REVIEW 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 just in any sphere of knowledge or activity, but in all aspects of life. The education delivered at various levels of education in the country has a significant impact on the development of children. A country's industrial progress is formed by education in a classroom, much as a skyscraper rests on the plinth. Without a solid educational foundation, a civilization cannot break free from stagnation and famine. Performance was previously assumed to be the result of a set of skills known as intelligence. Students that are emotionally disturbed perform poorly in their families, schools, and communities.

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

Introduction

It is commonly known that teacher competency, sensitivity, and motivation are the most important factors in determining the quality and amount of learner achievement. Teacher education is defined by the National Council For Teacher Education (NCTE) as a programme of education, research, and training for people who want to teach at all levels, from pre-primary to higher education. Teacher education is a programme that focuses on the development of teacher proficiency and competency in order to prepare teachers to meet the demands of their profession and address the obstacles that they face. According to the Goods Dictionary of Education, "education" is defined as "the study of learning." All formal and non-formal activities and experiences that contribute to qualify a person to accept or discharge the responsibilities of a member of the educational profession are referred to as teacher education. more effectively.

Nature of Teacher Education

Teacher education must keep up with current advances and trends in order to produce teachers who are competent to tackle the demands of a dynamic society. The curriculum, design, structure, organisation, and transaction modalities of teacher education, as well as the extent to which it is appropriate, determine the entire process. Teacher education curricula have a knowledge base that is sensitive to the needs of field applications and includes meaningful, conceptual blending of theoretical understanding available in several cognate disciplines. This knowledge base should be used to develop effective processes for preparing entrant teachers for the functions that a teacher is expected to perform at each stage. It is a system in which the inputs, processes, and outputs are all interdependent.

Academic achievement

Academic Achievement (AA) is credited to the famous Greek philosopher Plato, who defined it as "the attainment level at which a student works in his or her school assignment through a regular curriculum in a fixed venue to which he named the academy." Academic achievement refers to an individual's level of knowledge and skills in numerous academic courses (Mohanty, 1988). Academic achievement (AA) is described as excellence in all disciplines, both in and out of the classroom, as well as in extracurricular skills, punctuality, assertiveness, the arts, and culture, among other things. "The phrase academic achievement refers to information obtained or abilities developed in the school topic, which are usually determined by test results or marks issued by the teacher, or both," according to the dictionary of education (Good,1959). Academic achievement is defined by the dictionary of psychology (Chaplin, 1975) as a specific level of achievement. Academic Achievement (AA) is a term that refers to achievement that is related to the goals of individuals with diverse knowledge and skills.

Emotional intelligence

Intelligence is a mental skill that allows a person to think abstractly, minutely, and complexly in order to adapt to changing situations by solving issues as soon as feasible. It understands that intelligence alone will not help an individual lead a prosperous life. Individual success is determined on the concept of Emotional Intelligence (EI).

Literature Review

"...the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and

intellectual growth," Salovey and Mayer (1997) defined emotional intelligence as a set of interrelated kills.

According to Reuven Bar-on (1997), Emotional intelligence refers to a set of emotional, personal, and social skills that influence a person's overall capacity to cope with pressure and expectations in the environment.

According toBechara, TranelDamasiio(2000)Emotional intelligence is a collection of emotional abilities that constitute a form of intelligence that is different from cognitive intelligence quotient.

Caruso, David (2000) Emotional intelligence is the capacity to use your feelings to solve problems and live a more productive life. Emotional intelligence without intelligence, or emotional intelligence without intelligence, is only half of the solution. The mind and the heart working together is the whole solution.

According to Matthews, Zeidner, and Roberts (2002), Emotional intelligence is defined as the ability to recognise and express emotions, to comprehend emotions, to 'assimilate emotions into thought, and to control both positive and negative emotions in oneself and others.'

The word was defined by Hein (2007). Emotional intelligence is the ability to feel, use, communicate, recognise, recall, learn from, manage, and comprehend emotions. Emotional sensitivity, emotional memory, emotional processing, problem-solving capacity, and emotional learning ability are all components of emotional intelligence that each child brings into the world. The core of one's emotional intelligence is made up of these four inborn components. To summarise, the numerous definitions of emotional intelligence outlined above have resulted in the development of multiple emotional intelligence models.

IzabelaSori!,ZvjezdanPenezi!, and Irena Buri! (2013) investigated the role of Big Five personality traits (as distal personal antecedents of emotions), cognitive control and value appraisals (as proximal antecedents of emotions), and students' tendencies to reappraise or suppress their emotions (as most important emotion regulation strategies) in experiencing academic emotions of unhappiness, anger, anxiety, and humiliation. A total of 500 high school students participated in the study, with the self-report questionnaire being completed

during their usual classes. A series of several hierarchical regression analysis revealed that all predictor categories contributed significantly and independently to the explanation of all emotions studied. Emotional intelligence, previous academic achievement (i.e. cumulative grade point average (GPA)), and personality are all linked to success in diverse vocational situations, according to research.

"The link between the Big-five model of personality and self-regulated learning mechanisms," according to Bidjerano et al., (2007). The relationship between the big-live model of personality and the usage of self-regulated learning practises was investigated in this study. The set of self-regulatory learning strategies, as well as measures of self-regulated learning strategies and big-five personality traits. In addition, the relative contributions of technique factors and self-regulated earning methods in predicting academic achievement were evaluated in the study. Findings: According to the findings of hierarchical multiple regressions, the personality trait of Intellect contributed independently to the variation in student GPA, while effort regulation mediated the effects of Conscientiousness and Agreeableness. In terms of dispositions for learning, the importance of personality dimensions in the learning context is emphasised.

Upadhyaya (2006) looked at how high and low emotional intelligence students-teachers differed in their personality qualities. The study enlisted the help of 78 students and teachers from Ewing Christian College and Allahabad.

The tool created by K.S. Misra was used to assess emotional intelligence. The statistical procedures utilised in the study for data analysis were mean, SD, and the 't' test. Students and teachers with low emotional intelligence were uneasy and worried about the future, had unhappy feelings and failures: they were less cautious, irregular, and prefer to take more rest, restrain others, lack energy and feel tired and uninterested, and conform to the majority's opinion or accepted path. Students-teachers with high emotional intelligence were more competent and self-assured, worked harder, aided others in a constructive manner, were more motivated, energetic, and full of excitement, and avoided following the accepted path or perspective.

Annaraja and Nima Joseph (2007) investigated "interpersonal relationships and stress coping abilities of teacher trainees" with the following goals in mind: To determine the level of

interpersonal relationships among teacher candidates in terms of sex, qualification, hometown, religion, and optional subjects; to determine the level of stress coping ability among teacher candidates in terms of sex, qualification, hometown, religion, and optional subjects. The data was gathered through a survey method. For data collection, the following tools were employed. C.A.Hill (1987) developed the Interpersonal Relationship Scale, and the investigators developed the Stress Coping Ability Scale. 9.1% of graduate teacher trainees have a high degree of interpersonal relationships, whereas 11.9% of postgraduate teacher trainees have a high level of interpersonal relationships.

Todd L. Drew (2010) did research to see if student teacher effectiveness is linked to emotional intelligence. The findings show a link between emotional intelligence (as measured by the Bar-On Emotional Quotient Inventory) and college supervisors' evaluations of student teaching performance. While total emotional quotient scores and scores for the Intrapersonal, Interpersonal, and General Mood scales all demonstrated statistically significant correlations with two or more individual components of student teacher performance, the Stress Management and Adaptability scale scores did not.

Emotional intelligence and parental involvement were explored as predictors of students by Adetayo Janet Oyebola and KiadeseAdeolaLukman (2011). Using a random sampling technique, 200 students from SSII financial accounting students from local government Ogun state in Nigeria were chosen. For this investigation, a correlation survey method was used. The two tools utilised in this study were the Emotional Intelligence and Parental Involvement Rating Scale (EMPRS) and Financial Accounting Achievement Test (FAAT). The data was analysed using Pearson's Product Moment Correlation and multiple regression analysis. Students' achievement in financial accounting is predicted by emotional intelligence and parental participation, according to the research.

QualterWhiteley Morley and Dudiak (2009) proposed that cancellers and teachers investigate if Emotional Intelligence mediated withdrawal in a UK Higher Education institution and whether an Emotional Intelligence-based intervention may increase retention rates. Students with greater levels of Emotional Intelligence were more likely to progress to Year 2 of study, according to a study that looked into the impact of Emotional Intelligence on retention. Study 2 looked at an Emotional Intelligence-based intervention programme and discovered that students with higher Emotional Intelligence were more likely to stick with their studies.

Alnabhan (2010) investigated the relationship between emotional intelligence (EI) and leadership components (L) in Kuwaiti high school students. For high and low achievers, the ability of predicting each leadership component using emotional intelligence components was studied. On the basis of their grade point averages, a sample of 11th grade students from Kuwaiti secondary schools was randomly selected and divided into high and low achieving groups. The Bar-On and Barker EI scales, as well as the Stogdill leadership measure in Arabic, were used. The findings of the multiple linear regression demonstrated that some EI components can predict leadership for high achievers, but not for poor achievers.

Methodology

The method of Normative Survey was used. There were five stages to this research. The selection of Emotional Intelligence Inventory and Personality Inventory was done at the initial stage of the Achievement Test construction (in Science and Social Science). A pilot study with 50 teacher trainees was done in the second stage. The tools, which included the Achievement Test, Emotional Intelligence Inventory, and Personality Inventory, were administered to randomly selected Raipur District DTEd Trainees in the third stage. The data were analysed at the fourth stage. The documentation of the study's findings was the fifth stage.

1.13.1 Sample

The materials were delivered to 315 Raipur District teacher trainees who were chosen at random. These trainees came from Raipur District's District Institute of Education and Training, as well as Aided and Private Teacher Training Institutes. Thirty-seven trainees out of a total of thirty-seven responded entirely. As a result, the sample size for this study was 307. On the basis of institutional and trainee factors, they were classified into distinct subgroups.

1.13.2 Tool

In this investigation, the following tools were used:

The researcher created and validated a tool to assess the academic achievement of DTEd trainees (2014). Reuven Bar-On created the Emotional Quotient Inventory (EQI) (1997). Eysenck Personality Questionnaire created the Personality Inventory. Short-scale scale has been revised. EPQ-R(1985)

1.13.3 Statistical Technique

The data was analysed using descriptive statistics, 'r', 't', and 'F', as well as basic multiple regressions.

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 Select Variables This research shows that Raipur District trainees have low academic achievement and personality. Academic Achievement is substantially associated to their Emotional Intelligence, Extraversion, Lie Scale, and adversely to their Neuroticism, Psychoticism in the following variables: who studied their Higher Secondary Course in Coeducational Schools, who are under the age of 20, and who are females.

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