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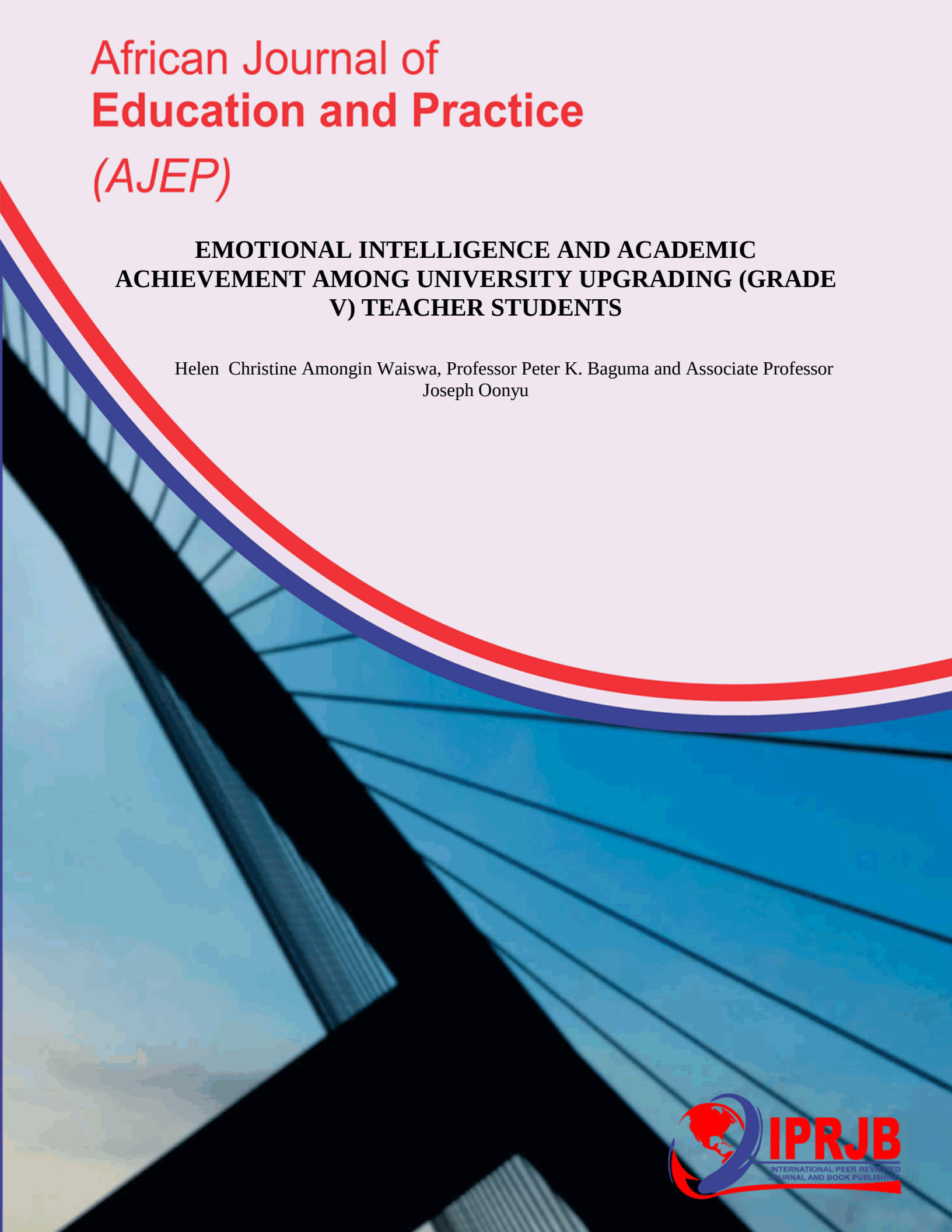

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EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT AMONG UNIVERSITY UPGRADING (GRADE V) TEACHER STUDENTS

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Abstract

Purpose: The study investigated the relationship between Emotional Intelligence (EI) and Achievement (AA) among Upgrading University Teacher Students at Makerere University and Uganda Christian University, Mukono. EI that started to gather attention from the 1920s from the time of Thorndike, has become a very vital part of everyday living, involving names like Mayer, Salovey, Goleman, and Bar-On. The curricula and syllabi in the Teacher Education programmes in Uganda do not clearly stipulate EI as a vital and critical contributor. The Report of the Visitation Committee to Public Universities and National Council for Higher Education Report of 2013 suggested that teacher students were generally performing reasonably well academically, but it did not say anything about the contribution of EI in their achievement.

Methodology: Using mixed methodology, and DCM SPSS 22 data analysis, a sample of 434 teacher students purposively selected.

Results: The ability model of Emotional Intelligence, emotional awareness ($r = .22$, $p < .001$), ability to generate and use emotions, and emotional knowledge were found to be significantly related to subjective achievement ($r = .21$, $p < .001$), and emotional knowledge ($r = .22$, $p < .001$), were significantly related to subjective achievement. Only emotional management was not significantly related to subjective achievement ($r = 19$, $p < .01$). Qualitative data corroborated these findings. However, all aspects of emotional intelligence were not related to objective achievement (CGPA). Regression analysis confirmed the same results. The study concluded that Emotional awareness, Ability to generate emotions, Emotional knowledge, and Emotional management have a positive significance with subjective AA.

Unique contribution to theory, policy and practice: EI contributes to and enhances cognitive abilities in students. Attribution and emotional intelligence theories contribute to academic achievement. It is recommended that EI be taught at all levels of the educational system.

Keywords: *Emotional Intelligence, Academic Achievement, Upgrading University Grade V Teacher Students, Teacher Education*

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1.0 INTRODUCTION

Academic achievement means success in academic performance (grades attained in course-work, tests and semester examinations). Research showed a lot of studies in academic achievement Yahaya et al. (2012); Sittayehu (2014). Achievement goals were rooted in personal dispositions and contextual features where individuals adapt to changing environments. Zuffianò et al. (2013), found that the unique contribution of *Self-Efficacy Beliefs in Self-Regulated Learning* (SESRL) to the prediction of later academic achievement above and beyond previous academic achievement, gender, Socio-economic Status (SES), intelligence, personality traits, and self-esteem, was immense. According to Bond (2011), attributions referred to the way people explain causation and particularly, in this context, students' explanations of past academic failures. Internal and external locus of control were key to performance. Makerere University is the oldest public university in East and Central Africa, dating to 1922 (University, September 2013). Uganda Christian University, Mukono, Wikipedia (2018) , is one of the fairly old private universities with a reasonable enrollment.

The concept of EI started in 1990 and since then researchers have put in numerous efforts to conceptualize, measure, understand, and develop it, (Asthana & Lodhwal, 2017a). According to Hasan (2017), the term 'emotional intelligence' appears to have originated with Charles Darwin in 1872, and is necessary for human survival and adaptation. EI is the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically (Anjum & Swathi, 2017), (P. 1), and a part of non-cognitive capabilities, competencies and skills that influences one's ability to succeed in coping with environmental demands and pressures (Tyagi & Gautam, 2017), (p.88). D Goleman (2011), shows that emotion is found in the part of the brain called Amygdala (Latin, corpus amygdaloideum) which is an almond-shaped set of neurons located deep in the brain's medial temporal lobe. From the times of Charles Darwin, there is an opinion that not only the general mental abilities, but the non-cognitive aspects of intelligence are necessary for human survival and adaption. The famous psychologist E.L. Thorndike through his concept of social intelligence laid down a solid foundation of the essence of emotional intelligence in 1920. Social intelligence described the skill of understanding and managing other people, (Sharma & Shivani, 2012). EI is knowing one's emotions, managing your feelings, self- motivation, recognizing others' emotions, handling relationships, and more (Kosslyn & Rosenberg, 2001). It is a practical intelligence where a person reasons analytically without allowing emotions to cloud the mind and judgment. According to (Bryer & Roebuck, 2003) it was necessary to consider EI together with cognitive intelligence in how teacher training was conceptualized by comparing a two four-component model of intelligence; that of Meyer and Salovey (1997), and that of Goleman (1995). A number of specific competency frameworks included high performing competencies and included a number which touched on emotions (for example, creating a positive climate). Self-awareness was the ability to recognize a feeling as it happened, to accurately perform self-assessments and have self-confidence. It was the keystone of emotional intelligence (Daniel Goleman, 1998). Self-management or self-regulation was the ability to keep disruptive emotions and impulses in check (self-control), maintain standards of honesty and integrity (trustworthiness), take responsibility for one's performance (conscientiousness), handle change (adaptability), and be comfortable with novel ideas and approaches (innovation).

1.1 Problem Statement

EI is responsible for 80% of the success in our lives (Pawlow, December 03, 2009), 2009). Given all the positive benefits of EI, Teacher Education programmes in Uganda do not clearly stipulate EI as a vital and critical issue, even when psychology and professional ethics are included in the Teacher Education curriculum. Although the report of the Visitation Committee to Public Universities (Golola, 2007) and National Council for Higher Education report of (The National Council for Higher Education, 2013) suggests that teacher students are generally performing reasonably well academically (Achievement), the report is silent about issues of EI and its relation with achievement.

Akmal and Pritchett (2019), found that even with complete equality in grade attainment and learning achievement, children from poor households would be far from the equity goal of universal numeracy and literacy, as children from the richest 20% of households were far from universal mastery of basic reading and math by ages 12-13, thus capturing literacy. Comparatively, Agustiani, Cahyad, and Musa (2016), found that the coefficient correlations were 0.456 for correlation between self-efficacy and self-regulation of learning and 0.304 for correlation between self-regulation of learning and achievement. Still in Uganda, Ngoma, Ntale, and Abaho (2017) did not find a significant relationship between socio-economic factors and student performance at higher institutions. The regression model they used was significant though, and explained 47% of the variation in student performance. Ludigo, Mugimu, and Mugagga (2019), revealed that the student-centred strategy had a positive and significant influence on academic achievement of students but teacher-student interaction strategies did not. In addition, Haolader, Hakim, Kassim, and Mubarak (2017), found that there was a significant difference in the academic performance of the two groups of Science and Arts students, with the science group outperforming arts but Arts students having room for improvement in their performance. These studies do not reflect the concept of emotional intelligence in the Ugandan educational context.

Teacher students do not meet the expectations of their previous experiences academically and professionally. Makerere University and UCU teacher students are on Distance Education Programme where students have 3 weeks face-to-face sessions, once every 3 months. An investigation on whether the Grade V teacher students know their emotions, know how to use the emotions to facilitate thinking, understand or know how to manage emotions which manifest a high level of emotional intelligence, in order to achieve academically, needed to be done.

1.2 Conceptual Framework

The variables of the Study will be conceptualized in the following manner as shown in Figure 1.

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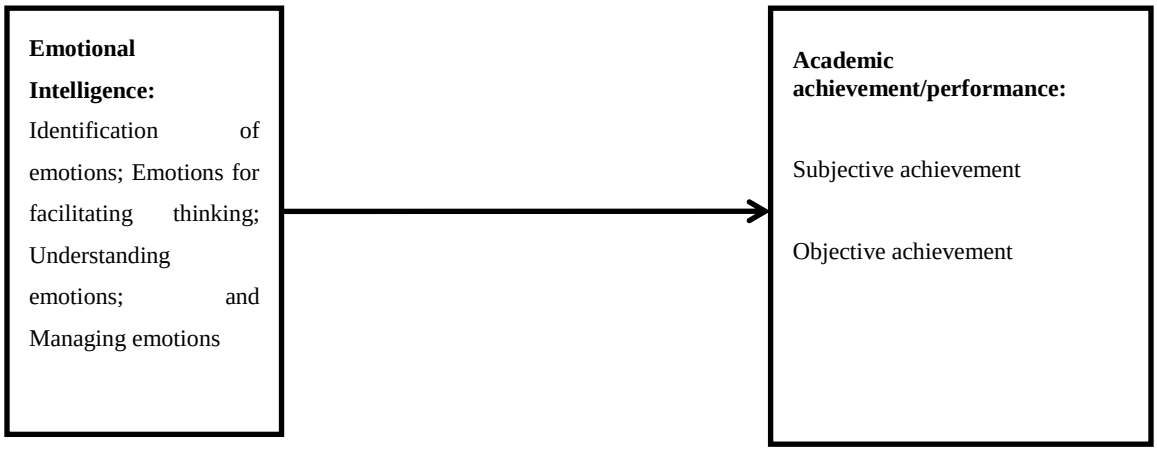

Figure 1 shows the direction of the relationships in the Study. The relationship explored is between EI and achievement (subjective and objective academic achievement).

2.0 LITERATURE REVIEW

2.1Theoretical underpinnings

Stewart and Klein (2016), showed that it was increasingly becoming important to consider the application of theory at the outset of research and to avoid the situation of finding a theory to fit at the point of data analysis. Martin, Bostwick, Collie, and Tarbetsky (2017), indicated that achievement involved adaptability, task engagement and task enjoyment, persistence and resilience. Incremental beliefs tended to have a positive effect on academic achievement (Dinger, Dickhäuser, Spinath, & Steinmayr, 2013). The Attribution Theory by B. Weiner (2013) was used to bring out key aspects of the achievement (objective and subjective). This was preferred to other theories like the Expectancy Value Theory (Eccles, 2005); Attribution (Bandura, 1994) and (Bernard Weiner, 2001); Social-cognitive Theory (Bandura, 1994); (Zimmerman, 2000b) and (Zimmerman, 2000a); Goal oriented theory (Dweck & Leggett, 1988); (Dweck, 2013); and (Harackiewicz, Barron, Pintrich, Elliot, & Thrash, 2002), and Self-determination Theory (Deci, Koestner, & Ryan, 1999) and (Ryan & Deci, 2000). The Attribution Theory was the most influential contemporary theory with implications for academic motivation (B. Weiner, 2013). People attributed their successes or failures to factors that will enable them to feel as good as possible about themselves.

2.1.1 The Attribution Theory

The Study adapts Weiner's Model of attributional theories of motivation, which is concerned with how individuals interpret events and how this relates to their thinking and behaviour (Weiner, 2013) and (Anderman & Anderman, 2009). The theory assumes that people try to determine why people do what they do, that is, attribute causes to behaviour. The way people attribute behaviour to external causes, is itself subject to social circumstances or personality factors, and often designed to preserve self-esteem, diminish one's own responsibility, exaggerate the malevolence of others and so forth (Fields, 2019), and (Poulou & Norwich, 2002). Attribution Theory may be the most influential contemporary theory with implications for academic motivation that should enable achievement. It incorporates behaviour modification in

the sense that it emphasizes the idea that learners are strongly motivated by the pleasant outcome of being able to feel good about themselves. The theory is mechanistic and reductionist for assuming that people are rational, logical and systematic thinkers. It turns out that they are cognitive misers and motivated tacticians as demonstrated by the fundamental attribution error. Despite these, (Weiner, 2013) Weiner still believes that it is the most important theory that helps explain personal and interpersonal relationships as it brings out issues of learning goals, performance goals, learned helplessness, self-handicapping, expectancy, and self-worth, which are critical in the study involving Academic Achievement among upgrading University teacher students. Nevertheless, Attribution Theory has been criticized, in that it was mechanistic and reductionist for assuming that people are rational, logical and systematic thinkers. It turned out that they were cognitive misers and motivated tacticians as demonstrated by the fundamental attribution error. The process of attribution, according to Cook and Artino Jr (2016), begins with an event; if the outcome was expected or positive, it would often directly elicit emotions (happiness or frustration) without any further action. This study thus focusses on EI.

2.1.1 Theory of Emotional Intelligence

Rivers et al. (2012), provide understanding of emotional intelligence. Four relatively distinct emotion abilities are pointed out. These include perceiving, using, understanding and managing emotion, also cited by MAYER, CARUSO, and SALOVEY (1997) as the Four Branch Ability Model, different from what was postulated by Bar-On and Parker (2000), Daniel Goleman (1995), Petrides and Furnham (2001), and Law, Wong, and Song (2004). The ability skills include perceiving and expressing emotion that facilitates psychological well-being and health (Feldman, Philippot, and Custrini (1991). Useful emotion enables proper labelling of emotions leading to more positive social interactions, as opposed to deficits in labelling that lead to display of behavioural and learning problems (Izard (2001). EI involves regulating emotions, enabling the feeling of a full range of positive and negative emotions genuinely, sharing those emotions with others and incorporating effective strategies for coping with life challenges (MAYER et al. (1997). Saarni (1999), found that Youth who self-regulate optimally show that they use emotions as cues for how to act and manage behaviour in maintaining relationships. These Youth are more likely to succeed in school than those who do not do this (Lopes and Salovey (2004). EI is increasingly becoming important for researchers, psychologists, and educators alike, thus, the need for studying this concept. With social and emotional learning initiatives set out to increase competencies in these areas, a way to assess emotion skills is in high demand (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). The theory works best when there is a linear follow up of the development of emotions among the sample (Rivers et al., 2012), p.344-345.

2.2 Emotional Intelligence and Academic Achievement among upgrading (Grade V) University Teacher Students (Grade V)

2.2.1 Emotional intelligence and objective academic achievement

Yahaya et al. (2012), observed that because of the rapid development in the present century, globalization and secularism, ability of self-control of emotions is critical so as not to be carried away by a wave of negative and evil elements. Using statistical inference of Pearson – r and multiple regression they found a significant relationship between self-awareness (r = 0.21), emotional management (r = 0.21) and empathy (r = 0.21) at the level of $p < 0.05$ with academic

achievement. Multiple regression analysis (stepwise) results accounted for 8.7% of variation in academic achievement. In addition, Chew, Zain, and Faezah (2013), using a cross-sectional survey and MSCEIT instrument, found that EI was associated with better academic performance.

Furthermore, Björn, Loyens, Rikers, Smeets, and Henk (2012), investigated the simultaneous impact of demographic, intelligence, and (prior) study performance factors on students' academic achievement in a three-year academic problem-based psychology programme using a multiple regression model. Results showed that (prior) educational achievements and observable learning activities were most important for academic success in a problem-based learning bachelor programme. The current study used a sample of Year 1 and 2 Grade V teacher students. EI has been used by some as an umbrella term that comprises elements such as 'soft skills', 'people skills', and a general ability to cope with life's demands (Vijayalakshmi, 2017) (p.1). Whereas Intelligence Quotient (IQ) counted for roughly 10% (at best 25% p.3), the rest depended on everything else including EI: Self-Awareness, Self-Regulation, Motivation, Empathy, and Social Skills. Nurturing EI enabled the management and mastery of emotions, as well as the emotions of others in the workplace. A high level of emotional intelligence directly correlated to a positive attitude and happier outlook on life, (Rahayu, Ulfatin, & Wiyono, 2017). Teacher's concern for innovation and emotional intelligence contributed to the professional competence of teachers and school cultures. This result proved that the teacher's emotional intelligence was an individual behaviour of a teacher, reflected in the concern for self-understanding and others effectively, relate well with others, and adapt to the environment in order to be more successful in facing environmental demands.

Using two theories: 1. Theory of Self-determination adopted from Deci et al. (2001), and 2. Psychological Needs Theory adopted from Chen et al. (2016), components of emotional intelligence were able to predict basic psychological needs, (Spehrianazar et al., 2017). Although the sample could not make the results be generalized, good analysis was done. The psychological need to achieve was not dealt with. People who had a high ability in these skills acted effectively in anything that was related to mutual gentle action with the others. In addition, Petrovici and Dobrescu (2014), showed that emotional intelligence was very important in the workplace in addition to the professional capability for job.

Biswas & Invalli, November (2017) found that EI had significant positive association with Active Emotional Coping (AEC), and a significant negative correlation with Passive Emotional Coping (PEC). EI was also associated to the age of the teachers as BED teachers above 25 years of age were more mature and thus, had higher EI, than those below 25 years who had action, social skills and acceptance (Hasan, 2017). Maturity and seniority significantly positively contributed to high EI, and indicated the impact and importance of emotional intelligence for student and recommendation for future researches (Tyagi & Gautam, July 2017). EI was thus, a suitable predictor in different areas like academic performance (Yahaya et al., 2012).

Emotional intelligence related more to job success than IQ, yet a major proportion of the curriculum assessment tested a student's intellectual ability (IQ), (F. Malik & Shujja, 2013). Students who were emotionally intelligent were somehow representing more superior performance then their colleagues. Emotional intelligence helped in prioritizing thinking, behaviour, and lifestyle which aided in academic performance, indicating that emotional intelligence and academic achievement were significantly correlated. Thus, EI had a positive impact on the AA of the students. According to Agarwal and Chaudhar (2013), EI was "an

essential factor responsible for determining success in life and psychological wellbeing and played an important role in ethical decision making" (p.28). The authors used 357 EFL teachers, selected based on Krejcie and Morgan (1970). The scale included 33 questions and was created and validated by Schutte et al. (1998). The scale also used the conceptual basis of the Salovey and Mayer (1990) emotional intelligence. The current study used a different tool as this one could not be accessed at the given time.

Teacher effectiveness questionnaire was developed and validated by Kulsum (2000) consisting of 60 items with a reliability of 0.85 (LaRocque et al. (2011). Their results revealed that there is a significant positive relationship between all three principles of emotional intelligence and teaching effectiveness. By the increase of teachers' emotional intelligence their teaching effectiveness had increased too. Ashraf, Hosseinnia, and Domsky (2017)'s Emotional intelligence and teacher efficacy had predictive influence on teacher effectiveness. The Students' emotional intelligence could continue to improve and they would be better equipped for leading future organizations (Lampe, 2017). Teaching additional emotional intelligence was considered a priority and a core learning experience for all students in all business disciplines.

Anjum and Swathi (2017)'s study showed a positive correlation between emotional intelligence and quality of life. The teachers with low emotional intelligence needed to enhance their EI and develop various strategies to manage and raise their quality of life. Thus, academic achievement could add to quality of life. For students to achieve great heights in academics, they needed to be emotionally intelligent apart from having good IQ, (Panboli & Gopu, 2011). These researchers found positive association between EI and academic performance. Furthermore, Mehta and Singh (2013) argued that the main elements of EI, such as self-motivation, self-awareness, self-regulation, social consciousness, social skills and academic performance of pupils were significantly linked to each other. It was Dąbrowski (2001), who argued that presence of EI was not associated with augmenting individuals social and academic successes and eventually concluded negative correlation between EI and academic performance.

2.2.2 Emotional intelligence and subjective academic achievement

Sonal Agrawal and Chaturvedi (1 Jan-March 2019), postulated that other factors apart from intellectual intelligence or ability influenced proficient life and scholarly achievement. Factors like social intelligence, were known as critical factors to control emotions, to recognize them and use data to coordinate reasoning and activity. This subjective structure had four segments: emotional self-evaluation, self-articulation appraisal, recognizable proof of others' emotions for emotional self-control, and the utilization of emotion to encourage execution. They recommended that future investigations ought to characterize the job of EI in affirmation choices.

In addition, Melnik, A, and NS (2019), sought to get subjective achievements of the participants. They concluded that any group activity oriented to team forming, led to the development of students' emotional intelligence, friendliness, tactfulness, especially skills of their own emotional perception and interpretation, and interpretation of their partners' emotional reactions, skills to assess the situation quickly and react accordingly. Thus, the formed soft skills contributed to the productive processing of the data contained in emotions, the regulation of their own emotions, defining the meaning of emotions and their interaction with each other as a factor influencing

decision-making. These increased graduates' competitiveness on the labour market and their success in general.

More so, Camelia and Norina (2018), revealed that there was a close link between young economists and emotional skills, which supported the idea that social, emotional and relational skills (emotional intelligence) were factors of school success and success in life. Seventy percent of young economists considered the awareness of emotions a very important element for them. Young people who had developed emotional abilities knew better, had more empathy, high self-esteem, and enjoyed more harmonious relationships. The emotionally intelligent teenager profile was based on the following defining elements among others: social responsibility, awareness of emotions, recognition of own and others' emotions, channeling and management of emotions, management of interpersonal conflicts, assessing own state of mind, expressing feelings, controlled impulses, defeated negative impulses, had self-respect, were tolerant, had self-confidence and self-satisfaction.

Kaliyaperumal and Padmanaban (2019), studied the following competencies: for the self-awareness dimension the items included: emotional self-awareness, accurate self-assessment and self-confidence; under self-management dimension there was: self-control, trustworthiness, conscientiousness, adaptability, achievement drive and initiative; under social awareness dimension there was: empathy, service orientation and organizational awareness; under relationship management dimension there were: developing others, influence, communication, conflict management, leadership, change catalyst, building bonds, and teamwork and collaboration. Aspects of achievement drive, initiative, conscientiousness, change catalyst, and teamwork and collaboration, would contribute to subjective academic achievement.

Ali (2016), discovered that the high level of emotional intelligence could help calm the mind and thus, increase the absorption of information received. It therefore, contributed to students' academic achievement. They recommended that students' academic achievement be enhanced with the use of emotional intelligence training. Emotional intelligence contributed to future success in life. With the aim of building a resilient and competent individual in the face of globalization and changing demands, efforts to increase students' emotional intelligence could be considered during the process of teaching and learning in the classroom. Emotional intelligence helped in positive classrooms in which relationships among teachers and students were characterized by warmth and kindness which facilitated learning. So, it was also important for university students to be equipped with such emotional and social skills that were essential for a successful practical life because it was widely known that the academic success was not the sole requirement for work and life success (especially in view of the recently rolled out curriculum by National Curriculum Development Centre in Uganda!). However, the study had limitations. It used respondents from one College (the College of Education at Minia University), and the relatively small sample size lacked representativeness of the population, and generalization of the findings. The second limitation was the self-reported EI scale. Although self-ratings of EI remained the standard used by most researchers, future studies needed to assess EI through direct observation by the researcher or by significant others. The current study has a different population and sample.

Akintunde and Olujide (2018), demanded that a paradigm shift was needed from the long existing belief and assumption that gifted students had no problem with emotion and had positive locus of control, and that academic performance and school achievement depended largely on

cognitive intelligence. The EI and locus of control of high ability students needed to be given adequate attention in order to enhance their academic achievement. Among their recommendations was a need for Government to train regular and special needs education teachers and educational psychologist on effective strategies that were capable of reversing underachievement resulting from poor locus of control and emotional disposition for all students and especially the gifted ones. Although the current study did not specifically deal with Grade V teacher students with special needs, the recommendations made here were appropriate, since the study used the population and sample of all university upgrading (Grade V) teacher students.

2.2.3 Research hypotheses and questions

The following hypotheses guided the Study:

1. There is a positive relationship between EI and academic achievement among upgrading university teacher students.
2. EI will predict positively on the academic Achievement among upgrading university teacher students.

Research Questions for the study:

1. What are the university upgrading (Grade V) teacher students' perceptions of EI?
2. Does EI influence AA?

3.0 RESEARCH METHODOLOGY

3.1 Research Design

By the nature of the research problem, mixed methodology was employed. For this Study, Mixed methodologies (concurrent, QUAN + qual, (Creswell & Garrett, 2008) were used. It was concurrent, not sequenced, not equally weighted, but integrated and explicit. The data also had a transformative aspect, as the study sought to transform the manner in which daily business were conducted in the educational and teacher training system. Trilar et al. (2019), postulate that the use of triangulation in research was a contribution to a deeper understanding of the study phenomenon. It is one of the validity measures to increase the study accuracy (N.K. Denzin & Lincoln, 2017). Qualitative data is rich and holistic with strong potential for revealing complexity such as "thick descriptions" (Miles & Huberman, 1994) and (Silverman, 2015). Memos were used too.

Survey research design using a majorly Likert Scale design was used because it is flexible and versatile, being able to measure things from simple to complex. In this case, because the original sample obtained using the Krejcie and Morgan (1970) Table was not available, simple randomization was done thus, obtaining a sample of 473 Grade V teacher students. Triangulation of data was done by using a 'QUAN + qual' simultaneous design (Morse, 1991) (p.121) or A "+" Creswell (Creswell, 2009) (p.209).

3.2 Quantitative Sample

A sample of 473 teacher students: 449 from Makerere University, 261 Male and 161 Female (36 missing data); 24 from UCU: 06 Male and 06 Female (03 missing data) was obtained using simple random sampling technique.

3.3 Qualitative Sample

The Sampled respondents were stratified according to years and subject specialty and sampled purposively for Group interviews due to the skewed nature of the enrolment where the males were more than the females. Fifty Teacher Students of Year 1 and 2 from Makerere University and 25 of similar years from UCU were interviewed meeting Flynn and Korcuska (2017), suggestion of no fewer than 60 and no more than 150 subjects. The study also had 10 Lecturers 7 from Makerere and 3 from UCU. Saturation point was reached at both universities. The Sampling Methods domain items included snowball and purposeful sampling methods.

3.4 Explication of the data

The heading "data analysis" was deliberately avoided here because Hycner (1999) cautioned that the word "analysis" had dangerous connotations for phenomenology. "Explication" implied an "investigation of the constituents of a phenomenon while keeping the context of the whole". Computer software alone does not help phenomenology analysis. Validation and truth making were ensured through the credibility, transferability, dependability and confirmability of the data collection process through data analysis to interpretation of data. Reliability and validity are conceptualized as trustworthiness, rigor and quality in qualitative paradigm. This eliminates bias and increases the researcher's truthfulness of a proposition about some social phenomenon (Norman K Denzin (2017), using triangulation.

3.5 Research Instrument

The Mayer, Caruso, and Salovey (2016), Standardized Instrument: The ability model of Emotional Intelligence, was adopted and given to all the 473 respondents as illustrated on Table 2, for quantitative data collection. It has a reliability coefficient of 0.691. A self-constructed Structured Questionnaire for Subjective Achievement with a reliability coefficient of 0.730 was administered. Self-reported End of Semester One and Two results for both years were averaged and analysed for objective Academic Achievement. The Content Validity of the Tool was 0.863) calculated using the (CVI = Number of items rated relevant by all judges; total number of items on the instrument - the score should be 0.60 or above) formula (Polit & Beck, 2006), through SPSS. Indicators for research included: objective: end of semester examinations and cumulative grade points (CGP). Seven Professors and Senior Lecturers at Makerere University, vetted the instrument. Majority of the items were appropriate for the study. The tool had a reliability coefficient of 0.730. Self-reported End of Semester One and Two results for both years were averaged and analysed for objective Academic Achievement. The Content Validity of the Tool was 0.863) calculated using the (CVI) formula (Polit & Beck, 2006), through SPSS

3.6 Procedure

SPSS were used to calculate the validity of the final survey Instrument. The group interviews and in-depth interview schedule were tested and modified using NVivo 12 was to calculate its validity and reliability. Four Educational Psychology Lecturers helped to administer the survey tool. Prior permission and approval was obtained before releasing, publishing and using survey data (Alreck & Settle, 1995). The four research assistants were properly trained to handle the exercise. Debriefing was done after the Instruments had been tested and administered. Two interviewers were trained in locating, identifying, contacting, greeting, qualifying, interrogating, recording and terminating the interviews. Ethical considerations were implemented.

3.7 Ethical considerations

Permission and approval were obtained from School of Psychology Ethics Committee, the Research and Ethics Committee, College of Humanities and Social Sciences, Makerere University and the National Council for Science and Technology, (Alreck & Settle, 1995). Permission was sought from the selected Universities to carry out the research. Consent was obtained from the sampled teacher students and Lecturers. Participants were debriefed before leaving the premises.

3.8 Data Processing and Analysis

Quantitative data analysis was carried out using SPSS/STATA software applications. Qualitative data was described, interpreted and explained. The data were subjected to a process of data reduction, data display, and data conclusion drawing and verification using Nvivo 12 Trial software. The trustworthiness Procedures domain items included data saturation, triangulation, thick and rich descriptions, prolonged engagement with data and reflexivity.

4.0 RESEARCH FINDINGS

4.1 Qualitative findings

The study sought to find out the perceptions of the participants on EI according to Gender.

Table 1 shows gender perceptions of emotional intelligence.

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Table 1: Perceptions of EI

	Males	Females
Emotional intelligence	**Most common response** 1. Ability to respond positively to other people's emotions negative or positive 2. Feelings 3. Awareness of one's and others' emotions 4. Awareness of one's and other peoples' weaknesses and strengths 5. Being sensitive to other's emotions 6. Self-control 7. Control of one's temper 8. Avoiding aggression 9. Avoid unnecessary costs due to hot temper 10. Know one's weaknesses and work on them 11. Thought patterns 12. Internal feelings 13. Management of feelings – self and others, especially negative feelings 14. Cognitive ability to understand feelings 15. Knowledge about feelings and how to deal with them 16. Management of feelings 17. Management and control of situations 18. Ability to understand feelings and circumstances that surround feelings 19. Ability to control one's emotions 20. Management of emotions 21. Consciousness of one's and others' emotions 22. Being sensitive in a conflict 23. Feelings and how to deal with them 24. Not very clear connection between emotion and intelligence 25. Intelligence can mean emotion – how someone reacts to certain circumstance 26. Feelings 27. How one intelligently responds to given circumstances 28. Mental ability, how one contributes to one's mental ability 29. Mind 30. Feelings 31. Manner of reacting to an action 32. Analysis of situations 33. Ability to reason out situations 34. Common sense 35. Brain or mental perception of things 36. Ability to control emotions Least common response.	**Most common response** 1. Ability to control self 2. Hot temper 3. Avoid negative ways of resolving conflict, e.g. fighting and violence 4. Ability to control temper 5. Not using anger 6. Using positive judgement 7. Ability to control emotions and overcome them

Participants were not clear about the difference between emotional intelligence and cognitive intelligence. The two were being used interchangeably. Self-control, positive reactions under stress, and ability to counsel the offending person, for example, students, was a sign of emotional intelligence. Ability to forestall negative situations was also being emotionally intelligent. So being wise was thus a sign of emotional intelligence. Self-control; management of emotions; awareness of one's and other people's emotions; and awareness of one's feelings and how to deal with those feelings. Ability to deal with one's and others' emotions; management of negative emotions; knowledge or awareness of emotions; and thinking that emotions negatively affect cognition and decision-making. Self-control and management of emotions were concepts of emotional intelligence. Common sense; cognitive ability; self-control; and avoiding the use of anger in decision making as signs of EI. Emotion was conceived negatively as anger, blackmail,

and so on, but not as happiness or any positive emotion. This perception needs to be corrected by all the stakeholders in the TS' lives. The Lecturers corroborated these findings in that some of them too were not sure of what EI is but all agreed that it was necessary have it and teach it at all levels of the educational system.

4.1.1 Does EI influence AA?

All Participants of IPSS all agreed that it was Emotional Intelligence, because it dealt with reactions or responses towards what was felt, that is, the emotion during performance of the activity, for example, studying 'alone', internalizing issues 'alone', doing research 'alone', doing coursework 'alone', and writing examinations 'alone'. The level and application of EI were very important in all these processes.

4.1.2 Results from hypotheses tests

Table 2 shows the descriptive statistics, reliabilities and correlations among the study variables. It also attempts to respond to the hypothesis that: **Hypothesis 1:** There is a positive relationship between EI and academic achievement among upgrading university teacher students.

Table 2: Descriptive statistics and correlations among study variables: EI and AA

		1	2	3	4	5	6	7	8	9	10	11
1	Emotional intelligence (overall)	1										
2	Emotional awareness	**0.71*****	1									
3	Ability to generate emotions	**0.71*****	**0.39*****	1								
4	Emotional knowledge	**0.75*****	**0.40*****	**0.37*****	1							
5	Emotional management	**0.68*****	**0.29*****	**0.28*****	**0.35*****	1						
6	Awareness of feelings (negative)	-0.04	-0.01	-0.05	0.01	-0.06	1					
7	Awareness of feelings (positive)	**0.16****	0.08	0.09	**0.14***	**0.14****	-0.04	1				
8	Expression of feelings (negative)	0.06	**0.14***	0.02	0.02	0.01	**0.21*****	-0.06	1			
9	Expression of feelings (positive)	**0.15****	**0.12***	0.10	**0.11***	**0.11***	-0.02	**0.25*****	**0.28*****	1		
10	Academic achievement-subjective	**0.29*****	**0.22*****	**0.21*****	**0.22*****	**0.18****	**-0.17****	**0.19*****	-0.02	**0.19*****	**1**	
11	Academic achievement-objective (CGPA)	-0.11	-0.14	-0.09	-0.05	-0.04	-0.08	-0.08	-0.03	0.06	0.08	1

*** p < 0.05, ** p < 0.01, *** p < 0.001,**

Table 2 also shows that Emotional intelligence was positively and significantly related to subjective academic achievement (r = .29, p < .001). All components of emotional intelligence

were also positively and significantly related to subjective academic achievement: Emotional awareness (r = .22, p < .001); Ability to generate emotions (r = .21, p < .001); Emotional knowledge (r = .22, p < .001); and, Emotional management (r = 19, p < .01). Expression of positive and negative feelings was not significantly related to subjective achievement. Emotional intelligence and all its components were not significantly related to objective achievement (CGPA): Emotional awareness (r = -0.14); Ability to generate emotions (r = -0.09); Emotional knowledge (r = -0.05); Emotional management (r = -0.08). Similarly, expression of positive and negative feelings were not significantly related to objective academic achievement.

Regression analysis confirmed these relationships, especially regarding the subjective achievement (while including demographic variables gender, age, year of study, marital status as control variables) as illustrated on Table 3.

Table 3 shows relationship between emotional intelligence and academic achievement

Table 3: Regression results for the effect of emotional intelligence on subjective academic achievement

	Unstandardized Coefficients		Standardized Coefficients			ANOVA[a]		Model summary	
	B	Std. Error	Beta	t	Sig.	F	Sig.	R^2	Adjusted R^2
(Constant)	2.59	.39		6.67	.000				
Gender of the Respondent	.04	.06	.04	.71	.476				
Age	-.02	.01	-.03	-.44	.661				
Marital Status	-.11	.07	-.09	-1.50	.134	8.13	.000[b]	.16	.14
Training Background	-.05	.06	-.05	-.87	.387				
Year of Study	-.04	.07	-.03	-.60	.548				
Emotional intelligence (overall)	.30	.05	.31	5.71	.000				

a. Dependent Variable: Academic achievement-subjective

b. Predictors: (Constant), Year of Study, Training Background, Emotional intelligence (overall), Gender of the Respondent, Marital Status, age

All 4 aspects of EI were correlated with achievement (both subjective and objective: Cumulative Grade Point average – self reported). Emotional intelligence was positively and significantly related to subjective academic achievement (r = .29, p < .001). All components of emotional intelligence were also positively and significantly related to subjective academic achievement: Emotional awareness (r = .22, p < .001); Ability to generate emotions (r = .21, p < .001); Emotional knowledge (r = .22, p < .001); and Emotional management (r = 19, p < .01). Three aspects of EI: emotional awareness; ability to generate and use emotions; and emotional knowledge, are significantly related to subjective achievement. Emotional management is not significantly related to achievement. Emotional intelligence and all its components were not significantly related to objective achievement (CGPA). The coefficients actually reveal negative

non-significant relationships: Emotional awareness (r = -0.14); Ability to generate emotions (r = -0.09); Emotional knowledge (r = -0.05); Emotional management (r = -0.08).

Results in table 3 further confirm that both emotional intelligence (B = .30, t = 5.71, p < .001) has significant effect on subjective academic achievement. This is so even when controlling for the effects of gender, age and marital status. Overall, the whole model indicated significant effects on subjective academic achievement (F = 8.13, p < .001, R^2 = .16). The adjusted R^2 indicates that the variables in the model accounted for 14% of subjective academic achievement among the participants.

The test of the **Hypothesis:** Emotional Intelligence will predict positively on the academic Achievement among upgrading university teacher students thus shows a confirmation of the hypothesis concerning EI and subjective AA but not with objective AA (CGPA). Further analysis was done to find out the effect of EI on subjective AA. Table 4 shows the results. Results in Table 3 confirm the effects of different components of emotional intelligence on subjective academic achievement. Only emotional awareness (B = .09, t = 2.03, p < .05) was significantly associated with subjective academic achievement.

Table 4: Effects of components of emotional intelligence on subjective academic achievement

	Unstandardized Coefficients		Standardized Coefficients			ANOVA[a]			
	B	Std. Error	Beta	t	Sig.	F	Sig.	R^2	Adjusted R^2
(Constant)	2.24	.275		8.141	.000				
Emotional awareness	.09	.042	.114	2.032	.043				
Ability to generate emotions	.06	.040	.079	1.437	.152				
Emotional knowledge	.07	.038	.105	1.859	.064				
Emotional management	.02	.037	.031	.584	.560				
Awareness of feelings (negative)	-.089	.034	-.130	-2.601	.010	8.517	.000[b]	.180	.159
Awareness of feelings (positive)	.090	.040	.113	2.223	.027				
Expression of feelings (negative)	-.023	.030	-.040	-.757	.449				
Expression of feelings (positive)	.074	.035	.112	2.110	.036				

a. Dependent Variable: Academic achievement-subjective

b. Predictors: (Constant), Interpersonal relations, Expression of feelings (negative), Emotional knowledge, Awareness of feelings (positive), Awareness of feelings (negative), Emotional management, Expression of feelings (positive), Ability to generate emotions, Emotional awareness

Emotional knowledge also had relatively strong effects on subjective academic achievement (B = .07, t = 1.86, p = .06). The study also examined the effects of constructed related to emotional intelligence particularly awareness and expression of feeling.

5.0 DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Objective One: To find out the relationship between Emotional Intelligence and academic achievement (objective and subjective) among upgrading (Grade V) university teacher students in the two universities.

5.1.1 Emotional intelligence and Objective academic achievement

The findings showed that 3 aspects of EI: Emotional awareness, Ability to generate emotions, Emotional knowledge, and Emotional management have a positive significance with subjective AA. This supports Vijayalakshmi (2017), who found that an emotionally intelligent individual is a consistent and dedicated employee; open to everything new, even in the most uncertain prospects and sudden changes. The findings of the research showed that EI does not significantly relate to objective academic performance, ($p > .001$) agreeing with Rahayu who found that Emotional Intelligence did not affect school effectiveness (Rahayu et al., 2017). This disconfirms Hypothesis 1 that states: There is a positive relationship between EI and academic achievement among university upgrading (Grade V) teacher students. The hypothesis is confirmed in the relation between EI and subjective AA only, agreeing with Rahayu's findings where emotional intelligence contributed to the professional competence of teachers and school cultures. Yet Fernadez, Yenna, and Rhonda (2012), demonstrated a statistically significant correlation between EI scores and critical thinking, help seeking and peer learning but not with extrinsic goal orientation. In addition, Yahaya et al. (2012) a high level of EI helped maintain a state of harmonies and quiet in oneself and finally be self-confident in dealing with the challenges of learning in educational institutions. This is related to subjective AA. Thus, confirming that EI contributes to and enhances cognitive abilities in students. In addition, Chew et al. (2013), found that EI is associated with pro-social behaviour, better academic performance and improved empathy towards patients by the first and final year medical students. Grade V teacher students had an educational background supported by regression results showing that observed learning activities, first - and second – year performance and verbal ability were strongly and consistently related to academic achievement in the bachelor (Björn et al., 2012). Some Grade V teacher students as well as their Lecturers defined emotional intelligence as a mental ability. This could have led to the low statistical differences between EI and AA. In most of the previous literature, emotional intelligence was thought to positively impact academic achievement, but in the current study, this only positively impacted subjective academic achievement. Divergent views from participants, due to their unclear conception of EI thus, led to non-significant results between EI and AA. This was unlike any other finding previously got in literature (Nafukho, 2009). Bond (2011), found that non-intellective factors such as personality traits, motivational factors, self-regulatory learning strategies, students' approaches to learning, and psychosocial contextual influences, were most useful in understanding academic performance. That could have been the reason for low score for both EI.

Qualitative findings showed that improvements in the students' academic performance were influenced by the extent to which they are validated through a caring learning environment. Tolerance enabled students and supervisors to take charge of their own lives despite the constraints of their situations to construct particular meanings; hence, their good academic performance beyond the dictates of their contexts, (Mahlomaholo, 2015). Qualitative findings tallied with quantitative results in this regard. The general consensus from all Participants (Lecturers and Teacher Students) was that both EI were very important in the Education sector.

The proposal was to include EI in the Teacher Training institutions, and be taught right from Kindergarten through to University level using different modes of teaching and syllabi. This supports Deci et al. (2001), who found that components of emotional intelligence are able to predict basic psychological needs (Spehrianazar et al., 2017). Subjective academic achievement results support Petrovici and Dobrescu (2014), who found that emotional intelligence is very important in workplace, and gives skills which are necessary in addition to the professional capability of job. Biswas and Invalli (2017), also agree with subjective AA in their findings: emotionally intelligent .individuals cope with the stress in a better way because effective and healthy coping style is the result of the attributes of a person with good EI. Hasan (June 2017), found similar results in his analysis of gender and age perspectives. This still tallies with subjective AA. According to Ashraf et al. (2017), there is a positive relationship between teacher competence and emotional intelligence with teacher performance. Tyagi and Gautam (July 2017) emphasizes that emotional intelligence is a strong predictor of academic achievement. Except that like many others they do not indicate whether this is subjective or objective AA. Students who are emotionally intelligent are somehow representing more superior performance than their colleagues. The findings also support the finding that Emotional intelligence helps in prioritizing thinking, behavior, and lifestyle which aids in academic performance (F. Malik & Shujja, 2013), although Malik and Shujja used progressive students from senior 6 going straight to university just as S. Z. Malik and Sehrish (2016) did.

Whereas the Study did not set out to investigate teacher performance, there was a positive relationship between this, EI and subjective AA, as pointed out by Ashraf et al. (2017). Among the medical undergraduates of the selected Sri Lankan university, both emotional intelligence and academic performance at the final MBBS examination were higher among females. Independent of gender, academic performance was better in those who were more emotionally intelligent (Wijekoon et al., 2017). This is why Lampe (2017), proposes that Teaching students an emotional vocabulary, identifying and modeling appropriate behavior, mirroring those behaviors, and encouraging higher levels of critical thinking and reflecting are essential in the development of emotional and social intelligence. A new curriculum that includes EI is proposed. Furthermore, Anjum and Swathi (2017), found that the teachers with high emotional intelligence have quite high quality of life and the teachers with low emotional intelligence have less quality of life. Quality of life includes AA. Both Grade V teacher students and their lecturers proposed that teaching of EI be effected throughout the educational system. This supports findings by Mpofu, Bracken, Van de Vijver, and Saklofske (August 2017), who recommended the teaching of intelligence and emotional intelligence.

The MSCEIT has been cited as a good instrument and research with this scale has provided evidence that EI might be integrated in the overall psychometric intelligence structure. MSCEIT measures something new and hence is the most appropriate tool for measuring EI (Asthana & Lodhwal, 2017b). Thus, from merely hinting on EI as a vital intelligence, psychologists are increasingly discovering that EI enhances the whole of life. The study investigated emotional awareness, ability to generate emotions and use them to think, emotional knowledge, and emotional management using The Ability Model tool and confirmed Hypothesis 2: EI will predict positively on the (objective and subjective) academic Achievement among upgrading (Grade V) university teacher students. EI is a strong predictor of subjective AA. This was different from F. Malik and Shujja (2013)'s findings where the hypothesis was true for objective

AA (CGPA), that there was a relationship between emotional intelligence and academic achievement.

The Teacher Students are enabled to identify their own emotions and the emotions of other people. They are able to use emotions in thinking and decision making. Furthermore, they can understand emotions and the depth of their emotional knowledge. Managing motions indicates the extent to which one allows one's feelings to positively affect one's decision making. Teacher Students can gauge themselves and appraise their strengths and weaknesses and use these appropriately. Successfully using emotional intelligence as a part of assessing emotional style (Mayer, Salovey, Salovey, & Sluyter, 1997) depends in large part on our desire and ability to understand ourselves. Asking pour selves questions about our approach to situations, especially powerful and meaningful situations, can help us obtain insight into our emotional style. Management of emotions leads to planning and practicing the art of staying open to emotions that one might find uncomfortable.

Secondly, understanding the handling of specific emotions was very important in the teaching and interactions of the Teacher Students' activities. Appreciating the **e**xperience of negative emotions means that the Teacher Student can do one or all of the following: do a mood repair by making themselves feel better and experience a more positive mood; or have a mood maintenance by actively maintaining the feeling at the same level of intensively; or accept the mood or the feeling without trying to change it. How we process our emotions, has important implications for our level of EI (Mayer et al., 1997).

5.1.2 Emotional intelligence and Subjective achievement

Specifically, the significance of results in relation to subjective academic achievement agree with S. Agrawal and Chaturvedi (2019), who postulated that other factors apart from intellectual intelligence or ability influenced proficient life and scholarly achievement. This component was connected to intellectual and emotional capacities. This subjective structure had four segments which included emotional self-evaluation, self-articulation appraisal, recognizable proof of others' emotions for emotional self-control, and the utilization of emotion to encourage execution.

Group interviews were used supporting Melnik et al. (2019), factors like focus-groups where opportunity was given for someone to reveal subjective reasons for a given behavior, sought to get subjective achievements of the participants. Any group activity oriented to team forming, led to the development of students' emotional intelligence, friendliness, tactfulness, especially skills of their own emotional perception and interpretation, and interpretation of their partners' emotional reactions, skills to assess the situation quickly and react accordingly. The formed soft skills contributed to the productive processing of the data contained in emotions, the regulation of their own emotions, defining the meaning of emotions and their interaction with each other as a factor influencing making decisions. Camelia and Norina (2018), also found that social, emotional and relational skills (emotional intelligence) were factors of school success and success in life. Seventy percent of young economists considered the awareness of emotions a very important element for them, among others. The study also showed that emotional intelligence stimulated passion and enthusiasm. Young people who had developed emotional abilities, knew better, had more empathy, increased self-esteem, and enjoyed more harmonious relationships, leading to better achievement. The results of the study confirmed that emotional

and social skills could and must, be taught in school as this would help pupils have a better childhood, incorporate themselves better into society and adapt more effectively in the professional environment. The findings showed a lack of expression of emotions different from previous research. The emotionally intelligent teenager profile was based on the following defining elements: awareness of emotions, emotional independence, recognition of own and others' emotions, channeling and management of emotions, management of interpersonal conflicts, assessing own state of mind, expressing feelings, controlled impulses, and defeated negative impulses.

In addition, Kaliyaperumal and Padmanaban (2019), came up aspects of achievement drive, initiative, conscientiousness, change catalyst, and teamwork and collaboration would contribute to subjective academic achievement. Furthermore, Ali (2016), discovered that the high level of emotional intelligence could help calm the mind and thus, increase the absorption of information received thus, supporting the current findings and contributing to students' academic achievement. They recommended that students' academic achievement be enhanced with the use of emotional intelligence training which the current study Participants proposed too. With the aim of building a resilient and competent individual in the face of globalization and changing demands, efforts to increase students' emotional intelligence could be considered during the process of teaching and learning in the classroom. Emotional intelligence helped in positive classrooms in which relationships among teachers and students were characterized by warmth and kindness which facilitate learning. Their second limitation of using a self-reported EI scale, concurred with current study where university upgrading (Grade V) teacher students rated themselves on the level of EI. Majority rated themselves above average but on the survey tool their EI was not significant to the objective academic achievement! This could be the reason why AKINTUNDE and OLUJIDE (2018), demanded that a paradigm shift was needed from the long existing belief and assumption that gifted students had no problem with emotion and had positive locus of control, and that academic performance and school achievement depended largely on cognitive intelligence. Their findings also showed that emotional intelligence and locus of control of high ability students needed to be given adequate attention in order to enhance their academic achievement. They recommended that Government train regular and special needs education teachers and educational psychologist on effective strategies that were capable of reversing underachievement resulting from poor locus of control and emotional disposition for all students and especially the gifted ones. Although the current study did not specifically deal with special needs and locus of control, the fact of using the whole population and sample of all university upgrading (Grade V) teacher students implied that special needs teachers could be among the respondents and participants of the study.

The reason for significant findings between EI and subjective academic achievement results could also be attributed to the misconception of EI as expressed during Group interviews (some Participants thought that this was cognitive intelligence – (IQ)). A few Lecturers had this perception too. Generally, emotions were regarded as negative aspects of life. It could also have been due to the higher age of majority of the respondents, that is, above 28 years of age, where Participants' experiences with emotions were culturally and practically viewed as negative ('there are times of course you get the panic button but we say panic won't help relax do what you can and let God do the rest' - Grade V Participant) This group of Participants tended to be

more subjective in their responses than their younger colleagues. From the Group Interviews, they were more articulate and had more reasoned responses, for example,

> I do consider … my wife as my best friend because as of now she is taking care of my children. She is taking care of the family property. And ever there are some expenses she is incurring on her own when I am not there. So, anybody who can be there for you without you tends to be your best friend. (Grade V Participant).

From the Group interviews most teacher students used the library whether at the university or at the schools where they taught. Availability of the reading places would often be a challenge too. The question of Participation in Group work leaned on the fact that Participants were adults, in a university, pursuing a Degree award with little time for face-to-face sessions and peer interaction. So, Group work as a method of teaching and learning was very important for adult, life-long and distance education. In addition, the motivation to join a group was generally done willingly by most teacher students, where democracy prevailed. A few with personality type C, those who are neurotic, chose to read alone, but most participants preferred groups where all members were actively involved. Most Participants preferred group discussions to reading alone, conditioned on circumstances, personality type and environment. All these were for the purpose of enhancing academic achievement.

When things got tough internal and external locus of control, plus resilience and trust in God enabled participants to persist in their academic pursuits. EI improved on AA by having self-control; a stress-free life; ability to achieve personal goals; closeness to peers; ability to submit to authority; listening to others; and understand and appreciate others. Management of emotions in view of individual differences; ability to admit one's mistakes and have a personal change of attitude; being exemplary; concentration on personal study; positive impact on studies and interpersonal relations; tolerance and being focused. EI thus, enhanced good and positive academic achievement. The time of day when study took place also mattered, for example, morning or afternoon or evening or night.

These findings supported B. Weiner (2013)'s attribution theory, that it was the most important theory that helped explain personal and interpersonal relationships as it brought out issues of learning goals, performance goals, learned helplessness, self-handicapping, expectancy, and self-worth, which are critical in the study of EI and Academic Achievement of upgrading (Grade V) University teacher students.

The importance that both the university upgrading (Grade V) teacher students and their Lecturers accorded to EI supported the theory by Rivers et al. (2012), who provided some understanding of the EI theory that delineated four relatively distinct emotion abilities: perceiving, using, understanding and managing emotion, representing what was referred to as the Four Branch Ability Model of EI (Mayer et al., 1997). Youth (including university upgrading (Grade V) teacher students), who self-regulated optimally used emotions as cues for how to act and manage behaviour in maintaining relationships (Saarni, 1999), and succeeding in school (Lopes, Grewal, Kadis, Gall, & Salovey, 2004). Through the Group interviews and the survey tool for university upgrading (Grade V) teacher students, and the in-depth interviews for Lecturers, the emotional intelligence aspects were expressed and confirmed, thus, enhancing teacher students' academic achievement.

5.2 Objective Two: To determine the predictive power of emotional intelligence on academic achievement (objective and subjective) among upgrading (Grade V) university teacher students.

EI was not significantly related to objective academic achievement but had significant effects on subjective academic achievement. This was so even when controlling for the effects of gender, age and marital status. The adjusted R^2 indicated that the variables in the model accounted for 14% of subjective academic achievement among the participants, meaning that other factors contributed for 86%, which could be the subject of another study. This area provides new knowledge in the field of EI and achievement. Ali (2016), on the other hand, found a significant relationship between EI (regulation of emotion) and general achievement. AKINTUNDE and OLUJIDE (2018), also used multiple regression analysis and found that the joint effect of locus of control and emotional intelligence significantly influenced academic achievement of the sample, although the effect was low from his study as well. On the other hand, none of the literature did a regression analysis. So, the findings in the current study are new in the world of research, thus, contributing new knowledge to the fraternity of research.

5.2 Conclusions

EI is positively correlated to subjective AA and not to objective AA (CGPA) using the ability model of Emotional Intelligence. The findings showed that 3 aspects of EI: Emotional awareness, Ability to generate emotions, Emotional knowledge, and Emotional management have a positive significance with subjective AA. EI contributes to and enhances cognitive abilities in students. The study background of the Grade V teacher students contributed to their current achievement levels. Divergent views from participants, due to their unclear conception of EI thus, led to non-significant results between EI and objective AA. Non-intellective factors such as personality traits, motivational factors, self-regulatory learning strategies, students' approaches to learning, and psychosocial contextual influences, were most useful in understanding academic performance. That could have been the reason for low score for EI. EI was part of that list as per the findings. Improvement in the students' academic performance were influenced by the extent to which they are validated through a caring learning environment. Qualitative findings tallied with quantitative results in that EI should be included in the Teacher Training institutions, and be taught right from Kindergarten through to University level. It was only the mode of teaching and syllabi that would have some differences. Students who are emotionally intelligent are somehow representing more superior performance then their colleagues. The study found the Attribution and the Emotional intelligence theories very appropriate. EI was correlated to teacher effectiveness. The Teacher Students were able to identify their own emotions and the emotions of other people; use emotions in thinking and decision making; understand emotions and the depth of their emotional knowledge; manage emotions; could gauge themselves and appraise their strengths and weaknesses and thus, use these appropriately. The Grade V teacher students were wary of expressing both positive and negative emotions. Emotional intelligence calmed down emotions enabling clear thinking processes which positively enhanced academic achievement. Group work as a method of study was highly encouraged. Emotional intelligence helped in positive lecture interactions in which relationships among lecturers and students were characterized by warmth and kindness which facilitated learning and achievement. Democratic attitudes were highly enhanced by EI. Internal locus of control and resilience were strengthened by EI. Therefore, it was important to know the levels of EI, improve on them and promote them to improve on achievement.

5.3 Recommendations

Emotional intelligence is important for all ages of people. Therefore EI should be introduced, taught and practiced throughout the different stages of education. Educationalists in Uganda need to embrace EI to enhance academic performance of the students and increase their employability and ability to stay at the job. More than 80% of psychologists reside in non-Western countries, and they increasingly incorporate their cultural and cross-cultural perspectives to broaden and further enhance the scholarship on intelligence and emotional intelligence. Africa, and Uganda in particular should incorporate their cultural and cross-cultural perspectives into EI. NCDC, Teacher Training Colleges, MOESTS, could get ideas from this. There is need to teach EI at the University – especially teachers. It is very urgent that Ugandan Educational Schools and Institutions start teaching EI to better the performance of both subjective and objective AA.

5.3 Areas for further research

1. Further research could investigate how the informal curriculum can include EI in daily life.

2. More Research is needed in the use of the ability model of Emotional Intelligence (Mayer et al., 2016 Teachers) Scale on objective AA (CGPA).

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