

# CHAPTER-VII

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

## **CHAPTER VII**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

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## 7.1 INTRODUCTION :

The preceding chapter considered the methods of analysis, inferential statistics involved in research hypothesis testing and calculating the norms.

This chapter refers in brief to the summary and major conclusions of the study, recommendations and topics for further study.

## 7.2 SUMMARY :

### 7.2.1 STATEMENT OF THE PROBLEM :

The statement of the problem under study is,

“A STUDY OF THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF STUDENT TEACHERS.”

### 7.2.2 OBJECTIVES OF THE RESEARCH STUDY :

1. To develop Emotional Intelligence Test (E.I.T) for student teachers based on Goleman's competency model .
2. To measure the emotional intelligence of the student teachers.

3. To find out the academic achievement score of student teachers.
4. To study the relationship between Emotional intelligence score and academic achievement score of student teachers.
5. To study the relationship between Emotional intelligence score and academic achievement score of male student teachers.
6. To study the relationship between Emotional intelligence score and academic achievement score of female student teachers .
7. To study the relationship between Emotional intelligence score and academic achievement score among student teachers of Arts ,Science and Commerce faculties.

### 7.2.3 HYPOTHESIS OF THE STUDY :

In the light of the objectives stated earlier , the following hypothesis were formulated.

1. There is no significant relationship between emotional intelligence and academic achievement of student teachers.
2. There is no significant relationship between emotional intelligence and academic achievement of male student teachers.

3. There is no significant relationship between emotional intelligence and academic achievement of female student teachers.
4. There is no significant relationship between emotional intelligence and academic achievement among faculties of Arts, Commerce and Science.

#### 7.2.4 DELIMITATION :

This study is restricted to the colleges of Education situated in Kolhapur District only and affiliated to Shivaji University ,Kolhapur (Maharashtra).

#### 7.2.5 RESEARCH PROCEDURE :

##### 7.2.5.1 CONSTRUCTION OF THE TEST :

The main objective of this research work was the construction of the emotional intelligence test to measure emotional intelligence among the student teachers.

There are number of steps in the construction of E.I.T. They are as follows.

##### a) Planning of the test :

The researcher planned the objectives, content , population of the test, item types and procedure to be followed in test development . He decided 10 competencies of emotional intelligence for study.

b) Preparation of first draft :

For the preparation of the test, 150 statements (items ) were collected by researcher on his own experience and through the literature on emotional intelligence . After careful discussion with experts 100 items were selected.

c) Item evaluation :

According the selection criteria , the researcher selected the judges and gave them instructions about item evaluation .

d) Preliminary form :

On the recommendation of the judges, some items were improved or dropped and some new items were introduced.

e) Try-out :

The preliminary form was administered on student teachers and scoring was done.

f) Item analysis :

Item analysis was done on the basis of first try-out. The discrimination power (upper - lower index) of each item was calculated.

g) Final form of the test :

By using general rule , items were selected for final form of the test.

- h) Establishing reliability and validity of the final test.
- i) Deciding the norms of the test.

#### 7.2.5.2 RESEARCH METHODOLOGY :

The present study is a descriptive research , hence survey method was used to collect the data.

#### 7.2.5.3 SAMPLE :

There are 9 Colleges of Education in Kolhapur District affiliated to Shivaji University ,Kolhapur . Of these, the researcher had selected 4 Colleges of Education by simple random sampling method (Lottery method). These were ,

1. Chh.Shivaji College of Education ,Rukadi.
2. Ichalkaranji College of Education , Ichalkaranji .
3. Late Shri Hanmantrao (alias) Babasaheb Ganpatrao Kharade College of Education, Kolhapur.
4. Acharya Jawadekar College of Education ,Gargoti.

The entire population of the students were selected for the study. The E.I.T. was administered on student teachers in the second term of the academic year 2002-2003

#### 7.2.5.4 ANALYSIS OF THE DATA :

Statistical measures mean , standard deviation and coefficient of correlation were used for analysis of the data.

#### 7.3 CONCLUSIONS :

1. There is positive correlation between emotional intelligence and academic achievement of student teachers.
2. There is no correlation between emotional intelligence and academic achievement of male student teachers.
3. There is positive correlation between emotional intelligence and academic achievement of female student teachers.
4. There is positive correlation between emotional intelligence and academic achievement of student teachers of Arts Faculty.
5. There is no correlation between emotional intelligence and academic achievement of student teachers of Science faculty.
6. There is no correlation between emotional intelligence and academic achievement of student teachers of Commerce faculty.

#### 7.4 RECOMMENDATIONS :

1. Education of emotions is necessary both for the individual and society. But education of emotions has so far been neglected. Today, in education so much attention is paid to the memory and



reasoning, that education of emotions has been already neglected. If proper attention is not paid to the development of emotion, the individuals life will remain incomplete and it will adversely affect the society as well. So in the modern times, to train emotions should be the main objective of education.

2. To make emotional development, concept of Emotional Intelligence should be included into syllabus of B.Ed Course.
3. At the time of admission to B.Ed Course the E.I.T. should be given to the candidates to identify the level of emotional intelligence. In education, personality of teacher is very important and proper organization of emotions leads to the development of balanced personality. So the candidates which have low level of emotional intelligence should not be considered for admission.
4. To start the emotional literacy programme for student teachers. This program will help to improve student teachers academic achievement and the performance of college. It also helps to control the decline in education and strengthens educational processes in accomplishing their main objectives.

### 7.5 TOPICS FOR FURTHER RESEARCH :

1. Present research problem can be studied in depth and in detail by increasing the Geographical area.
2. Similar research problem can be taken up of other professional college students (other than education)
3. Comparative study covering other universities can be done.
4. The present study is concerned with the measurement of emotional Intelligence and studies the relationship between Emotional intelligence and academic achievement of student teachers. Similar studies can be conducted on the students studying in M.Ed and D.Ed course.
5. Similar type of study can also be conducted on secondary and higher secondary students.
6. Relationship between Emotional Intelligence and Socio-economic status can also be studied.