

# A STUDY OF EMOTIONAL INTELLIGENCE, STRESS AND ACADEMIC ACHIEVEMENT OF B.ED COLLEGE STUDENTS.

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## Abstract:

The present paper is aimed to examine the relationship between emotional intelligence and academic achievement of B.Ed. teacher trainees. It also studies the emotional intelligence of students with high, average and low academic achievement. A sample of 500 B.Ed. teacher trainees selected randomly from B.Ed. colleges affiliated to Rani Channamma University, Belagavi was the subject of present study. The researchers used Rating scale to assess the emotional intelligence of B.Ed. teacher trainees and for academic achievement the marks obtained by the final examination of B.Ed. course. Data collected were analyzed statistically by using Karl Pearson Product-Moment coefficient of correlation and „t“ test. The findings of the study revealed that emotional intelligence is significantly positive and correlated with the academic achievement. The teacher trainees with high emotional intelligence scored better in academic achievement than the teacher trainees with low emotional intelligence.

Key words: emotional intelligence, Stress and academic achievement

## INTRODUCTION

Education makes individuals to undergo varieties of learning situation and to get varieties of experiences about human life in society. At the turn of the third millennium, we must have a vigilant watch over the changes and challenges occurring in the world scenario. In this reference observation can be made of one important UNESCO document on education 'Learning: The Treasure Within 1996' popularly known as the Delors Report that visualize education as an instrument for the comprehensive development of the individual for the performance of both personal and social goals. Dr. Radhakrishnan (1957) also rightly pointed out that education should not merely make a physical bond between individual rather it should make us live together by understanding one another, knowing one another's fear and anxieties, aspiration and thoughts. "The Indian situation demands citizens capable of making conscious and purposive efforts directed towards social cohesion and living together harmoniously." said 'Curriculum Framework for quality Teacher Education' (2005). We all are aware that what will transform education is not another theory or another book or another formula, but a transformed way of being in the world. A 21<sup>st</sup> century education system must meet the needs of the whole person and be built on explicit

assumptions of connectedness, wholeness and being. It should provide opportunities for students to be creative, contemplative and imaginative. This is possible only when we go beyond our cognition. As a result of globalization, liberalization and privatization change occurs in the socio-economic system like tough competition, nuclear family system, and busy work schedule of the parents etc, which results in declining values in society, stress, creating crises in emotional, moral and ethical aspects that affect the normal life of people. In such situation, questions sometime arises, as such what is the solution to make the world a better place to live with. Our past experiences and experiments also indicate that even the persons with high intellect cannot be always successful. Many people have been trying to fulfill the gap between the success and failure caused by mind and heart. Recently, psychologists like J. D. Mayor, P. Salovey and Daniel Goleman have come with an answer by introducing a new yardstick for measuring human success, i.e. the concept of 'Emotional Intelligence'. Intelligence involves not just a single ability, its multiple abilities, categorized as cognitive and non-cognitive intelligence that measures persons' performance in more than one domain. Non-Cognitive intelligence addresses the personal, emotional, social and survival dimensions of intelligence which are often more important for daily functioning than mere cognitive aspects of intelligence (Bar-On 1997). This concept of non cognitive intelligence is the foundation upon which the term 'emotional intelligence' is coined.

Present education world is making all efforts to provide quality education for the students in today's school. For that we can teach and improve some crucial emotional competencies among children such as emotional intelligence, intelligence quotient which describes the ability of one to use emotions effectively and productively. Over the last decade Emotional Intelligence (EI) has drawn significant interest from academics throughout the world. The development of emotional intelligence skills is important because it is an area that is generally overlooked when skills development programs are designed. And yet research shows that emotions, properly managed, can drive trust, loyalty, and commitment. Many of the greatest productivity gains, innovations, and accomplishments of individuals, teams, and organizations have occurred within such a framework (Cooper, 1997).

Context of the Present Study is to have a clear understanding about the role played by the non- cognitive abilities on academic sphere, socio-psychological approach of study is important. The purpose of this research work is to study the role played by creativity, stress and academic achievement in emotional intelligence of the B.Ed. students. For comprehensive understanding of the problem and to know the role of 'emotional intelligence' in educational set-up, the context of the study is presented here.

**EMOTIONAL INTELLIGENCE:** Emotional intelligence was conceptualized as competencies that may enable people to use emotion advantageously to achieve desired outcome. It is the capacity for recognizing our own feelings and those of others, for motivating ourselves and for motivating emotions well in us and in our relationships. Further research in this area has indicated that an emotionally intelligent person is likely to be skilled in two key areas within one's emotional competence framework, namely "personal competence," managing the self; and "social competence" that manages relationships (Kierstead 1999; Bhalla and Naurliyar 2004).

Emotional intelligence involves some degree of skill in the affective domain, along with some cognitive elements in each ability. The psychometric interdependence of the construct of emotional intelligence and intelligence has been theoretically explored. The intelligence theories grouped into three clusters (Ruisel, 1992) e, g. abstract intelligence (ii) concrete intelligence (iii) social intelligence. Gardner in 1983 includes inter and interpersonal intelligence comprising intelligence in his theory of multiple intelligences (Goleman 1998). Self-awareness (intrapersonal intelligence), empathy and handling relationships (interpersonal intelligence) are essentially dimensions of social intelligence, whereas managing emotions and motivating oneself are from psychomotor domain. Thus, on one hand, emotional intelligence is broader than social intelligence, including not only reasoning about the emotions in social relationships, but also reasoning about internal emotions that are important for personal growth. Emotional intelligence is made up of a set of skills that can be improved through education. School is the place where teachers, students interact with each other and also interact with the surrounding environment.

Emotional intelligence can be beneficial in many areas of life, though its usefulness has been most frequently documented in the professional workplace. Boyatzis (1982), Jacobs and Chen (1997) in (Goleman 1998 p 320), report that emotional intelligence was twice as important as pure intellect and expertise in distinguishing star performers from average ones. From the empirical assertions and opinions, the importance of emotional intelligence on teaching profession cannot be over emphasized. Research evidence linking emotional intelligence to academic success has been established in a number of studies (e.g. Brackett, Lopez, Luceviz, Mayer (2004) and Marquez, Martin & Brackett, 2006). In the same vein, Imel (2003) demonstrated the influence of emotion on learning in adult, career, and career-technical education. In 2002 UNESCO began a worldwide initiative to promote 'socio-emotional learning'. Since the concept of emotional intelligence was introduced, adapted, developed and accepted by the business organization and the academicians, it calls for the incorporation of emotional intelligence competencies in teacher education curriculum to acquaint students with emotional intelligence skills. There has been enormous psychological pressure on individuals to perform well and succeed in life. Emotional intelligence has now been accepted as key to withstand such psychological pressures.

#### ORIGINS OF EMOTIONAL INTELLIGENCE:

In the past twenty years 'Emotional intelligence' has emerged as one of the key component of emotional adjustment, personal wellbeing, life success, and interpersonal relationship. In different context of everyday life, everyone experiences and relates to feelings and emotions. Until very recently, the concept of emotion has been ignored due to the myth that emotions of any kind are disruptive in the workplace (Robbins, Judge, 2009). However, the most recent empirical research shows that emotions can be constructive and do contribute to enhanced performance and better decision making both at work and in private life.

The term Emotional Intelligence was reportedly used for the first time by Wayne Payne (1986). He developed the term Emotional Intelligence in his doctoral thesis, "A study of emotion: developing emotional intelligence; self-integration, relating to fear, pain and desire". In his paper, Payne wanted to study and discover the nature and characteristics of emotion and emotional intelligence, to state a "theoretical and philosophical framework" after he discovered that the world was suffering from "emotional ignorance" (p. 23), where many of the problems society was facing were related to emotional states like depression, addiction, fear, pain, etc. He realized that courses where the nature of emotions and emotions themselves were taught did not really exist. His work served as a basis for the next researchers who emerged on this field. Wayne Payne's assertions opened a new area where enormous findings were to be made. In his dissertation, Payne sought to create a guidebook to help individuals develop emotional intelligence as he highlighted in the introduction of his work. The way he approached emotional intelligence can be summarized in three main areas. The first area targets "raising important issues and questions about emotions". The second area would be "by providing a language and framework to enable us to examine and talk about the issues and questions raised" while the last area was to clarify "concepts, methods and tools for developing emotional intelligence" (Payne, 1986, p. 23). After Payne's work numerous authors decided to develop and study the term further. Peter Salovey and John D. Mayer, continuing with Wayne Payne's work, used again the term 'Emotional Intelligence' in 1990 when they stated that EI is "a form of social intelligence that involves 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 action" (Salovey & Mayer, 1990, p. 189). They realized that humans need to be able to process their own emotions and the emotions of others. In this way, those who achieved high levels of emotional intelligence could take advantages for themselves and others in many different ways in almost every aspect of life. However, it was not until 1990, when Daniel Goleman published his book "Emotional Intelligence, why EI matters more than IQ" that the concept of EI became part of society's culture and started to be applied worldwide (Goleman, 1998). Goleman's aim with his book, as he writes on his website (Goleman, n.d.), was to hear two strangers having a conversation where EI was brought up and they would both know what it meant. As he later recognizes, "little did he know" about the impact EI had. The critical acclaim EI and his book would garner over 5 million copies sold and the book translated to more than 30 languages. But the biggest surprise for Goleman was the "impact it had in the world of business", especially in the areas of "leadership and development" later to be developed in this work (para. 14). In Goleman's own words, before introducing his work in the market, IQ was established as "the standard of excellence in life" but there he was with a "new way of thinking about the ingredients of life success" (para. 2). The Harvard Business Review (as cited in Goleman, n.d.) defined EI as "one of the most influential business ideas of the decade", being "a ground-breaking, paradigm-shattering idea" (para. 14). Nowadays, it can be assumed that emotional intelligence has gained relevance in almost every corner of the world. It has raised the interest of many people and researchers who have written many magazines, books, newspaper articles, scientific experiments, etc.. Furthermore, if the words emotional intelligence are entered

into Google the searcher finds as many as 17,000,000 (4th July 2017) results, which shows how EI forms a fundamental part of today's society.

## NATURE OF EMOTIONAL INTELLIGENCE:

Emotional intelligence is the new yardstick which is increasingly applied to assess a person's well-being in life. Shaped by childhood experience "Emotional Intelligence" can be nurtured and strengthened throughout adulthood with immediate benefit to our health, relationship and work. Emotionally intelligent people have the ability to empathize, can preserve, control impulses, communicate clearly, make thoughtful decisions, solve problems and work with others that earn them success. At school they do better on tests and helps to create a safe, comfortable classroom atmosphere that makes it easier to learn. To Goleman, emotional intelligence does not always mean 'being nice' or giving free rein to feelings, rather, it means managing feelings so that they are expressed appropriately and affectively, enabling people to work together smoothly toward their common goal (Goleman 1998, p 7). The nature of emotional intelligence as envisaged by Goleman can be summarized as-

Emotional intelligence is as powerful, and at times more powerful than IQ. While IQ contributes only about 20% of success in life, the other forces contribute the rest.

- ✓ Unlike IQ, emotional intelligence may be the best predictor of success in life.
- ✓ Emotional intelligence is not fixed genetically, rather it is largely learned and continued to develop throughout life.
- ✓ The concept of emotional intelligence is to be applauded not because it is totally new but because it captures the essence of what our children or all of us need to know for productive and happy.
- ✓ In working situations too, emotional intelligence helps more than one's intellectual potential in terms of one's IQ or even professional skills and competencies.
- ✓ Emotional intelligence develops with increasing age and experience, as a person progresses from childhood to adulthood.
- ✓ Men and women have a personal profile of strength and weaknesses in Emotional intelligence abilities, while women tend to be stronger in competencies based on empathy and social skills, men do better in those based on self regulation.
- ✓ People's emotions are rarely put into words rather they expressed through other cues. The key to intuiting another's feelings is in the ability to read non-verbal channels like communicating through eye contact, tone of voice, gestures, facial expression.



## Emotional Intelligence and Educational Practices:

Education is to draw out the innate tendencies, capacities and inherent powers and develop them to the full, through formal, informal and non-formal agencies. Most of the problems in our life whether childhood or adolescent problems, home and family problems, work situation problems or political, regional or international are the result of mishandling of the involved sentiments, feelings and emotions of the individuals concerned, group of individuals, society and the nations. The viewpoints and ideas propagated by Daniel Goleman have brought a revolution in the field of childcare, home, school and workplace management. Although it may seem a bit exaggerated in the tall claim that emotional intelligence is a sure guarantee for the advantage in life, yet there is no denying of the fact that one's emotional make-up counts quite substantially towards one's ability to deal successfully with other people and with one's own feelings.

## STRESS:

Stress is involved in everybody's life. Even the primitive people lived with great stress as there was no security for life, shelter, medicine or treatment. The nature of stressful situations might have probably changed now, but for different reasons, even with the present level of progress and advancement, today's individual is a victim of stress. The physical, psychological, professional, intellectual and social factors not only cause stress but also influence the efficiency of the teachers and students as well. If the factors of teachers stress are correctly identified and controlled, better outcomes can be achieved which in turn leads to preparation of better future citizens and contributes to the family, the society and world at large.

Derived from the Latin word 'Stringere' stress was used to mean hardship, strain, adversity. At present it is used to denote force, pressure, strain or strong effort with reference to an object or person. According to Selye (1977) 'Stress is a generalized response of body to demands placed on it, whether they are pleasant or unpleasant.' According to Kyriacau (1984) 'Stress is an unpleasant emotional state'. Stress is the body's reaction to a change, a subjective feeling or tension experienced in the physical, mental and emotional realms, are response to environmental events that are perceived as threatening. Stress is a condition or feeling experienced when a person perceives that demands exceed the personal and social resources the individual is able to mobilize (Lazarus 1966). Cox (1975) has described three classes of definitions. Stress can be variously thought of as a response, i.e., as the stress itself; as a stimulus and as an intervening variable. It is the mismatch between those personal resources and environmental demands that leads to the condition called stress. Stress has been widely described as a person-environment relationship (Folkman, 1984; Quick et. 1986; Baron and Byrne, 1997). Although stress is usually thought of in negative terms, there is also a positive and pleasant side of stress, leading to good things. It can be defined as an adoptive response to a situation resulting in physical, psychological and behavioral deviations. Stress is inevitable at some time or other, though stress does not have the same impact on everyone. Agnihotri A. K (2010) mentioned stress warning signs and symptoms and categorized as cognitive symptoms- like memory problems, inability to concentrate, poor judgment, anxious or racing thoughts, constant

worrying. Physical symptoms are aches and pains, diarrhea or constipation, nausea, dizziness, chest pain, rapid heartbeat, frequent colds. Emotional Symptoms are like moodiness, irritability or short temper, agitation, inability to relax, feeling overwhelmed, sense of loneliness and isolation, depression or general unhappiness and behavioral symptoms like eating more or less, sleeping too much or too little, isolating oneself from others, procrastinating or neglecting responsibilities, using alcohol, cigarettes or drugs to nervous habits. These common symptoms of stress affect work output and disrupt the smooth functioning in the workplace (Okorie, 1997).

### Emotional Intelligence and Stress:

The skills required for handling stress is another important aspect of emotional intelligence that is related to success. Emotional intelligence has as much to do with knowledge when and how to express emotion, as it does with controlling it. It appears that one way EQ helps to improve performance is by mitigating the negative effects of stress. With the right emotional resources, what seems threatening can be taken instead as a challenge, and met with energy, even enthusiasm (Goleman 1998 p 89). Self awareness pays off as a key skill in handling stress. The more accurately we can monitor our emotional upsets, the sooner we can recover from distress. 'Good stress' mobilize and motivate us and bad stress, threats, overwhelm, demoralize us. Stress can overtax our adjustive capacity, affect our moods, impair our ability to experience pleasure, and harm the body, (Berenbaum and Connelly, 1993, Cohen et al. 1995). Many intellectual problems contain emotional information that must be processed and utilized to solve such problem (Mayer and Salovey 1990). Emotional intelligence is negatively associated with deviant behavior in male adolescents (Brackett, Mayer and Warner 2004). High emotional intelligence involves high social competence, better social support networks, which have a strong inverse association with mental health problems such as depression, anxiety and hostility and a positive association with physical health.

### OBJECTIVES OF THE STUDY:

- ❖ To examine the differences in emotional intelligence of the B. Ed students with different levels of creativity, stress and academic achievement.
- ❖ To examine the relationships in emotional intelligence, creativity, stress and academic achievement of the B. Ed students.
- ❖ To examine the relationships between creativity and stress, creativity and academic achievement, stress and academic achievement of the B. Ed. students.

**VARIABLES IN THE STUDY:** The variables of the present study are as follows:

**Dependent Variable:** Emotional intelligence as influenced by three independent variables mentioned below is taken as dependent variable in the study. The variable is dependent or response variable because it's values depends upon the value of the independent variables.

**Independent Variables:** These variables have been taken as independent variables or stimulus variables because it can be measured, manipulated or selected by the investigator to determine the relationship with the dependent variable.

**Creativity:** The first independent variable is 'creativity'. It has been varied at two levels – High and Low creativity.

**Stress:** The second independent variable is 'stress' which has been varied at two levels - High and Low stress.

**Academic Achievement:** The third independent variable mentioned is 'academic achievement'. It has been varied at good and poor academic achievement. The study also takes into consideration other background variables that seem to be important in developing emotional Intelligence abilities, like – sex, area, management, academic background, educational qualification, age and type of training.

#### **HYPOTHESES OF THE STUDY:**

- ✓ There exist no significant differences in emotional intelligence of the B. Ed students with different levels of creativity, stress and academic achievement.
- ✓ There exist no significant relationships between emotional intelligence and creativity, emotional intelligence and stress, emotional intelligence and academic achievement of the B. Ed students.
- ✓ There exist no significant relationships between creativity and level of stress, creativity and level of Academic Achievement, Stress and level of Academic Achievement of the B. Ed. students.

**SAMPLE OF THE STUDY:** The investigator made use of simple random sampling method for obtaining sample from the universe. The existing student teachers in the last part of the academic years were considered to be having maturity about their feelings and experiences. A total sample, almost 800 B.Ed. students have been selected for the study from both Government and Private B.Ed. Colleges. However, only 500 B.Ed. students were finally selected as rest of the response sheets were found to be somehow incomplete.



## TOOLS USED FOR COLLECTION OF DATA:

For the present study, the following tools are used:

1. An adapted Emotional Intelligence Scale for measuring Emotional Intelligence based on Goleman's competence based model of Emotional Intelligence.
2. Non-Verbal Test of Creative Thinking – by Baquer Mehdi.
3. Personal Problem Index Scale Measuring Stress.
4. The Academic Achievement score of the B.Ed. final examination of the B.Ed. students.
5. Personal Information Sheet.

**PROCEDURE OF DATA COLLECTION:** To collect the data, the investigator approached to the principals of the teacher training colleges for having necessary permission. The testing sessions were conducted in classroom setting of a group of 15-20 students. After self- introduction for necessary rapport, the purpose and objectives of the study was mentioned to the students in brief. The subjects were assured of maintenance of confidentiality of their responses. Clear and detail instruction were given about the data collection tools in both Assamese and English. After ensuring proper arrangement, the tools were administered in a phased manner. The data were thus collected in a group situation in one session of approximately one and half hour.

**STATISTICAL TECHNIQUES USED FOR ANALYSES OF THE DATA:** The following statistical techniques were used for analyzing the data as per the objectives of the study stated earlier.

- Descriptive analysis
- Differential analysis

## DATA ANALYSES:

Difference in Emotional intelligence of the B.Ed. Students of different groups of Stress

To know, the effect of different levels of stress on emotional intelligence of the B. Ed. students, hypotheses were formulated and tested that were presented in the following tables-

**Objectives:** To study the difference of emotional intelligence of B. Ed. students of different levels of Stress.

**Hypotheses:** There exists no significant difference in the mean scores of Emotional Intelligence of High and Low Stressed B.Ed. students.

Table-1: Significance of Difference between the Mean Scores of Emotional Intelligence of the B. Ed. students of High and Low Stress. (N=500)

| Level of stress | N   | Mean  | S.D.  | t-value | Level of Significance |
|-----------------|-----|-------|-------|---------|-----------------------|
| High            | 236 | 75.43 | 12.47 | 7.31    | **                    |
| Low             | 264 | 85.77 | 12.56 |         |                       |

\*\* Significant at 0.01 level

From the table 4.44, it is evident that the mean scores EI of high stress B. Ed. students is 75.43 and that of low stress B. Ed. students is 85.77 and the calculated t' value is 7.31 which is more than the table value at .01 level. Hence, the null hypothesis is rejected at .01 level of significance. It means that the difference between the two means is significant. The mean EI score of high stress is found to be lower than the mean EI score of low stress.

Hypotheses: There exists no significant difference in the mean score of Emotional Intelligence of B. Ed. students of high stress having high and low level of creativity.

Table-2: Significance of Difference in the Mean Scores of Emotional Intelligence of the B. Ed. students of High Stress having High and Low Creativity (N=500)

|             | Level of creativity | N   | Mean  | S.D.  | t-value | Level of Significance |
|-------------|---------------------|-----|-------|-------|---------|-----------------------|
| High stress | High                | 105 | 75.43 | 12.84 | 0.828   | Ns.                   |
|             | Low                 | 131 | 76.78 | 12.14 |         |                       |

From the table 4.45, it is evident that the mean scores of emotional intelligence of the B. Ed. students of high stress having high creativity is 75.43 and that of low creativity is 76.78 and the calculated t' value is 0.828 which is less than the table value at .05 level. Hence, the null hypothesis is not rejected. It means that the difference between two means is not significant. However, the mean EI score of high stress high creative is observed to be lower than the mean EI score of high stress low creative B. Ed. students.

Hypotheses: There exists no significant difference in the mean score of Emotional Intelligence of low stress B. Ed. students having high and low level of creativity.

Table-3: Significance of Difference in the Mean Scores of Emotional Intelligence of Low level of Stress having High and Low Creativity of B. Ed. students. (N=500)

|            | Level of creativity | N   | Mean  | S.D.  | t-value | Level of Significance |
|------------|---------------------|-----|-------|-------|---------|-----------------------|
| Low stress | High                | 158 | 85.77 | 11.13 | 2.225   | *                     |
|            | Low                 | 106 | 82.28 | 14.24 |         |                       |

\* Significant at 0.05 level

From the table 4.46, it is evident that the mean scores of emotional intelligence of the B. Ed. students of low stress having high creativity is 85.77 and that of low stress low creative is 82.28 and the calculated t' value is 2.22 which is more than the table value at .05 level. Hence the null hypothesis is rejected at 95% level of confidence. It means that the difference between the two means is significant. The mean EI score of low stress high creative is seemed to be higher than the mean EI score of low stress low creative B. Ed. students.

Hypotheses: There exists no significant difference in the mean score of Emotional Intelligence of the B. Ed. students of high stress having good and poor academic achievement.

Table-4: Significance of Difference in the Mean Scores of Emotional Intelligence between the students of High Stress having Good and Poor Academic Achievement of B. Ed. students (N=500)

|             | Academic Achievement | N   | Mean  | S.D.  | t-value | Level of Significance |
|-------------|----------------------|-----|-------|-------|---------|-----------------------|
| High stress | Good                 | 91  | 79.36 | 10.97 | 3.17    | **                    |
|             | Poor                 | 145 | 74.18 | 12.93 |         |                       |

\*\* Significant at 0.01 level

From the table 4.47, it is evident that the mean scores of Emotional Intelligence of the B. Ed. students of high stress having good academic achievement is 79.36 and that of poor academic achievement is 74.18 and the calculated t' value is 3.17 which is more than the table value at .01 level. So, the null hypothesis is rejected at 99% level of confidence. It means that the difference between the two means is significant. The mean EI score of

high stress B. Ed. students having good academic achievement is seemed to be higher than the mean EI score of high stress poor academic achiever.

Hypotheses: There exists no significant difference in the mean score of EI of the B. Ed. students of low stress having good and poor academic achievement.

Table-5: Significance of Difference in the Mean Scores of Emotional Intelligence of the B. Ed. students of low stress having good and poor Academic Achievement. (N=500)

|            | Academic Achievement | N   | Mean  | S.D.  | t-value | Level of Significance |
|------------|----------------------|-----|-------|-------|---------|-----------------------|
| Low Stress | Good                 | 166 | 84.02 | 12.07 | .577    | Ns.                   |
|            | Poor                 | 98  | 84.95 | 13.38 |         |                       |

From the table 4.48, it is evident that the mean scores of emotional intelligence of the B. Ed. students of low stress having good academic achievement is 84.02 and that of poor academic achievement is 84.95 and the calculated t' value is 0.577 which is less than the table value at .05 level. Hence, the null hypothesis is not rejected at any level of confidence. It means that the difference between the two means is not significant. The mean EI of low stress B. Ed. students having good academic achievement is found to be lower than the mean EI score of low stress poor academic achiever.

## CONCLUSION:

Quality improvement in educational institutions, concept and training on emotional intelligence and other innovations like spiritual intelligence, socio- emotional intelligence (SEI), Self science curriculum should be included. Emotional learning process can be incorporated in the curriculum of teacher education for emotional learning system. Notable countries belonging to the G8 such as the United States and the United Kingdom have begun to understand that being one of the eight most industrialized, richest and most influential countries on the planet does not guarantee that the citizens are satisfied with their lives or are happy. In the context of Malaysia, the aspect of emotional intelligence is primarily focused in the National Philosophy of Education. Spain finds itself at an excellent moment to make educational policies and investment similar to United States, United Kingdom and Malaysia. In realizing the reality of emotional intelligence, the curriculum of education right from primary to tertiary education is being reviewed by considering the role of emotional intelligence. However, the efforts to implement the emotional intelligence in ensuring the accomplishment and the development of students' self should not be only on the teachers, but most important is the need of paradigm shift in the system of education together with professionalism of teacher education. The policy-maker of education should adopt an approach as well as firmly support, to ensure the balance of national education's system from the aspect of emotional intelligence

and intellectual intelligence.

The importance of emotional intelligence in teacher training programmed is suggested by different researchers in the recent years. Before joining a school, if a teacher is well-equipped with these soft skills while undergoing pre-service or in-service teacher- training the student-teacher will be an effective teacher with all the abilities to face the stress and challenges of professional life. Emotional Intelligence can contribute much to a happy living of an individual and community. It is therefore, the need of the hour to shift our attention to emotional intelligence for full complete and holistic development of students.

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