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- *ACADEMIC ACHIEVEMENT, EMOTIONAL INTELLIGENCE AND GOAL SETTING*
- *OCCUPATIONAL WELL BEING OF TEACHERS*
- *ADJUSTMENT AND SOCIAL INTELLIGENCE*
- *SOFT SKILLS MANAGEMENT AND TEACHING COMPETENCY*
- *POLITICAL EQUITY AND EQUALITY*
- *CONSTRUCTION OF CLASSROOM MANAGEMENT SCALE*
- *GRADUATION DAY ADDRESS*



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[Re-accredited (3rd cycle) at 'A' Grade by NAAC with CGPA : 3.67]

PALAYAMKOTTAI - 627 002. TAMIL NADU.

Dear Readers,
Greetings!

The current scenario of Indian politics in 2019 is very hot and fluid, with many political parties and politicians working for their personal interest and not bothered nor concerned about the greater common and public good. The parties are concentrating only on throwing abuses against each other. They have all become faultfinders. Youth involvement in politics has become a bigger issue today, and more youth politicians are waking up, to the crucial realization that it is time to steer more youth into political leadership. So youthful students should be educated to acquire and develop knowledge about the constitutional provisions of the government and its institutions, a positive feel towards politics and become aware of their own personal political beliefs. The level of political awareness of Indian youth is much higher among the adults.

Youth is hope of the future of our country. Youth is one of the greatest resources that any nation can have. Youth is a dynamite of any country that can do great good when used in a right way. They are the source of power and store house of infinite energy which brings laurels to the country. In this context, there arise two questions: Is this referred to all youths in our nation? and what should be the role of the youth? It is not easy to respond because all youth are not skilled and prepared for the future ahead. However, only the youths having character, intelligence, adjustment with self and others and self sacrifice can shape the destiny of the nation.

For this, we need to educate youths and this rest on the shoulders of the teachers who are the hope of youths and the backbone of our future nation. Teachers should make sure that the young people they teach to feel that they are available and interested in them. In a world of rapid change, teachers also need the right mix of skills to thrive in their teaching profession. Access to information is increasing, and memorizing facts is less important today than in the past. Although academic skills remain important, they are not sufficient to engage thoughtful, productive, and active youths in the classroom. The soft skills like communication, teamwork, critical thinking and flexibility are always important in teaching and learning process.

A nation is built by its citizens, citizens are moulded by teachers and teachers are produced and shaped by teacher-educators in teacher educational institutions. Chanakya has rightly stated, "Teacher is the maker of nation" So for the development of the country, it is very important to have good teachers and good teachers can be produced only if we have a good system of teacher education where dedicated and efficient teacher-educators exists. As teachers and teacher educators let us have perseverance, love and commitment to mould the character, personality and direct youthful students the right path which leads to flourishing national development and a truly prosperous and just society.

In this issue, a research paper focuses on uncovering the political facet of the younger generation and another discusses on adjustment of college students in relation to their social intelligence. Further, the next two papers deal with primary school teacher trainees' emotional intelligence and goal setting and prospective teachers' soft skills management and teaching competency respectively. The paper on the occupational wellbeing of teachers will let you know the physical and mental state of teachers in their working environment. We wish the reading of this issue will help you to transform yourself and the whole world.

With Regards
Editorial Board



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ACADEMIC ACHIEVEMENT OF PRIMARY SCHOOL TEACHER TRAINEES IN RELATION TO THEIR EMOTIONAL INTELLIGENCE AND GOAL SETTING

Research
Paper

ABSTRACT

The main objective of the study is to find the relationship between emotional intelligence and goal setting of the primary school teacher trainees and to find the influence of emotional intelligence and goal setting on the academic achievement of the primary school teacher trainees. Survey method was employed and 800 primary school teacher trainees were selected as sample using stratified random sampling technique. Pearson's Product Moment Correlation and Multiple Correlation were the statistical techniques used. The major findings were: there was a significant relationship between emotional intelligence of the primary school teacher trainees and their motivation, goal clarity, goal commitment, positive thinking, time management and goal setting. There was an influence of emotional intelligence and goal setting on the academic achievement of the primary school teacher trainees.

Introduction

Education is a continuous process which aims at preparing a person to play his/her role as an enlightened member of the society; it means an all-round development of personality of a person. Elementary education also called as primary education is for children after completing kindergarten and before entering secondary education from the age of about five to eleven. It provides students with a basic understanding of various subjects like mathematics, science and social as well as language skills. The learner at the primary stage has better developed cognitive, psychomotor and affective abilities. The child has a better capacity in comparison to the pre-primary stage to make abstractions, to think, to reason out, to draw inference, to manipulate words, to communicate, to develop proper relationship with peers, social group, home, neighbourhood and the society to conform to social norms, to control emotions and express feelings according to social expectations. Teacher must know how to handle the student with utmost care and affection along with discipline and values. In teacher education, teachers are trained to use different methodology and techniques for imparting the information to the students. Consequent to these development and origin of new problems, new perspectives and new dimensions in the child's life, the teacher's task at this stage is very crucial and significant.

Emotional intelligence

Emotions add to the quality and meaning of our existence. They are hyper efficient mode of communication conveying crucial information without necessarily using words. Emotional Intelligence refers to "the capacity of recognizing our own feelings and those of others for motivating ourselves and for managing well in ourselves and in our relationships" (Daniel Goleman, 1998). The key domains of Emotional Intelligence are Self-awareness (becoming aware of one's own strengths and weaknesses), Self-management (ability to control and manage one's feelings), Social awareness (ability of being aware of reading and recognizing the feelings of others) and Relationship management (ability of influencing and motivating others).

Goal setting

Goals are dreams with a deadline and an action plan. Goals must be SMART-Specific, Measurable, Achievable, Realistic and Time bound. Goal setting refers to the fixing up of a goal that has direction, dedication, determination, discipline and deadlines. Setting up of goals requires

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systematic analysis, planning and constant efforts to achieve the daily target. Goal Setting includes the dimensions of Motivation (Motivation is an inferred process within an individual that causes that organism to move towards the goal), Goal clarity (Goal clarity is the quality of being clear, well explained and easy to understand the goal), Goal commitment (Goal commitment is a strong belief in an idea or system), Positive thinking (Positive thinking helps to change focus, look for the positive and seeks only good) and Time management (One must be able to balance his time effectively in order to achieve his goals).

Academic achievement

All the students in a class cannot achieve the same level of mastery. There are individual differences in their achievement. The performance of the students in various achievement tests in schools is influenced by variables such as, study skill of the students, study habits of the students, intelligence, mental hygiene and mental health, attitude towards studies, aptitude, self-concerns of the student, teaching methodology, teaching behaviour, proper motivation, peer group relationship, retention power of the student and health of the learners' knowledge etc. Primary School Teacher Trainees are those students who are studying in the second year Primary Teacher training program under DIET and TTI institutions. Their first year marks were considered for academic achievement

Significance of the study

Emotional intelligence links strongly with the concepts of love and spirituality; bringing compassion and humanity to work. It is more crucial today than ever before that students are academically prepared to compete for knowledge and technology based jobs. Learning emotional intelligence is a process that can change the way we look at life, at possibilities, at choices. As the primary school teachers deal with childhood students, they are in a position to have a personal rapport with them, for which emotional intelligence plays a significant role. People with high emotional quotient know and manage their own emotional life well and understand and deal effectively with the feelings of others. They are skilful in relationships. Goal setting will force the teacher to think critically about what the important concepts are and how a subject should be taught. Goal setting capitalizes on the human brain's amazing powers:

Our brains are problem-solving, goal-achieving machines. It helps to motivate the student and it also provides a sense of accomplishment when goals are reached.

Academic achievement is the way to measure the primary school teacher trainees' abilities and aptitudes. Such measures are used to determine whether the teacher trainee's emotional state interferes with his/her ability to learn and think effectively. It is highly desirable that the primary school teacher trainees should achieve emotional intelligence, fairly good goal setting skill and academic achievement in teaching competency. The study will benefit to the whole teaching community, if it is able to identify the relation between emotional intelligence and goal setting on the academic achievement of primary school teacher trainees. This is an unexplored area that has an immense scope for the teaching-learning scenario both inside and outside classrooms.

Objectives

1. To find out whether there is any relationship between academic achievement and emotional intelligence of the primary school teacher trainees;
2. To find out whether there is any relationship between academic achievement and goal setting of the primary school teacher trainees;
3. To find out whether there is any relationship between emotional intelligence and goal setting of the primary school teacher trainees; and
4. To find out the influence of emotional intelligence and goal setting on the academic achievement of the primary school teacher trainees.

Null hypotheses

1. There is no significant relationship between academic achievement and emotional intelligence of the primary school teacher trainees.
2. There is no significant relationship between academic achievement and goal setting of the primary school teacher trainees.
3. There is no significant relationship between emotional intelligence and goal setting of the primary school teacher trainees
4. There is no influence of emotional intelligence and goal setting on academic achievement of the primary school teacher trainees.

Method used for the study

The investigators had adopted survey method to study the academic achievement of primary school teacher trainees in relation to their emotional intelligence and goal setting.

Population and sample

The population for the study consists of all the second year Primary School Teacher Trainees studying in teacher training institutions in Tirunelveli, Tuticorin and Kanyakumari Districts. The investigators had selected 800 second year primary school teacher trainees using stratified random sampling technique.

Tools used

The following tools were employed to collect data

1. Adapted the Emotional Intelligence Inventory developed by Thomas Alexander (2009)
2. Goal Setting Scale developed and validated by Balasaraswathi (2013)

Statistical techniques used

Pearson's Product Moment Correlation and Multiple Correlation

Data Analysis

Null Hypothesis 1

There is no significant relationship between academic achievement and emotional intelligence of the primary school teacher trainees.

Table 1

RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND EMOTIONAL INTELLIGENCE OF THE PRIMARY SCHOOL TEACHER TRAINEES

Emotional Intelligence and its Dimensions	Calculated ' γ ' value	Remarks
Self-awareness	0.091	S
Self-management	0.05	NS
Social awareness	0.028	NS
Relationship management	0.024	NS
Emotional intelligence	0.054	NS

(At 5% level of significance, for 798 df, the table value of ' γ ' is 0.062)

It is inferred from the above table that there is significant relationship between academic achievement of the primary school teacher trainees and their self-awareness.

Null hypothesis 2

There is no significant relationship between academic achievement and goal setting of the primary school teacher trainees.

Table 2

RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND GOAL SETTING OF THE PRIMARY SCHOOL TEACHER TRAINEES

Goal setting and its dimensions	Calculated ' γ ' value	Remarks
Motivation	0.049	NS
Goal clarity	0.07	S
Goal commitment	0.071	S
Positive thinking	0.073	S
Time management	0.03	NS
Goal setting	0.054	NS

(At 5% level of significance, for 798 df, the table value of ' γ ' is 0.062)

It is inferred from the above table that there is a significant relationship between academic achievement of the primary school teacher trainees and their goal clarity, goal commitment and positive thinking.

Null hypothesis 3

There is no significant relationship between emotional intelligence and goal setting of the primary school teacher trainees.

Table 3

RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND GOAL SETTING OF THE PRIMARY SCHOOL TEACHER TRAINEES

Goal setting and its dimensions	Calculated ' γ ' value	Remarks
Motivation	0.535	S
Goal clarity	0.544	S
Goal commitment	0.511	S
Positive thinking	0.477	S
Time management	0.455	S
Goal setting	0.585	S

(At 5% level of significance, for 798 df, the table value of ' γ ' is 0.062)

It is inferred from the above table that there is significant relationship between emotional intelligence of the primary school teacher trainees and their motivation, goal clarity, goal commitment, positive thinking, time management and goal setting.

Null hypothesis 4

There is no influence of emotional intelligence and goal setting on academic achievement of the primary school teacher trainees.

Table 4

INFLUENCE OF EMOTIONAL INTELLIGENCE AND GOAL SETTING ON ACADEMIC ACHIEVEMENT OF THE PRIMARY SCHOOL TEACHER TRAINEES

Variables	Emotional intelligence	Goal setting	Academic achievement	Multiple Correlation	Calculated 'F' value	Remarks
Emotional Intelligence	1	0.585	0.074	0.172	3.81	S
Goal setting	0.585	1	0.071			
Academic Achievement	0.074	0.071	1			

(At 5% level of significance, for (3, 797) df, the table value of 'F' is 2.61)

It is inferred from the above table that there is significant influence of emotional intelligence and goal setting on academic achievement of the primary school teacher trainees.

Findings and discussion

Research Paper

1. There is a significant relationship between academic achievement of the primary school teacher trainees and their self-awareness. When one is able to realize and assess his own strengths and weaknesses then he/she is academically prepared to compete and achieve. Academic success remains accounted for a person to come out in flying colours and therefore the person who takes effort to read his own self reaches the target. As far as prospective teachers are concerned, they are dedicated for social service while sacrificing their energy and time in attaining success in their programmes.
2. There is a significant relationship between academic achievement of the primary school teacher trainees and their goal clarity, goal commitment and positive thinking. This may be due to the fact that one of the factors that influence academic achievement is optimistic approach. Moreover the tendency to seek for a better living condition enrolls primary school teacher trainees in the list of performance holders. Thinking with clarity brings out a goal in one's life; along with complete commitment to achieve the same. Therefore, the teachers when they possess positive approach that certainly lead them to complete self-giving, ultimately ending at academic achievement.
3. There is a significant relationship between emotional intelligence of the primary school teacher trainees and their motivation, goal clarity, goal commitment, positive thinking, time management and goal setting. Emotionally intelligent trainees have the knowledge of coping conflicts and managing stress in the episode of reaching their personal goals. They have the capacity to receive the favourable behaviour from the individuals which support in accomplishing the goals. Handling of emotions does affect personality and life style; more systematic and scientific behavior is exhibited in the instance of accomplishing an objective. Emotionally intelligent trainees have positive thought and clear mind to verify actions patiently without tension that leads them to feel more comfortable in setting goals and in regulation of goals.

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3. Married teachers were found to have higher occupational well-being than unmarried teachers. This may be due to the higher emotional intelligence they possess, which was also proved by other studies done by Ishi-kuntz (1991) Devi et.al. (2011) where married teachers have more emotional intelligence and they are more satisfied than unmarried school teachers. Similarly the occupational well-being of rural teachers were found to be higher because of the stress free environment they get in teaching, the less expectation of results of students by the rural parents which in turn gives them the higher occupational well-being. Government school teachers were also found to have higher occupational well-being than private school teachers. This may be due to their high pay scale and comparatively lesser pressure than private teachers in the result productivity thus increasing their occupational well-being. Primary, secondary and higher secondary school teachers have significant difference in their occupational well-being as they follow different content in subjects as well as different method of teaching from lower level to higher level.

Recommendations

1. Unmarried teachers could be provided with workshops periodically to refresh on their skills to face the parental expectations of results and to improve on their occupational well-being.
2. Urban teachers could be provided sufficient training in assessment procedures to handle the evaluation procedures of students' examinations.
3. The pay scale of private teachers may be given a reasonable hike to improve their occupational well-being.
4. Skill development programmes could be arranged periodically to all level of teachers to increase in their occupational well-being.

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4. There is an influence of emotional intelligence and goal setting on academic achievement of the primary school teacher trainees. Emotional intelligence determines the potential for learning the practical skills like goal setting while it plays a crucial role in regulating academic stability. It is found easy for emotionally intelligent trainees to build stronger relationship with the peer group which paves way for group study and academic discussions. Further emotional intelligence helps to succeed, achieve academic heights and personal goals.

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