

A Study on the Relationship between Academic Volition and Emotional Intelligence in Student Teachers

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Abstract: The present study is an attempt to examine the relationship between academic volition and emotional intelligence in student teachers. Sample for the study includes 40 urban student teachers of B.Ed. and M.Ed. classes of an education college in Banjara Hills, Hyderabad, Telangana, India. The data for measuring Emotional intelligence is collected by using the *Trait Emotional Intelligence Questionnaire – Adolescent Short Form (TEIQue-ASF)*, prepared by Petrides, K. V. & Furnham, A. (2006) for adolescents. Academic volition of the student teachers is measured by collecting data using the *Academic Volitional Strategy Inventory (AVSI)* for college students prepared by Maccann and Garcia (2000). For data analysis, Pearson's Product-Moment Correlation coefficient is used. The significance of the test is calculated using critical value table for Pearson's Product-Moment Correlation for the level of significance α at 0.01. The findings of the study reveal that academic volition is positively and moderately related to emotional intelligence in students teachers. No role of course was found in the variables studied.

Keywords: Academic Volition, Amygdala, Prefrontal Cortex, Emotional Intelligence, Student Teachers, Student Teacher Educators.

I. INTRODUCTION

From the background of neuroscience, the section of the brain associated with processing of emotions, especially the negative ones is the amygdala. The prefrontal cortex is the section of the brain that is associated with the executive functions like decision making, problem solving and motivation and willpower (Le Doux, 1996 & Goleman.D., 1995). The amygdala is connected to prefrontal cortex (Banks,S.J. and colleagues, 2007).

When learners set temporally distinct but highly rewarding goals, they need to keep the level of motivation high and exhibit the ability to fight against emotions during the long tenure of learning process, by regulating the motivation. It is called the use of academic volitional strategy (McCann, E., & Turner, J. E., 2004).

In such a mentioned scenario, it is vital for the learner to possess the ability to self-regulate emotions, particularly the negative ones and stay motivated. This is emotional intelligence (Goleman, 1995).

It is here by proposed that learners with the ability to self-regulate their emotions also manage to regulate their motivation levels especially during the difficult times of learning process for attainment of the temporally distinct goals.

This display of academic volition is made possible through the existence of emotional intelligence in the personality of the learner and hence emotional intelligence must be associated to academic volition. The mentioned neural interconnectivities among amygdala and prefrontal cortex also indicate such a possibility.

In this context, the student teachers pursuing the new two years duration B.Ed. and M.Ed. courses (as per Justice Verma Committee recommendations,2013), ideally represent the subjects of the study, who must possess emotional intelligence in order to display academic volition all along the duration of the course, respectively.

Emotional Intelligence: Goleman defined emotional intelligence as “the capacity for recognising our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships” (Goleman 1998: 317).

Volition: It is defined as the “tendency to maintain focus and effort toward goals despite potential distractions” (Corno, 1993; Kuhl, 1985; Snow, Corno, & Jackson, 1996).

II. BODY OF ARTICLE

STATEMENT OF THE PROBLEM:

A Study on the Relationship Between Academic Volition and Emotional Intelligence in Student Teachers.

RESEARCH OBJECTIVES:

- To study the relationship between academic volition and emotional intelligence in student teachers.
- To study the role of course in the emotional intelligence of student teachers.
- To study the role of course in the academic volition of student teachers.

RESEARCH HYPOTHESES:

- **H₀:** There is no significant relationship between emotional intelligence and academic volition in student teachers.
- **H₀:** There is no significant relationship between B.Ed. students and M.Ed. students with respect to their emotional intelligence.
- **H₀:** There is no significant relationship between B.Ed. students and M.Ed. students with respect to their academic volition.

POPULATION FOR THE STUDY:

The population for this study is the student teachers and student teacher educators in government or private colleges of education in the Greater Hyderabad Municipal Corporation limits of Hyderabad city.

SAMPLE FOR THE STUDY:

Here 40 student teachers and student teacher educators from B.Ed. and M.Ed. courses of the Ghulam Ahmed College of Education, selected randomly, were taken as the sample of the study.

TOOLS USED IN THE STUDY:

Measuring Emotional Intelligence:

The researchers in the present study used *Trait Emotional Intelligence Questionnaire – Adolescent Short Form (TEIQue-ASF)*, which is a simplified version of The Trait Emotional Intelligence Questionnaire - Short Form (TEIQue-SF, Petrides and Furnham, 2004), for the measurement of the emotional intelligence in respect of four factors of emotional intelligence namely, *Well Being, Self-Control, Emotionality and Sociability* respectively, in adults.

The ASF comprises 30 short statements, two for each of the 15 trait EI facets, designed to measure global trait EI. The subjects respond on a seven-point Likert scale, with 1 representing strongly disagree, 7 representing strongly agree and 4 being neutral. The *internal consistency* of the global score usually **exceeds .80**. The form has been used successfully with children as young as 11 years old.

Measuring Academic Volition:

The Academic Volitional Strategy Inventory (AVSI; McCann, 1999) is a self-report instrument designed to assess the management of emotion and motivation by college students during the goal-striving process.

There are 30 items. The dimensions covered by the tool are self talk, negative consequences, concentration strategies, socializing strategies, self reinforcement, self encouragement, taking breaks and relaxing music.

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The internal consistency of the tool measured using Cronbach’s alpha is 0.87 and test-retest reliability for four weeks gap is 0.72. The responses are obtained in a seven point Likert scale ranging from (1 = “Not at all of me” and 7 = “Very true of me”). The tool has content validity and construct validity.

SAMPLING:

Simple random sampling technique is used by the investigator while selecting a sample of 40 student teachers from an education college in Banjara Hills area.

DATA COLLECTION:

Formal permission to administer the tests for data collection for two consecutive days, was provided by the Principal of Ghulam Ahmed College of Education.

As the research design of the study is Explanatory Correlational Analysis design, the researchers here collected three scores from each participant as each score represents each variable being studied (Creswell, 2008).

The Trait Emotional Intelligence Questionnaire- Adolescent Short Form (TEIQUE-ASF, Petrides, K.V., Sangareau, Y., Furnham, A., & Frederickson, N. (2006), was administered on adolescent student teachers of Ghulam Ahmed College of Education, for the measurement of their emotional intelligence on day one of data collection.

The Academic Volitional Strategy Inventory (AVSI; McCann, 1999) was administered on the sample on the second day of the data collection to measure their academic volitional strategies.

Results:

TABLE: I CORRELATION STRENGTH

Correlation Between Academic Volition and Emotional Intelligence					
Mean Academic Volition	Mean Emotional Intelligence	Pearson’s Correlation Coefficient	Product Moment		
3.535675	4.6530075	0.4049			

Interpretation: The average academic volition value of the sample obtained is 3.5356765. It is a high value as it is above the mean score. Similarly, the average emotional intelligence score of the sample is found to be 4.6530075. It is also a high value as it is above the mean score. The correlation coefficient between emotional intelligence and academic volition obtained is 0.4049. Since this r-value is in between 0.3 and 0.6, the strength of the measured relationship is moderate.

TABLE: II TESTING HYPOTHESIS ONE

Significance Test for the Correlation Between Emotional Intelligence and Academic Volition:			
Academic Volition	Emotional Intelligence		
n			40
df (n-2)			38
Pearson’s Correlation Strength (γ absolute)		0.402*	
γ critical from the Critical Value Table of Pearson’s Correlation			0.4049
Sig.(Two-tailed)		H ₀ : Rejected	

* Correlation is significant at the 0.01 level (2-tailed)

Interpretation: The outcome of the data analysis shows that the calculated value or absolute value of r between academic volition and emotional intelligence is 0.4049. The critical value is 0.402 for level of significance $\alpha = 0.01$ from the r table (Appendix D, Best, J.W., Kahn, J.V., *Research in Education*, Tenth Edition, pp 482). It can be interpreted that academic volition is positively, moderately and significantly correlated with emotional intelligence. It is because for the level of significance $\alpha = 0.01$, degree of freedom (df) = 38, the calculated value of r is greater than the critical value. Higher emotional intelligence in students leads to higher academic volition and vice versa.

TABLE: III TESTING HYPOTHESIS TWO

Significance Test for the Emotional Intelligence of 13 B.Ed. and 13 M.Ed. Students				
n	df	r* (absolute) from formula	r (critical) from r - table	Sig. (2 – tailed)
13	11	0.2125	0.684	H ₀ : Accepted

* Correlation is significant at the 0.01 level (2-tailed)

Interpretation: There is no significant difference between B.Ed. and M.Ed. students with respect to their emotional intelligence. It is because the calculated correlation coefficient is less than the critical value of correlation coefficient for df = 11 at level of significance $\alpha = 0.01$.

TABLE: IV TESTING HYPOTHESIS THREE

Significance Test for the Academic Volition of 13 B.Ed. and 13 M.Ed. Students				
n	df	r* (absolute) from formula	r (critical) from r - table	Sig. (2 – tailed)
13	11	0.347	0.684	H ₀ : Accepted

* Correlation is significant at the 0.01 level (2-tailed)

Interpretation: There is no significant difference between B.Ed. and M.Ed. students with respect to their academic volition. It is because the calculated correlation coefficient is less than the critical value of correlation coefficient for df = 11 at level of significance $\alpha = 0.01$.

III. CONCLUSION

The extension of duration of the B.Ed. and M.Ed. courses to two years, in order to raise the standard of these courses, as per the recommendations of the Justice Verma Committee 2013, is a welcome change in teacher education.

Students who are highly motivated and serious about the teaching profession can be expected to enroll for the teacher education courses now.

But, compared to their predecessors, they have to keep their spirits high for longer duration of time to enjoy the fruits of their academic labor. This calls for the display of academic volition from the very first day of either of the teacher education courses by the prospective student teachers.

The present study has established that those who possess the ability to self-regulate their emotions are in a better position to maintain high motivational levels all along the two years duration of teacher education courses, compared to the rest.

Irrespective of the teacher education course pursued by a student, he or she would require the essential trait of emotional intelligence to sail through the course without any obstacle.

The positive, moderately strong and significant relationship between emotional intelligence and academic volition through this research study establishes the need for the instruction of emotional intelligence in teacher education courses through inclusion of Social Emotional Learning (SEL) programs in the curriculum.

Due to the practical limitations like time and cost, the study was limited to Hyderabad city limits. The study can be replicated with larger sample size in multiple contexts and others parts of the country and world. Most of the sample subjects were females. Further studies can search for the role of gender of the student teachers in these two variables.

Academic volition and emotional intelligence are very closely related to academic achievement. A study on whether these two variables predict academic achievement in student teachers can be taken up using multiple regression. Such a research endeavor would further strengthen the requirement for the inclusion of these two variables in teacher education curriculum.

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