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Relationship Between Emotional Intelligence And Achievement Of The Teacher Trainees

Muthusami M.

Ph.D Scholar, Department Of Educational Technology, Bharathidasan University, Tiruchirappalli, Tamilnadu, India

Dr. K. Jayaraman

Assistant Professor, Department of Educational Technology, Bharathidasan University, Tiruchirappalli, Tamilnadu, India

Abstract:

Teacher has an important role to play in nurturing an emotionally intelligent child .They should strive to create an environment of the trust, respect and support. They can teach their children strategies to deal with life's ups and downs .They should not object to their children displays of the anger , sadness or fear. Nor should they ignore them instead, they must accept negative emotions as a fact of life and they should use emotional movements as opportunities for teaching their students important life lesson and building a closer relationship with them this require a significant amount of commitment and patience. In present day children have lots of problem in a study like workload, Assignment, High expectation in the mark, so teachers must create a new environment for the student. This study examines the interrelationship between emotional intelligence and academic achievement .A sample representative sample of 200 teacher trainees, 75 boys and 125 girls from different teacher training institute Tiruchirappally district were selected .The findings revealed a no significant relationship between variables for total teacher trainees.

Key words: Emotion, intelligence, Emotional intelligence.

1.Introduction

Emotional intelligence has recently been emerged to be a factor of the paramount importance in personal well being, life success and interpersonal relationships in the different context of everyday life. It implies knowing what you and other or feeling and acting ethically-with a social conscience. It is considered to be the capacity to create positive outcomes in relationships with others and with oneself. Our emotions play a significant role in directing and shaping our behaviour and personality .Whatever they may be , those can be categorized into groups –positive emotions (like affection , curiosity and joy etc..) And negative emotions (like fear jealous, anger etc..).However, the development of the both positive as well as negative emotions and the learning of their expression in a reasonable way is quite essential for our own and social well being.

2.Significance Of The Study

Elementary level education plays a crucial role in the foundation of learning in a child. Each and every activity organized by the teacher in the classroom has an impact of the achievement of the child in the subject matter. Teacher with optimal learning emotional intelligence will defiantly humanistic in their approach in the designing of the learning activities. High emotional intelligence will also enable a student to think logically and use his or her mind his or her mind in the best possible way .This could be seen when the student has a high motivation and self awareness .This will also indirectly encourage the students to study hard to excel not only in their students but also in the life This achievement in life is related to a good relationship that can be built in a society Students are required to be smart facing all the positive and negative influence from the environments. The ability to think well, based on the high level emotional intelligence, will encourage finding solutions to free environment influence well .It the things occurred then the students could from good personality with a complete package to achieve stability is considered important if student are to expand their full self –potential in order to become the generation that could to be the lead nation in future. Hence the present study “Relationship between emotional intelligence and achievement of the teacher trainees” was carried out.

3.Statement Of The Problem

School teachers and parents always have been concerned about children's academic success and social adaptation both in and out of the classroom. The unchallenging classroom activities fail to develop emotionally matured and well behaved teacher trainees. Students with emotional disturbances may lack self esteem, display poor social skills and experience troublesome interpersonal relationships with peers and with the administration. Their deficiency in academic performance compounds the problem raising the level of frustration for student and teacher. The whole child/student has become the centre of concern, not only his reasoning capacities, but also his creativity, emotions, and interpersonal skills. On the other hand lack of emotional maturity led to the development of neurotic behaviour among the students.

4.Emotion

Robert Plutchik's psycho evolutionary theory of emotion is one of the most influential classification approaches for general emotional responses. He considered there to be eight primary emotions—anger, fear, sadness, disgust, surprise, anticipation, trust, and joy. Plutchik proposed that these 'basic' emotions are biologically primitive and have evolved in order to increase the reproductive fitness of the animal. Plutchik argues for the primacy of these emotions by showing each to be the trigger of behaviour with high survival value, such as the way fear inspires the fight-or-flight response.

5.Intelligence

According to A. Anastasi "Intelligence is not a single, unitary ability, but rather a composite of several functions. The term denotes that combination of abilities required for survival and advancement within a particular culture."

6.Emotional Intelligence

According to psychologists John D. Mayer and Peter Salovey, two of the leading researchers on the topic, emotional intelligence (EI) is "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions." Interest in emotional intelligence has grown significantly since the 1990s, with research suggesting that good emotional understanding can lead to increased social effectiveness.

7.Objectives

- To find out Emotional intelligence of boys and girls.
- To find out the relationship between emotional intelligence and achievement of teacher trainees.
- To find out the relationship between emotional intelligence and educational institution of the teacher trainees.
- To find out the relationship between academic achievement and locality of teacher trainees.

8.Hypothesis

- There is significant relationship between Emotional intelligence of the boys and girls.
- There is significant relationship between emotional intelligence and achievement of teacher trainees.
- There's no significant relationship between emotional intelligence and educational institution.
- There is no significance different between rural and urban students in their achievement.

9.Methodology Of The Study

Survey method is used in this study. It involves clearly defined objectives.

10.Population Of The Study

The group individuals or unit under study is known as population. In the present study the investigator has selected the sample is a small portion of a population selected for observation and analysis. From the total population the investigator selected 311 students of secondary grade teacher trainees.

11.Sample Of The Study

The sample consists of 200 students randomly selected from Teacher training institutions in the Trucirappalli District in Tamil Nadu. The sample consists of 75 male and 125 female and five teacher training institution and the sample taken by the investigator.

12.A Tool Used For The Study

- Developed Annaraja et al., (2000) this tool was modified by the investigator with consultation of the guide.
- Academic achievement in Psychology consisted of guide and researcher.

13.Hypothesis Testing

Null Hypothesis 1

There is no significant difference between male and female students in their emotional intelligence.

Dimension	Sex	Mean	SD	Count	't' value	Result
Self awareness	Male	23.81	5.54	100	2.88	S
	Female	22.01	4.24	211		
Self management	Male	13.74	4.05	100	3.38	S
	Female	12.12	3.70	211		
Achievement Drive	Male	9.22	3.03	100	2.69	S
	Female	8.31	2.14	211		
Social awareness	Male	14.89	4.11	100	1.54	NS
	Female	14.15	3.71	211		
Relationship management	Male	8.60	2.27	100	0.77	NS
	Female	8.38	2.40	211		
Leadership	Male	13.12	3.70	100	3.39	S
	Female	11.70	2.88	211		

Table 1: Mean And SD Scores Of Emotional Intelligence Of Teacher Trainees In Terms Of Sex
(At 5% Level Of Significance, The Table Value Of 'T' Ratio Is 1.96)

From the above table it is inferred that there is a significant difference between emotional intelligence of teacher trainees and their sex in terms of self-awareness, self-management, achievement drive and leadership quality, but no significant difference is found between emotional intelligence and teacher trainees and their sex in terms of social awareness and relationship management.

Null Hypothesis 2

There is no significance difference between rural and urban students in their achievement.

Dimension	Location of the Institution	Mean	SD	Count	't' value	Result
Psychology mark	Rural	81.98	10.59	190	0.14	NS
	Urban	82.15	9.81	121		

Table 2: Mean And SD Scores Of Achievement Of Teacher Trainees In Terms Of Location Of The Institution
(At The 5 % Level Of Significance, The Table Value Of 'T' Ratio Is 1.96)

From the above table it is inferred that there is no significant difference in achievement in psychology of teacher trainees with respect to location of the institution.

Null Hypothesis 3

There is no significant relationship between emotional intelligence and achievement of Teacher trainees.

Categories	Count	Σx	Σy	Σx^2	Σy^2	Σxy	'r' value	Result
Emotional intelligence and achievement	311	25517	24516	2126379	2013222	2009877	0.03	NS

Table 3: Correlation Sum Of Relationship Between Emotional Intelligence And Achievement Of Teacher Trainees
(At 5% Level Of Significance, The Table Value Of 'R' Ratio Is .113)

From the above table it is inferred that there is no significant relationship between emotional intelligence and achievement of teacher trainees.

14. Findings

- 79.0% of male and 67.77% of female students have an average level of emotional intelligence.
- 73.33% of +2, 73.61% of UG and 71.43% of PG qualified students have an average level of Emotional intelligence
- 75.26% of rural and 67.55% of urban students have an average level of emotional intelligence.
- There is no significant difference between male and female students in their emotional intelligence.
- There is no significance difference between rural and urban students in their achievement.
- There is no significant difference between male and female student in their achievement.
- There is no significant difference among Hindu, Christian and Muslim students in their achievement in psychology.
- There is no significant difference between rural and urban students in their achievement in psychology.
- There is significant difference between government and unaided institution students in their achievement in psychology.

15. Conclusion

The student's mind is full of apprehensions and is unable to use their energy and ability is achieved. Hence a lot of highly intelligent students who are not emotionally well being give poor performance in academic achievement. With the support of the social network, college facilities emotional intelligence, students can effectively cope in general and can achieve a better academic success. Finding of this research study might be used to guide psychologist, counselor and other professional to outline strategic planning dealing emotional intelligence.

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