

RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND DECISION-MAKING ABILITY OF STUDENT TEACHERS

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Abstract

The major objective of study was to find out whether there is any significant relationship between emotional intelligence and the decision-making ability of student teachers. Normative Survey method was used and a random sampling technique was employed for the study. Decision-ability making inventory is use for collect data from colleges of education in Tirunelveli district. The sample consists of 300 student teachers. The discovery of the study expose that there is a significant relationship between emotional intelligence and decision making ability of student teachers.

Introduction

Student's teachers are the backbone of the educational process. Educational is a process and also acts as an instrument to bring out the innate behavior of the individual. The fortune of a country lies in its classrooms. The potency our nation depends on the educator's ability to rear well-educated, accountable, well-adjusted youth who will step forward when the adult generation passes on to retirement. Today's learner of is the youths of tomorrow and prospect citizens of the kingdom. Therefore it is the answerability of teachers, civilization, and administration to observe that they are physically, psychologically, expressively and educationally healthy. The needful footsteps taken during this era ensures a well democracy in the country.

Prospective teachers are trainees of today and constructors of tomorrow. So their emotional intelligence and decision-making they should be contusive. We are living in a technological world so the youthful generation should have better information and ability in fresh equipment. Therefore, the present investigator interested in knowing the relationship between emotional intelligence and the decision-making ability of student teachers.

Hypothesis of the Study

1. The level of emotional intelligence of students teachers is average.
2. The level decision-making ability of student teachers is average.
3. There is no significant correlation between emotional intelligence and the decision-making ability student teachers.

Methodology

A survey method is approved through the investigator to conduct this study. The researcher applied a random sampling technique for selecting the sample. The sample for the

present study comprises 300 student teachers from colleges of education, seven colleges of education of Tirunelveli district.

Tool

The emotional indigence and decision-making ability scale were prepared and validated by the investigator and guide (2020)

Statistical Techniques

Percentage, Mean, Standard Deviation, and correlation

Analysis of Data

1. The level of emotional intelligence of students teachers is average.

Table 1 Level of Emotional Intelligence of Student Teachers

Low		Moderate		High	
Count	%	Count	%	No.	%
23	7.7	229	76.3	48	16.0

7.7% of the student teachers have low, 76.3 % of them have moderate, and 16.0% of them have a high level of emotional intelligence.

2. The level decision-making ability of student teachers is average

Table 2 Level of Decision-Making Ability of Student Teachers

Low		Moderate		High	
No.	%	No.	%	No.	%
23	7.7	227	75.7	50	16.7

7.7% of the student teachers have low, 75.7% of them have moderate, and 16.7% of them have a high level of Decision-making ability.

Null Hypothesis: 3

There is no significant correlation between emotional intelligence and decision making ability of student teachers

Table 3 Correlation Between Emotional Intelligence and Decision Making Ability of Student Teachers

Emotional intelligence		Decision-making ability		ΣXY	Calculated 'r' value	Remarks
ΣX	ΣX^2	ΣY	ΣY^2			
44331	6761869	27143	2541627	4123084	0.231	S

(Table value of 'r' is 0.088, S - Significant)

The calculated 'r' value (0.231) is greater than the table value (0.088) at 0.05 level of significance. Hence the null hypothesis is rejected. It proves that there is a significant correlation between emotional intelligence and the decision-making ability of student teachers.

Major Findings of the Study

1. 7.7% of the student teachers have low, 76.3 % of them have moderate, and 16.0% of them have a high level of emotional intelligence.
2. 7.7% of the student teachers have low, 75.7% of them have moderate, and 16.7% of them have a high level of Decision-making ability .
3. There is a significant relationship between emotional intelligence and the decision making ability of student teachers.

Interpretation of the Study

The correlation test result shows there is a significant relationship between emotional intelligence and the decision making ability of student teachers. The reason may be due to the fact that Emotionally intelligent managers make better decisions by using emotions to improve thinking; seeing things even when feelings are overpowering; making good, solid decisions even when angry; preventing reactions out of anger. So there is a positive correlation between emotional intelligence and the decision- making ability among student teachers.

Recommendation of the Study

1. The Principal and teacher educators could lead by example; with developed emotional intelligence competencies, which help to be a good leader.
2. The Parent plays vital role in developing emotional intelligence. Teachers and parents should help student teachers to express their emotions freely in the classrooms and at home.
3. Teacher education programs need to focus on improving emotional intelligence. There are various ways to improve emotional intelligence. Experimental researches have suggested different practices to improve different skills of emotional intelligence. Yoga and meditation are such Indian programs that help in improving the emotional intelligence of unmarried student teachers.
4. The colleges of education should organize seminars and workshops to improve the decision making ability of the students.
5. The teacher educators should provide critical situations to the students to improve their decision-making ability.
6. The educational institutions may develop their infrastructural facilities to make an improved environment for the student teachers to have better decision-making abilities.

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