

## **A Study of Emotional Intelligence and Self Esteem In Relation to Academic Achievement of Student-Teachers of Colleges of Education**

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### **Introduction**

Emotional Intelligence (EI) refers to the ability to perceive, control and evaluate emotions. Some researchers suggest that Emotional Intelligence can be learned and strengthened, while others claim it is an inborn characteristic. There are many possible definitions of Emotional Intelligence, and many definitions can be found on the Internet. Many of these definitions stem from the popularizations of Emotional Intelligence found in the popular press and in popular books. A clear and scientifically useful definition of Emotional Intelligence, however, is recognizable because it takes the terms emotion and intelligence seriously. That is, the meaning of Emotional Intelligence has something specific to do with the intelligent intersection of the emotions and thoughts. Emotional Intelligence represents an ability to validly reason with emotions and to use emotions to enhance thought. Emotional Intelligence is what more than 90% of the world population is lacking. It includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth. Emotional Intelligence focuses on a number of “inner-side” personal characteristics including understanding, motivation, goal setting ability, confidence, innovation, flexibility and achievement drive. These qualities are vital to individual self development according to Emotional Intelligence also emphasizes on a number of “outer-side” personal characteristics including energizing others, effective leadership, building partnerships, networking, cooperation, wielding influence and developing others. These qualities are critical to individuals to becoming competent in social interaction. On the other hand Self Esteem (SE) is a personal judgment of worthiness. Self Esteem is appreciating one's own worth and importance and having the character to be accountable for oneself and to act responsibly towards others.

Emotional intelligence is the ability to accurately identify and understand one's own emotional reactions and those of others, consisting of the ability to control one's emotions, and to use them to form good decisions, to act purposefully and to involve effectively in a given situation. “Emotional intelligence refers to the capacity of recognizing one's own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships” (Goleman, 1998).

### **Self-Esteem**

Self-esteem is an emotional response; a generalized feeling about the self that is more or less positive. “Self-esteem is a general personality characteristic; not a

momentary attitude or an attitude specific to individual situations. Self-esteem is a personal judgment of worthiness” (Pervin, 1985). “Self-esteem is appreciating one’s own worth and importance and having the character to be accountable for oneself and to act responsibly towards others” (Podesta, 2001) it doesn’t mean seeing oneself as the greatest person in the world, it is not the same as being conceited; but it is liking one self, for the most part, as he is. It is an affective or emotional aspect of self and generally refers to how we feel about or how we value ourselves.

Self Esteem is a term in psychology to reflect a person's overall evaluation or appraisal of own worth. Self Esteem encompasses beliefs and emotions such as triumph, despair, pride and shame. "The self-concept is what people think about the self. A person’s self-concept consists of the beliefs one has about oneself, one’s self-perception, or, as expresses it, "the picture of oneself". Described self-concept as totally perception which people hold about themselves. It is not the "facts" about one-self but rather what one believes to be true about one-self. Early researchers used self-concept as a descriptive construct. Recent theories adapted Self Esteem with more evaluative statements. Self Esteem is a central concept that is related to academic achievement, social functioning and psychopathology of children and adolescents. With respect to academic achievement, various studies indicate that children with low Self Esteem are less successful at school. With regard to social functioning, research demonstrated that children with low Self Esteem are usually less accepted by their peers. Finally, many studies have shown that low Self Esteem is related to child psychopathology, including anxiety , depression and eating pathology.

### **Self-Esteem and Emotional Intelligence**

Self-esteem is defined as “how much value people place on themselves” (Baumeister et al. 2003). The interaction between the cognitive and affective components that underlines the construct highlights the fact that affective information is being used to form attitudes of oneself over the long term. Therefore, an individual with higher levels of EI-abilities should be able to reason with and modify emotional information so that over the long term, a positive overall self-evaluation is formed.

The understanding emotions-branch helps individuals to understand the complexities of emotions that are felt. The management branch helps individuals modify the possible negative emotions in frustration into positive emotions, thereby potentially producing a positive self-evaluation or higher self-esteem. Therefore, we hypothesize that each of these branches and the overall EI will positively influence self-esteem.

The present study is highly relevant because it is conducted among student-teachers of colleges of education and their self-image and emotional intelligence are of greater importance. As student-teachers their duty is to build self-esteem and emotional intelligence in an effective way. For the same first of all they should be emotionally fit. This study is conducted among the B Ed trainees of colleges of education affiliated to Rani Channamma University, Belgaum Karnataka (India).

## **Academic Achievement**

Academic Achievement is the outcome education the extent to which a student teacher or institution has achieved their educational goals Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement no how it is best tested or which aspects are most important procedural knowledge such as skills or declarative knowledge such as facts. Academic Achievement is the accomplishment or proficiency of performance in a given skill or body of knowledge. Robinson and Horrock 1975 defined achievement as “status level or individuals learning and his ability to apply what he has learned “. According to this definition achievement is at first assumed to include any knowledge or skill. There is, however, a much broader approach which includes attitude, interests and values as aspects of a achievement and achievement is defined as the product of learning attitudes and interests as they are learned retained and forgotten just as knowledge or skill is According to Crow and Crow 1956 achievement means the extent to which learner and profiting from interaction from a given area of learning other words we can say achievement means the extent to which teaching and studying has resulted in mastery. It is the outcome of general and specific learning experiences.

## **Statement of the Problem**

The present investigation is titled as: **A Study of Emotional Intelligence and Self-Esteem in Relation to Academic Achievement of Student-Teachers of Colleges of Education**

## **Review of Literature**

Rey, et al., (2011) studied “Perceived Emotional Intelligence, Self-Esteem and Life Satisfaction in Adolescents”.

The present study examined the relationship between perceived emotional intelligence, self-esteem and life satisfaction in a sample of 316 Spanish adolescents (179 females and 137 males), ranging in age from 14 to 18. Demographic information was collected, along with data through the use of three self-report measures: the Trait Meta-Mood Scale, the Rosenberg Self-Esteem Scale and the Satisfaction with Life Scale. As expected, perceived emotional dimensions, particularly mood clarity and repair, showed positive associations with life satisfaction. Self-esteem also correlated significantly and positively with levels of adolescents’ satisfaction with life. More interestingly, results of structural equation modeling indicated that mood clarity and emotional repair had a significant direct and indirect link (via self-esteem) with life satisfaction in adolescents. The present study contributes to an emerging understanding of the underlying process between perceived emotional intelligence and life satisfaction. Our findings encourage moving beyond the examination of direct association between perceived emotional intelligence and life satisfaction and focusing on the role of potential mechanisms such as self-esteem involved in the link between perceived emotional intelligence and life satisfaction in adolescents. Implications of the present findings for future research are discussed, as well as potential interventions for increasing subjective well-being in adolescents.

María and Ferrer (2012) examined “Influence of Emotional Intelligence in Self-Concept”.

With the completion of this work is to study the impact of emotional intelligence and self-concept, being the sample size of 134 students. To measure emotional intelligence 24 and TMMS was used for self AF5 was used. The results released into the Cronbach's alpha show that all scales have adequate internal consistency. The data analysis showed that there is an influence of emotional intelligence on self-concept, emotional care being the dimension which has a higher weight.

Badrosadat (2013) studied “Emotional Intelligence and its Necessity in Teaching Training”.

Emotional intelligence theory first introduced by Peter Salovey and John Mayer in 1990 was aimed to recognize place of emotions and passions and their important roles in different rational and mental actions of human beings. Different studies showed that the key of success is not just cognitive intelligence rather 80% success in life depends on emotional intelligence (Freedman, 2005). Considering the main role of teachers in training students, it seems that reinforcing emotional qualifications of teachers and including these qualifications in strategic plan of teacher training is inevitable. This paper is aimed to clarify scientific evidences about the basic role of emotional qualifications in improvement of personal, social, scientific performance of students and effectiveness and efficiency of teachers. It represents its relation with goals of present education and requirements for developing emotional qualifications in Education. It suggests that as a primary pedagogy, pre-servicing training is necessary for professional growth of teacher.

Tajeddini (2014) studied “Emotional Intelligence and Self Esteem among Indian and Foreign Students”.

The purpose of the present research was to study Emotional Intelligence and Self Esteem among Indian and Foreign Students – A comparative study. Sample consisted of 400 students. 200 Men and 200 Women .The age range of 20 to 35 years from different Ph.D , M.Phil and MA courses . The sample was drawn from education institutes such as Osmania University (OU) , English and Foreign Language University (E F L U) , Hyderabad Central University (HCU) and Jawaharlal Nehru Technological University ( JNTU ) - India . The number of 32 foreign countries studied and compared with Indian students in this research. Tools used in the present study to collect data were 1- Self Esteem Inventory – M Rosenberg (1965) and 2- Emotional Intelligence Inventory - N Shutte (1998). Later the data was analyzed by using ANOVA, Independent t, Mean Score, Standard Deviation and Pearson Correlation.

### **Objectives of the Study**

1. To study the significant difference between educational qualification of student-teachers of colleges of education with respect to emotional intelligence and its dimensions.
2. To study the significant difference between educational qualification of student-teachers of colleges of education with respect to self-esteem and its dimensions.
3. To study the significant difference between educational qualification of student-teachers of colleges of education with respect to academic achievement.

4. To study the significant relationship between academic achievement, emotional intelligence and self esteem of student-teachers of colleges of education by qualification.

### **Variables of the Study**

In the present study the following variables were considered:

#### ***Dependent Variable***

- Emotional Intelligence
- Self-Esteem

#### ***Independent Variable***

- Academic Achievement

#### ***Moderate Variables***

- Educational Qualification (UG/PG)

### **Research Design**

The present study is a descriptive survey method type research. The research design specifies the questions to be investigated, the process of sample selection, methods of procedure to be followed, measurements to be obtained and comparison and other analyses to be made.

### **Hypotheses of the Study**

**Hypothesis:** There is no significant difference between educational qualification of student-teachers of colleges of education with respect to emotional intelligence and its dimensions.

**Hypothesis:** There is no significant difference between educational qualification of student-teachers of colleges of education with respect to self-esteem and its dimensions.

**Hypothesis:** There is no significant difference between educational qualification of student-teachers of colleges of education with respect to academic achievement.

**Hypothesis:** There is no significant relationship between academic achievement, emotional intelligence and self esteem of student-teachers of colleges of education by qualification.

### **Research Tools Used**

The following tools were used for collection of data.

- i) Emotional Intelligence Scale (2002) by Dethe, Hyde and Dhar
- ii) Self-Esteem Scale (1996) by A. H. Heagly
- iii) Academic Achievement - constructed and validated by the investigator

## Population and Sample

The population of the sample was Colleges of Education affiliated to Rani Channamma University, Belgaum numbering upto 35 formed the sample of the study. From each College of Education data was collected from 25 students at random. In all the data was collected from 899 student-teachers.

## Data Collection

Data was collected from student-teachers of Colleges of Education. The investigator personally visited the 35 Colleges of Education affiliated to Rani Channamma University, Belgaum and with the prior permission of the Principal administered the tools to student-teachers. A clear cut instruction was given to fill up the questionnaires.

## Statistical Techniques

For the analysis of data collected, differential analysis, such as mean, standard deviation, ANOVA, t-test, analysis were used.

## Data Analyses

**Table-1: Results of t-test between Graduate and Postgraduate Student-Teachers of Colleges of Education with Respect to Emotional Intelligence and its Dimensions**

Variable	Qualification	Mean	SD	t-value	P-value	Signi.
Emotional intelligence	Graduates	138.26	13.45	-4.1100	0.00001	S
	Postgraduate s	141.65	7.16		<0.05	
Self -awareness	Graduates	16.53	2.01	-4.8552	0.00001	S
	Postgraduate s	17.14	1.30		<0.05	
Emotional stability	Graduates	16.20	2.15	-3.9506	0.0001	S
	Postgraduate s	16.77	1.82		<0.05	
Managing relations	Graduates	15.31	2.11	-3.2461	0.0012	S
	Postgraduate s	15.76	1.77		<0.05	
Integrity	Graduates	12.80	1.82	-2.5765	0.0101	S
	Postgraduate s	13.11	1.45		<0.05	
Self development	Graduates	8.06	1.28	-3.5394	0.0004	S
	Postgraduate s	8.36	1.03		<0.05	
Value orientation	Graduates	7.56	1.16	-4.8813	0.00001	

	Postgraduate s	7.93	0.93		<0.05	S
Commitment	Graduates	8.50	1.22	-2.2560	0.0243	S
	Postgraduate s	8.68	0.99		<0.05	

From the results of the above table, it can be seen that, a significant difference was observed between the graduate and postgraduate student-teachers of colleges of education with respect to emotional intelligence scores ( $t=-4.1100$ ,  $p<0.05$ ) and its dimensions i.e., self-awareness scores ( $t=-4.8552$ ,  $p<0.05$ ), emotional stability scores ( $t=-3.9506$ ,  $p<0.05$ ), managing relations scores ( $t=-3.2461$ ,  $p<0.05$ ), integrity scores ( $t=-2.5765$ ,  $p<0.05$ ), self development scores ( $t=-3.5394$ ,  $p<0.05$ ), value orientation scores ( $t=-4.8813$ ,  $p<0.05$ ), and commitment scores ( $t=-2.2560$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the postgraduate student-teachers of colleges of education are significantly higher on emotional intelligence and its dimensions i.e., self-awareness, emotional stability, managing relations, integrity, value orientation and commitment as compared to graduated student-teachers of colleges of education.

**Table-2: Results of t-test between Graduate and Postgraduate Student-Teachers of Colleges of Education with Respect to Self-Esteem**

Qualification	Mean	SD	t-value	P-value	Signi.
Graduates	66.00	6.22	3.3598	0.0008	S
Postgraduates	64.15	10.20		<0.05	

From the results of the above table, it can be seen that, a significant difference was observed between graduate and postgraduate student-teachers of colleges of education with respect to self-esteem scores ( $t=3.3598$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the graduate student-teachers of colleges of education are significantly higher on self-esteem as compared to postgraduate students.

**Table-3: Results of t-test between Graduate and Postgraduate Student-Teachers of Colleges of Education with Respect to Academic Achievement**

Qualification	Mean	SD	t-value	P-value	Signi.
Graduates	55.69	12.16	3.3337	0.0009	S
Postgraduates	52.98	10.20		<0.05	

From the results of the above table, it can be seen that, a significant difference was observed between graduate and postgraduate student-teachers of colleges of education with respect to academic achievement scores ( $t=3.3337$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the graduate student-teachers of colleges of education are significantly higher on academic achievement as compared to postgraduate students.

**Table-4: Results of Correlation Coefficient between Academic Achievement and Emotional Intelligence and its Dimensions of Graduate and Postgraduate Student-Teachers of Colleges of Education**

Variables	Correlation between academic achievement scores of student-teachers of colleges of education with							
	Graduate				Postgraduate			
	r-value	t-value	p-value	Signi.	r-value	t-value	p-value	Signi.
Emotional intelligence	0.4739	13.1040	<0.05	S	0.7468	19.5488	<0.05	S
Empathy	0.2369	5.9387	<0.05	S	0.2781	5.0398	<0.05	S
Self-motivation	0.4345	11.7466	<0.05	S	0.3993	7.5807	<0.05	S
Emotional stability	0.4868	13.5726	<0.05	S	0.4092	7.8055	<0.05	S
Managing relations	0.3291	8.4857	<0.05	S	0.5102	10.3262	<0.05	S
Integrity	0.5142	14.6011	<0.05	S	0.4829	9.5981	<0.05	S
Self development	0.3333	8.6083	<0.05	S	0.2839	5.1532	<0.05	S
Value orientation	0.3678	9.6319	<0.05	S	0.3943	7.4696	<0.05	S
Commitment	0.3871	10.2235	<0.05	S	0.4056	7.7243	<0.05	S
Altruistic behaviour.	0.2974	7.5855	<0.05	S	0.2297	4.1076	<0.05	S

From the results of the above table it can be seen that,

- A significant and positive relationship was observed between academic achievement and emotional intelligence scores ( $r=0.4739$ ,  $p<0.05$ ) of graduated student-teachers of colleges of education at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the academic achievement and emotional intelligence of graduate student-teachers of colleges of education are dependent on each other.
- A significant and positive relationship was observed between academic achievement and dimensions of emotional intelligence i.e. empathy ( $r=0.2369$ ,  $p<0.05$ ), self-motivation ( $r=0.4345$ ,  $p<0.05$ ), emotional stability ( $r=0.4868$ ,  $p<0.05$ ), managing relations ( $r=0.3291$ ,  $p<0.05$ ), integrity ( $r=0.5142$ ,  $p<0.05$ ), self development ( $r=0.3333$ ,  $p<0.05$ ), value orientation ( $r=0.3678$ ,  $p<0.05$ ), commitment ( $r=0.3871$ ,  $p<0.05$ ), altruistic behaviour. ( $r=0.2974$ ,  $p<0.05$ ) scores of graduated student-teachers of colleges of education at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the academic achievement and dimensions of emotional intelligence i.e. empathy, self-motivation, emotional stability, managing relations, integrity, self development, value orientation, commitment, altruistic behaviour of graduated student-teachers of colleges of education are dependent on each other.
- A significant and positive relationship was observed between academic achievement and emotional intelligence scores ( $r=0.7468$ ,  $p<0.05$ ) of postgraduate student-teachers of colleges of education at 5% level of significance. Hence, the null hypothesis is

- rejected. It means that, the academic achievement and emotional intelligence of postgraduate student-teachers of colleges of education are dependent on each other.
- A significant and positive relationship was observed between academic achievement and dimensions of emotional intelligence i.e. empathy ( $r=0.2781$ ,  $p<0.05$ ), self-motivation ( $r=0.3993$ ,  $p<0.05$ ), emotional stability ( $r=0.4092$ ,  $p<0.05$ ), managing relations ( $r=0.5102$ ,  $p<0.05$ ), integrity ( $r=0.4829$ ,  $p<0.05$ ), self development ( $r=0.2839$ ,  $p<0.05$ ), value orientation ( $r=0.3943$ ,  $p<0.05$ ), commitment ( $r=0.4056$ ,  $p<0.05$ ), altruistic behaviour. ( $r=0.2297$ ,  $p<0.05$ ) scores of postgraduate student-teachers of colleges of education at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the academic achievement and dimensions of emotional intelligence i.e. empathy, self-motivation, emotional stability, managing relations, integrity, self development, value orientation, commitment, altruistic behaviour of postgraduate student-teachers of colleges of education are dependent on each other.

### Major Findings of the Study

- The postgraduate student-teachers of colleges of education are significantly higher on emotional intelligence and its dimensions i.e., self-awareness, emotional stability, managing relations, integrity, value orientation and commitment as compared to graduated student-teachers of colleges of education.
- The graduate student-teachers of colleges of education are significantly higher on self-esteem as compared to postgraduate students.
- The graduate student-teachers of colleges of education are significantly higher on academic achievement as compared to postgraduate students.
- The academic achievement and emotional intelligence of graduate student-teachers of colleges of education are dependent on each other.
- The academic achievement and dimensions of emotional intelligence i.e. empathy, self-motivation, emotional stability, managing relations, integrity, self development, value orientation, commitment, altruistic behaviour of graduated student-teachers of colleges of education are dependent on each other.
- The academic achievement and emotional intelligence of postgraduate student-teachers of colleges of education are dependent on each other.
- The academic achievement and dimensions of emotional intelligence i.e. empathy, self-motivation, emotional stability, managing relations, integrity, self development, value orientation, commitment, altruistic behaviour of postgraduate student-teachers of colleges of education are dependent on each other.

### Implications of the Study

There are several implications for the results of this study. Firstly, this study provides evidence that improvements in Emotional Intelligence and Self Esteem can be achieved through specific training Interventions .These findings contribute to the current Intervention training efficacy debate. This has important implications for understanding of Emotional Intelligence and Self Esteem. It can be concluded from the study that there is strongly positive correlation between Emotional Intelligence and Self Esteem and these factors can impact each other positively. Hence the future researchers can consider these

findings for the future studies. The findings of study elucidate that Self Esteem can be influenced by educational qualification and academic achievement of student-teachers of colleges of education. Therefore the results can be benefit for using at psychological counseling services and also it is a good background for the other therapists to find out an effective solution as regards to enhancing Self Esteem and Emotional Intelligence as regards to the clients. The other implication of this study is to help the psychologists for getting a good case history based on the Effective factors on Self Esteem and Emotional Intelligence and moderator variables viz., educational qualification and independent variable academic achievement as regards to the current research. The findings of the present study also project the need to introduce certain relevant Intervention programs to the student-teachers. These programs would facilitate to maintain good Self Esteem and Emotional Intelligence and academic achievement.

### **Conclusion**

It was concluded from the study that Emotional Intelligence and Self Esteem were strongly and positively correlated and significant. Concluded based on the findings of this study that graduate student-teachers showed higher Self Esteem as compared to post graduate students-teachers. The results differences in Emotional Intelligence and Self Esteem between graduate and post graduate student-teachers concluded in this study were may be because of several factors outcomes of the life qualitative environment and also cultural differences. The study found that there were no significant differences between graduate and post graduate student-teachers with respect to Self Esteem. On the other hand the study shows that there were statistically significant differences as regard to Self Esteem and educational qualification and academic achievement of student-teachers of colleges of education. Hence the academic achievement of student-teachers who were studying with graduate in colleges of education showed a higher Emotional Intelligence and Self Esteem

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