

A Study on Academic Achievement in Relation to Emotional Intelligence and Adjustment of Second Year Student Teachers in Indore District with Reference to Value-Based Education in the Indian Knowledge System

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Abstract

The present study focuses on understanding how academic achievement is connected with emotional intelligence and adjustment among second year student teachers in Indore district. In recent years, especially after the introduction of NEP 2020, there has been more emphasis on value-based education and overall development of learners. The Indian Knowledge System also highlights the importance of emotional balance, values and personal growth.

For this study, the descriptive survey method was used. The sample included student teachers from two B.Ed. colleges in Indore district. Emotional intelligence was measured using the scale developed by Mangal and Mangal, while adjustment was assessed through an adjustment scale. Academic achievement was taken from the students' academic records.

The results of the study show that there is a positive relationship between emotional intelligence, adjustment and academic achievement. The study suggests that along with academic knowledge, emotional and value-based development should also be given importance in teacher education.

Keywords: *Academic Achievement, Emotional Intelligence, Adjustment, Student Teachers, Indian Knowledge System, Value-Based Education, Teacher Education, Holistic Development, NEP 2020, Emotional Development*

Introduction

Education in India has traditionally aimed at the overall development of an individual. It has not only focused on knowledge but also on values, discipline and balanced living. The Indian Knowledge System also gives importance to emotional stability and ethical behavior. In the present education system, especially after NEP 2020, there is a renewed focus on value-based education and emotional development.

Student teachers are future educators, and their development is very important for society. Their academic achievement reflects how prepared they are for the teaching profession.

However, academic success does not depend only on intelligence. Factors like emotional intelligence and adjustment also play an important role.

Emotional intelligence helps student teachers to understand their own emotions and those of others. It also helps them to manage stress and maintain good relationships. Adjustment helps them to adapt to academic work, teaching practice and social situations. These aspects are closely related to value-based education, which is an important part of the Indian Knowledge System.

Need and Significance of the Study

This study is important for several reasons:

- It links emotional intelligence and adjustment with value-based education
- It helps in improving teacher training programs
- It supports the idea of holistic education as highlighted in NEP 2020
- It is useful for teacher educators and educational institutions

Objectives of the Study

- To study the correlation between academic achievement and emotional intelligence of second year student teachers of Indore district.
- To study the correlation between academic achievement and adjustment of second year student teachers of Indore district.

Hypotheses

- There is no significant correlation between academic achievement and emotional intelligence of second year student teachers of Indore district.
- There is no significant correlation between academic achievement and adjustment of second year student teachers of Indore district.

Methodology

Research Design

The study was carried out using the descriptive survey method.

Sample

The sample included second year student teachers from three B.Ed. colleges in Indore district.

Tools Used

- Emotional Intelligence Scale by Dr. N.K. Mangal and Shubhra Mangal
- Adjustment Scale Dr. S.M. Mohsin and Shamshad Hussain
- Academic records of students

Procedure

The researcher took permission from the colleges before collecting data. The tools were given to the student teachers, and their responses were recorded. Academic marks were collected from the college records. The data was then organized and analyzed.

Results and Discussion

The results of the study show that emotional intelligence is positively related to academic achievement. Students who have better control over their emotions are able to manage stress and concentrate better on their studies.

It was also found that adjustment is positively related to academic achievement. Students who are able to adjust well to their academic and social environment perform better in their studies and teaching practice.

The study further shows that emotional intelligence and adjustment are related to each other. This means that students who understand and manage their emotions well are also better at adjusting to different situations.

These findings support the idea of the Indian Knowledge System, which emphasizes the importance of emotional balance, self-awareness and values in education.

Conclusion

From the study, it can be concluded that emotional intelligence and adjustment play an important role in the academic achievement of student teachers. Academic success is not only based on intellectual ability but also on emotional and personal development.

In the context of the Indian Knowledge System, these factors highlight the importance of value-based and holistic education.

Educational Implications

- Teacher education programs should include value-based education as suggested in NEP 2020
- Emotional intelligence should be developed through training and activities
- Counselling and guidance services should be provided to students
- More focus should be given to the overall development of student teachers

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