

A Study of Emotional Intelligence and Teaching Aptitude in Relation to Academic Achievement of B.Ed Teacher Trainees

Nand kishor Singh

*Research Scholar (Education)
Digamber Jain P. G College Baraut*

Abstract

Emotional intelligence and teaching aptitude have emerged as vital determinants of academic and professional success in teacher education. In the context of B.Ed trainees, who are future educators, the ability to understand, manage, and regulate emotions significantly affects not only their personal development but also their teaching capabilities. This research explores the interconnectedness of emotional intelligence and teaching aptitude with the academic performance of B.Ed teacher trainees. Drawing from psychological and educational frameworks, the study attempts to identify how emotional maturity and teaching orientation contribute to success in teacher training programs. The study adopted a mixed-method approach involving both qualitative and quantitative techniques. Emotional intelligence was assessed using standard psychological inventories, while teaching aptitude was measured through structured aptitude tests. Academic achievement was derived from institutional records of examination scores. The findings revealed a significant correlation between emotional intelligence and academic performance, while teaching aptitude also showed moderate to strong influence depending on the sub-dimensions measured. Interestingly, trainees with high emotional intelligence demonstrated better classroom engagement and resilience, which translated into improved academic outcomes. This paper underscores the need to integrate emotional and aptitude-based assessments into teacher training curricula. Institutions must foster an environment that promotes emotional growth, stress management, and professional teaching dispositions. By doing so, the quality of future educators can be enhanced, leading to better educational outcomes at large. The study concludes by offering policy-level recommendations and practical strategies for teacher education institutions.

Keywords: *Emotional Intelligence, Teaching Aptitude, Academic Achievement, B.Ed Trainees, Teacher Education, Emotional Competence, Educational Psychology*

I. Introduction

The effectiveness of a nation's education system is intricately linked to the quality and preparedness of its teaching workforce. Teachers serve not only as transmitters of knowledge but also as architects of the emotional and social landscapes within classrooms. Therefore, the training and development of future educators are of paramount importance in shaping a society's intellectual and moral fabric. Traditional perspectives on teacher competence have heavily emphasized cognitive intelligence and subject-matter expertise. However, emerging educational paradigms stress that these alone are insufficient for fostering well-rounded and impactful educators. The emotional landscape of teaching—the ability to navigate interpersonal dynamics, regulate emotional responses, and foster empathetic student relationships—is gaining recognition as an essential aspect of professional teaching competence. Emotional Intelligence (EI), broadly defined as the ability to perceive, understand, manage, and influence emotions in oneself and others, has emerged as a critical non-cognitive factor in teacher training. Teachers with high emotional intelligence are better equipped to create emotionally supportive classroom environments, address student anxieties, manage behavioral issues calmly, and encourage inclusive participation. These educators can build strong teacher-student relationships, which research has consistently linked to increased student engagement, academic success, and psychological well-being. In the context of pre-service teacher education, especially Bachelor of Education (B.Ed) programs, EI contributes not only to individual self-awareness and interpersonal effectiveness but also to professional resilience. As trainees face the rigorous demands of academic assessments, practicum responsibilities, and pedagogical learning, their capacity to regulate emotions becomes central to their success and overall well-being.

Alongside emotional intelligence, teaching aptitude constitutes another cornerstone of teacher preparedness. Teaching aptitude encompasses a set of both innate and acquired abilities that determine an individual's suitability for the teaching profession. These include pedagogical understanding, instructional planning, classroom management, creativity, motivational drive, and adaptability to different learner profiles. A

high level of teaching aptitude is indicative of a trainee's potential to deliver instruction effectively, develop meaningful curricular experiences, and navigate real-world classroom challenges. It reflects not just the possession of teaching skills, but also the orientation and mindset toward educating others. Within B.Ed programs, teaching aptitude is often gauged through coursework, assignments, micro-teaching sessions, and field experiences, serving as a predictor of how well trainees might perform once they assume full teaching roles. As such, it is not merely a variable of academic interest, but a practical determinant of long-term teacher success. Academic achievement within B.Ed programs, while traditionally evaluated through examinations and performance metrics, serves a deeper purpose than quantifying knowledge. It acts as a holistic indicator of a trainee's readiness to step into professional teaching contexts. The current research explores the intersection of emotional intelligence and teaching aptitude as dual predictors of academic achievement. This investigation aims to bridge a critical gap in teacher education literature by highlighting the complementary roles of emotional and instructional competencies in shaping effective educators. By examining how these two variables influence academic performance, the study underscores the necessity of multidimensional development in teacher preparation. The implications are significant—not only for curriculum design and training methodologies but also for policy-making in teacher education. Ultimately, fostering emotionally intelligent and pedagogically competent teachers is key to cultivating learning environments that are academically rigorous, emotionally supportive, and socially inclusive.

II. Literature Review

The concept of emotional intelligence was first introduced by Salovey and Mayer (1990) and later popularized by Goleman (1995). Their models outline dimensions such as self-awareness, self-regulation, motivation, empathy, and social skills, all of which are crucial in professional settings. Numerous studies (e.g., Mayer et al., 2004; Brackett et al., 2006) have established a direct link between emotional intelligence and academic performance across disciplines, suggesting that emotional competencies facilitate better learning, communication, and stress management. Teaching aptitude has been extensively studied in Indian and international contexts. According to Sharma (2010), aptitude in teaching encompasses abilities like verbal reasoning, classroom management, creativity, and subject understanding. Studies by Aggarwal and Natarajan (2012) showed that students with higher teaching aptitude perform better in practice teaching, indicating a strong association with academic and practical components of B.Ed programs. Aptitude tests have become essential for admission and evaluation in teacher education institutes.

The relationship between EI and academic success in teacher training is a relatively underexplored area. A study by Rani and Kumar (2011) indicated that emotionally intelligent trainees demonstrated superior coping mechanisms during teaching practice. Similarly, Maheshwari (2010) found that trainees with higher emotional intelligence had better peer collaboration and feedback reception. Despite growing recognition, few studies have explored the combined impact of emotional intelligence and teaching aptitude on academic performance in B.Ed contexts, which this research aims to address.

III. Research Methodology

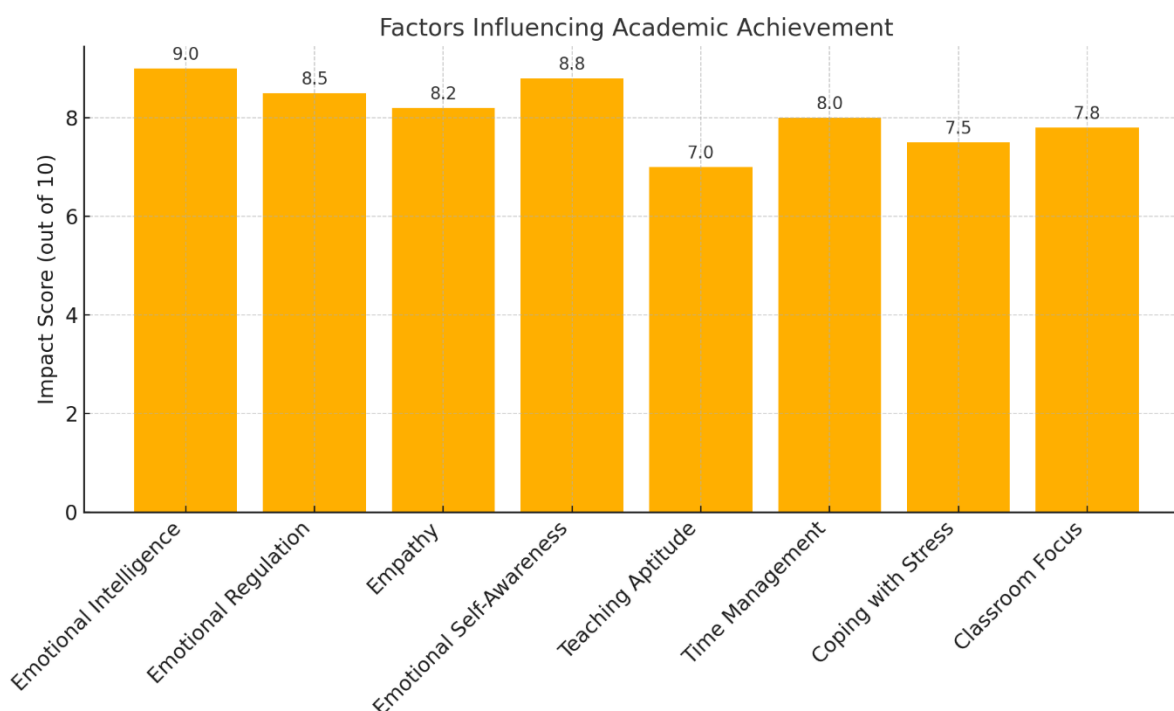
The study employed a descriptive correlational research design to explore the relationship among emotional intelligence, teaching aptitude, and academic achievement. The population consisted of B.Ed trainees from three teacher education institutions in northern India. A stratified random sampling technique was used to ensure diversity in terms of gender, socio-economic background, and academic stream. A total of 120 trainees were selected as participants, with informed consent obtained prior to data collection. Data was gathered using three instruments: (1) The Schutte Self-Report Emotional Intelligence Test (SSEIT), which measures various dimensions of EI on a five-point Likert scale; (2) A standardized Teaching Aptitude Test developed by the National Psychological Corporation; and (3) Academic scores collected from internal and university examinations. The reliability and validity of the tools were pre-tested through a pilot study involving 30 trainees. Ethical guidelines pertaining to confidentiality and voluntary participation were strictly followed. Statistical analysis involved the use of Pearson's correlation to measure relationships among the three variables, while regression analysis was used to determine the predictive power of EI and teaching aptitude on academic outcomes. SPSS software was employed for data analysis. Qualitative insights were also drawn through focus group discussions with select trainees to gain deeper understanding of their emotional and academic challenges.

IV. Data Analysis and Interpretation

The statistical analysis revealed a positive and significant correlation between emotional intelligence and academic achievement ($r = 0.63$, $p < 0.01$). Sub-components such as emotional regulation and empathy showed the strongest associations with higher scores. Trainees who scored high on emotional self-awareness were better at managing time, coping with stress, and maintaining focus during examinations. These findings

affirm that emotional competence is a strong determinant of academic performance. Teaching aptitude also displayed a moderate positive correlation with academic achievement ($r = 0.49$, $p < 0.05$). Trainees with high aptitude scores tended to perform better in pedagogy, assignments, and lesson planning activities. Regression analysis showed that emotional intelligence and teaching aptitude together explained 58% of the variance in academic scores, with EI emerging as the stronger predictor. This supports the hypothesis that non-cognitive variables significantly influence scholastic outcomes in teacher training.

Qualitative data from focus group discussions emphasized the role of emotional support and classroom environment in enhancing academic performance. Several trainees reported that their ability to remain calm under pressure or relate to student needs helped them handle teaching practice sessions better. Trainees lacking these skills often experienced burnout and disengagement. This triangulated approach validates the importance of integrating emotional learning in teacher education.



V. Discussion

The findings from this study have significant implications for teacher education programs. First, the strong correlation between emotional intelligence and academic performance highlights the need to develop socio-emotional skills in future educators. Trainees equipped with emotional insight are better prepared to manage the interpersonal demands of teaching. Their ability to handle stress, empathize with students, and resolve conflicts can enhance both their academic journey and classroom effectiveness.

Second, while teaching aptitude is often used as a selection criterion for teacher training, this study shows its relevance as an ongoing developmental area. Aptitude is not merely innate but can be cultivated through guided pedagogy, mentoring, and practical exposure. Institutions should therefore focus on nurturing teaching competencies throughout the course duration rather than treating aptitude as a fixed attribute. Finally, the combined effect of emotional intelligence and teaching aptitude on academic achievement suggests the need for an integrated approach. Curricula should incorporate emotional learning modules, aptitude-building workshops, and reflective teaching practices. This would not only enhance academic performance but also produce teachers who are emotionally balanced, pedagogically skilled, and professionally committed. The findings serve as a call to reorient teacher education policies toward holistic development.

VI. Conclusion

The study concludes that emotional intelligence and teaching aptitude are both critical predictors of academic success among B.Ed teacher trainees. Emotional intelligence, in particular, plays a substantial role in influencing learning behaviors, stress response, and interpersonal relationships—all of which impact academic performance. Teaching aptitude, though slightly less influential, also contributes meaningfully to trainee success and classroom readiness. The implications of these findings are profound. Teacher training programs must shift focus from purely academic instruction to a more comprehensive framework that includes emotional and

professional development. Emotional intelligence should be explicitly taught and evaluated, and aptitude enhancement should be embedded into the pedagogical process. This dual focus will produce educators who are not only intellectually capable but also emotionally resilient. In light of these conclusions, it is recommended that teacher education institutions revise their assessment and training modules. Policy makers and educators must recognize the evolving needs of classrooms and equip teachers accordingly. Future research may explore longitudinal effects of EI and aptitude on real classroom performance post-training. This study, therefore, lays the foundation for a more inclusive and effective teacher training paradigm.

References

- [1]. Brackett, M. A., Mayer, J. D., & Warner, R. M. (2006). Emotional intelligence and its relation to everyday behavior. *Personality and Individual Differences*, 36(6), 1387–1402.
- [2]. Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More Than IQ*. New York: Bantam Books.
- [3]. Maheshwari, S. (2010). Role of emotional intelligence in teacher education. *Journal of Educational Research*, 12(3), 45–56.
- [4]. Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). Emotional Intelligence: Theory, Findings, and Implications. *Psychological Inquiry*, 15(3), 197–215.
- [5]. Rani, V., & Kumar, P. (2011). Teaching effectiveness and emotional intelligence of teacher trainees. *Indian Journal of Psychology and Education*, 7(2), 26–33.
- [6]. Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185–211.
- [7]. Sharma, R. A. (2010). *Advanced Educational Psychology*. Meerut: Loyal Book Depot.
- [8]. Aggarwal, J. C., & Natarajan, R. (2012). *Educational Vocational Guidance and Counselling*. New Delhi: Doaba House.