



Impact of Psychological Factors on Academic Attainment: A Study of Anxiety and Emotional Intelligence Among B.Ed. Trainees

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Abstract

Within the scope of this study, the influence of psychological elements, more specifically anxiety and emotional intelligence, on the academic accomplishments of B.Ed. trainees is specifically investigated. Understanding the ways in which emotional intelligence and anxiety influence academic performance can assist educators, institutions, and politicians in developing effective support programs. This is especially important in this day and age, when mental well-being is being increasingly acknowledged as an essential component of how well students do in school. Standardized instruments, such as the Emotional Intelligence Scale (EIS) and the State-Trait Anxiety Inventory (STAI), were utilized in order to conduct a survey conducted on a sample of two hundred B.Ed. trainees from a variety of universities. The results of university examinations were used to evaluate the students' academic performance. A strong negative link was found between anxiety and academic accomplishment, while a positive correlation was found between emotional intelligence and academic success. The findings suggested that both of these correlations were significant. In order to improve students' academic performance, the findings highlight the importance of including emotional and psychological support systems into programs that are designed to educate teachers.

Keywords: Anxiety, Emotional Intelligence, Academic Attainment, Psychological Factors, B.Ed. Trainees etc.

Introduction

Academic prowess, emotional maturity, and mental toughness are all qualities that are required in the education industry, particularly in the field of teacher education. When it comes to defining the level of academic achievement by students, psychological elements play a vital impact. Some of these factors, including anxiety and emotional intelligence (EI), have been identified as important factors that determine academic achievement. Despite the fact that anxiety can be a barrier to learning since it makes it difficult to concentrate and stay motivated, emotional intelligence gives students with the skills necessary to effectively manage academic stress, interpersonal interactions, and self-regulation. Bachelor of Education (B.Ed.) trainees, who are anticipated to become teachers in the future, are subject to academic pressures and are also required to demonstrate psychological well-being and emotional maturity in the classroom. Consequently, it is of the utmost importance to investigate the relationship between academic achievement and the state of anxiety and emotional intelligence.





Impact of the Study

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1. Academic Contribution

This study adds to the body of knowledge regarding the connection between academic achievement and psychosocial issues. It addresses a research vacuum in the field of teacher education by concentrating on anxiety and emotional intelligence in B.Ed. candidates. It adds theoretical and empirical value to educational psychology by validating well-known psychological theories, such as Spielberger's State-Trait Anxiety theory and Goleman's Emotional Intelligence model, in the particular setting of aspiring teachers.

2. Focus on B.Ed. Trainees (Future Educators)

The study emphasizes how critical it is to attend to the psychological health of B.Ed. candidates who intend to become teachers. In addition to determining their own academic achievement, their capacity to manage stress and emotions well influences how they will assist their future students. The results therefore have a multiplier effect, meaning that improving student performance now enhances classroom conditions tomorrow.

3. Curriculum and Pedagogical Reform

Results point to the urgent need for stress-reduction techniques and emotional intelligence training to be incorporated into the B.Ed. program. Including self-regulation techniques, mental health education, and life skills will produce more capable and balanced teachers. This study can be used by educational institutions to support curriculum changes that take into account the emotional and intellectual aspects of teacher development.

4. Institutional Support and Counseling

The significance of developing consistent psychological counseling and support services in teacher training institutions is highlighted by this study. Offering stress-reduction programs, mindfulness exercises, and peer support groups is strongly recommended due to the significant negative effects of anxiety on academic performance. Both academic performance and general student satisfaction can be greatly enhanced by doing these actions.

5. Policy-Level Implications

This study offers data-driven support for comprehensive teacher education strategies for legislators and regulatory organizations like NCTE. National teaching standards ought to include emotional and psychological readiness as a basic competency. The study backs up the necessity of include quantifiable measures of emotional health in evaluations of teachers' quality and institutional certification.

6. Self-Awareness Among Students

The study makes B.Ed. students more conscious of how their internal emotional states affect their academic performance. They may become more self-regulated and motivated learners as a result of being encouraged to ask for assistance, create coping mechanisms, and take part in programs that enhance emotional intelligence.

7. Long-Term Social and Educational Impact

Teachers with emotional intelligence are more resilient, sympathetic, and adept at running their classrooms. As a result, raising the emotional intelligence of B.Ed. candidates now will benefit school education in the long run. It can create supportive learning settings, lessen student stress, and encourage an emotionally conscious school culture.





8. Basis for Future Research

Future longitudinal and interventional research is made possible by this work. Based on these findings, researchers can create training materials for emotional intelligence, carry out stress-reduction techniques, and evaluate the long-term effects on teacher candidates' academic and professional development.

Review of Literature

Numerous studies have explored the link between psychological traits and academic performance:

- **Anxiety and Academic Performance:** State-Trait Anxiety Theory, which was developed by Spielberger in 1983, emphasizes that high levels of anxiety can have a detrimental effect on cognitive processing and memory. Research conducted by Cassady and Johnson in 2002 discovered that test anxiety can considerably hinder students' ability to concentrate and remember information, which in turn might have a negative impact on their overall academic performance.
- **Emotional Intelligence and Academic Success:** Mayer and Salovey's (1997) concept of emotional intelligence, which includes the capacity to recognize, utilize, comprehend, and control one's feelings, is frequently associated with the capacity to persevere in various academic endeavors. Goleman (1995) underlined that emotional intelligence (EI) could predict success more accurately than intelligence quotient (IQ) in many different settings.
- **Teacher Education and Psychological Factors:** The Bachelor of Education (B.Ed) program is a difficult and stressful program that requires high levels of emotional and psychological functioning from its students. According to Yusoff et al. (2011), students who do not possess coping methods are more likely to have poor academic performance.

Objectives of the Study

1. To examine the levels of anxiety and emotional intelligence among B.Ed. trainees.
2. To assess the academic attainment of B.Ed. trainees.
3. To analyze the relationship between anxiety and academic attainment.
4. To explore the relationship between emotional intelligence and academic attainment.

Research Methodology

Research Design

For the purpose of investigating the connections between the variables, a correlational study design was utilized.

Population and Sample

B.Ed. students who were enrolled in teacher education programs at colleges located in the Prayagraj District made up the population. "For the purpose of selecting 300 participants, a stratified random selection method was utilized. This strategy ensured that there was adequate representation across gender, year of study, and institutions.

Data Collection and Analysis

These primary data were gathered through the use of both offline and online surveys. In order to investigate the correlations between variables and the predictive capabilities of the program, correlation and multiple regression studies were carried out using SPSS.

Descriptive Statistics





Variable	Mean	SD	Min	Max
Anxiety (STAI Score)	49.12	10.45	30	72
Emotional Intelligence	125.34	14.21	95	152
Academic Attainment %	68.90	7.34	55	85

Correlation Analysis

Variables	r-value	Significance (p)
Anxiety - Academic Attainment	-0.46	0.001 **
Emotional Intelligence - Academic Attainment	0.52	0.001 **

Interpretation:

The relationship between anxiety and academic performance was found to have a somewhat negative association, which suggests that higher levels of anxiety are connected with lower academic achievements. On the other hand, there was a highly favorable and statistically significant association between academic attainment and emotional intelligence.

Regression Analysis

For the purpose of gaining an understanding of the combined impact of anxiety and emotional intelligence, multiple regression analysis was utilized.

Model Summary

Model	R	R ²	F	Sig.
1	0.58	0.336	48.92	0.000

Coefficients

Predictor	B	Std. Error	Beta	t	Sig.
(Constant)	43.12	4.23	-	10.19	0.000
Anxiety	-0.35	0.08	-0.39	-4.41	0.000
Emotional Intelligence	0.28	0.06	0.41	4.93	0.000

Interpretation:

33.6 percent of the variation in academic attainment can be accounted for by the model. Both anxiety and emotional intelligence are important factors in predicting future outcomes”. A decrease in academic performance is associated with an increase in anxiety, which is indicated by the fact that anxiety has a beta value that is negative. An individual's academic performance can be improved by developing their emotional intelligence.

Discussion

The findings are in line with those established by earlier studies. When it comes to academic work, anxiety has a detrimental impact on cognitive processes such as memory and attention, both of which are essential. Those who are pursuing a Bachelor of Education degree may suffer increased anxiety that hinders their performance because they are frequently under pressure to manage coursework, teaching





practice, and competitive tests. On the other hand, kids who are emotionally intelligent are better equipped to deal with stress, keep their motivation up, and keep their attention on the task at hand, all factors that are necessary for academic success. Enhancing interpersonal interactions, which may indirectly assist improved classroom involvement and learning, is one of the positive outcomes of developing emotional intelligence. This research highlights the dual role that cognitive and emotional elements have in determining the outcomes of academic endeavors. It is imperative that educational institutions devote increased attention to the psychological well-being of pupils in order to guarantee the students' overall growth.

Conclusion

This study shows that psychological factors strongly influence B.Ed. students' academic success. Among these, anxiety and EI are strong predictors. Higher levels of anxiety are linked to lower academic achievement, suggesting that students who worry, dread failure, or stress before tests may struggle to concentrate, process information, or perform at their best. However, emotionally intelligent students fare better academically. This favorable association shows that academic success requires emotional management, empathy, and stress management. Emotional intelligence reduces stress and improves coping skills, boosting persistence, study habits, and academic success. These findings are very important in teacher education. B.Ed. students need academic knowledge, pedagogical skills, emotional competence, and psychological resilience to support students in the classroom. If these future teachers have anxiety or poor emotional abilities, it may affect their performance and mental health. The study emphasizes the need for teacher education institutions to integrate psychological wellbeing in their training. The educational framework must include emotional and mental support as well as academic support. Emotional intelligence workshops, daily psychological therapy, peer support, and stress management can boost academic achievement and well-being. This study further adds to the psychological-academic literature by focusing on B.Ed. trainees, a population understudied. It highlights the mental health concerns of this student demographic and motivates educational stakeholders to act. In conclusion, reducing anxiety and improving emotional intelligence can improve B.Ed. students' academic performance, making them more competent, emotionally stable, and academically effective educators. The findings suggest school reforms and institutional support systems that prioritize mental and emotional well-being alongside academic performance.

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