

Relationship among Emotional Intelligence, Adjustment and Academic Anxiety of pre service teachers

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Emotional intelligence can be defined as recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships. Emotional intelligence describes abilities to deal with daily environment challenges and help predict one's success in life where as Adjustment has been operationally defined as the process of finding and adopting modes of behavior suitable to the environment or to the changes.

Academic anxiety has been operationally defined as an inner conflict. It is an unpleasant feeling of student or teacher that occurs in certain situations in academic institutes. It can disrupt our functioning if it is excessive, but it also motivates behavior or working.

Introduction :

Education, the foremost weapon for social reform, is now under the forces of change. Newly formed branches of knowledge and the techniques of education and the techniques of knowledge facilitate the physical, mental and emotional development of the learners. Teaching is one of the most influential professions in society. In their day to day work teachers can make huge difference to children's lives directly through the curriculum they teach and indirectly through their behavior. Emotional intelligence, adjustment, attitudes, values and relationship among the same may affect the behaviour of their students.

Emotional Intelligence plays an important role in many areas of life including work. Job which demands interaction with other people or working with informal teams and understanding others require emotional intelligence. Emotional Intelligence has a great impact on adjustment and academic anxiety. The present study has been designed to find out the relationship among various variables such as Emotional Intelligence, adjustment and academic anxiety.

Objectives :

1. To study the relationship between Emotional Intelligence and Academic Anxiety of student teachers.

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2. To study the relationship between emotional intelligence and adjustment of student teachers.
3. To study the relationship between adjustment and academic anxiety of student teachers

Hypotheses :

1. There would be no significant positive relationship between emotional Intelligence and Academic anxiety of student.
2. There would be no significant positive relationship between emotional intelligence and adjustment of student teachers.
3. There would be no significant positive relationship between academic anxiety and adjustment of student teachers.

Methodology :

The study belonged to the category of descriptive field survey type of research.

Sample :

The sample frame of the present study consists of four hundred male and female pre service teachers from Government and private colleges from Raipur and Bilaspur.

Tools used :

A researcher requires tools which may vary in their complexities, design, administration and scoring. The following tools have been selected for the study :

- Emotional Intelligence Test constructed by Dr. Kalplata Pandey and Kalpana Rai was used.
- Student Teacher Academic Anxiety scale constructed by Dr. Kalplata Pandey has been used.
- Teacher adjustment Inventory constructed by Dr. S. K. Magnal has been used.

Statistics Used : The data collected from various colleges were given scores as per the inventories and scores were subjected to analysis for computation of Pearson's Product-Moment Correlation and significance of the difference between correlation was worked out by using t- Test.

Result and Discussion :

Correlation analysis: The objective of the present investigation was to find out the relationship between the Emotional intelligence, Academic anxiety and Adjustment. The data collected from various colleges were analysed as the inventories and scores for computation of Pearson's Product-Moment Correlation.

Table 1 Showing relationship among Emotional Intelligence, Academic anxiety and Adjustment

Variables	<i>EI</i>	<i>AA</i>	<i>Adj</i>
Emotional Intelligence (EI)	1	-0.064	0.149*
Academic anxiety (AA)		1	-0.564*
Adjustment (Adj)			1

Significant at 0.05 level

Relationship between emotional intelligence and academic anxiety :

To examine the relationship between emotional intelligence and academic anxiety of student-teachers following hypothesis has been constructed.

H₁– There would be no significant positive relationship between emotional intelligence and academic anxiety of student-teachers.

To validate the hypothesis, Pearson's Product-Moment Correlation was computed. Observation of Table 1 showed that the Pearson's Product-Moment Correlation for emotional intelligence and academic anxiety for student-teachers was found to be -0.064 which was not significant at 0.05 level. Hence, the hypothesis 'there would be no significant positive relationship between emotional intelligence and academic anxiety of student-teachers is accepted. This reflects that emotional intelligence and academic anxiety had very low negative relationship only. This helps to infer that as the emotional intelligence decreases, then there will be a corresponding increase in the value of academic anxiety and similarly an increase in value of emotional intelligence will result in corresponding decrease in academic anxiety.

Fernandez- Berrocal *et al.* (2006) examined the relationship between emotional intelligence, anxiety and depressions among adolescents. They also reported that emotional intelligence was negatively related to anxiety.

Kumar and Rooprai (2009) studied the role of emotional intelligence in managing stress and anxiety at work place. Result of the study indicated that there was a significant relationship between emotional intelligence and the variable of anxiety. Negative correlation of emotional intelligence with anxiety highlighted that emotional intelligence will prove helpful tool in dealing with anxiety at work place.

Similar relationship is also reported by Khaledian (2013) who investigated relationship between the emotional intelligence with anxiety among students for test and also for their academic achievements. Results of the study showed that there are significant negative correlations between students score obtained on emotional intelligence and their anxiety –test.

Yadav (2013) also reported similar result between emotional intelligence, academic anxiety and teaching performance of student teachers and reported that there was significant negative relationship between emotional intelligence and academic anxiety of student teacher.

Relationship between emotional intelligence and adjustment :

To examine the relationship between emotional intelligence and adjustment of student-teachers, following hypothesis has been formulated.

H₂- There would be no significant positive relationship between emotional intelligence and adjustment of student-teachers.

To validate the hypothesis, Pearson's Product-Moment Correlation was computed. Observation of Table-1 showed that the Pearson's Product-Moment Correlation for emotional intelligence and adjustment for student-teachers was 0.149. This was found positively significant at 0.05 level. Hence, the hypothesis 'there would be no significant positive relationship between emotional intelligence and adjustment of student-teachers was rejected. This reflects that emotional intelligence and adjustment had significant positive relationship. This helps to infer that as the emotional intelligence decreases, there will be a corresponding significant decrease in the value of adjustment and similarly an increase in value of emotional intelligence will result in corresponding significant increase in adjustment.

The significant relationship between emotional intelligence and adjustment of student-teachers was obtained because both the questionnaires were independent and some questions are of similar mindset.

Shakunthala,(2001) found similar association between emotional maturity and adjustment. She conducted a study to work-out the relationship between teaching

competency, emotional maturity and mental health of secondary school teachers and reported that there was a high, positive and significant correlation between teacher's adjustment and emotional maturity of secondary school teachers in Bangalore urban district. She found that : 1. There was a high, positive and significant- correlation between gender, adjustment, teaching, competency, emotional maturity mental health among teachers in secondary school in Bangalore city as well as. 2. There was a high, positive and significant correlation among emotional maturity, adjustment, teaching competency, mental health among teachers in secondary school in Bangalore urban district.

Relationship between academic anxiety and adjustment :

To examine the relationship between academic anxiety and adjustment of student-teachers following hypothesis has been formulated :

H₃- There would be no significant positive relationship between academic anxiety and adjustment of student-teachers.

To validate the hypothesis, Pearson's Product-Moment Correlation was computed. Observation Table 1 showed that the Pearson's Product-Moment Correlation for academic anxiety and adjustment for student-teachers was -0.564. This was negatively significant at 0.05 level. Hence, the hypothesis 'there would be no significant positive relationship between academic anxiety and adjustment of student-teachers was rejected. This reflects that academic anxiety and adjustment had significant medium negative relationship. This helps to infer that as the academic anxiety decreases, there will be a corresponding significant increase in the value of adjustment and similarly an increase in value of academic anxiety will result in corresponding significant decrease in adjustment.

Findings :

- 1 The Pearson's Product-Moment Correlation for emotional intelligence and academic anxiety for student-teachers was found to be -0.064 which was not found to be significant at 0.05 level. Hence, the hypothesis 'there would be no significant positive relationship between emotional intelligence and academic anxiety of student-teachers is accepted.
- 2 The Pearson's Product-Moment Correlation for emotional intelligence and adjustment for student-teachers was found to be 0.149 which was found significant at 0.05 level. Hence, the hypothesis 'there would be no significant positive relationship between emotional intelligence and adjustment of student-teachers was rejected.
- 3 The Pearson's Product-Moment Correlation for academic anxiety and

adjustment for student-teachers was found to be -0.564 which was found negatively significant at 0.05 level. Hence, the hypothesis 'there would be no significant positive relationship between academic anxiety and adjustment of student-teachers was rejected.

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