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Emotional Intelligence and Academic Anxiety of Trainee Teachers of CTEs of Odisha

Sarbani Sankar Panigrahi

Research Scholar, Utkal University of Culture, Bhubaneswar, Odisha, India

ABSTRACT: Teachers play a significant role in the society. The destiny of a nation depends upon the sincere effort of its teachers. The students of the colleges teacher education are called as trainee teachers. The researcher has taken a sample of 200 trainee teachers from the CTEs of Odisha and tried to find out the relationship between their emotional intelligence and academic anxiety. He has followed the Descriptive survey method to collect data from the colleges the design of the study is ex-post facto design as the event has already happened and the researcher is going to study the variables. The data have been collected by the help of readymade tools which are standardized. After analysis of the data, it has been concluded that there is no significant difference in the emotional intelligence and academic anxiety of male and female trainee teachers. There is significant negative correlation between emotional intelligence and academic anxiety of trainee teachers.

KEYWORDS: Emotional Intelligence, academic anxiety. CTEs, Odisha.

I. INTRODUCTION

Teachers play an important role in development of not only knowledge in the society but also a society having individual with international understanding. Realizing the importance of the roles of teachers, almost all the nations have put major attention in Teacher Education curriculum. The nation India has established National Council for Teacher Education (NCTE) to look after its teacher education. NCTE has developed curriculum framework for teacher education by incorporating right from the content & pedagogical knowledge, skills, providing school experiences, values to information technology. It provides a platform for the development of emotionally balanced, technically expert and intellectually competent teacher.

For pre service training, the National Council for Teacher Education (NCTE) a statutory body of the Central Government is responsible for planned and coordinated development of teacher education in the country. The NCTE lays down norms and standards for various teacher education courses, minimum qualifications for teacher educators, course, content, duration and minimum qualification for entry of student teachers for the various courses. It is the body which grants recognition to institutions (Government, government-aided and self-financing) interested in undertaking such courses and has in-built mechanism to regulate and monitor their standards, and quality.

For in-service training, the country has a large network of government –owned Teacher Training Institutions (TTIs) which provide in-service training to the school teachers. The spread of the TTIs is both vertical and horizontal.

At the national level, the National Council of Educational Research and Training (NCERT), along with its six Regional Institutes of Education (RIEs) prepare host of modules for various teacher training courses and also undertakes specific programs for training of teachers and teacher education. Institutional support is also provided by the National University on Educational Planning and Administration (NUEPA). Both NCERT and NUEPA are national level autonomous bodies. At the state level, the State Council of Educational Research and Training (SCERT) prepares modules for teacher training and conducts specialized courses for teacher educators and school teachers. The Colleges of Teacher Education (CTEs) and Institutes of Advanced studies in Education (IASEs) provide in-service training to secondary and senior secondary school teachers and teacher educators. At the district level, in-service training is provided by the District Institutes of Education and Training (DIETs). The Block Resource Centers (BRCs) and Cluster Resource Centers (CRCs) from the lowest of institution in the vertical hierarchy provide in service training to school

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teachers. Apart from these, in service training is also imparted with active role of the civil society, unaided school, and other establishments. In the present study, the researcher has taken the trainee teachers of CTEs of Odisha and their emotional intelligence and academic anxiety is studied by making a correlation between the variables coming in the study.

EMOTIONAL INTELLIGENCE

Emotional Intelligence is the set of abilities for how the people's emotional reports vary in their accuracy and how the more accurate understanding of emotion leads to better problem solving in individual's emotional life. It is the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion and regulate emotion in the self and others (Mayer and Salovey, 1997). After publishing numerous articles, Mayer and Salovey have evolved the following definition of emotional intelligence. It is the ability to reflectively regulate emotions so as to promote emotional and intellectual growth.

According to Goleman (1998), 'Emotional intelligence refers to the capacity for recognizing our own feelings and these of others, for motivating ourselves, and managing emotions well in ourselves and in our relationships'. He redefines it by adding some more attributes like self-awareness, impulse control and delaying gratification, and handling stress and anxiety. He further elaborates the concept by saying that there is an old fashioned word for the body of skills that emotional intelligence represents: character.

ACADEMIC ANXIETY

Academic anxiety is a kind of anxiety state which relates to the impeding danger from the environment of the academic institutions including teacher, examination, medium of instruction and certain subjects like mathematics, science English etc. Other factors contributing academic anxiety are, not understanding the subject, teacher's behavior, lack of motivation in classroom, and lack of interest in studies. The cause of lack of interest in learning may be attributed to the parents, school environments, peer group, the teacher and teaching method (Verma, 1975). Recent research by NCERT indicated that maximum number of failures at secondary level is in mathematics and social studies. It has set up a Mathematics laboratory to find out the method of teaching which induces interest among the students. The subject phobias were found to be more because of psychological fear about the subject. If concepts of the subject are made clear to the students, the anxiety and phobia will be removed (Singh 2002).

Kochaway (1993) studied the relationship between academic anxiety and adjustment among high school students and found that there were greater adjustment problems in highly anxious students. Chaturvedi (1981) conducted a study on the effects of state trait anxiety upon cognitive competence than high anxious teachers. Realizing the importance of non-cognitive variables, the researcher has selected particularly emotional intelligence and academic anxiety of trainee teacher in the CTEs of Odisha and taken step to find out the relationship between the two variables.

II. RESEARCH REVIEW

Few studies related to the present study are as follows.

Xin (1999) conducted a meta-analysis of the relationship between anxiety towards mathematics and achievement in mathematics. Results indicated that researchers using standardized achievement tests tend to report a relationship of significantly smaller magnitude than researchers using mathematics teacher's grades and researcher made achievement tests.

Chaturvedi (1981) conducted a study on the effects of state / trait anxiety and field independence upon cognitive competence. The findings indicated that low state-anxious teachers performed significantly better in each of the measures of cognitive competence than high state anxious teachers.

Purandare (1984) studies anxiety and strategies in serial verbal learning. The research revealed that low anxious students were better in performance in the serial verbal learning take as compared to high anxious students.

Kochgaway (1993) studied the relationship between academic anxiety and adjustment among high school students. The findings indicated that there were greater adjustment problems in the case of highly anxious groups in areas pertaining to home, health, social and emotional and emotional aspects.

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Kalabg (2002) did a survey on anxiety level of secondary school women teachers and its effect on the personalty and academic achievement of their children. The results revealed that (i) there is no significant relationship between anxiety level of women teachers and personality of their children, (ii) there is no significant association between the anxiety level of mother and academic achievement of the girls, and boys when taken separately as well as when taken together.

III. RESEARCH METHODOLOGY

The research has followed the Descriptive Survey method to undertake this study. The design of the study is ex-past-facto design as the events or conditions have already occurred and the researcher merely selects the relevant variables for analysis of their relationships. In this research, two variables are studied i.e., emotional intelligence and academic anxiety which are independent and the relationship is only to be studied by the researcher.

IV. POPULATION AND SAMPLE

The population of the study denotes the trainee teachers of all the nine Colleges of Teacher Education (CTEs) of Odisha. From all the students, only 100 female trainee teachers were selected at random.

TOOLS AND TECHNIQUES

The researcher employed the tools like Emotional Intelligence scale developed by Anukool Hyde, Sanjyot Pethe and Upinder Dhar in 2001, based upon 10 factors of emotional intelligence and the Academic Anxiety scale developed by Sarita Yadav and translated to English by the researcher based on seven factors of academic anxiety. The data have been collected by the help of the above tools by visiting the nine CTEs of Odisha and administering the scale on the students. The researcher have supplied the questionnaire to the students by giving clear instruction and by the gap of one hour, the other questionnaire have been supplied. At last, the data collected have been analyzed by the help of statistical measures like mean median, standard deviation tests of significance, and product moment coefficient of correlation.

V. OBJECTIVES

The objectives of the study are as follows.

- To find out the level of emotional intelligence of male and female trainee teachers.
- To examine the level of academic anxiety of male and female trainee teachers.
- To study the relationship between emotional intelligence and academic anxiety of male and female trainee teaches.

VI. HYPOTHESES

Following hypotheses have been taken for the study.

- There is no significant difference between male and female trainee teachers in their emotional intelligence.
- There is no significant difference between male and female trainee teachers in their academic anxiety.
- There is no significant relationship between emotional intelligence and academic anxiety of male and female trainee teachers.

VII. RESULTS AND DISCUSSION

The data collected have been analyzed with the help of statistical techniques stated above. Results have been discussed by focussing on the figures shown in different tables and corresponding bar diagrams. Let us see it in the following way.

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GENDER DIFFERENCES IN EMOTIONAL INTELLIGENCE FACTOR WISE

In order to compare the emotional intelligence of male and female trainee teachers of CTEs of Odisha, the mean, SD, 't' value and contribution (%) were computed. This has been presented in the table below:

Table -1

Mean scores, S.D., 't' Value and contribution of Emotional Intelligence of Male and Female Trainee-Teachers

Sl. No	Name of the factor	Groups	N	Max Score	Mean	S.D.	't'	Remarks	Contribution (%)
1	Self Awareness	Male	100	20	17.20	02.36	32	Not significant	86
		Female	100		17.10	01.98	5		85.5
2	Empathy	Male	100	25	19.56	01.98	13	Not significant	78.24
		Female	100		19.51	02.23	5		78.04
3	Self Motivation	Male	100	30	23.99	03.25	89	Not significant	79.96
		Female	100		23.60	02.91	4		78.66
4	Emotional Stability	Male	100	20	15.54	02.31	1.5	Not significant	77.7
		Female	100		15.02	02.33	86		75.1
5	Managing Relation	Male	100	20	15.63	02.36	1.0	Not significant	78.15
		Female	100		15.94	01.78	48		79.7
6	Integrity	Male	100	15	11.17	02.18	94	Not significant	74.46
		Female	100		11.44	01.86	2		76.26
7	Self Development	Male	100	10	07.99	01.37	1.8	Not significant	79.9
		Female	100		08.34	01.29	58		83.4
8	Value Orientation	Male	100	10	07.91	01.58	1.2	Not significant	79.1
		Female	100		08.17	01.23	96		81.7
9	Commitment	Male	100	10	08.28	01.44	20	Not significant	82.8
		Female	100		08.24	01.32	5		82.4
10	Altruistic Behavior	Male	100	10	07.70	01.43	1.5	Not significant	77
		Female	100		07.38	15.49	27		73.8
	Total	Male		170	137.9	15.49	11	Not significant	79.39
		Female	100		134.7	12.26			79.25

It is evident from the above table that there is no significant difference in all the ten factors of emotional intelligence of male and female trainee teachers of CTEs of Odisha. The obtained 't' values of each other is less than the table value at .01 level of significance (2.60) so it can be concluded that male and female trainee teachers are more or less equal in all the 10 factors of emotional intelligence. It is also been that the factors 'integrity' has the lowest contribution in male trainee teacher's personality. So there is a need to enhance 'integrity' in the personality of male trainee teachers. The factors "altruistic behavior" has the lowest contribution in the female trainee teachers' personality. So there is a need to enrich this factor among the female trainee teachers. The self awareness factor of male and female trainee teachers has the highest contribution in their personality. It shows that they know their own personality well and have the ability to manage and take responsibility of their own emotion.

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GENDER DIFFERENCES IN ACADEMIC ANXIETY FACTOR WISE

In order to compare the academic anxiety of male and female trainee teachers of CTEs of Odisha the mean, SD 't' value and contribution (%) were computed factor wise which are presented in the table below.

Table - 2
Mean scores, SD, 't' value and contribution of Academic Anxiety of Male and Female Trainee-Teachers factor wise.

SL No	Name of the factor	Group	N	Max Score	Mean	S.D	't'	Remarks	Contribution(%)
1	Examination	Male	100	50	20.75	7.27	2.535	Significant	41.5
		Female	100		23.25	6.67			46.5
2	Teaching Practice	Male	100	40	14.18	5.28	-.112	Not Significant	35.45
		Female	100		13.67	4.85			34.17
3	Teacher	Male	100	35	12.33	5.46	-.557	Not Significant	35.22
		Female	100		11.96	5.46			34.17
4	Subject	Male	100	15	5.14	3.78	562	Not Significant	32.26
		Female	100		4.93	2.97			32.86
5	Medium of instruction	Male	100	15	6.05	2.27	430	Not Significant	40.33
		Female	100		6.22	2.84			41.46
6	Home Assignment	Male	100	10	4.15	2.75	1.342	Not Significant	41.5
		Female	100		4.53	2.00			45.3
7	Co curricular activity	Male	100	10	3.91	2.00	657	Not Significant	39.1
		Female	100		4.09	1.76			40.09
		Male	100	175	66.51	22.77	745	Not Significant	38.05
		Female	100		68.65	17.51			39.22

It is observed from table 2 that male and female trainee teachers of CTEs of Odisha are more or less equal in 6 out of 7 factors of academic anxiety. The obtained 't' values are less than the table value at 01 level of significance (2.60) However, male and female trainee teachers differ significantly in examination factor of academic anxiety. The mean scores of examination factor of female trainee teachers were more than the scores of the male trainee teachers. The obtained 't' value 2.53 is higher than the table value at 05 level of significance (1.97). So it can be concluded that female trainee teachers take more stress and remain tensed due to examination. It is also seen that the female trainee teachers are less tensed in the subject factor in comparison to other factors of academic anxiety. The male and female trainee teachers are little more anxious due to their examination and home assignment in comparison to other factors of academic anxiety.

RELATIONSHIP STUDY

In order to find out the relationship between the variable of emotional intelligence and academic anxiety the zero order and partial order correlation was computed stated in the following table.

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Table – 3
Zero order correlation between Emotional Intelligence and Academic Anxiety

Variables/Groups	Emotional Intelligence Vs Academic Anxiety r12
Total	-.540
Male	-.661
Female	-.342

The above table reveals that the whole group is taken into consideration, the coefficient of correlation between emotional intelligence and academic anxiety, the computed value of r comes out to be .540. It is significant beyond 0.1 level of significance. Further, sample was studied gender- wise, the computed value of r in case of male trainee teachers come out to be .661. It is significant beyond 0.1 level of significance. In case of female trainee teachers, the computed value of r comes out to be -.342. So the null hypothesis of the present study that there is no significant relationship between emotional intelligence academic anxiety of male and female trainee teachers is rejected. It means that academic anxiety is highly influenced by emotional intelligence.

Table -4
Partial Correlation between Emotional Intelligence and Academic Anxiety

Variables/Groups	Emotional Intelligence Vs Academic Anxiety r12
Total	-.4619
Male	-.5688
Female	-.2487

As we have seen in table -4 the partial correlation between emotional intelligence and academic anxiety is found to be -0.4619. So there is a negative significant correlation between the two variables under study. That is the relation between emotional intelligence and academic anxiety is negative. So hypothesis 3 has been rejected.

VII. FINDINGS

Following are some of the findings of the study.

1. There is no significant difference in the level of emotional intelligence of male and female trainee teachers. However factor wise analysis revealed that the factor integrity has the lowest contribution in the .male trainee teacher's personality and the factors altruistic behavior has the lowest contribution in female trainee teacher's personality.
2. There is no significant difference in the academic anxiety of male and female trainee teachers. However factors wise analysis revealed that female trainee teachers are more anxious due to examination than their male counter parts.
3. There is significant negative relationship between emotional intelligence and academic anxiety of male and female trainee teachers.

VIII. CONCLUSION

It has been concluded from the study that there is no significant difference in the level of emotional intelligence of male and female trainee teachers of CTEs of Odisha. However factor wise analysis of the data reveals that the factor integrity has lowest contribution in male trainee teachers' personality and the factor "altruistic behavior" has the lowest contribution in female trainee teachers' personality. So, there is a need to improve the above two factors in them. There is no significant difference in the academic anxiety of male and female trainee teachers. But female trainee teachers are more anxious due to the factor 'examination' than their male counter parts. There is significant negative relationship between emotional intelligence and academic anxiety of male and female trainee teachers.

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