



The Effect of Emotional Intelligence on Achievement Stress of Student-Teachers

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ABSTRACT

It is hypothesized that emotional intelligence is a source of personal power indispensable for success in today's world and managing stress. The present study aimed at exploring the relationship between emotional intelligence and achievement stress among the student-teachers. The investigator has taken emotional intelligence as a very important independent factor to see its effect on achievement stress of male and female student-teachers. The study was conducted on a sample of 600 student-teachers (Male=300 and Female=300) selected randomly from the 12 colleges of education, University of Jammu, Jammu. Collected data were analyzed using mean, S.D., ANOVA and Pearson's coefficient of correlation to test the hypotheses. Results of this study indicated significant differences between student-teachers possessing high and low emotional intelligence on achievement stress. Mean of high emotional intelligent student-teachers found significantly higher than low emotional intelligent student-teachers on achievement stress. A moderate positive and significant relationship exists between emotional intelligence and achievement stress of male and female student-teachers. Further it was also found that emotional intelligence and achievement stress are not mediated by gender.

Keywords : Achievement stress, Emotional intelligence, Student-teachers

INTRODUCTION

Emotional Intelligence (EI) is about intelligent use of our emotions. This requires being aware of our feelings and the feelings of others in order to manage our behaviour and relationships effectively. An emotionally intelligent person is the one who can identify, label and manage his emotions thereby exhibiting appropriate behaviour. He learns to live with his emotions as well as release them properly. Historically speaking, the term emotional intelligence was introduced in 1990 by two American university professors Dr. John Mayer and Dr. Peter Salovey in their attempt to develop a scientific measure for knowing the differences between people's ability in the areas of emotions. However the credit for popularizing the concept of emotional intelligence goes to another American psychologist Daniel Goleman through his book *Emotional intelligence: Why It Can Matter More Than IQ*, published in 1995. The book begins with the insight that people who have high IQ can nevertheless fail – at school, at work, and in relationships. Goleman's idea is that success in life depends just as much on abilities like self-awareness, self-control, and empathy, which are rooted in the "emotional brain". The major thesis of his book can be summarized by stating that we need a new vision of the study of human intelligence beyond the cognitive and intellectual aspects, a vision that would highlight the importance of the use and management of the social emotional world to understand the course of people's lifetimes.

Emotional intelligence in aspiring teachers could be just as important a skill as academic knowledge and knowledge about the methodology. Singh (2006, p.138) claimed that the teaching profession requires emotional competencies such as rapport, harmony and comfort while dealing with groups. A teacher with high IQ may not necessarily be high in these emotional competencies. Teachers with high EQ seem to exhibit open and free expression of ideas that lead them to creativity and mutual respect. The fact that teaching is a stressful job is well documented. Each phase of the teaching career brings its own level of stress. Student-teachers do not have the benefit of years of experience to help them deal with day-to-day classroom issues. Thus, they are likely to face achievement stress while dealing with various situations

during the course of their training. After studying hard, and having great enthusiasm for a teaching career, it can come as a shock to try skills as a student-teacher. It's most likely to find it tiring, and at times challenging.

Challenges like getting motivated to reach a goal, or being called on to exhibit your best skills, or a team's race to meet a deadline, focus our attention and elicit our best efforts on the job at hand. Good stress gets us engaged, enthused and motivated, and mobilizes just enough of the stress hormones cortisol and adrenaline, along with beneficial brain chemicals like dopamine, to do the job effectively. Cortisol and adrenaline have both protective and harmful impacts, and good stress mobilizes their benefits (Goleman, 2012). Thus, stress can be positive when the situation offers an opportunity for a person to gain something. It acts as a motivator for peak performance. However, there is a little information on the degree to which student-teachers understand the importance of EI or receive any training in emotional intelligence so far as achievement stress is concerned. Hence researcher decided to conduct a study of achievement stress in relation to emotional intelligence of student-teachers. The purpose of this study is to examine the effect of emotional intelligence on achievement stress of student-teachers.

RELATED LITERATURE

Dewan (2003) in her study on a sample of 769 students found that students with average academic stress were more emotionally stable as compared to the students having high academic stress. She further found that family stress of students belonging to both urban and rural areas affect their academic achievement

Manhas (2004) studied relationship between emotional intelligence and academic and family stress on a sample of 400 adolescents (both boys and girls). Findings of the study revealed a high positive correlation between academic stress and emotional intelligence of adolescents at .05 level where as the coefficient of correlation between emotional intelligence and family stress was found to be positive and significant ($r=0.523$) at .01 level.

Bharti and Sidana (2012) conducted a study on student-teachers to find the effect of emotional intelligence on academic stress. Findings of the study showed that student-teachers possessing high emotional intelligence are high on academic stress as compared to the low emotional intelligent student-teachers. Student-teachers' scores on academic stress were average.

OBJECTIVES OF THE STUDY

The objectives of the present investigation are laid down as under:

1. To identify male and female student-teachers possessing high and low emotional intelligence.
2. To find out difference between student-teachers of high and low emotional intelligence on achievement stress.
3. To find out difference between male and female student-teachers on achievement stress.
4. To find out interaction effect of emotional intelligence and sex on achievement stress of student-teachers.

HYPOTHESES

Except objective-1, objective wise null hypotheses were framed in following manner:

1. There is no significant difference between student-teachers of high and low emotional intelligence on achievement stress.
2. There is no significant difference between male and female student-teachers on achievement stress.
3. There is no significant interaction effect of emotional intelligence and sex on achievement stress.

RESEARCH METHODOLOGY

SAMPLE Simple random sampling technique was used in the selection of sample of the present study. The present study was conducted on 600 male and female student-teachers (Male=300 & Female =300) from the 12 colleges of education, University of Jammu, Jammu. Finally 80 student-teachers were selected randomly for present study to test the framed hypotheses.

PARAMETERS Achievement stress of the student-teachers was taken as dependent variable whereas Emotional Intelligence and sex were considered as independent variables in the present investigation.

TOOLS USED

1. Emotional Intelligence Scale (EIS) by Ankuool Hyde, Sanjyot Pethe and Upinder Dhar
2. Scale of Achievement Stress (SAchS) from Bisht Battery of Stress Scales (B.B.S.S.)

PROCEDURE OF DATA COLLECTION

The data for present study were collected in two phases. In Phase-I Emotional Intelligence Scale (EIS) was administered on 600 student-teachers for classification of high and low emotional intelligence. P_{60} and P_{40} were used to classify the student-teachers into high and low emotional intelligence categories. Finally 80 student-teachers (Male=40 and Female=40 possessing high and low emotional intelligence) were selected randomly for two-way ANOVA analysis. In phase-II the Scale of Achievement Stress was administered on the selected student-teachers to measure their achievement stress.

SCORING After collection of data, responses of all respondents on different instruments were scored according to their manual instructions. After completion of scoring datasheets were prepared according to objectives of the study for computer analysis.

METHOD OF RESEARCH ADOPTED

Analytical research method was adopted in this study to explore the relationship between emotional intelligence and achievement stress.

STATISTICAL ANALYSIS

In the present investigation Mean, S.D, Percentiles (P_{60} and P_{40}), Pearson's co-efficient of correlation and Two- way ANOVA were applied.

RESULTS AND DISCUSSION

Descriptive statistics for two-way interaction between emotional intelligence and sex for achievement stress is given in Table-1. Summary of two-way analysis of variance for achievement stress is given in Table-2.

Table-1

Descriptive statistics for two-way interaction between emotional intelligence and sex on achievement stress (2 X 2)

Groups	Statistics	Low EI Group	High EI Group	Total
Male (N=40)	Sum	1770	2536	4306
	Mean	88.50	126.80	107.65
	S.D.	17.31	34.43	33.16
Female (N=40)	Sum	1720	2253	3973
	Mean	86.00	112.65	99.32
	S.D.	19.79	17.85	22.98
Total (N=80)	Sum	3490	4789	8279
	Mean	87.25	119.725	103.45
	S.D.	18.40	28.00	28.65

Table-2

Summary of two-way analysis of variance for main and interaction effect of emotional intelligence and sex on achievement stress

	Source of Variation	Sum of Squares	Df	Mean Sum of Squares	F
Main Effect:					
EI	Between	21092.510	1	21092.510	38.428*
Sex	Between	1386.113	1	1386.113	2.525
Interaction Effect:					
EI X Sex	Between	678.6125	1	678.6125	1.236
	Within	41714.75	76	548.8783	
* p<0.01 (Significant at 0.01 level)					

Difference between high and low emotional intelligence student-teachers on achievement stress

Table-2 shows that obtained F value for difference between low and high emotional intelligence on achievement stress of student-teachers is 46.020. This value is greater than table value 7.526 for significant at 0.01 level for 1 and 72 degree of freedom. This result indicates that significant difference exists between low and high emotional intelligent student-teachers on achievement stress. Table-1 shows that mean of high emotional intelligent student-teachers is significantly higher than low emotional intelligent student-teachers on achievement stress. This reveals that high emotional intelligent student-teachers are higher on achievement stress than low emotional intelligent student-teachers. Although previous researches indicate that higher stress is not fruitful for an individual but average stress is essential for achievement. According to the Inverted-U model (also known as the Yerkes-Dodson Law, 1908) peak performance is achieved when people experience a moderate level of pressure. Selye (1956) was also of the opinion that "stress is not necessarily something bad – it all depends on how you take it. The stress of exhilarating, creative successful work is beneficial, while that

of failure, humiliation or infection is detrimental.”

In present study, student-teachers scores on achievement stress are average. Without some motivating tension we have no reason to act. In this way, stress can be thought of as a good thing. We are built to be motivated by stress so this often happens. Gohm, Corser and Dalsky (2006) examined the association between emotional intelligence and stress. The results suggest that emotional intelligence is potentially helpful in reducing stress for some individuals, but unnecessary or irrelevant for others.

Therefore, null hypothesis that “There is no significant difference between student-teachers of high and low emotional intelligence on achievement stress”, is rejected.

Difference between male and female student-teachers on achievement stress

Table-2 reveals that obtained F value for difference between male and female student-teachers on achievement stress is 3.024. This value is less than table value 3.985 for significance at 0.05 level. This means that no significant difference exists between male and female student-teachers on achievement stress. Male and female both want to achieve and achievement is associated with stress. Therefore male and female student-teachers do not differ on achievement stress

Therefore, null hypothesis that “There is no significant difference between male and female student-teachers on achievement stress” is accepted.

Interaction effect of emotional intelligence and sex on achievement stress

Table-3 shows that obtained F value for interaction effect of emotional intelligence and sex on achievement stress of student-teachers is 1.481. This value is less than table value 3.985 for significance at 0.05 level for 1 and 72 degree of freedom. This means that interaction effect of emotional intelligence and sex on achievement stress of student-teachers is not significant.

Therefore, null hypothesis that “There is no significant interaction effect of emotional intelligence and sex on achievement stress of student-teachers” is accepted.

The F-ratios for sex and interaction effect of emotional intelligence and sex, were found to be insignificant. This reveals that the main as well as interaction effects of above mentioned variables have no impact on the achievement stress of the student-teachers.

Table-3

Pearson's Coefficient of Correlation between Achievement stress and Emotional Intelligence of male and female student-teachers

Sex	Variables	N	Mean	S.D.	r
Male	Achievement Stress	40	107.65	33.16	0.56*
	Emotional Intelligence	40	132.95	23.82	
Female	Achievement Stress	40	99.32	22.98	0.67*
	Emotional Intelligence	40	130.92	22.47	

*=Significant at 0.01 level

Table-3 shows the Pearson's coefficient of correlation between achievement stress and emotional intelligence of male and female student-teachers. The coefficient of correlation for male student-teachers is 0.56 and female student-teachers is 0.67 at df (38) which is positive and significant at 0.01 level of significance. It shows that a moderate positive and significant relationship exists between achievement stress and emotional intelligence of male and female student-teachers. The relationship is substantial but small.

CONCLUSIONS

Student-teachers having high emotional intelligence experience high achievement stress than student-teachers possessing low emotional intelligence. Human performance at any task varies with arousal in a predictable parabolic curve. At low arousal, people are lethargic and perform badly. As arousal increases, performance also increases - but only to a point, after which increasing arousal actually decreases performance. Arousal in this context can also be thought of as stress, which is felt as an inner motivating tension.

It is imperative that average stress is essential for achievement in any field of workplace. In present study student-teachers' scores on achievement stress are average. It is concluded that without some motivating tension we have no reason to act. In this way, stress can be thought of as a good thing. It acts as a motivator for peak performance.

EDUCATIONAL IMPLICATIONS

These findings have practical implications for teacher-trainers, educational planners, and of course for student-teachers. Findings suggested that there is a positive relationship between emotional intelligence and achievement stress. Teacher trainers can understand that emotional intelligence has a positive impact on a student-teachers' achievement stress. In this study high emotional intelligent student-teachers were found higher on achievement stress. So when motivating people, there is a need to increase their arousal level but only to the point where performance is maximized. Different people have different overload points so do be careful about this. Emotionally intelligent people develop inner calm which increases their self confidence, health, academic performance, relationships, stress management skills, success and ultimately happiness in life. Based on the findings of the study, it is evident that emotional intelligence should be considered not only for academic interest but also of future success in life.

Certainly these results are encouraging, and support the importance of developing emotional skills among the student-teachers in the teacher training institutions, a task still pending in most institutions.

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