A correlational study of emotional intelligence and Academic achievement in D.T.Ed. Teacher Trainee.

1) Miss. Vrushali N. Gaikwad
M.Sc M.Ed. NET,SET
Assistant professor,
Gulabrao Patil B.Ed. College,
Miraj, M.Ed. Course, Maharashtra

2) Shri. Kamble Yogeshwar Shripa
M.A M.Ed. SET
Assistant Professor,
Gulabrao Patil B.Ed. College,
Miraj, Maharashtra

Abstract:
The purpose of this study was to investigate the relationship between emotional intelligence and academic achievement according to various variables in D.T.Ed. trainees. A survey method was used to data collection. This study utilized the 1st years marks of D.T.Ed. Trainees to measure the academic achievement and S. K. Mangals emotional intelligence test was used to measure emotional intelligence in D.T.Ed. Trainees. The sample was consisted of 198 D.T.Ed. Boys and girls trainees with different academic strams. Data analysis included mean, standard deviation, correlation and t test. The findings of research showed that there is positive correlation between emotional intelligence and Academic achievement in D.T.Ed. Trainee and there is no significant difference between emotional intelligence in D.T.Ed. Trainee according to gender and various academic streams.

Introduction
Emotional intelligence is just one facet of your personality of “being you”. Experts agree that aside from our intellectual quotient emotional quotient is a relatively large determinant of how successful you will be in the future. For long, many considered that the I. Q. as the only factor that will settle our courses in life. But times required us to change our views and people were born to redirect our thoughts. One of them is the pioneer on emotional intelligence, psychologists and author Daniel goleman. Emotional intelligence is the ability to persevere, empathize and control them. Present study focuses four areas. Interpersonal awareness interpersonal awareness (on emotions), interpersonal management (Others emotions). All these abilities stem down their capacities to become aware of their own emotions and the emotions other feel.
Daniel Goleman and his book Emotional intelligence diverted our focus from higher I. Q. to higher E. Q. Experts have now realized that people who perform well are not only those are book smarts. While everybody might not have superior I.Q. but all have the equal chances to develop emotional intelligence, since it is very important aspect of our personality.

Hence this present study has done to study the correlation between emotional intelligence and academic intelligence and also to study how the emotional intelligence differ according to gender and various academic streams in D.T.Ed.trainees. So here are the objectives of present study.

**Objectives Of Present Study**

- To study the correlation between emotional Intelligence and academic achievement in D.T.Ed trainees.
- To study the emotional Intelligence in D.T.Ed trainees with reference to gender.
- To study the emotional Intelligence in D.T.Ed trainees with reference to academic streams.

**Hypothesis Of Study**

- There is no significant correlation between emotional intelligence and academic achievement in D.T.Ed.trainee.
- There is no significant difference between Emotional intelligence and Academic achievement.
- There is significant difference in emotional intelligence in D.T. Ed.Trainee with reference to gender.
- There is no significant difference in emotional intelligence in D.T.Ed.trainee with reference to academic streams.

**Methodology Of Study**

198 D.T.Ed trainees were selected as a sample from 4 D.T.Ed colleges. The sample was consisted with boys and girls from arts and science streams. Random sampling technique was used for selecting D.T.Ed colleges for study.

**Tools Used For Data Collection**

In the investigation the following tools were used for data collection

Emotional intelligence test by s. k mangal.

First year marks of D. T. Ed. trainees For academic achievement.
Statistical Technique Used For Data Analysis

Mean, standard deviation, ‘t’ test.

Testing Hypotheses And Results

Hypothesis 1: There is no significant correlation between emotional intelligence and academic achievement in D. T. Ed. trainee.

Table 1

Correlation between emotional intelligence and academic achievement in D.T.Ed. trainee.

<table>
<thead>
<tr>
<th>Variables</th>
<th>No. of D.T.Ed. trainee.</th>
<th>Correlation</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional intelligence</td>
<td>198</td>
<td>0.22</td>
<td>Positive correlation</td>
</tr>
<tr>
<td>Academic achievement</td>
<td>198</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above table shows that there is positive correlation between Emotional intelligence and Academic achievement hence null hypotheses rejected.

Hypotheses 2

Table 2

This hypothesis states; There is no significant difference between Emotional intelligence and Academic achievement.

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>M</th>
<th>S.D.</th>
<th>Table 't' value</th>
<th>Calculated 't'</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Intelligence</td>
<td>198</td>
<td>65</td>
<td>10.34</td>
<td>2.60</td>
<td>7.48</td>
<td>Significant at 0.05 level and 0.01 level</td>
</tr>
<tr>
<td>Academic achievement</td>
<td>198</td>
<td>72</td>
<td>6.83</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The above table shows that the calculated value 4.71 is greater than tabulated value 1.97 at 0.05 level and 2.60 at 0.01 level. Therefore the null hypothesis is rejected so it can be inferred that there is a significant difference between Emotional intelligence and academic achievement.

**Hypothesis 3**

This hypothesis states: There is no significant difference between Emotional intelligence with reference to gender.

**Table 3**

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>M</th>
<th>S.D.</th>
<th>Table t value</th>
<th>Calculated ‘t’</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.01</td>
<td>0.05</td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>54</td>
<td>62</td>
<td>11.85</td>
<td>2.60</td>
<td>1.97</td>
<td>2.58</td>
</tr>
<tr>
<td>Girls</td>
<td>144</td>
<td>66</td>
<td>9.39</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above table shows that the calculated value 2.58 is greater than tabulated value 1.97 at 0.05 level and 2.60 at 0.01 level. Therefore the null hypothesis is rejected so it can be inferred that there is a significant difference between Emotional intelligence with reference to gender in D.T.Ed. trainee.

**Hypothesis 4**

This hypothesis states: There is no significant difference between Emotional intelligence in D.T.Ed. trainee with reference to academic streams.

**Table 4**

<table>
<thead>
<tr>
<th>Academic streams</th>
<th>N</th>
<th>M</th>
<th>S.D.</th>
<th>Calc. t</th>
<th>Table + level</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.05</td>
<td>0.01</td>
</tr>
<tr>
<td>Arts</td>
<td>115</td>
<td>65.12</td>
<td>8.95</td>
<td>0.12</td>
<td>1.97</td>
<td>2.60</td>
</tr>
<tr>
<td>Science</td>
<td>58</td>
<td>65.22</td>
<td>12.3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The above table shows that the calculated ‘t’ value 0.12 is less than table value of 1.97 at 0.05 level. Hence therefore Null hypothesis is accepted. So there is no significant difference between Emotional intelligence with reference to academic streams in D.T.Ed. trainee.

**Major findings of study**

- There is positive correlation between emotional intelligence and academic achievement in D.T.Ed trainees.
- There is significant difference in emotional intelligence and Academic achievement.
- There is significant difference in emotional intelligence in D. T. Ed. Trainee with reference to gender.
- There is no significant difference in emotional intelligence in D. T. Ed. trainee with reference to academic streams.

**References**

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**Citated from Internet sources**
