

Relationship Between Emotional Intelligence and Academic Achievement of Student Teacher (B.Ed.) in Virudhunagar District

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Mr.P.Sureshkumar

Assistant Professor in Commerce

V.M.S.P.Nadar College of Education, Virudhunagar, Tamil Nadu, India

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Abstract

Education and training contribute significantly to the development of civilization in that import knowledge skills and values to generations of the young and old thereby enabling them to have employment opportunities to improve they standard of living. The objective of this study was to find the level of E.I of B.Ed studen ts and to study the correlation between E.I and achievement of B.Ed students. In this study was used normative survey method. This study is limited to the B.Ed student teacher in and around only virudhunagar Dist. The population consists of 100 students selected from five colleges of education. The results show that there is a positive relationship between E.I and achievement. This study is recommended that B.Ed student teachers may be given proper some game, yoga training, meditation which may help them be more sensitive and practice self-control.

Introduction

The most common basis for differentiating between the two assumes that emotions are usually aroused by external stimuli and that emotion expression is directed towards the stimuli in the environment that arouses it. There are a components of emotions-the perception of the emotion- subjective feeling- involuntary psychological changes of the body's internal balance-cognitive factors- awareness of the situation, previous experience, memory. The emotional disturbance of the student is manifested in games and sports, yoga it leaves a favorable and positive impact on this personality. Thorndike postulated that intelligence is a complex ability operating at three levels 1. Mechanical level 2. abstract level 3. The social level. E.I. is associated entanglements transference and unsatisfying shallow relationships.

Objectives

1. To identify the level of E.I in B.Ed student teachers
2. To study whether these is any significant difference in the level of E.I and achievement in relation to the variables such as gender, medium, locality, age and the vicinity of the B.Ed students.

Methodology

The investigator used the survey method for collecting data.

Sample

The investigator used the simple random technique for selecting the sample from the population. The sample consisted of 100 B.Ed student teachers taken from the various B.Ed Colleges in around virudhunagar dist.

Tool

Emotional Intelligence Scale constructed and standardized by Mangal (2001).

Procedure

The E.I scale and personal information sheet were administered to the B.Ed student teachers and scoring was done. The scores were tabulated and analyzed using the appropriate statistical techniques. Academic achievement scores were collected from previous examination results.

Table 1 Level of Emotional Intelligence of Student Teachers

Variable	Low		Moderate		High	
	N	%	N	%	N	%
E.I	24	22	57	52	29	26

Hypothesis Testing

Hypothesis-1

There is no significant difference between the scores of E.I of the male and female student teacher.

Table 2 't' Value For Emotional Intelligence of Student Teacher Based on their Gender Wise

Variable	sub variables	N	Mean	S.D	't' value	Signification at 0.05 level
Gender	Male	46	135.35	17	4.019	S
	Female	64	131.31	15.64		

Table-2 shows that the obtained 't' value is 2.01 which greater than the table value. Hence the null hypothesis is rejected. It is concluded that there is a significance difference between the male and female student teachers in possession of E.I.

Hypothesis-2

There is no significant difference between the scores of E.I of the Tamil and English medium student teacher.

Table-3 't' Value for Emotional Intelligence of Student Teacher Based on their Medium Wise

Variable	sub variables	N	Mean	S.D	't' value	Signification at 0.05 level
Medium	Tamil	79	132.69	16.30	-0.15	NS
	English	31	132.86	16.02		

Table-3 shows that the obtained 't' value is -0.51 which lower than the table value. Hence the null hypothesis is accepted. It is concluded that there is a no significance difference between Tamil and English the medium of instruction for student

teachers in possession of E.I.

Hypothesis-3

There is no significant difference between the scores of E.I of the locality student teacher.

Table 4 ‘t’ Value For Emotional Intelligence of Student Teacher Based on their Locality Wise

Variable	sub variables	N	Mean	S.D	‘t’ value	Signification at o.o5 level
Locality	Rural	40	132.72	16.94	-0.026	NS
	Urban	70	132.8	15.83		

Table-4 shows that the obtained’ value is -0.026 which lower than the table value. Hence the null hypothesis is accepted. It is concluded that there is a no significance difference between rural and urban the locality of student teachers in possession of E.I.

Hypothesis-4

There is no significant difference between the scores of E.I of the age up to 22 and above 22 in their student teacher.

Table 5 ‘t’ Value for Emotional Intelligence of Student Teacher Based on their Age Wise

Variable	sub variables	N	Mean	S.D	‘t’ value	Signification at o.o5 level
Age	Rural	40	132.72	16.94	1.612	NS
	Urban	70	132.8	15.83		

Table-5 shows that the obtained’ value is 1.612 which lower than the table value. Hence the null hypothesis is accepted. It is concluded that there is a no significance difference between aged up to 22 and above 22of student teachers in possession of E.I.

academic achievement. Teachers are the future human resource of our nation and the E.I teacher trainees is important to their successful living and for coping with the challenges they would encounter in their classrooms. Teachers must be a manger of emotions. Therefore our educational training institutions should provide an atmosphere conducive to the development of E.I.

Findings

The Student teachers (B.ED)

1. Have a moderate level of E.I
2. Differ in E.I based on their level of education. Those who have women have more E.I than the male. This may be due to the knowledge, peaceful mind and discipline.
3. Do not differ in E.I based on their age group
4. Do not differ in E.I based on their locality.

Conclusion

E.I is very essential for teachers for their success in the teaching profession. This study provides an insight into E.I and academic achievement of would-be teachers. Proper training in E.I will enhance their

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