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EMPIRICAL MODAL STUDY ON THE ACADEMIC ACHIEVEMENT IN RELATION TO EMOTIONAL INTELLIGENCE AND PERSONALITY OF TEACHER TRAINEES

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Abstract

Without a doubt, the goal of all education is to achieve human greatness and perfection, not only in any sphere of knowledge or activity, but in life as a whole. The education supplied at various levels of education in the country has a direct impact on a child's growth. The industrial prosperity of a country is formed by education in a classroom, just as a skyscraper rests on the plinth. A society that lacks a broad base of education will never be able to break free from stagnation and famine. Previously, it was assumed that performance is the result of a set of abilities known as intelligence. The performance of emotionally disturbed adolescents is bad in the home, school, and society. However it has been realized that in addition to intelligence, emotions are equally even more responsible for performance.

Keyword- Academic Achievement, Relation, Emotional Intelligence, Teacher Trainees

Introduction

Teacher training was the name of the teacher preparation programme from 1906 until 1956. It taught teachers how to work as mechanics or technicians. It had more specific objectives, focusing solely on skill development. As a result, teacher education had a relatively restricted perspective and a limited breadth. Training is given to animals and circus performers, whereas education is offered to humans, according to W.H. Kilpatric. Teaching skills, strong pedagogical theory, and professional skills are all part of teacher education.

Teacher Education = Teaching Skills +Pedagogical theory + Professional skills.

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Teaching skills would entail offering instruction and practise in various techniques, approaches, and strategies that would aid teachers in planning and imparting lessons, providing appropriate reinforcement, and conducting effective assessments. Effective classroom management, preparation and use of educational materials, and communication skills are all included. Pedagogical theory encompasses philosophical, social, and psychological aspects that provide teachers with a solid foundation upon which to practise their teaching skills in the classroom. The theory is stage-specific, and it is based on the needs and requirements that are special to that stage. Professional skills are tactics, strategies, and approaches that can help teachers advance in their careers while also contributing to the profession's progress. Soft skills, counselling skills, interpersonal skills, computer skills, information retrieval and management skills, and, most importantly, lifelong learning abilities are all included. Teachers with the correct knowledge, attitude, and skills would benefit from a combination of teaching skills, pedagogical theory, and professional skills, encouraging holistic growth.

Literature Review

Rani (2001) conducted a comparison of male and female scheduled caste students' achievement in relation to their locus of control, adjustment, and values. The academic achievement of male scheduled caste pupils was found to be influenced by their adjustment. In comparison to female scheduled caste pupils, male scheduled caste students who were more adjusted had higher academic accomplishment. Male scheduled caste pupils with poor adjustment have higher academic accomplishment than female scheduled caste students, according to research.

Thakkar (2003) investigated rural and urban students' academic achievement, adaptability, and study habits. The survey's findings revealed that there was no substantial difference between rural and urban students' academic achievement and study habits. There was a positive significant difference between rural and urban students in terms of adjustment in the categories of home and family, personal and emotional adjustment, and total adjustment. However, the difference was not substantial in terms of social and educational adjustment. Between rural and urban areas, there was no significant association between academic achievement and adjustment habits.

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Mohan Gupta et al., (2011) evaluated the Academic Achievement and Academic Stress of 200 students from Meerut High School/Inter Colleges, including 100 male and 100 female IX class students, and found that there is a significant difference in academic achievement ratings between males and girls. Despite the fact that the mean difference did not reach a satisfactory level of appreciation, the trend of such a difference clearly favoured boys. Although the trend of mean difference indicates that boys may be superior to girls in their annual assessment of VIII class in Meerut schools, this result should be regarded as questionable.

Methodology

Methods and its procedures

For the current investigation, the investigator used three instruments and used the Cross-Sectional Survey approach. The tools were provided to 315 Raipur District trainees, who were chosen at random. These trainees came from Raipur District's Elementary Teacher Educational Institutions, such as DIET and TTIs. Thirty-seven trainees out of a total of thirty-seven responded entirely. The data from 307 trainees was analysed using the suitable statistical method.

3.2.2 Identification of the problem

The purpose of this study is to see if the variables of Emotional Intelligence and Personality have an impact on Academic Achievement.

3.2.3 Identification of Institutions

The researcher decided to perform a study on Academic Achievement in relation to their Emotional Intelligence and Personality by randomly picking Elementary Teacher Educational Institutions in Raipur District that operate under various styles of management.

3.3 Construction of Achievement Test

In the development of the Achievement Test, the researcher chose the following objectives. According to the researcher, the test items were divided into four categories of cognition: Knowledge (K), Understanding (U), and Application (A).

Result and Discussion

Testing the significance of the association between Academic Achievement (AA) on one hand and Emotional Intelligence (EI) and Personality Factors (PF) on the other, as well as All Categories of Select Variables as a whole, among Raipur District Teacher Trainees

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Table 1 Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate		
0.569a	0.323	0.281	7.86706		

a. Predictors: (Constant), Mother as Govt. Servant, Group Opted at +2, Psychoticism,

Extraversion, Type of Admission, Type of +2 School The +2 School's location, Gender, Reasons for Enrolling in D.T.Ed Age, Neuroticism +2 School's Management Style, Type of Family, Type of Administration, Type of Staying, Lie Scale Father was a government servant and the family's first teacher.

Table 2 (A) ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	8514.623	18	473.035		
Enter	Residual	17824.484	288	61.891	7.643	.000b
	Total	26339.107	306			

a. Dependent Variable: Academic Achievement

Predictors: (Constant), Mother as Government Servant, Group Opted at +2, Psychoticism, Type of +2 School, Extraversion, Type of Admission, +2 School Locale, Psychoticism, Type of +2 School, Extraversion, Type of Admission, Type of Gender, Reasons for Enrolling in D.T.Ed., Neuroticism, Age, Type of +2 School Management, Lie Scale, Family Type, Type of Administration, Type of Staying, Father was a government servant and the family's first teacher.

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Table 3 Multiple Correlation - Multiple R2 Values - Teacher Trainees of All Categories of Select Variables

Coefficientsa								
Model		Unstandardized		Standardized				
		Coefficients		Coefficients				
		В	Std. Error	Beta	t	Sig.		
	Intercept	41.04	6.979		5.88	0		
-	Psychoticism	-0.789	0.299	-0.134	-2.641	0.009		
	Neuroticism	-1.025	0.227	-0.235	-4.515	0		
	Extraversion	0.352	0.268	0.068	1.313	0.19		
	Lie Scale	0.074	0.328	0.012	0.227	0.821		
	Type Admission	2.701	1.479	0.104	1.827	0.069		
	Type of Administration	-1.694	1.516	-0.062	-1.117	0.265		
	Type of Management of +2 School	-0.182	0.634	-0.016	-0.288	0.774		
	Type of +2 School	-1.185	0.896	-0.071	-1.323	0.187		
	Group Opted in+2	-0.625	0.47	-0.071	-1.329	0.185		
Enter	Locale of the +2 School	-1.439	0.449	-0.166	-3.205	0.002		
	First Teacher in the Family	-2.503	1.203	-0.124	-2.08	0.038		
	Reasons for Joining D.T.Ed	-0.153	0.651	-0.013	-0.235	0.814		
	Gender	2.902	1.614	0.093	1.798	0.073		
	Age	-0.97	0.992	-0.052	-0.978	0.329		
	Type of Family	-2.957	1.032	-0.159	-2.866	0.004		
	Type of Staying	-1.13	0.615	-0.102	-1.838	0.067		
	Father as Govt. Servants	2.483	1.929	0.073	1.287	0.199		
	Mother as Govt.	-1.225	2.74	-0.026	-0.447	0.655		

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	Servants			

b. Dependent Variable: Academic Achievement

Conclusion

Academic Achievement of D.T.Ed Teacher Trainees in Relation to Emotional Intelligence and Personality Factors Psychoticism, Neuroticism, Extraversion, and the Lie Scale with Selected Variables This survey clearly shows that Raipur District trainees have a low level of academic achievement and personality. Academic Achievement is positively connected to their Emotional Intelligence, Extraversion, Lie Scale, and negatively to their Neuroticism, Psychoticism in the following variables: who studied their Higher Secondary Course in Coeducational Schools, who are under 20 years of age, and who are females.

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