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STUDY OF EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF STUDENT-TEACHERS AT PRIMARY LEVEL

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ABSTRACT:

The present study has been undertaken and attempted to examine the correlation or rather the influence of variables emotional intelligence and academic achievement among teacher trainees. Emotional intelligence is a new approach to student teachers, who in future become teachers. This approach embraces the learner and learning in a more complete way than traditional approach. To ensure quality teacher education, these two variables emotional intelligence and academic achievement are considered as vital areas , hence the investigator has focused on these variables. Emotional intelligence plays a vital role in the development of student –teachers not only in academic achievement but also in all stages of life and their profession

Key Words: Emotion, Intelligence. Emotional intelligence, Academic Achievement.



INTRODUCTION

Emotion is derived from the Latin word “emover’ which means the spirit that moves us. That energy is the transmitter and recorder of all feelings, thoughts and actions. It determines what we dream about and what we are drawn to believe in and committed to.

Intelligence can be defined as the general problem-solving ability of an individual. It can be capacity to adapt oneself to new problems and conditions of life, the capacity of the individual to adjust himself to new situation, to solve new problem, to learn an inherited capacity of the individual which is manifested through his ability to adapt and reconstruct the component in accordance with te most fundamental needs of himself, the capacity to learn and to adjust to relatively and changing conditions.

Emotional intelligence according to Goleman is to the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships. It describes abilities distinct from but complementary to academic intelligence Academic Achievement is accomplishment or proficiency in a skill or body of knowledge. It is the progress in programme of study.

STATEMENT OF THE PROBLEM

The present study is stated as “A Study of Emotional intelligence and Academic Achievement of Student-teachers of Primary level”.

NEED FOR THE STUDY

According to modern psychologist, the Emotional Intelligence is

responsible for the success of a person. For every man's success intelligence Quotient is responsible for 20 per cent only. Remaining 80 per cent of success depends on Emotional intelligence and other external factors. The teacher trainees should know about it and control and apply it in a particular situation, if they possess knowledge of Emotional intelligence. Then only the teacher trainees should achieve the educational goals as the desired, and they can mould the students, as they desired. So the investigator intended to study the Emotional intelligence of teacher trainees.

II REVIEW OF RELATED LITERATURE

Synthesis of studies on Emotional Intelligence and Academic Achievement

Ajaykumar Bhimrao Patil(2006) examined that there is no significant relationship between the Emotional Intelligence and Academic Achievement of students teachers. In yet another findings by Kadiravan S. and Amirtha M. (2006) found that extroversion, introversion and feeling dimensions of personality have impact on emotional intelligence of teachers, where as thinking and judging dimensions have a positive impact on their emotional intelligence. Manas Ranjan Panigrahi (2005) has found that there was significant and positive correlation between academic achievement and intelligence while there was a low positive correlation between academic achievement and socio economic status.

III OBJECTIVES OF THE STUDY

- 1.To study the emotional intelligence of the teacher trainees.
- 2.To study the different components of the emotional intelligence of teacher trainees with respect to sex, locality, and type of the institutions.
- 3.To find out the correlation if any between the emotional intelligence and academic achievement of the teacher trainees.

HYPOTHESES OF THE STUDY

- 1.There is no significant difference in Emotional intelligence with respect to gender, locality and types of the institutions
- 2.No significant difference in different components of Emotional intelligence with respect to gender locality and types of institutions in their Self-awareness, Self-regulations, Motivation, Empathy and Social skills
- 3.There is a significant correlation between Emotional intelligence and Academic achievement of the teacher trainees.
- 4.There is a significant correlation between different components of Emotional intelligence and academic achievement.

SAMPLING & TECHNIQUES USED

The sample consists of 120 teacher trainees from DIETs, TTIs – Puducherry was selected using stratified random sampling technique. A Tool constructed and standardized by S.Balasubramanian (2003) was adopted in the study. The scores obtained were subject to statistical treatment using proper Statistical techniques. For this purpose Mean, Standard Deviation, t-test, and Correlation were use. The result so obtained are interpreted and discussed in the light of problem factors to make the result meaningful.

IV DATA ANALYSIS

Descriptive Statistics

Variable	N	Mean	SD
Emotional Intelligence	120	25.043	8.233

Differential Analysis

Hypothesis:1 No significant difference between Men and Women, Government and private, Rural and Urban teacher trainees in their Emotional intelligence .

Category	N	Mean	SD	't'	Significant level
Men	57	24.23	8.07	1.142	NS
Women	63	25.86	7.49		
Government	20	32.55	2.259	5.97	NS
Private	100	5.58	2.07		
Rural	55	25.26	7.81	0.2214	NS
Urban	65	24.94	7.818		

Hypothesis:2 There is no significant difference between men and women with respect to their dimensions of Emotional intelligence

Dimensions of Emotional Intelligence	Category	N	Mean	SD	't'	Significant level
Self Awareness	Men	57	5.89	2.065	0.164	NS
	Women	63	5.921	2.066		
Self Regulation	Men	57	5.921	2.066	1.975	NS
	Women	63	4.070	1.656		
Motivation	Men	57	5.245	2.293	0.221	NS
	Women	63	5.33	2.039		
Empathy	Men	57	4.000	2.044	2.443	S
	Women	63	4.936	2.154		
Social skills	Men	57	5.070	2.103	0.363	NS
	Women	63	4.936	1.925		

Hypothesis:3 There is no significant difference between Government and private teacher trainees with respect to their dimensions of Emotional intelligence

Dimensions of Emotional Intelligence	Category	N	Mean	SD	't'	Significant level
Self Awareness	Government	20	7.45	1.05	5.97	S
	Private	100	5.58	2.07		
Self Regulation	Government	20	6.30	1.08	7.65	S
	Private	100	4.03	1.702		
Motivation	Government	20	6.40	1.314	3.614	S
	Private	100	5.07	2.226		
Empathy	Government	20	7.1	1.119	9.936	S
	Private	100	3.97	1.909		
Social skills	Government	20	5.25	1.517	0.703	NS
	Private	100	4.936	2.091		

Hypothesis:4 There is no significant difference between Rural and Urban teacher trainees with respect to their dimensions of Emotional intelligence

Dimensions of Emotional Intelligence	Category	N	Mean	SD	't'	Significant level
Self Awareness	Rural	55	5.78	2.06	0.537	NS
	Urban	65	5.99	2.07		
Self Regulation	Rural	55	4.46	1.89	0.54	NS
	Urban	65	4.44	1.702		
Motivation	Rural	55	5.56	2.12	1.28	NS
	Urban	65	5.06	2.18		
Empathy	Rural	55	4.56	2.30	0.33	NS
	Urban	65	4.43	2.02		
Social skills	Rural	55	4.91	1.94	5.44	S
	Urban	65	5.11	2.07		

Correlation Studies

Hypothesis:5 There is a significant correlation between Emotional intelligence and academic achievement of primary student-teachers.

N	r	df(N-2)	Significant level
120	0.4485	118	Significant

Hypothesis:6 There is a significant correlation between Dimensions of Emotional intelligence and academic achievement of primary student-teachers.

Dimensions of Emotional intelligence	N	r	Df(N-2)	Significant level
Self-Awareness	120	0.275	118	Significant
Self-Regulation	120	0.354	118	Significant
Motivation	120	0.331	118	Significant
Empathy	120	0.369	118	Significant
Social Skills	120	0.376	118	Significant

V FINDINGS AND CONCLUSION

Findings

1. The men and women student teachers do not differ in their emotional intelligence. The student teachers studying in Government and private teacher training institutions differ in their emotional intelligence. Student teachers residing in village and town are do not differ in their emotional intelligence.
2. There are no significant differences in the dimensions of self-awareness, motivation and social skills of emotional intelligence of men and women student teachers; where as there are significant differences in respect of self-regulation and empathy of men and women student teachers.
3. Student teachers studying in Government and private teacher training institutions differ in their self-awareness, self-regulations, motivation and empathy of emotional intelligence; where as there is no significant difference in the dimension of social skills of emotional intelligence.
4. There are no significant differences in the dimensions of self-awareness, self-regulations, motivation and empathy of emotional intelligence of student teachers residing in rural and urban areas' where ass there is a significant difference in the social skills of emotional intelligence of rural and urban student teachers.
5. There is a significant positive correlation between emotional intelligence and academic achievement of student teachers.
6. There is a significant positive correlation between the dimensions of self regulation, self awareness,

motivation, empathy, social skills of emotional intelligence and academic achievement of primary student teachers.

RECOMMENDATIONS OF THE STUDY

1. Student-teachers need to be involved in skill development programme focused on the emotional intelligence skills of time management, drive strength etc.
2. Student-teachers need to build effective communication skills and health relationships through programme, emphasizing the emotional intelligence skills
3. Emotions may be sublimated through constructive activities like sports, games, dramatics and similar co-curricular activities which are of great value.
4. The concept of emotional intelligence may be incorporated in the teacher education curriculum to revitalize teacher education programme.

SUGGESTIONS FOR FURTHER STUDY

1. It is suggested that the studies can be done to investigate the emotional intelligence of the students studying various groups of higher secondary courses and polytechnic etc.
2. Emotional intelligence in relation to personality of teacher trainees at various levels can be studied.
3. The study can be conducted on the sports and athletic persons to find out relationship between emotional intelligence and their academic achievement

CONCLUSION

The present study has been undertaken to examine the correlation or rather the influence of variables – Emotional Intelligence and Academic Achievement among student teachers. Emotional intelligence totally depends on the environment. It is related neither to the development of some organ or to the physiological process. Secondly emotional intelligence plays an important role in academic achievement of the students. Student should be made emotionally intelligent by the experts who pave the way for the bright future of them. So the results of this study will be very useful to students and teachers to improve emotional intelligence which is a need of hours.

From the research, the researcher is able to find variable like emotional intelligence is contributing to academic achievement. Emotional intelligence plays a vital role in the development of student-teachers not only in academic achievement but also in all stages of life. Thus teachers, parents, schools, society should help them in developing emotional intelligence.

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