



## The Influence of Emotional Intelligence and Anxiety on the Academic Success of B.Ed. Students

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### Abstract

This study investigates how anxiety and emotional intelligence (EI) both influence students pursuing a bachelor's degree in education (B.Ed.). Although cognitive talents have historically been the key to academic achievement, non-cognitive elements like anxiety and emotional intelligence have become important predictors of student performance. In contrast to anxiety, which can impair learning and concentration and result in worse academic outcomes, emotional intelligence (EI) can improve academic performance by promoting better self-regulation, empathy, and motivation, according to this study's thorough literature review, theoretical discussion, and empirical data. In order to prepare aspiring teachers for holistic professional competence, the paper's conclusion emphasizes the significance of including emotional learning into B.Ed. programs.

**Key words:** Emotional Intelligence, Academic Success, Anxiety, B.Ed. Students, Teacher Education, Student Performance etc.

### Introduction

The impact of emotional and psychological aspects on pupils' academic achievement has been increasingly apparent in recent years. Traditional academic achievement has concentrated on cognitive qualities like memory, logic, and problem-solving, while recent educational research stresses non-cognitive variables. Emotional intelligence (EI) and anxiety are important predictors of academic success, especially in higher education. In teacher training programs like the Bachelor of Education (B.Ed.), students must master pedagogical content and gain emotional maturity.

B.Ed. students will shape young minds as instructors. They must handle stress, comprehend others, develop positive relationships, and control emotions in various classrooms to do their function. These qualities involve emotional intelligence—the ability to notice, analyze, manage, and use emotions constructively—not academic knowledge or IQ. Effective teaching and learning require emotional intelligence to manage interpersonal connections wisely and empathetically. However, worry, especially academic anxiety, can hinder learning by reducing memory, concentration, decision-making, and academic achievement.

### Emotional Intelligence in Teacher Education

- Understanding Emotional Intelligence





The ability to recognize, comprehend, manage, and use emotions in oneself and others is called emotional intelligence (EI). Peter Salovey and John Mayer created EI, but Daniel Goleman popularized it by expanding it to include self-awareness, self-regulation, motivation, empathy, and social skills. These are especially important in education, as emotional interactions and interpersonal dynamics affect teaching and learning.

- **Relevance of EI in the Teaching Profession**

Human interaction is fundamental to teaching. Teachers communicate with students, colleagues, and parents, needing emotional sensitivity and control. Teachers must manage different classrooms, empathize with students, address behavioral issues, and stay calm. All these duties require emotional intelligence. B.Ed. students entering the profession need emotional intelligence, not just a supplement.

- **Emotional Demands Faced by B.Ed. Students**

B.Ed. students learn theory and practice through lesson design, micro-teaching, internships, and reflective journaling. They often need a lot of emotional labor. Students may worry about teaching demonstrations, peer pressure, or balancing school and life. These pressures can cause burnout, disengagement, and poor academic achievement without proper emotional management. Low emotional intelligence students may defend themselves, shun collaboration, or avoid risk-taking tasks like classroom leadership. Students with higher EI approach such situations with confidence and resilience. They accept comments, resolve conflicts, and stay motivated after setbacks. These discrepancies greatly impact B.Ed. students' academic and career success.

- **Empirical Support for EI in Teacher Education**

Several studies emphasize emotional intelligence in teacher education. n teacher trainees with higher EI performed better academically and had more classroom confidence. emotionally intelligent B.Ed. students had better interpersonal interactions and self-efficacy, improving academic performance.

### Importance of the Study in the Indian Context

- **Changing Landscape of Indian Education**

Policies like the National Education Policy (NEP) 2020 are changing India's education system from rote learning to comprehensive development. Foundational literacy, critical thinking, emotional well-being, and experiential learning are policy priorities. In this changing educational climate, teachers are more important than ever. In increasingly diverse and dynamic classrooms, B.Ed. students are expected to mentor, facilitate, and provide emotional support for students.

- **Academic Stress Among Indian B.Ed. Students**

Teachers in India face tremendous academic competition, high parental and cultural expectations, and tight internship and practicum requirements. B.Ed. students manage coursework, microteaching, internships, exams, lesson planning, and assignments in tight semesters. This academic load, along with financial constraints, peer pressure, and job insecurity, increases academic anxiety. High anxiety levels lower students' motivation, confidence, and interpersonal communication, as well as classroom performance and exam scores. Sometimes it leads to course withdrawal. This study is relevant because it examines anxiety intensity and impact and how emotional intelligence may buffer high-pressure academic contexts.

- **Emotional Intelligence: A Missing Link in Indian Teacher Training**

Emotional intelligence is a vital factor in educational performance worldwide, yet Indian teacher training rarely incorporates it. Despite its benefits, few Indian B.Ed. schools provide emotional learning





programs or curriculum. Teachers in India face emotional challenges from huge classes, diverse student needs, administrative obligations, and community expectations. Without emotional competency, they may fail to control student behavior, handle learning issues, or create a supportive classroom.

This study promotes emotional intelligence training in Indian B.Ed. programmes. In a culture where education must be inclusive and socially relevant, emotional preparation is as crucial as intellectual preparation for teachers.

- **Regional Diversity and Cultural Pressures**

Teacher education in India is complicated by its sociocultural variety. B.Ed. students come from different locations, languages, socioeconomic backgrounds, and castes. Students from rural or first-generation backgrounds may have restricted access to decent education. These students may struggle with self-doubt, performance anxiety, and communication during internships or peer presentations. Emotional intelligence can boost confidence, resilience, and belonging in such situations. This research is important because it shows how EI training might assist diverse B.Ed. students succeed academically.

- **Contribution to Policy and Practice**

The study's conclusions may benefit politicians, curriculum designers, and schools. The NEP 2020 asks for more well-rounded and emotionally aware teachers, therefore this research can help institutions build teacher education modules that include:

- Self-awareness and reflective practices
- Stress management techniques
- Empathy-building exercises
- Social-emotional learning (SEL) components

### **Defining Academic Success in B.Ed. Programs**

Grades, exam scores, cumulative GPA, and course completion rates have traditionally measured academic accomplishment. These objective measures are used in many areas to evaluate student achievement, including professional degrees like the Bachelor of Education. This traditional definition of academic success stresses cognitive ability and ignores the broader spectrum of teacher education qualities. B.Ed. students are prepared as learners and prospective educators, thus academic success must reflect intellectual achievement and professional readiness.

Academic performance in B.Ed. programs goes beyond theory-based exams. It develops practical teaching skills, emotional intelligence, interpersonal skills, reflective practices, and the capacity to apply educational theory in the classroom. The holistic growth of a teacher requires these components. Academic achievement in B.Ed. programs should be measured by academic performance, teaching skills, emotional resilience, and professional attitude.

Cognitive mastery is crucial to B.Ed. achievement. Educational theories, teaching methods, curricular structures, and subject-specific content are understood and controlled by students. Written exams, assignments, and theoretical presentations evaluate cognitive mastery. This foundation is important, but it is only one aspect of teacher education success.

Practical teaching skill, gained via experience and internships, is also crucial. These field experiences measure students' lesson planning, classroom management, student engagement, and adaptability to varied learning situations. Student reflections, lesson observations, peer input, and supervisor evaluations determine success. Bachelor of Education students who can apply their theoretical knowledge in real teaching scenarios succeed more broadly.





Academic success in B.Ed. programs requires reflective and critical thinking. Self-assessment, reflection, and informed improvement distinguish good teacher trainees from those who just follow instructional procedures. Students learn this skill through reflective journaling, self-evaluation reports, and feedback sessions. It helps them see teaching as a dynamic process.

Communication and teamwork are crucial. Teachers must communicate, listen, and collaborate with colleagues, students, and parents in today's schools. Group projects, presentations, peer teaching, and collaborative lesson planning are common among B.Ed. students. Social and emotional competency is essential for classroom success, and such assignments demonstrate it.

Success in B.Ed. programs requires emotional and behavioral engagement. Consistent motivation, emotional stability, enthusiasm for teaching, and perseverance in academic and practical problems help students flourish holistically. These emotions affect how students solve problems, manage stress, receive feedback, and perform in high-pressure circumstances like classroom demonstrations. Thus, emotional engagement strongly predicts academic and occupational success.

Emotional intelligence is often overlooked in intellectual testing. Emotional intelligence helps students handle anxiety, stay motivated, and develop positive relationships, which improves their academic performance. Even with ordinary theoretical scores, a B.Ed. student with strong emotional intelligence may perform better in teaching practice or group assignments. Thus, emotional intelligence is crucial to academic achievement.

B.Ed. programs in India emphasize outcome-based education. This method evaluates students on their knowledge, skills, and application. Thus, academic achievement depends on lesson planning, classroom engagement, reflective insights, and teaching efficiency. Educational institutions are including self-examinations, portfolios, classroom performance, and emotional competence into their assessments.

Finally, academic achievement in B.Ed. programs should go beyond course completion and grades. The student's professional identity, confidence, and readiness to instruct should also change. Successful teachers can instruct, analyze critically, communicate empathetically, and manage stress, which are heavily influenced by emotional intelligence and anxiety management.

In conclusion, B.Ed. academic success is multifaceted. Academic scores provide an initial assessment of student achievement, but they don't capture all the skills and dispositions needed for effective instruction. True academic success requires cognitive proficiency, practical teaching skills, emotional intelligence, critical thinking, and interpersonal efficacy. This comprehensive perspective is vital for training future educators who are knowledgeable, emotionally adept, and professionally competent.

### Conclusion

Bachelor of Education (B.Ed.) students must be intellectually engaged, emotionally resilient, and mentally healthy. This study examined how emotional intelligence and anxiety affect B.Ed. students' academic progress and teacher education program results.

Emotional intelligence—self-awareness, self-regulation, motivation, empathy, and social skills—boosts academic performance and professional readiness. Emotionally intelligent B.Ed. students manage classroom tension, collaborate well, and teach confidently. Better communication, adaptability, and reflective thinking are essential for future instructors. In addition to improving grades and practical assessments, emotional intelligence promotes teacher training by creating emotionally healthy and student-centered professionals.

However, academic anxiety threatens B.Ed. students' academic performance and mental health. From fear of public speaking during teaching demonstrations to exam and lesson planning pressure, anxiety can hamper focus, motivation, and active participation. Avoidance, low self-esteem, and academic





disengagement can result from prolonged anxiety. Even with intelligence, students with uncontrolled anxiety suffer. Thus, recognizing and managing anxiety is crucial to teacher trainees' well-being and academic success.

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