

INTERNATIONAL RESEARCH FELLOWS ASSOCIATION'S
RESEARCH JOURNEY

International E-Research Journal

PEER REFREED & INDEXED JOURNAL

April-May-June 2021

Vol.-VIII, Issue-II

Multidisciplinary Issue

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Assist. Prof. (Marathi)
MGV's Arts & Commerce College,
Yeola, Dist - Nashik [M.S.] INDIA

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'RESEARCH JOURNEY' International E- Research Journal
Vol.-VIII, Issue-II
Peer Reviewed Journal

E-ISSN :
2348-7143
April-June
2021

Impact Factor – 6.625

E-ISSN – 2348-7143

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Recent Trends in Education and It's Effects on Emotional Intelligence and Academic Achievement of School Going Students

Dr. Ramesh Namdeo Nikam
M. S. G. College Malegaon-Camp, Dist.- Nashik

Abstract :

Education is the one of the important processes through which we develop the personality of the human being. Education is the man making process. Early age education plays vital role in the development of children. Education is a dynamic process that change the education according to the requirements of the situation and due to this reason this process is continuously changing. In the last decade we introduced continuous comprehensive evaluation which is based on the constructivism approach of education. In the present research investigator wants to understand the impact of continuous comprehensive evaluation on students' emotional intelligence and academic achievement of school going students. The finding indicated that continuous comprehensive evaluation is one of the good evaluation methods through which we decrease the stress and anxiety of the student and that's why academic achievement is enhanced.

Introduction:

Education is the real wealth of a nation and it is a foundation stone of the nation's intellectual power and the power profile in the world. The power of a nation depends upon the quality of education. In the democratic country like India Education plays an important role in the nation's development and progress. The future of a country relies upon the quality of citizens. Education is the process of shaping behaviour and thoughts. Education means overall development of a person and it is the real man making process. According to Raghunath Mashelkar, Education is the future ($E=F$). This equation indicates that if we want the future we must need education. Education is a flexible process and it involves changes and modifications. It is not necessary that 100 years of traditional methods are effective and applicable to today's challenges and requirements. Overall education is a dynamic process and it needs timely evaluation and modification. Educational thinkers recommend several policies in education. In the Indian education system various commissions for educational changes and the development.

These commissions include

1. Indian University Commission (1948-49) is commonly known as Radhakrishnan Commission.
2. Secondary Education Commission known as Mudaliar Commission(1952-53)
3. The Indian Education Commission under the chairmanship of Dr D S Kothari.

Indian education system is mainly divided in three levels-

1. Primary education
2. Secondary Education
3. Higher education

Primary education is the foundation stone of education. The student centre and Happy education is useful at primary level. A fearless and stress free atmosphere is beneficial for learning and the development of students. Unfortunately some parents are too worried and cautious and take unwanted tension. from the first standard they are looking toward the marks on specific subjects. Our traditional education method focuses on the marks and due to this reason students face a lot of anxiety and stress at the early phase of education. Stress and anxiety have an adverse effect on educational achievement as well as overall development of students. The recent trends focus on stress free education. Unwanted examination stress reduced in recent trends.

Emotional intelligence: intelligence is the ability to identify, use, understand and manage emotions in positive ways to relieve stress, communicate effectively, emphasize with others, overcome challenges and diffuse conflict.

Salovey and Mayer introduced the term emotional intelligence in 1990 but this concept became popular after the publication of Golman's book "Emotional Intelligence: Why it matters more than IQ?". Golman gives five elements of emotional intelligence. These are as follows-

1. Self- awareness
2. Self- regulation
3. Empathy
4. Social skills
5. Motivation.

Academic Achievement-Academic achievement is one of the important aspect in the educational system. it is the related to to the attainment of principles, generalizations, capacity to perform effectively, manipulation of objects, symbols and ideas. Academic achievement is commonly measured by examinations and various evaluation methods.

Review of Literature:

The study of Roy G.S. , Sinha R.K. and Hasan M. (1994) on high school students shows that social emotional climate was more under nurturing task headship followed by democratic and authoritarian headship. students academic achievement was better under nurturing headship and favourable social emotional climate. the research of Sarla Devi and Niranjali Devara (2003) found that examination stress has negative impact on immune system. Student with higher level of examination stress and weakened immune system. Kamlesh Singh and Shalini Duggal Jha, Dubay and Agrawal (2008) Study of positive and negative affect and grit as a predictor of happiness and satisfaction. they found that the concept of Grit, positive affect happiness and life satisfaction are significantly positively correlated.

Methodology

Statement of Problem

"To study the Recent Trends in Education and Its effects on Emotional Intelligence and Academic Achievement of school going students"

Objectives

1. To study the effectiveness of continuous comprehensive evaluation method.
2. To understand the emotional intelligence of primary school going students.
3. To assess the academic achievement of primary school going students

Hypothesis:

1. There is no significant relationship between continuous comprehensive evaluation and emotional intelligence of primary school going students.
2. There is no significant relationship between continuous and comprehensive evaluation and level of academic achievement.

Sample :

For this study researchers selected 100 primary school going students by using a simple random sampling method. Sample consists of 50 girls students and 50 boys students. All school

going students selected from various primary schools in Malegaon Taluka district Nashik. All students belong to the first standard to 4th standard.

Tools

1. Emotional Intelligence Test: this test was constructed by Dr Anita Soni and Dr Ashok Sharma. This inventory explained five basic dimensions of emotional intelligence
 1. self- awareness
 2. self- regulation
 3. Empathy
 4. social skills
 5. Motivation
2. Academic achievement assessed through academic performance of students.

Results and Discussion:

		Emotional Intelligence Total	Academic Achievement Total	Continuous Comprehensive evaluation
Emotional Intelligence	Pearson correlation	1	.292(*)	.454(**)
	Sig. (2- tailed)	-	.042	.002
	N	50	50	50
Academic Achievement	Pearson correlation	.292(*)	1	.394(**)
	Sig. (2- tailed)	.042	-	.008
	N	50	50	50
Continuous Comprehensive evaluation	Pearson correlation	.454(**)	.394(**)	1
	Sig. (2- tailed)	.002	.008	-
	N	50	50	50

- *Correlation is significant at .05 level
- ** Correlation is significant at .01 level

Discussion and Interpretation:

In the present study researchers want to observe the relationship between emotional intelligence, academic achievement and continuous comprehensive evaluation. Continuous comprehensive evaluation is one of the new techniques which is applied for the level of education. This method is based on a constructive approach to education. This method is the student centered method and reduces the stress and anxiety of the pupils. The researcher found that the coefficient of correlation between emotional intelligence and academic achievement was .28 and it is a significant at.05 level. The coefficient of correlation between Continuous comprehensive evaluation and emotional Intelligence was .545 and it was significant at.01 level. The correlation between academic achievement and continuous comprehensive evaluation was .39 and it was significant at.01 level. The relationship between academic achievement and emotional intelligence was also significant at.05 level. The coefficient of correlation was.29. These results indicate that the new trends in education affect the emotional intelligence and academic achievement of school going students. New trend evolution exam stress and anxiety and focuses on the overall development of the students. Traditional evaluation method was Mark oriented and students always worried for getting more and more marks. Various researches indicate that school marks and success in life is not having a good relationship. The success of life depends upon various factors such as communication skills, creativity, divergent thinking, critical thinking, decision making capacity, Empathy and sympathy. Continuous comprehensive evaluation methods consider all the factors.

Overall findings indicate that new trends in education show the positive impacts on Emotional intelligence and academic achievement of school going students.



Conclusion:

The result indicates that new trends in education show the positive impacts on Emotional intelligence and academic achievement of school going students.

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