | .042                | .738    |
|  | 27-29 Years        | 18  | -.382               | .118    |
|  | 30 and Above Years | 9   | -.417               | .264    |
| Marks vs. Overall Emotional Intelligence Score | 20-23 Years        | 108 | .151                | .119    |
|  | 24-26 Years        | 65  | -.105               | .405    |
|  | 27-29 Years        | 18  | -.312               | .207    |
|  | 30 and Above Years | 9   | -.321               | .400    |

\* $p < .05$

Table 2 shows the age wise analysis of examination score and emotional intelligence of Prospective teachers. Data presented in the table shows that the variable of Self-awareness is positively correlated with the marks in graduation degree in case of 20-23 years of age group of prospective teachers.

Age groups from 24-30 and above showed negative correlation when the variable of Self-awareness was compared with the examination score of prospective teachers.

The variable of self management showed negative correlation with examination marks in case of all the four age groups from 20- 30 and above and showed non-significant results. Variable of social awareness was positively correlated with the marks in case of 20-23 year of age group and shows significant results (p-value .037). Results were not significant and showed negatively correlated with marks in case on age groups ranging from 24-29 years, whereas the results showed positive degree of correlation with marks in case of 30 and above age group.

The variable of relationship management was passively correlated with examination marks for the age groups ranging from 20-26. Results were significant (.021) in case of 20-23 years of age group and were negatively correlated for the age groups ranging from 27-30 and above. The overall emotional intelligence score of Prospective teachers was positively correlated with the examination score for the age group of 20-23 years and showed negative correlation in case of age groups ranging from 24-30 and above.

**Table 3: Examination score and Emotional Intelligence of Prospective Teachers (Gender Based Analysis)**

| Pairs  | Gender | N   | Pearson Correlation | p-value |
|--|--------|-----|---------------------|---------|
| Marks vs. Self-awareness                       | Male   | 80  | -.186               | .099    |
|  | Female | 120 | .091                | .321    |
| Marks vs. Self Management                      | Male   | 80  | -.160               | .157    |
|  | Female | 120 | -.040               | .668    |
| Marks vs. Social Awareness                     | Male   | 80  | .049                | .666    |
|  | Female | 120 | .061                | .509    |
| Marks vs. Relationship Management              | Male   | 80  | .072                | .528    |
|  | Female | 120 | .073                | .431    |
| Marks vs. Overall Emotional Intelligence Score | Male   | 80  | -.098               | .387    |
|  | Female | 120 | .062                | .499    |

Table 3 shows gender based analysis of examination score and emotional intelligence of prospective teachers. Examination score were negatively correlation with the variable of self-awareness in case of male participants and was positively correlated in case of female participants.

The variable of self management showed negative correlation with examination score in case of both genders (male and female). The variables of social awareness and relationship management were positively correlated with examination score in case of both of the genders (male and female). The overall degree emotional intelligence of male participants' negative degree of correlation with examination marks whereas it showed positive degree of correlation with marks in case of female participants.

**Table 4: Examination score and Emotional Intelligence of Prospective Teachers (Qualification Based Analysis)**

| Pairs  | Qualification | N  | Pearson Correlation | p-value |
|--|---------------|----|---------------------|---------|
| Marks vs. Self-awareness                       | B.A           | 98 | -.004               | .972    |
|  | B.Sc          | 27 | -.121               | .547    |
|  | M.A           | 50 | -.058               | .692    |
|  | M.Sc          | 25 | .114                | .588    |
| Marks vs. Self Management                      | B.A           | 98 | -.129               | .204    |
|  | B.Sc          | 27 | -.019               | .924    |
|  | M.A           | 50 | .018                | .901    |
|  | M.Sc          | 25 | -.079               | .708    |
| Marks vs. Social Awareness                     | B.A           | 98 | .103                | .312    |
|  | B.Sc          | 27 | .227                | .254    |
|  | M.A           | 50 | -.176               | .220    |
|  | M.Sc          | 25 | .448                | .025*   |
| Marks vs. Relationship Management              | B.A           | 98 | .270                | .007**  |
|  | B.Sc          | 27 | -.153               | .446    |
|  | M.A           | 50 | -.291               | .040*   |
|  | M.Sc          | 25 | .290                | .160    |
| Marks vs. Overall Emotional Intelligence Score | B.A           | 98 | .059                | .561    |
|  | B.Sc          | 27 | -.016               | .938    |
|  | M.A           | 50 | -.149               | .303    |
|  | M.Sc          | 25 | .238                | .253    |

\*p<.05, \*\*p<.01

Table 4 shows qualification based correlation analysis of examination score and emotional intelligence of Prospective teachers. The results shows negative correlation between the variable of self-awareness and examination score in case of B.A., B.Sc. and M.A. participants whereas the degree was correlation was positive in case of M.Sc. participants.

The variable of self management showed negative correlation with examination score in case of B.A, B.Sc and M.Sc participants whereas it was positively correlated in case of M.A participants of the study.

The variable of social awareness was positively correlated in case of B.A, B.Sc. and M.Sc. participants and showed negative degree of correlation in case of M.A participants.

The variable relationship management was positively correlated with examination score in case of B.A and M.Sc. participants and showed negative degree of correlation in case of B.Sc. and M.A. participants. The overall degree of emotional intelligence showed positive correlating with examination score in case of B.A and M.Sc. participants and showed negative correlation in case of B.Sc. and M.A participants.

## **Conclusions**

Emotional intelligence was tested as the predictor of academic achievement of the prospective teachers. There was no significance observed between academic achievement and the variables of Self-Awareness, Self-Management, Social Awareness, Relationship Management and the overall emotional intelligence of the prospective teachers. These findings of the study are quite opposite to the research findings presented by Adeyemo & Adeleye (2008), Abdullah (2006), Nasir & Masrur (2010), Fennin (2000), Marquez, Martin and Brackett (2006), Rozell, Pettijohn, and Parker (2002), Parker, et. al. (2004), Wong, Wong & Chau (2001), Mayer and Salovey (1997), Gerts, Deren & Verbruggen (2003), Modupe (2010) and Amendolai (2003).

The variable of Social Awareness and Relationship Management showed significant association with the academic achievements of the prospective teachers within the age break of 20-23. Other than that, all of the variables as well as overall emotional intelligence showed no association with the academic achievement of prospective teachers under all of the break ups of age (20-23, 24-26, 27-29, 30 and above years). These conclusions are in line with Nasir & Masrur (2010) and are quite opposite from the conclusions presented by Naoreen and Gujjar (2009).

Gender was also observed as one of the dispassionate variable and showed no significant association with emotional intelligence and academic achievements of the prospective teachers. Under qualification based analysis of the variable of social awareness showed significant association with last degree marks in case of M.Sc. participants and the variable of relationship management showed significant association with last degree marks in case of B.A. and M.A. participants. Other than that, all the variables Self-Awareness, Self-Management, Social Awareness, Relationship Management and the overall emotional intelligence of the prospective

teachers showed no significant results with the last degree marks in case of qualification based analysis.

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