



IMPACT OF EMOTIONAL INTELLIGENCE, MENTAL HEALTH AND SELF EFFICACY ON ACADEMIC ACHIEVEMENT

K. Viswanath

Research Scholar, Dept. of Psychology SV University, Tirupati, AP, 517 502.

S. Viswanatha Reddy

Faculty, Dept. of Psychology SV University, Tirupati, AP, 517 502.

ABSTRACT

A study was conducted on 360 teacher trainees to investigate the influence of emotional intelligence, mental health and self efficacy on academic achievement among teacher trainees. To assess the emotional intelligence, mental health and self efficacy of the subjects, Emotional Intelligence Scale by Mangal and Mangal, Mental Health Status Inventory by Reddy and Self-Efficacy Scale by Nazareth Amalraj and Mohan was administered to subjects. Findings suggested that there is significant influence of emotional intelligence, mental health and self efficacy on academic achievement among teacher trainees.

KEYWORDS : Emotional Intelligence, Mental Health, Self Efficacy and Academic Achievement.

INTRODUCTION

Education is as old as the human race. It is a never-ending process of inner growth and development and its period stretchers from the cradle to the grave. Education, in real sense, is to humanize humanity, and to make life progressive, cultured and civilized. It is very important for the progress of individual and society. Through Education man develops his creativity, intelligence, thinking and reasoning, aptitude, positive sentiments, attitudes, skills, morality, sense of justice, good values and the individual becomes a well-balanced personality, aesthetically rich, culturally sound, emotionally stable, mentally alert, morally upright, physically strong and healthy, socially efficient, spiritually enlightened, vocationally self sufficient and liberal. The entire life is education as it is continuous and dynamic process forever growing man and society. Every country develops its own system of education to express and promote its unique socio cultural identity as well as to meet the challenges of the times. Human being is a precious natural resource. He needs to be cherished, nurtured and developed with tenderness and care. Throughout history, education has been playing vital role and has contributed a lot in shaping the destinies of societies in all phases of their development. More importantly, education develops man power for different levels of the economy. It is also the substrate on which research and development flourish, being the ultimate guarantee of national self reliance. In essence, education is to be looked upon as a unique investment in the present and the future.

Man is living in an achievement oriented world, characterized by the never-ending mad race for achievement. He has conquered the unconquerable and reached levels beyond the wildest dreams of our ancestors. The bottom line of this race is only success. The ever-increasing ambitions, desires, competitions and maddening tensions have increased by leaps and bounds. In such a highly competitive milieu, education is assuming an increasingly important role in society and everybody desires to climb the ladder of successful performance as high as possible. As a result of this, parents have high expectations from their children, who remain under a lot of pressure to strive, aspire and achieve more and more. This is especially affecting the adolescents who are at a major threshold of life. At each and every stage in life, the academic record speaks for the individual. Whether it is for admission to a course, or entrance in a job, or scholarship or for further studies, good academic results remain to be a very important recommendation.

Academic achievement plays an important role in ones' life, because it pushes an individual towards his goal. It enables him to choose his vocation in this modern age of competition. It has also been noticed that individuals who perform academically higher also attain a high status in the society. The terms *academic achievement*, *academic performance*, *academic aptitude*, *academic ability*, *academic aspiration*, *achievement potential*, *academic status*, *academic attainment*, *academic skills*, *academic knowledge level*, *grade point average* and *scholastic achievement* are interchangeable. Performance refers to some method of expressing a student's scholastic standing. It indicates a grade for a course, an average for a group of courses in the

subject area or an average for all courses expressed on a zero to hundred or other quantitative scale. It is an outcome of his mental and physical potential, besides the experiences he has gained in the process of exploration and learning. Achievement in education implies one's knowledge, understanding and skills in a specified subject or group of subjects. It is also believed as the progress made by students, after a period of training imparted by teachers in the school, college and training colleges. It is the outcome of the instruction provided to children in schools which is determined by the grades or marks secured by the students in the examination.

According to Agarwal (1980) achievement is the inclination of an individual to be concerned with, to plan and to Endeavour, for the successful acquisition of some standard of excellence in circumstances where the achievement has to be appraised positively or negatively. Achievement is the record of things that have been accomplished (test/examination scores etc.) and conceptualized as being the function of an individual's competence. The definition explained that knowledge attained or skills developed in the school subjects appear in the form of marks assigned by teacher. Bandura (1984) defined "achievement" as the performance of the students in the classroom situation which determines the extent to which the instructional objectives have been attained." It is the knowledge attained and skills developed by the students during their academic career in the subjects which are assessed by the authorities with the help of teacher made or standardized tests. Achievement differs from student to student and from subject to subject. Factors for this differs also vary from person to person. Academic achievement is of paramount importance particularly in the present socio-economic and cultural contexts. Obviously in the school/college/professional college, great emphasis is placed on achievement right from the beginning of formal education. The educational institute has its own systematic hierarchy which is largely based on achievement and performance rather than ascription. The educational institute performs the function of selection and differentiation among students on the basis of their scholastic and other attainments and opens out venues for advancement primarily in terms of achievement.

Over the past few decades, educationalists, school counsellors, psychologists, and social workers have started giving proper attention to study the factors influence the achievement of the pupils. Emotional Intelligence (EI) is relatively a new idea in popular culture. It has raised a very great deal of interest in the field of psychology, management and education. The term emotional intelligence was launched when people started to realize that a high Intelligence Quotient (IQ) is no guarantee against failure in everyday life. So if we want to succeed in life, we need to introduce our emotions very well. Mental health is the ability to make adequate adjustments to the environment on the plane of reality. It is the ability to balance feelings, desires, ambitions and ideals in one's daily living. It means the ability to face and accept the realities of life. Mental Health depends on the development and retention of goals that are neither too high nor too low to permit realistic successful maintenance of belief in one's self as a worthy and effective human

being. It means the ability to face and accept the realities of life. Self-efficacy developed through processing information obtained mainly from four sources: enactive or mastery experience, vicarious experiences, social or verbal persuasion and physiological arousal (Bandura, 1997). Mastery experience, as the most powerful source of efficacy, pertains to individual's achievement or failure in doing a task. Verbal persuasion is obtained when an individual receives verbal encouragement about his/her capabilities to perform certain tasks and physiological and emotional states have to do with people's physical and affective condition during task completion. Self-efficacy has also been consistently associated with levels of persistence. Perceptions of self-efficacy play a major role in determining how well individuals perform academically. An adolescent personality continues to develop during the college years. It is a period of transition from dependency to independency. He/she still has a chance to learn how to love and to be loved, how to tolerate frustration, how to integrate conflicting points of view, how to face reality realistically, without feeling from it to channel hostile impulses into socially approved activities. By helping the individual to acquire knowledge and the tools of learning, the educational institute increases his capacity to make desirable adjustments and to find security and satisfaction. Success of college education depends upon large measures on how each young man or woman feels about his/her college experiences and home experiences. It makes an immense difference whether he/she acquired attitudes and habits favourable to his/her own better intellectual, social and emotional developments as a result of college experience, or develops anti-social tendencies accompanied by bitterness and frustration. Social and emotional maturity is desirable in the development of intellectual power an end product of formal education. In the field of psychology, education and allied sciences; a number of studies have shown that emotional intelligence, mental health and self efficacy is not only influenced on psychological aspects and it influences on academic aspects the teacher trainees. (Darlene, 1998; Linda, 2000; Ciarrochi Chan and Bajgar, 2001; Asha, 2003; Devi and Mayuri, 2005; Walker, Mary Elizabeth Bankson, 2006; Mohammed et al, 2007; Flannagan and Jenny Sue, 2008; Suresh Kumar, 2008; Gelat, 2009; Rastegar and Memarpour, 2009; Singh Amit and Dinesh Kumar, 2011; Singh, 2012; Farah Malik and Sultan Shujja, 2013; Rani and Kaur, 2014; Harjot Kaur Dhatt and Sakshi Rishi, 2015; Gupta and Hemalata, 2015; Poonam Sharma et al, 2016 and Zeliha Traş, 2016). The present study is an attempt to find out the impact of emotional intelligence, mental health and self efficacy on academic achievement among teacher trainees.

OBJECTIVES

- To assess the influence of Emotional Intelligence on Academic Achievement among Teacher Trainees.
- To enquire the influence of Mental Health on Academic Achievement among Teacher Trainees.
- To examine the influence of Self Efficacy on Academic Achievement among Teacher Trainees.

Based on the above objectives, the following hypotheses are formulated for the present study.

HYPOTHESES

- There would be significant impact of Emotional Intelligence on Academic Achievement among Teacher Trainees
- There would be significant impact of Mental Health on Academic Achievement among Teacher Trainees.
- There would be significant impact of Self Efficacy on Academic Achievement among Teacher Trainees.

SAMPLE

The population of the present investigation consisted of 1200 teacher trainees studying B.Ed., course and the colleges were selected randomly in and around Rayalseema and Costal regions of Andhra Pradesh. Purposive sampling techniques were used. Out of 1200 subjects 580 were male and 620 were female teacher trainees from each category 600 teacher trainees from government and 600 were private colleges (both special and general B.Ed. courses) were taken into consideration. Psychological tools namely Emotional Intelligence Scale, Mental Health Status by Reddy and Self-Efficacy Scales was administered to subjects and finally 360 teacher trainees were constituted (based on the scores obtained by the subjects, the subjects are divided into high and low groups) for the present investigation and the particulars of the sample were shown in table-1.

Table- I: Distribution of the final sample of the Investigation.

Self Efficacy	Emotional Intelligence				Total
	Low		High		
	Mental Health		Mental Health		
	Poor	Good	Poor	Good	
Low	45	45	45	45	180
High	45	45	45	45	180
Total	90	90	90	90	360

RESULTS AND DISCUSSION

Table-II shows the teacher trainees with high emotional intelligence, good mental health and high self efficacy have secured high mean score {Mean of (125.15+126.56+ 125.74/3=**125.81**)} and the teacher trainees with low emotional intelligence, poor mental health and low self efficacy have obtained low mean score {Mean of (121.12+ 119.70+120.52/3=**120.44**)} on academic achievement. Also it shows that the teacher trainees with high emotional intelligence have good academic achievement (M= 125.14) than the teacher trainees with low emotional intelligence (M= 121.12). Teacher trainees with good mental health were possessed good academic achievement (M= 126.56) than the teacher trainees with poor mental health

Table-II: Means and SDs of Academic Achievement Scores.

Self Efficacy		Emotional Intelligence			
		Low		High	
		Mental Health		Mental Health	
		Poor	Good	Poor	Good
Low	Mean	114.04	122.46	119.16	126.44
	SD	20.86	23.39	21.31	25.85
High	Mean	120.56	127.42	125.06	129.93
	SD	21.62	26.28	24.83	27.04

Low Emotional Intelligence = 121.12

Poor Mental Health Status = 119.70

High Emotional Intelligence = 125.15

Good Mental Health Status = 126.56

Low Self Efficacy = 120.52

High Self Efficacy = 125.74

(M= 119.70). Teacher trainees with high self efficacy (M=125.74) have good academic achievement than teacher trainees with low self efficacy (M=120.52). There are differences in the mean scores of the groups with regard to their academic achievement. In order to test whether there are any significant differences among the groups; the data were further subjected into three way analysis of variance and the results are presented in Table-III.

Table-III: Summary of ANOVA for Academic Achievement Scores.

Source of Variance	Sum of Squares	df	Mean Sum of Squares	F
Emotional Intelligence (A)	5801.90	1	5801.90	25.61 **
Mental Health (B)	3447.21	1	3447.21	15.22 **
Self Efficacy (C)	4257.34	1	4257.34	18.79 **
AXB	4766.94	1	4766.94	21.06 **
BXC	5336.10	1	5336.10	23.56 **
AXC	915.21	1	915.21	4.04 *
AXBXC	1612.90	1	1612.90	7.12 **
WSS	79731.38	352	226.51	--
Total	106467.99	359	--	--

** Significant at 0.01 level * Significant at 0.05 level

Table-III shows the results of ANOVA for the academic achievement scores. The obtained 'F' value (F=25.61 > 0.01) for emotional intelligence, mental health (M=15.22 > 0.01) and self efficacy (M=18.79 > 0.01) of teacher trainees are found to be significant. The obtained results suggested that there is significant impact of emotional intelligence, mental health and self efficacy on academic achievement. It also found that in terms of interaction among the variables such as [emotional intelligence (A), mental health (B) and self efficacy (C)] are found to be significant. The first order interaction 'F' values for (AxB=21.06 > 0.01), (BxC= 23.56 > 0.01) and (AxC= 4.04 > 0.05) and the interaction (AxBxC= 7.12 > 0.01). Hence the formulated

hypotheses 1, 2 & 3 which stated that there would be significant impact that emotional intelligence, mental health and self efficacy on academic achievement is accepted as warranted by the results. The findings of the present study are in corroboration with earlier findings of Shakuntla, 2001; Gakhar, 2004; Prabha, 2005; Vijaya Lakshmi, 2006, Mohammed et al, 2007; Sameer, 2008; Suzzane, 2009; Kothari, 2010; Saira Ijaz Ahmad, 2011; Armin Mahmoudi, 2012; Shkullaku, 2013; Archana, 2013; Tiwari and Harjot Kaur Dhatt, 2014 and Zeliha Traş, 2016 are supporting the present study.

CONCLUSION:

Emotional intelligence, mental health and self efficacy are significantly related to academic achievement among teacher trainees. Teacher trainees with high emotional intelligence have good academic achievement than teacher trainees with low emotional intelligence. Teacher trainees with good mental health have good academic achievement when compared the teacher trainees with poor mental health and teacher trainees with high self efficacy have good in academic achievement than their counter part of teacher trainees with low self efficacy.

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