



A CORRELATION STUDY OF TEACHER EDUCATORS' EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF B.ED TRAINEES

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Abstract

The study envisages the correlation between Teacher Educators' emotional intelligence and academic achievement of B.Ed trainees of Thanjavur District. The sample comprised of 1342 Teacher Educators of Thanjavur District has been taken by using simple random sampling technique. The independent and dependent variable of the study are emotional intelligence and academic achievement respectively. Data were collected through Normative Survey method. Mean and correlation analysis were computed. The results indicate that the emotional intelligence of the teacher educators' is high, the academic achievement of B.Ed trainees is in first class and the correlation between emotional intelligence and academic achievement is high.

Keywords: Emotions, academic achievement, Thanjavur, Normative and simple random sampling



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1.1 Introduction

Teachers occupy a prominent place in any society and in any educational system. Teachers have always been enjoying a special status and position in the Indian society and in the field of education. It is now recognized that emotional intelligence plays an important role in many areas of life, including work. Researchers have examined the skills and aptitudes required to succeed in certain kinds of jobs. The role of emotional intelligence plays a prominent place in students' academic achievement. In a classroom, the teacher exposes the emotions which affect directly on psychological behaviours of the learners. The psychological behaviours directly suffer the learning process of the learners. The teacher emotion is an important component in teaching-learning process because it maintains the academic achievement of the students desirably.

1.2 Rational for the study

Emotions are innate in our lives. One's emotions have the potential to serve them as delicate and sophisticated internal guidance systems to the individual. The internal guidance system

gives a border line of emotions to each and every human being. If the emotions of an individual aren't managed, it will suffer others directly. One's emotions are mostly affect others externally (physical and psychological) and our self internally (pressures, stress, etc). The most of the research findings emphasizes that one's emotions affects others too. One of the examples is the teacher's emotional affects student's achievement directly. Individuals' emotions may affect themselves and others internally/psychologically. For example, attention, interest, aptitude of the learners and so on. This leads to this study to find correlation between the variables such as Emotional Intelligence and Academic Achievement.

1.3 Hypotheses of the study

It occupies a main part of educational researches. "Hypothesis is made up of two words, "hypo" (less than) and "thesis" which means less than or less certain than a thesis" (Koul, 1984). It is essential part of all type of researches. The following hypotheses were formulated by the investigator.

1. The emotional intelligence of the Teacher Educators is satisfactory level.
2. The Academic Achievement of the school teachers is in first class.
3. There exist no significant relationship between Teacher Educator's emotional intelligence and academic achievement of B.Ed trainees.

1.4 Variables of the Study

A character or a trait that possesses different numeric values is simply called as variable. Such as,

1.4.1 Independent variable

According to Best and Kahn (2006), "The independent variables are the conditions or characteristics that the experimenter manipulates or controls in his or her attempt to ascertain their relationship to observed phenomena". The independent variable of the study is

- Emotional Intelligence

1.4.2 Dependent variable

"The dependent variables are the conditions or characteristics that appear, disappear or change as the experimenter introduces, removes or changes independent variables" (Best & Kahn, 2006). The dependent variable of the study is

- Academic Achievement

1.5 Methodology of the Study

Methodology is a central part of a research which includes method of data collection, Sample and sampling techniques, description of tools, data collection, statistics and interpretation. The methodological description of the study is given below,

1.5.1 Method

The investigators have used Normative Survey Method to collect data from the sample.

1.5.2 Sample and Sampling Technique

The sample comprised of 1342 Teacher Educators of various B.Ed colleges of Thanjavur District, Tamilnadu has been selected by using simple random sampling technique.

1.5.3 Tools of the study

Tool is an instrument or device which is used to collect data from the sample and it may be a questionnaire, schedule, rating scale and tests. The following tools were used by the investigator for data collection.

1.5.3.1 Emotional Intelligence scale

The tool of emotional intelligence scale was constructed and standardized by Anukool Hyde, Sanjyot Pethe, and Upinder Dhar. The face and content validity were found by the tool constructor. The reliability of the scale is 0.88 by using split-half method. The internal validity of the tools is 0.94.

1.5.3.2 Academic Achievement

The first year B.Ed trainees' consolidated marks obtained from the Tamilnadu Teacher Education University (TNTEU) to the Academic Year 2015-17 has been considered as Academic Achievement.

1.6 Major Findings

Findings are the precise effect of the research process by testing hypotheses through some useful statistics (Suresh, 2014). The followings are the findings of the study.

- ✓ The mean of Emotional Intelligence of Teacher Educators' is 142.32. It is lies in high group and hence the research hypothesis-1 is rejected. Thus, the emotional intelligence of the Teacher Educators' is high.
- ✓ The mean of Academic Achievement of B.Ed trainees is 715.73. It is lies in First class group and hence the research hypothesis-2 is accepted. Thus, the Academic Achievement of the B.Ed trainees is in first class.
- ✓ The correlation co-efficient between Teacher Educators' emotional intelligence and academic achievement of the B.Ed trainees is computed to be 0.739 at 0.01 level. Hence,

the null hypothesis-3 is rejected. There exist a high significant relationship between Teacher Educators' emotional intelligence and academic achievement of the B.Ed trainees.

1.7 Conclusion

Conclusion is the scientific rationale which emerged from the result of findings and it is interpreted by the investigator. The following conclusion was made by the investigator based on the findings of the study.

- ✓ The emotional intelligence of the Teacher Educators' is high.
 - It may be due to the awareness of emotions and training attended by the teacher educators' during profession. Teacher educators may know the emotions and its affects. There is a possibility in attending a variety of Emotional Intelligence training or seminars attended by the teacher educators. It may influence the emotional intelligence as high.
- ✓ The academic achievement of the B.Ed trainees' is in first class.
 - Destructive motional free classrooms may influence or maintain good psychological behaviours of the B.Ed trainees. The teacher educators well known with emotional management by attending the seminar, workshop on emotional intelligence. This produce the teacher how to know to manage the emotions in classrooms and it may lead the academic achievement is in first class.
- ✓ There exist a significant high relationship between Teacher Educators, emotional intelligence and academic achievement of the B.Ed trainees.
 - The value of the correlation co-efficient is 0.739. It exhibits the relationship between emotional intelligence and academic achievement is high. It means that the teacher educators' emotional intelligence of the school teacher's may be highly influenced the academic achievement of B.Ed trainees. It may be due to good psychological behavior of the B.Ed trainees by managing emotions of teacher educator in classrooms.

Table 1 Descriptive Analysis of Emotional Intelligence of Teacher Educators

N	Mean	Median	Mode	S.D	Skewness	Kurtosis	Range
342	142.32	139.01	135.71	13.22	-0.325	0.297	94

Table 2 Descriptive Analysis of Academic Achievement of B.Ed Trainees

N	Mean	Median	Mode	S.D	Skewness	Kurtosis	Range
342	715.73	718.11	723.17	11.62	0.127	0.635	47

Table 3 Correlation between Emotional Intelligence and Academic Achievement

Variables	Emotional Intelligence	Academic Achievement
Emotional Intelligence	-	0.739*
Academic Achievement	0.739*	-

* Correlation is significant 0.01 level

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