

Emotional Intelligences and Teaching Competence: A Correlation Study of B.Ed Student Teachers

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Abstract

In this research an attempt has been made to find out the correlation between Emotional Intelligence and Teaching competence of B.Ed students teachers. 120 B.Ed student teachers were selected randomly as a sample of the study from the B.Ed colleges of Buldhana district of Maharashtra. Mangal's Emotional Intelligence inventory (MEI) and Passi and Lalitha's Teaching Competency Scale were used as tools of study. Results reveals that as the positive and significant correlation between Emotional Intelligence and Teaching Competence of B.Ed students teachers also found that as the level of Emotional intelligence of girls is high than boys Emotional Intelligence.

Keywords: Intelligence, Emotional Intelligence, Teaching competence, B.Ed students.

Introduction

Teacher have become the center of Society, not only in Teaching capacities, but also in creativity, emotions and interpersonal skills. The multiple intelligence theory has been introduced by Howard Gardner(1983) and the Emotional Intelligence theory by Mayer and Solvay(1990) and then Goleman (1995). The object if this study is to find out there is any relationship between Emotional Intelligence and Teaching competence of B.Ed teacher student's in this way Before discussing the concept of Emotional Intelligence it is necessary to first understand the concept of Emotion and Intelligence. In the human being life most time emotions play a key role in providing a particular direction to our behavior and thus shaping our personality.

Concept of Emotions

The word emotions is basically derived from the Latin word 'emovere' which means 'to stir up' or 'to excite'. Therefore, emotion may be understand as an agitated or excited state of our mind and body. Taking clue from such derivation, various psychologists have tried to provide the definition of the term 'emotions' in their own way. Let us reproduce a few of such definitions. According to Woodworth; "emotion is a 'moved' or 'stirred-up' state of an organism. It is a stirred-up state of feeling, which is the way it appears to the individual himself. It is a disturbed muscular and glandular activity, which is the way it appears to an external observer."According

to CW Valentine; “when feelings become intense we have emotions.” According to McDougall; “emotions are central, essential and unchanging affective aspects of instinct.”

Emotional Intelligence or EQ:

According to Danieal Goleman (1995); “EI is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationship.” And **John D. Mayer and Peter Solvey (1995) says:** “Emotional Intelligence may be defined as the capacity to reason with emotion in four areas; to perceive emotions, to integrate it in thought, to understand it and to manage it.”

The term EQ encompasses is the five competences:

1. Personal competence determined how we manage ourselves:

- **Self-awareness:** Knowing your emotions, recognizing feelings as they occur, and discriminating between them.
- **Self-regulations:** Handling feelings so they are relevant to the current situation and you react appropriately.
- **Self-motivation:** ‘Gathering up’ your feelings and directing yourself towards a goal, despite self-doubt, inertia and impulsiveness.

2. Social competence determines how we handle relationship:

- **Empathy:** Recognizing feelings in others and tuning in to their verbal and non verbal cues.
- **Social skills:** Handling interpersonal interaction, conflict resolution and negotiations.

During difficult and stressful times, emotionally intelligent people manage their emotions better and react with clearer, more rational minds and make better decisions. Today’s students children lack life skill because the society has not bothered the teach the child the basic essentials of handling anger or resolving them in prefer way, so it is indispensable for the students teacher to have emotional intelligence not only to handle the children with wide variety of individual differences but also to develop necessary life skills among them.

Emotional intelligence enables a teacher to tune the students, to communicate clearly with them to inspire and motivate them in fact; emotional intelligence is a valuable tool for various activities in the classroom. Emotional intelligence helps reverse a tide of educational ineffectiveness and thus strengthen the whole process. Nurturance of emotional intelligence among the teachers therefore becomes a prime concern. An emotionally intelligent teacher is multi-talented and will show outstanding performance in classroom activities. The emotionally intelligent person is skilled in four areas viz; identifying, using, understanding and regulating emotions (Salves and Mayer 1995).

Significance of Study:

Emotional Intelligence is a type of social intelligence which refers to the ability to set a goal in life. Emotional intelligence is more important than Intelligent Quotient (IQ), IQ contributes about

20% to the fact that determines successes in life. The remaining 80% is contributed by the emotional intelligence. Studies have proved that IQ is inherent but emotional intelligence can be developed and nurtured even in adulthood and prove beneficial to one's health, relationship and performance. Since a teacher handles various type of personality and ability students in secondary schools it is essential that the pre-service teacher trainees possess Emotional Intelligence in their subject to develop teaching competency.

Objectives of the Study:

- To Study the correlation between Emotional Intelligence and Teaching Competence of B.Ed student teachers.
- To Study the correlation between Emotional Intelligence and Teaching Competence of the boys students teachers.
- To Study the correlation between Emotional Intelligence and Teaching Competence of the girls students teachers.
- To find out the difference between Emotional Intelligence of the boys and girls student teachers.

Variable of the Study:

Independent Variable: Emotional Intelligence

Dependent Variable: Teaching Competency

Hypotheses of the Study:

H₁ : There is positive correlation between Emotional Intelligence and Teaching Competence of B.Ed students teachers.

H₂ : There is positive correlation between Emotional Intelligence and Teaching Competence of Boys students teachers.

H₃ : There is positive correlation between Emotional Intelligence and Teaching Competence of Girls students teachers.

H₄ : No gender difference exists with regard to Emotional Intelligence.

Methodology:

The descriptive method of research was employed which was intended to describe the co-relationship which exists between independent and dependent variable i.e the co- relationship exists between Emotional Intelligence and Teaching Competency.

Sampling:

In the present study the researcher adopted random sampling technique. The population consists B.Ed students. The sample selected were 120 (60 Boys and 60 Girls) student teachers in B.Ed Colleges of Buldhana district of Maharashtra.

Tools Used:

The tools used for the collection of data in order to verify the hypothesis in the present study as follows:

- Mangal's Emotional Intelligence inventory (MEI).
- Passi and Lalitha's Teaching Competency Scale.

Statistical Techniques used for the Analysis of Data:

The statistical techniques used for the analysis of data were mean, standard deviation, Pearson Product moment coefficient of correlation and 't' value.

Data Analysis and Interpretation**Table-1****Coefficient of Correlation between Emotional Intelligence and Teaching Competency**

Variable	N	Mean	SD	'r' value	Remark
Emotional Intelligence	120	55.68	12.98	0.142	Significant at 0.05 level
Teaching Competency		13.3	4.25		

Table-2**Coefficient Correlation between Emotional Intelligence and Teaching Competency of Boys Students Teachers**

Variable	N	Mean	SD	'r' value	Remark
Emotional Intelligence	60	55.68	12.98	0.140	Significant at 0.05 level
Teaching Competency	60	13.3	4.25		

Table-3**Coefficient Correlation between Emotional Intelligence and Teaching Competency of Girls Students Teachers**

Variable	N	Mean	SD	'r' value	Remark
Emotional Intelligence	60	59.46	11.75	0.147	Significant at 0.05 level
Teaching Competency	60	15.34	4.10		

Table-3
Mean difference in Emotional Intelligence Score of Boys and Girls Students Teachers

Gender	N	Mean	SD	't' value	Remark
Boys	60	55.68	12.98	0.851	Not Significant at 0.05 level
Girls	60	59.46	11.75		

Interpretation and Hypothesis Testing:

H₁ : There is no significant correlation between Emotional Intelligence and Teaching Competence of B.Ed students teachers.

From Table 1, the critical value of 'r' with 118 degree of freedom at 0.05 levels of significant is 0.138. Calculated 'r' value is 0.142 is greater than the critical value 0.138 and hence is significant. so, null hypothesis was reject and research hypothesis accepted, that there is positive correlation between Emotional Intelligence and Teaching Competence of B.Ed students teachers.

H₂ : There is no significant correlation between Emotional Intelligence and Teaching Competence of boys students teachers.

From Table 2, the critical value of 'r' with 118 degree of freedom at 0.05 levels of significant is 0.138. Calculated r value is 0.140 is greater than the critical value 0.138 and hence is significant. so, null hypothesis was reject and research hypothesis accepted, that there is positive correlation between Emotional Intelligence and Teaching Competence of boys students teachers.

H₃ : There is no significant correlation between Emotional Intelligence and Teaching Competence of Girls students teachers.

From Table 3, the critical value of 'r' with 118 degree of freedom at 0.05 levels of significant is 0.138. Calculated r value is 0.147 is greater than the critical value 0.138 and hence is significant. so, null hypothesis was reject and research hypothesis accepted, that there is positive correlation between Emotional Intelligence and Teaching Competence of girls students teachers.

H₄ : No gender difference exists with regard to Emotional Intelligence.

From Table 4, the t value of Emotional Intelligence mean score of boys and girls student's teachers is 0.851 which is not significant at 0.05 level. That's means the Mean score of Boys and Girls student teachers do not differ significantly. Thus null hypothesis is rejected.

Findings

- There is positive and significant correlation between Emotional Intelligence and Teaching Competence of B.Ed students teachers.

- There is positive and significant correlation between Emotional Intelligence and Teaching Competence of B.Ed boys students teachers.
- There is positive and significant correlation between Emotional Intelligence and Teaching Competence of B.Ed girls students teachers.
- There is no gender difference exists with regard to Emotional Intelligence.

Conclusion

There are various variables affecting the teaching competence of teacher. In Present study attempts to study the effect of Emotional Intelligence which is considered to be very important predictor of teaching competence. However the results of present study revealed that there is positive correlation between Emotional Intelligence and Teaching Competence of B.Ed student teachers. It is also found that as the level of Emotional intelligence of girls is high than boys Emotional Intelligence.

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