



Emotional Intelligence and Academic Achievement of Prospective Elementary School Teachers in Mizoram

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Abstract: This study has been undertaken to investigate Emotional Intelligence and Academic Achievement of Prospective Elementary School Teachers in Mizoram. The present investigation was carried out with Emotional Intelligence Test Scale developed by the investigator and the present study comprised of all the students studying the course of pre-service teacher education at District Institute of Education and Training (DIET). It was revealed that a considerable portion of individuals may demonstrate lower levels of Emotional Intelligence and there exist different scores on academic achievement among prospective elementary school teachers. The result also reveal that there is no significant difference between emotional intelligence of prospective elementary school teachers in relation to their locale, there is no significant difference between academic achievement of prospective elementary school teachers in relation to their locale and there is no significant relationship between the emotional intelligence and academic achievement of prospective elementary school teachers in Mizoram.

Index Terms – Emotional Intelligence, Academic Achievement, Prospective Elementary School Teachers, Mizoram

INTRODUCTION

In 1990, Peter Salovey and John Mayer introduced a groundbreaking concept known as emotional intelligence (EI), which aimed to scientifically assess individuals' abilities related to emotions. Their work marked the first systematic attempt to measure emotional intelligence and its impact on various aspects of life, such as self-awareness, empathy, and emotional regulation. Salovey and Mayer's research laid the foundation for understanding how emotional abilities contribute to personal and professional success. In 1999, they published a book entitled "Emotional Intelligence, Imagination, Cognition & Personality". In which, emotional intelligence is defined as the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions. This definition emphasizes the importance of recognizing emotions, understanding their meanings, and effectively managing them to navigate social interactions and make decisions.

However, it was Daniel Goleman, a science writer for the New York Times, who brought emotional intelligence into the mainstream with his influential books "Emotional Intelligence: Why it matters more than IQ?" and "Working with Emotional Intelligence," published in 1995 and 1998 respectively. Goleman's popularization of the term helped spark widespread interest in the concept and its potential applications. Goleman (1995) regarded emotional intelligence as a total of personal and social competence. In his model, the personal competence includes self-awareness, self-regulation and motivation; while social competence was separated into empathy and social skills.

Emotional intelligence is often described as a vital skill set that complements traditional measures of intelligence, such as grade point average (GPA) and Intelligence Quotient (IQ). Unlike IQ, which primarily focuses on cognitive abilities, emotional intelligence encompasses a broader range of competencies related to understanding and managing emotions, both in oneself and in others.

Individuals with high emotional intelligence demonstrate the ability to recognize and regulate their own emotions effectively. They also excel in social interactions, displaying empathy and skillful communication. Research suggests that individuals with higher emotional intelligence are better equipped to handle the complexities of interpersonal relationships, navigate social situations, and cope with stress and adversity.

Moreover, emotional intelligence has been linked to various indicators of success in life, including career advancement, leadership effectiveness, and overall well-being. Individuals with higher emotional intelligence tend to experience greater job satisfaction, have stronger social support networks, and enjoy healthier personal relationships.

In contemporary society, the recognition of emotional intelligence as a critical determinant of success has led to its integration into education, workplace training programs, and personal development initiatives. Employers increasingly value emotional intelligence skills in their employees, recognizing the importance of emotional resilience, collaboration, and effective communication in today's dynamic work environments.

The concept of "Academic Achievement" originates from the term "academy," denoting a place where knowledge is transferred through teaching and learning activities. Therefore, achievement can be understood as reaching a certain level of proficiency established by the educational institution. Additionally, it serves as an assessment of students' acquired knowledge, skills, and abilities. In essence, Academic Achievement signifies the extent and depth of understanding students have gained across various subjects and their performance levels in assessments.

Academic achievement is influenced by various factors, including cognitive abilities, learning styles, motivation, and the learning environment. Students with higher intellectual capabilities and effective study strategies often perform better academically. Intrinsic motivation, stemming from genuine interest in subjects, leads to sustained efforts, while extrinsic motivation tied to external rewards also impacts success. Supportive parental involvement and quality teaching contribute to a conducive learning atmosphere. Social dynamics, including peer influence and cultural background, affect academic commitment. Economic disparities impact access to resources, while students' overall health and well-being influence their academic performance. Technology integration in education offers new learning opportunities. Academic achievement results from a complex interplay of individual traits, motivation, environment, socioeconomic factors, and societal influences, emphasizing the need for comprehensive interventions and policies to support positive outcomes for all students.

The teaching profession in India holds significant appeal due to its job availability and suitability for individuals with varying educational backgrounds. Emotionally intelligent teachers play a vital role in various aspects of education, including student learning, teacher-student relationships, the learning environment, teaching methods, and academic achievement. They adapt teaching strategies to accommodate diverse student needs, foster positive relationships, create supportive learning environments, and enhance academic success. Understanding the emotional intelligence and academic achievement of prospective elementary school teachers in Mizoram is crucial for informing educational practices and policies.

Rationale of the study

Emotional intelligence (EI) is increasingly recognized as a critical factor in workplace performance and leadership effectiveness. While professional competencies and technical skills are undoubtedly important, the ability to interpret and manage relationships plays a significant role in determining success in the corporate world.

In many organizations, success often hinges not only on individual capabilities but also on the ability to collaborate effectively with others. This requires a high degree of emotional intelligence to navigate complex social dynamics, resolve conflicts, and foster positive working relationships. Employees who excel in these interpersonal aspects of work are often more productive, innovative, and adaptable.

Leaders, in particular, rely heavily on emotional intelligence to navigate the diverse and multicultural environments of modern workplaces. They must interact with employees from various cultural backgrounds and beliefs, requiring a keen understanding of different perspectives and communication styles. Leaders with high emotional intelligence can build trust, inspire motivation, and cultivate a supportive work environment where individuals feel valued and understood.

One hallmark of emotional intelligence is the ability to listen attentively and empathetically to others. Leaders who possess this skill can create an inclusive and collaborative atmosphere where every voice is heard and respected. By giving individuals, a "patient ear," leaders demonstrate their commitment to fostering open communication and understanding within the organization.

Furthermore, emotional intelligence enables individuals to maintain their composure and make sound decisions under pressure. By remaining calm and composed, even in challenging situations, emotionally intelligent individuals can think more clearly, assess problems accurately, and devise effective solutions. This capacity for emotional resilience enhances their ability to lead teams through uncertainty and adversity, contributing to overall organizational success.

Emotionally intelligent teachers are indispensable in molding various aspects of the educational journey, profoundly impacting students' learning, teacher-student relationships, the learning environment, teaching methodologies, and academic accomplishments. Their adeptness in understanding students' diverse needs and learning styles enables them to tailor teaching approaches, fostering inclusivity and engagement in the classroom. By acknowledging and addressing individual requirements, emotionally intelligent teachers facilitate a more efficient learning process, thereby enhancing comprehension and knowledge retention among students.

Central to the educational experience is the cultivation of positive teacher-student relationships, heavily influenced by educators' emotional intelligence. Through empathy and effective communication, emotionally intelligent teachers establish supportive connections with students, laying the foundation for a safe and trusting environment conducive to active participation in learning. Such relationships nurture students both academically and personally, fostering an environment where they feel valued and motivated to excel.

Moreover, emotionally intelligent teachers significantly impact the overall learning environment by effectively managing emotions, fostering respect and collaboration within the classroom. By fostering a positive emotional climate, they encourage creativity and a sense of community among students, contributing to an environment where students feel supported, respected, and inspired to succeed academically. Ultimately, the influence of emotionally intelligent teachers extends beyond knowledge transfer, shaping students' holistic development and preparing them to navigate future academic and emotional challenges.

Therefore, there is a pressing need to examine the emotional intelligence and academic performance of prospective elementary school teachers.

Examining emotional intelligence offers valuable insights into the dedication and contentment levels of aspiring educators regarding their career path. Understanding the motivations behind individuals choosing teaching as a profession can offer valuable guidance in devising strategies to boost job satisfaction and decrease turnover rates.

Objectives

- 1) To assess the emotional intelligence of prospective elementary school teachers
- 2) To examine the academic achievement of prospective elementary school teachers
- 3) To compare emotional intelligence of prospective elementary school teachers in relation to their locale
- 4) To compare academic achievement of prospective elementary school teachers in relation to their locale
- 5) To examine the relationship between emotional intelligence and academic achievement of prospective elementary school teachers of Mizoram

Hypothesis

- 1) There exist different levels of emotional intelligence among prospective elementary school teachers
- 2) There exist different scores on academic achievement among prospective elementary school teachers
- 3) There is no significant difference between emotional intelligence of prospective elementary school teachers in relation to their locale
- 4) There is no significant difference between academic achievement of prospective elementary school teachers in relation to their locale
- 5) There is no significant relationship between the emotional intelligence and academic achievement of prospective elementary school teachers

METHODOLOGY

In the current study, the investigator endeavors to explore the correlation between the emotional intelligence levels of prospective elementary school teachers and their academic achievements. Employing a descriptive survey methodology, the study seeks to comprehensively assess the emotional intelligence quotient of these aspiring educators. The primary focus lies in dissecting various facets of emotional intelligence among prospective elementary school teachers, shedding light on their ability to perceive, understand, and manage emotions effectively in educational contexts.

The study's scope encompasses an array of variables, including emotional intelligence, academic achievement and geographical locale. Through meticulous analysis and statistical examination, the researcher aims to unravel potential correlations between emotional intelligence levels and academic performance, considering the influence of geographical factors. By investigating into these multifaceted dimensions, the study aspires to offer distinctive insights into the intricate interplay between emotional intelligence and scholastic accomplishments among prospective elementary school educators.

Through this systematic investigation, the research seeks not only to enrich scholarly discourse but also to furnish practical implications for educational policies and practices. By illuminating the nexus between emotional intelligence and academic success, the study endeavors to inform pedagogical approaches tailored to cultivate emotional competencies among educators, thereby fostering conducive learning environments and enhancing student outcomes. Ultimately, the findings of this study hold the potential to contribute significantly to the advancement of teacher training programs and educational interventions aimed at nurturing emotionally intelligent educators poised to positively impact the educational landscape.

Population/Samples of the study Delimitation

Population of the present study comprised of all the students studying the course of pre-service teacher education at the time of collection of data in the year 2023. The students studying the said course were the prospective teachers of Mizoram. Since, those students pursue the D. El. Ed course, the pre-service teacher education was commonly known as the preparation into the teaching profession at the elementary schools. There are eight institutions, offering the D. El. Ed course in Mizoram, those students from DIETs in Mizoram constitute the population of the study.

Delimitation

Due to time constraint, the study was delimited to Aizawl district which is the administrative capital district of Mizoram state, India.

Given its status as the capital of Mizoram State and its high population, Aizawl district emerges as the most suitable choice for representation, providing a comprehensive view of all districts in Mizoram compared to others. Since there exist only one institution offering pre-service teacher education in the elementary section, namely DIET Aizawl, the institution represents the population for the present study.

Tools for the study

The present investigation was carried out with Emotional Intelligence Test Scale developed by the investigator. The scale contains 31 statements with a score of 155 for the highest and 31 for the lowest. The table below gives the categorization of the scores into different levels of emotional intelligence.

Table1
Level and Range of Score of Emotional Intelligence

Sl. No	Level of Emotional Intelligence	Range of Score
1	<i>Very Low</i>	97 and below
2	<i>Low</i>	98 - 108
3	<i>Average</i>	109 - 114
4	<i>High</i>	115 - 125
5	<i>Very High</i>	126 and above

As per the table, individuals whose score lies between 109 and 114 should be categorized under the average level of emotional intelligence. The score spans from very low level of emotional intelligence to very high level of emotional intelligence.

Procedure of data collection

The investigator visited District Institute of Education and Training (DIET) Aizawl for the purpose of collecting data. After acquiring permission, the researcher personally approached the prospective elementary school teachers who were the students studying II Semester and IV Semester D. El. Ed at the time of collection of data and in the year 2023. After providing clear instructions and encouraged the respondents to express their views freely, the investigator shared the scale prepared in google form through WhatsApp. The test was concluded with expression of gratitude to the respondents and the Principal of DIET, Aizawl.

ANALYSIS AND FINDINGS

Statistical methods, such as calculating the mean and standard deviation, were utilized to examine the gathered data. T-tests were performed to evaluate the distinctions in emotional intelligence, and academic achievement. Data analysis was conducted utilizing SPSS23 software.

As per the objectives and hypotheses, the following major findings emerged as an outcome of the present investigation –

Objective : *To assess the emotional intelligence of prospective elementary school teachers.*

Hypothesis : *There exist different levels of emotional intelligence among prospective elementary school teachers*

The scores on emotional intelligence of prospective elementary school teachers was measured with the tool developed and standardized by the investigator.

Table 2
Levels of Emotional Intelligence

Sl. No	Level of Emotional Intelligence	No. of Respondents	Percentage
1	Very Low	23	17.69
2	Low	38	29.23
3	Average	23	17.69
4	High	35	26.92
5	Very High	11	8.46
	TOTAL	130	100.00

As seen from the Table – 2, there exist different levels of emotional intelligence among prospective elementary school teachers.

The largest proportion of respondents falls within the Low Emotional Intelligence level, comprising 29.23% of the sample. This suggests that a considerable portion of the prospective elementary school teachers may have limited proficiency in emotional skills and may struggle to navigate complex emotional situations effectively.

Following the Low Emotional Intelligence level, the High Emotional Intelligence level represents the next most common category, encompassing 26.92% of the respondents. This indicates that a significant portion of the respondents demonstrate a relatively higher degree of emotional proficiency, suggesting greater competency in handling emotions and interpersonal relationships.

The Very Low and Average Emotional Intelligence levels each account for 17.69% of the prospective elementary school teachers, indicating that a notable proportion of individuals may exhibit deficiencies in emotional skills or possess only moderate levels of proficiency in this domain.

Conversely, the smallest proportion of respondents falls within the Very High Emotional Intelligence level, comprising 8.46% of the sample. This suggests that only a minority of individuals exhibit an exceptionally high level of emotional proficiency, characterized by advanced skills in emotional awareness, regulation, and empathy.

Overall, the data underscores the variability in levels of Emotional Intelligence within the sample population, ranging from very low to very high proficiency. While a considerable portion of individuals may demonstrate lower levels of Emotional Intelligence, there are also notable percentages of respondents exhibiting average to high levels of emotional proficiency.

Objective : *To examine the academic achievement of prospective elementary school teachers*

Hypothesis : *There exist different scores on academic achievement among prospective elementary school teachers*

The scores on academic achievement was measured with the corresponding scores in the last semester examination which was public examination attempted by prospective elementary school teachers in the course they undergo studying at the time of data collection. The scores were converted in percentage form for further handling and processing of data.

Table 3
Scores on Academic Achievement

Sl. No	Level of Scores	No. of Respondents	Percentage
1	Less than 50	0	0.00
2	50 - 60	1	0.77
3	60 - 70	45	34.62
4	70 - 80	67	51.54
5	More than 80	17	13.08
	TOTAL	130	100.00

Table 3 shows data categorizing respondents into five distinct levels of academic achievement based on their scores in their last public examination. No respondents fall into the category of Less than 50, indicating that none of the prospective elementary school teachers obtained scores below this threshold. This suggests that all respondents achieved at least a minimum level of academic competence.

The majority of respondents fall within the 70 - 80 score range, comprising 51.54%. This indicates that a significant portion of prospective elementary school teachers achieved scores within a moderate to high range, reflecting a solid level of academic proficiency.

Following closely behind, the 60 - 70 score range represents the next most common category, encompassing 34.62% of the respondents. While this group has achieved slightly lower scores compared to the 70 - 80 range, it still indicates a substantial proportion of individuals with a satisfactory level of academic achievement.

The category of more than 80, which represents the highest level of academic achievement, accounts for 13.08% of the respondents. Although this group constitutes a smaller percentage of the sample, it signifies a notable number of prospective elementary school teachers who have excelled academically, achieving scores above the 80 percentage of mark.

Conversely, only one respondent falls within the 50 - 60 score range, representing a minimal percentage of less than 1% out of the total 130 respondents of prospective elementary school teachers.

The above table illustrates a diverse range of academic achievement levels among prospective elementary school teachers, with a significant proportion achieving moderate to high scores. This suggests that the majority of individuals within this group possess a solid foundation of academic knowledge and skills, which is crucial for their future roles as educators. Additionally, the presence of individuals with exceptionally high scores highlights the potential for excellence and demonstrates the capability of prospective elementary school teachers to excel academically.

As seen from the table 3, there exist different scores on academic achievement among prospective elementary school teachers. And the scores of the respondents ranges from more than 50 to more than 80.

Objective : *To compare emotional intelligence of prospective elementary school teachers in relation to their locale*

Hypothesis : *There is no significant difference between emotional intelligence of prospective elementary school teachers in relation to their locale*

In order to compare the difference on the score of emotional intelligence by prospective elementary school teachers on the ground of their locality, the respondents were divided into geographical area of urban and rural.

Table 4
Comparison of emotional intelligence with respect to their locale

Locale	N	Mean	SD	t-value	Sig. (p) (2-tailed)
Urban	77	110.5584	11.71986	0.494	0.751
Rural	107	109.6822	11.99339		

Table 4 presents an analysis of emotional intelligence comparing means between urban and rural locales.

The mean score of urban prospective elementary school teachers ($M = 110.5584$, $SD = 11.71986$) is slightly higher than that of the rural ($M = 109.6822$, $SD = 11.99339$). However, the difference in means is not statistically significant, as indicated by the t-value of 0.494 and the associated p-value of 0.751. This indicates that the score between urban and rural prospective elementary school teachers in relation to emotional intelligence is almost similar and their difference is very low.

The standard deviations for both urban and rural are quite similar, indicating that the variability within each group is comparable. This suggests that the dispersion of scores within both urban and rural locales is consistent, further supporting the reliability of the comparison.

The lack of statistical significance at the conventional alpha level of 0.05 indicates that there is insufficient evidence to reject the null hypothesis, which states that there is no difference between the means of the urban and rural groups on the measured variable. Hence, the obtained t-value 0.494 and p value at 0.751 indicated that there is no significant difference between emotional intelligence of prospective elementary school teachers in relation to their locale.

Objective : *To compare academic achievement of prospective elementary school teachers in relation to their locale*

Hypothesis : *There is no significant difference between academic achievement of prospective elementary school teachers in relation to their locale*

Based on the geographical area of their residence, the respondents were divided into urban and rural prospective elementary school teachers. Then, comparison of their academic achievement was computed with statistical technique of t-test.

Table 5
Comparison of academic achievement with respect to their locale

Locale	N	Mean	SD	t-value	Sig. (p) (2-tailed)
Urban	77	74.0779	5.96429	0.843	0.400
Rural	107	73.3458	5.70187		

As seen from the Table 5, the mean academic achievement score for urban students ($M = 74.0779$, $SD = 5.96429$) is slightly higher than that of rural students ($M = 73.3458$, $SD = 5.70187$). However, the difference in means is not statistically significant, as indicated by the t-value of 0.843 and the associated p-value of 0.400. This suggests that any observed disparity in academic achievement between urban and rural locales in this study is likely due to random variation rather than a genuine effect.

Moreover, the standard deviations for both urban and rural samples are relatively similar, suggesting comparable variability in academic achievement scores within each locale. This further supports the reliability of the comparison and indicates that the dispersion of scores within urban and rural groups is consistent.

The non-significant p-value implies that there is no sufficient evidence to reject the null hypothesis, thus, the null hypothesis indicating there is no significant difference between academic achievement of prospective elementary school teachers in relation to their locale needs to be accepted.

Objective : *To examine the relationship between emotional intelligence and academic achievement of prospective elementary school teachers of Mizoram*

Hypothesis : *There is no significant relationship between the emotional intelligence and academic achievement of prospective elementary school teachers*

Table 6
Correlation between emotional intelligence and academic achievement

Categories	Emotional Intelligence	Academic Achievement
Emotional Intelligence	1	0.092
Academic Achievement	0.092	1

Table 6 presents the relationship between emotional intelligence and academic achievement scores of prospective elementary school teachers. As seen from the table, the correlation coefficient between emotional intelligence and academic achievement is 0.092. This positive correlation suggests a weak, positive relationship between emotional intelligence and academic achievement of prospective elementary school teachers. However, the correlation is relatively small, indicating that the association between the two variables is not strong.

A correlation coefficient of 0.092 suggests that there may be some tendency for individuals with higher emotional intelligence scores to also have slightly higher academic achievement scores, and vice versa. Thus, the null hypothesis indicating that there is no significant relationship between the emotional intelligence and academic achievement of prospective elementary school teachers needs to be accepted.

CONCLUSION

In conclusion, it is widely acknowledged that Emotional Intelligence (EI) serves as a pivotal factor in an individual's overall success and well-being. Throughout life, everyone encounters a myriad of challenges spanning social, emotional, personal, and economic spheres. Students, in particular, navigate through a plethora of obstacles as they progress in their academic journey. These challenges can range from academic pressures to interpersonal conflicts, financial constraints, and emotional upheavals. In such scenarios, Emotional Intelligence emerges as a beacon of guidance, equipping individuals with the necessary tools to navigate through life's complexities with grace and resilience.

Emotional Intelligence empowers individuals to effectively recognize, understand, and manage their own emotions, as well as those of others. By cultivating self-awareness, self-regulation, empathy, and interpersonal skills, individuals are better equipped to handle the diverse array of challenges that life presents. Whether it's coping with academic stress, navigating interpersonal relationships, or addressing personal setbacks, EI provides a sturdy foundation upon which individuals can build resilience and adaptability.

Moreover, Emotional Intelligence serves as a practical and pragmatic concept that transcends theoretical frameworks, offering tangible benefits in real-world scenarios. By fostering emotional resilience and cognitive flexibility, EI enables individuals to maintain a sense of equilibrium amidst life's uncertainties. It empowers individuals to effectively manage stress, overcome adversity, and maintain a positive outlook even in the face of adversity.

Ultimately, Emotional Intelligence is not merely a theoretical construct but a pragmatic toolkit that enhances the quality of human life. By fostering emotional literacy and interpersonal effectiveness, EI paves the way for personal growth, professional success, and overall well-being. In an increasingly complex and dynamic world, the cultivation of Emotional Intelligence emerges as an indispensable asset for individuals striving for holistic development and fulfillment.

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