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Abstract

Teachers are one of the most important components of teaching learning process. They are the builders of the future citizens of the nation. They have to be committed to their profession in order to contribute significantly to the onerous task of making the students good human beings. An emotionally competent teacher is likely to emphasize on responsible behavior on the part of his students by placing himself as a role model and through formalizing classroom activities in a proper way. He/She can foster creativity in students and these activities can be used later on in times of emotional hardships or when the child is angry or frustrated. Realizing the importance of non cognitive variables, the investigator has selected particularly emotional intelligence and academic anxiety to find out its relation and contribution to teaching performance of student teachers of Delhi DIETs. Emotional intelligence as a variable has been selected with the rationale that student teachers of Elementary Teacher Education course are the future primary teachers and hence their emotional skills while teaching and managing classroom situations would positively reflect in the achievement and balanced personality of the students at the first stage of education i.e. elementary education. Further, academic anxiety has been chosen with the reason that it has a direct influence on the teaching performance of the student teachers.

FINDINGS OF THE STUDY

1. Student teachers of Delhi DIETs possess high emotional intelligence.
2. There is no significant difference between the Emotional Intelligence of male and female student teachers of Delhi DIETs. Male and female student teachers are more or less equal in Emotional Intelligence. Factor wise analysis of Emotional Intelligence also indicated that there is no significant difference in the different factors of emotional intelligence among male and female student teachers of Delhi DIETs.
3. Some amount of academic anxiety is found in student teachers of Delhi DIETs.

4. There is no significant difference in the Academic Anxiety of male and female student teachers of Delhi DIETs.

5. Teaching performance of student teachers of Delhi DIETs is high.

6. There is significant difference between the Teaching Performance of male and female student teachers of Delhi DIETs.

7. There is significant negative relationship between Emotional Intelligence and Academic Anxiety of student teachers of Delhi DIETs.

8. There is significant negative relationship between Emotional Intelligence and Academic Anxiety of male student teachers of Delhi DIETs.

9. There is significant negative relationship between Emotional Intelligence and Academic Anxiety of female student teachers of Delhi DIETs.

10. There is significant positive relationship between Emotional Intelligence and Teaching Performance of student teachers of Delhi DIETs.

11. There is significant positive relationship between Emotional Intelligence and Teaching Performance of male student teachers of Delhi DIETs.

12. There is significant negative relationship between Emotional Intelligence and Teaching Performance of female student teachers of Delhi DIETs.

13. There is significant negative relationship between Academic Anxiety and Teaching Performance of student teachers of Delhi DIETs.

14. There is significant negative relationship between Academic Anxiety and Teaching Performance of male student teachers of Delhi DIETs.

15. There is significant negative relationship between Academic Anxiety and Teaching Performance of female student teachers of Delhi.