

Emotional Intelligence, Interpersonal Relations and Achievement (academic and non-academic) among University Upgrading (Grade V) Teacher Students in Uganda

Helen Christine Amongin Waiswa
MEEP, B.Ed (MUK), Dip (ITEK)
Reg. No. 2013/HD03/18340U
PhD Student Number: 1300783401

A thesis submitted to the Directorate of Research and Graduate Training in partial fulfilment
of the Requirements for the award of the degree of Doctor of Philosophy in Educational
Psychology of Makerere University

Abstract

The study focusses on the relationship between emotional intelligence (EI), interpersonal relations (IR) and achievement (- objective and subjective – AA, and Non-academic Achievement - NAA) among Upgrading (Grade V) university teacher students at Makerere University and Uganda Christian University, Mukono. The study used a sample of 473 respondents obtained using simple random sampling method for the survey instrument; 75 Grade V university teacher students purposively sampled for group interviews, 10 Lecturers purposively sampled for in-depth interviews, using a mixed methodology approach. The Mayer et al. (2016).The ability model of Emotional Intelligence standardised tool, the interpersonal relations and the Achievement tools, (with a reliability coefficient of 0.730 and the content validity of 0.863)), group and in-depth interviews that were Researcher formulated (that were tested and retested in pilot studies) were used in this mixed methodology research study. The Statistical Package for the Social Science (SPSS Version 21), NVivo and Atlas.ti findings showed that overall, EI was not significantly related to quality of interpersonal relations ($r = .08, p \geq .05$). Qualitative findings showed that EI and IR are related. Emotional intelligence was positively and significantly related to subjective academic achievement ($r = .29, p \leq .001$). All components of emotional intelligence were also positively and significantly related to subjective academic achievement: Emotional awareness ($r = .22, p \leq .001$); Ability to generate emotions ($r = .21, p \leq .001$); Emotional knowledge ($r = .22, p \leq .001$); and, Emotional management ($r = .19, p \leq .001$). Emotional intelligence and all its components were not significantly related to objective achievement (CGPA). However, all aspects of emotional intelligence were not related to objective achievement Cumulative Grade Progress Average (CGPA). Linear regression analysis confirmed the same results even after controlling for demographic variables such as gender, age, year of study, marital status and training background (emotional intelligence ($\beta = .30, t = 5.71, p \leq .001$) and interpersonal relations ($\beta = .13, t = 3.93, p \leq .001$)). Interpersonal relations were positively and significantly related to subjective academic achievement ($r = .23, p \leq .001$). However, it was not significantly related to objective academic achievement – CGPA ($r = .04, p \geq .05$). Additionally, EI had a positive influence on non-academic activities. IR had a stronger influence on NAA than EI. Conclusively, both EI and IR were positively correlated with AA (subjective). Both EI and IR were not positively correlated with objective AA. IR was more influential to NAA than EI was. We recommend that EI and IR should be included in the Teacher Education Training curriculum and be taught right from kindergarten through to University levels. Educationalists in Uganda need to embrace EI and IR to enhance achievement of the students, increase their employability and ability to stay at the job. Teacher training colleges, institutions, universities and Non-Governmental Organisations should include EI and IR on their curricula and practice. The distinction between positive and negative emotions should be emphasized.

Key Words: Emotional intelligence, Interpersonal relations, Achievement, Distance and Lifelong education