

# A study of Academic Achievement in Relation to Emotional Intelligence of teacher Trainees.

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## Abstract

*The study was investigated the study on Academic Achievement in relation to Emotional Intelligence of Teacher Trainees. The study comprised of 200 students of different Teacher Training colleges situated in ferozpur district (Punjab). In the sample Male, Female category (urban and rural) were selected for data collection and data analysis. The major findings of the study revealed that there is significant difference was found between Emotional intelligence and Academic Achievement in teacher trainees .*

## Introduction

Education is a conducive process, which develops child's individuality in all aspects-physical, mental, emotional & social. With this all round development he becomes a responsible, dynamic, resourceful and enterprising citizen of good strong & moral character who uses all his capacities to develop his self, his society and his nation to the highest extent by contributing his best to the national honor, national glory , national civilization of which he is an integral part .Education is a social process by which knowledge is transferred to students though the intermediaries of teacher. Education Commission (1952-53) have rightly stressed the significant role of teachers play in the improvements of the educational system and the development and growth of educand. Academic achievement is of paramount importance particularly in the present socio-economic and cultural context. Obviously in the schools, great emphasis is placed on achievements right from the beginning of formal education. The school academic achievement may be defined as measure of knowledge, understanding or skills in a specified subject or group of subjects. The academic achievement may be for a particular subject or a total score of several subjects combined. Academic achievement is one of the most important goals of education. The success or failure of a

student is measured in terms of academic achievement. Academic achievement means the amount of knowledge gained by the students in different subjects of study. it encourages the students to work hard. It also helps the teacher to know whether teaching methods are effective or not and helps them in bringing improvement accordingly. Thus assessment of academic achievement helps both the student and the teachers to know where they stand. High achievements in schools builds self-esteem and self-confidence which leads to better adjustment with the groups. Scholastic achievement plays a very important role in the attainment of the ideal of harmonious development of the child. In this rapidly changing world and with the growing advancement in science and technology , the place of education has become so vital that every parent today sets high goals for his child. Good academic record to certain extent predicts future of the child. Today at the time of admission for entrance in job, for scholarships , for future studies, good academic record is the only yard stick .In recent years , academic achievement has come to occupy the central position. Sound development in academic front can be well matched with pillars on which entire future structure of personality stands. Importance of academic achievement can also be judged when we realize that happy life which we wish for every child would be impossible unless he some skills in the intellectual and scholastic arts. Emotional intelligence ( EI ) often measured as an emotional intelligence Quotient ( EQ ) describes an ability , capacity , or skill to perceive , assess, and manage the emotions of one's self, of others , and of groups .The first explicit application of the term "Emotional Intelligence " is mostly attributed to Wayne

Payne's doctoral thesis , A study of emotion : Developing emotional intelligence from 1985. Emotional intelligence is a type of social intelligence that involves the ability to monitor one's own & others emotions to discriminate among and to use the information to guide one's thinking and actions .EQ gives us awareness of our own and other people's feelings. It gives us empathy , compassion motivation and the ability to respond appropriately to pain or pleasure .cooper&Orioli (2000 ) “ Emotional intelligence is the ability to sense understand and effectively apply the power and acumen of emotions as a source of human energy information, creativity, connection & influence. bar on (2000 ) “ Emotional intelligence is an array of non cognitive capabilities , competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures “ Dalip Singh (2003 ) , Emotional intelligence consists of psychological dimensions such as emotional competency, emotional maturity and emotional sensitivity which motivate an individual to manage and leads others as well as empathize with them. Emotional Intelligence has come to be regarded as a new measure of success in our professional and personal life .it focuses on personal qualities such as initiative , empathy,

adaptability, persuasiveness motivation and awareness today as modern as of science and technology has an increased the complexities of life. Man has become the victim of passions, jealousy, and arrogance. Because of paid industrialization, urbanization, technical advancements and desire for success, individuals' life has become chaotic and full of stress and strain .satisfaction with ones environment is very important.

## Objectives

The present study in taken in hand keeping in mind the following objectives :-

1. The study the relationship academic achievement and emotional intelligence of teacher trainees.
2. To study the relationship between academic achievement and emotional intelligence of male teacher trainees.
3. To study the relationship between academic achievement and emotional intelligence of female teacher trainees.
4. To study the relationship between academic achievement and emotional intelligence of rural teacher trainees.
5. To study the relationship between academic achievement and emotional intelligence of urban teacher trainees.

## HYPOTHESES

1. There is nosignificant relationship between academic achievement and emotional intelligence of teacher trainees.
2. There is no significant relationship between academic achievement and emotional intelligence of male teacher trainees.
3. There is no significant relationship between academic achievement and emotional intelligence of female teacher trainees.
4. There is no significant relationship between academic achievement and emotional intelligence of rural teacher trainees.
5. There is no significant relationship between academic achievement and emotional intelligence of urban teacher trainees.

## DELIMITATION OF THE STUDY

Due to paucity of time and resources present study has been delimited with respect to variables of study , sample and statistical techniques. The study is delimited to.

- 1.The 200 teacher trainees of B.Ed. college only.
- 2.Abohar and Fazilka town only.
- 3.Academic Achievement and Emotional intelligence variables only.

## DESIGN OF THE STUDY

Descriptive survey method was employed in the present investigation . Survey was conducted on a sample of 200 teacher trainees with the respect to their academic achievement and emotional intelligence.

## SAMPLE OF THE STUDY

Representative sample in present study consists of 200 teacher trainees of four colleges of education of Ferozepur district .... Care was taken to give proper representation to male/female and rural/urban teacher trainees.

## TOOLS UDED

- a)Sevenfold Emotional Intelligence Scale ( SFEIS ) standardized and cross validated by Khera , Ahuja&SarbjitKaur ( 2002 )
- b) Academic Achievement will be taken from scores in the previous yearly examination.

## STATISTICAL TECHNIQUE USED

1. Normality of distribution of scores of academic achievement and emotional intelligence were found by K-S test.
2. Pearson's Product moment correlation between academic achievement and emotional intelligence has been used.

## ANALYSIS&DISCUSSION

### HYPOTHESES – I

THERE IS NO SIGNIFICANT RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND EMOTIONAL INTELLIGENCE OFTEACHER TRAINEES .

To verify the above hypothesis Pearson's coefficient of correlation was computed between the scores of academic achievement and emotional intelligence of teacher trainees .

### TABLE 5.1

COEFFICIENT OF CORRELATON BETWEEN ACADEMIC ACHIEVEMENT AND EMOTIONAL INTELLIGENCE OF TEACHER TRAINEES.

Sr.No	Sub Sample	N	R	Significance Level
1.	Academic Achievement of T.T.	200	.30	Significance at .05 and .01 level
2.	Emotional Intelligence of T.T.			

Table 5.1 shows that coefficient of correlation between the scores of academic achievement and emotional intelligence of teacher trainees is .30. The coefficient of correlation in order to be significant at .05 and .01 level should be .138 and .181 respectively. Obtained correlation value is higher than the tabulated value at .05 levels and .01 levels. Hence, results infer that there is significant relationship between the scores of academic achievement and emotional intelligence of teacher trainees at .05 levels and .01 levels. Hence hypothesis I – There is no significant relationship between academic achievement and emotional intelligence of teacher trainees is rejected.

### HYPOTHESES – II

THERE IS NO SIGNIFICANT RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND EMOTIONAL INTELLIGENCE OF MALE TEACHER TRAINEES .

To verify the above hypothesis Pearson's coefficient of correlation was computed between the scores of academic achievement and emotional intelligence of male teacher trainees .

**TABLE 5.1**

COEFFICIENT OF CORRELATION BETWEEN ACADEMIC ACHIEVEMENT AND EMOTIONAL INTELLIGENCE OF MALE TEACHER TRAINEES.

Sr.No	Sub Sample	N	R	Significance Level
1.	Academic Achievement of male T.T.	100	.42	Significance at .05 and .01 level
2.	Emotional Intelligence of male T.T.			

Table 5.2 shows that coefficient of correlation between the scores of academic achievement and emotional intelligence of male teacher trainees is .42. The coefficient of correlation in order to be significant at .05 and .01 level should be .195 and .254 respectively. Obtained correlation value is higher than the tabulated value at .05 levels and .01 levels. Hence, results infer that there is significant relationship between the scores of academic achievement and emotional intelligence of male teacher trainees at .05 levels and .01 levels. Hence hypothesis III – There is no significant relationship between academic achievement and emotional intelligence of male teacher trainees is rejected.

**HYPOTHESES – III**

THERE IS NO SIGNIFICANT RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND EMOTIONAL INTELLIGENCE OF FEMALE TEACHER TRAINEES .

To verify the above hypothesis Pearson's coefficient of correlation was computed between the scores of academic achievement and emotional intelligence of female teacher trainees .

**TABLE 5.3**

COEFFICIENT OF CORRELATION BETWEEN ACADEMIC ACHIEVEMENT AND EMOTIONAL INTELLIGENCE OF FEMALE TEACHER TRAINEES.

Sr.No	Sub Sample	N	R	Significance Level
1.	Academic Achievement of female T.T.	100	.01	Significance at .05 and .01 level
2.	Emotional Intelligence of female T.T.			

Table 5.3 shows that coefficient of correlation between the scores of academic achievement and emotional intelligence of female teacher trainees is .01. The coefficient of correlation in order to be significant at .05 and .01 level should be .195 and .254 respectively . Obtained correlation value is higher than the tabulated value at .05 levels and .01 levels. Hence, results infer that there is significant relationship between the scores of academic achievement and emotional intelligence of female teacher trainees at .05 levels and .01 levels. Hence hypothesis III – There is no significant relationship between academic achievement and emotional intelligence of female teacher trainees is rejected.

**HYPOTHESES – IV**

THERE IS NO SIGNIFICANT RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND EMOTIONAL INTELLIGENCE OF RURAL TEACHER TRAINEES.

To verify the above hypothesis Pearson's coefficient of correlation was computed between the scores of academic achievement and emotional intelligence of rural teacher trainees .

**TABLE 5.4**

COEFFICIENT OF CORRELATION BETWEEN ACADEMIC ACHIEVEMENT AND EMOTIONAL INTELLIGENCE OF RURAL TEACHER TRAINEES.

Sr.No	Sub Sample	N	R	Significance Level
1.	Academic Achievement of rural T.T.	100	.09	Significance at .05 and .01 level
2.	Emotional Intelligence of rural T.T.			

Table 5.4 shows that coefficient of correlation between the scores of academic achievement and emotional intelligence of rural teacher trainees is .09. The coefficient of correlation in order to be significant at .05 and .01 level should be .138 and .181 respectively. Obtained correlation value is higher than the tabulated value at .05 levels and .01 levels. Hence, results infer that there is significant relationship between the scores of academic achievement and emotional intelligence of rural teacher trainees at .05 levels and .01 levels. Hence hypothesis IV – There is no significant relationship between academic achievement and emotional intelligence of rural teacher trainees is rejected.

#### **HYPOTHESES – V**

**THERE IS NO SIGNIFICANT RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND EMOTIONAL INTELLIGENCE OF URBAN TEACHER TRAINEES .**

To verify the above hypothesis Pearson's coefficient of correlation was computed between the scores of academic achievement and emotional intelligence of urban teacher trainees .

**TABLE 5.5**

**COEFFICIENT OF CORRELATION BETWEEN ACADEMIC ACHIEVEMENT AND EMOTIONAL INTELLIGENCE OF URBAN TEACHER TRAINEES.**

Sr.No	Sub Sample	N	R	Significance Level
1.	Academic Achievement of urban T.T.	100	.40	Significance at .05 and .01 level
2.	Emotional Intelligence of urban T.T.			

Table 5.5 shows that coefficient of correlation between the scores of academic achievement and emotional intelligence of urban teacher trainees is .40. The coefficient of correlation in order to be significant at .05 and .01 level should be .138 and .181 respectively. Obtained correlation value is higher than the tabulated value at .05 levels and .01 levels. Hence, results infer that there is significant relationship between the scores of academic achievement and emotional intelligence of urban teacher trainees at .05 levels and .01 levels. Hence hypothesis V – There is no significant relationship between academic achievement and emotional intelligence of urban teacher trainees is rejected.

## EDUCATIONAL IMPLICATIONS

- 1.The result of this study can be used to know the academic achievement and emotional intelligence of urban teacher trainees and if there is found any discrepancies , various methods and techniques can be adopted to improve this phenomenon.
- 2.The result of the present study helps us to find out the role of various demographic variables in determining the relationship between academic achievement and emotional intelligence .
- 3.The present study will be of greatest importance for the teachers and parents to whom the teacher trainees are continuously in concern. The teachers parents can understand the various needs and problems of teacher trainees.
- 4.The present study will be of greatest importance for the teacher trainees themselves because they can understand their problems themselves and take the help of teachers and parents to solve these and to develop their personality to the maximum possible extent.

## SUGGESTIONS FOR FURTHER RESEASRCH

1. A replicate study involving larger and different sample may be undertaken to establish the validity of findings of the present study.
2. A relative study of academic achievement and emotional intelligence in relation on college students and university may also be taken.
3. A study of the relationship of academic achievement with certain other variables may also be taken.

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