

A Study of Teaching Competency of Prospective Teachers in Relation to their Emotional Intelligence

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ABSTRACT

The study present was undertaken to find out the correlation between emotional intelligence and teaching competency of prospective teachers. The total sample for the study comprises of 200 prospective teachers (100 male and 100 female prospective teachers) of Bhiwani district. The sample was taken from the different colleges of Education of Bhiwani district. G.T.C.S. (General Teaching Competency Scale) developed by Passi and Lalita and Emotional Intelligence Inventory developed by Dr. S.K. Mangal were used to collect the data. The findings of the study revealed that emotional intelligence level of prospective teachers is average and they have moderate attitude towards teaching. There is no significant difference in emotional intelligence and teaching competency of male and female prospective teachers indicating that Sex factor has no impact on the level of emotional intelligence and teaching competency. In our study it was observed that teachers who were emotionally intelligent had also good teaching competency as shown by correlation. From this study we may conclude that there is a significant and positive correlation between emotional intelligence and teaching competency, with no significant difference in teaching competency and emotional intelligence of male and female prospective teachers.

Keywords: Emotional Intelligence, Teaching Competency, Prospective Teachers.

INTRODUCTION

Education is a process of human enlightenment and empowerment for the achievement of a better and higher quality of life. Education enables an individual to understand his responsibility to society and nation and to become ideal citizen of nation. There are the three components or poles of the teaching learning process teacher, student/learner and environment. Every component has its own importance. They are equally responsible for the success or failure of the Educational programme. Teacher is the main implementer of all education policies.

He/she not only imparts knowledge to his/her students, but also acts as an agent of social change and moulds the character of students. He is the backbone of the society. The place of the teacher in the society is of vital importance. He acts as the pivot for the transmission of intellectual and technical skills from generation to generation. He/she is the destiny of the nation. In fact, future of mankind depends on him/her.

Prospective teachers are young persons who plan to be a teacher and who spends part of his or her time in preliminary education undertaking teaching duties under the supervision of the head-teacher. There are a large number of instructional and related activities to be performed by the teacher inside and outside the classroom. These activities are of varied types. The effective organization of these activities would require that a teacher possesses a certain amount of knowledge and also certain attitudes and skills. This is known as teaching competence. In other words, teacher competence refers to "the right way of conveying units of knowledge, application and skills to students". The right way here includes knowledge of content, processes, methods and means of conveying content.

Teaching constitutes one of the major tasks of a teacher. Competency over this task of teaching is the essence of a successful education system. Contribution of teacher to pupil learning will be referred to as teacher effectiveness. Note that teacher effectiveness is not really a characteristic of the individual teacher, but something shared by the teacher and the pupil. Teacher competency is the average success of all of teacher's behaviour in achieving his intended efforts (Medly and Mitzel, 1963). Teacher competency is wider term including teachers' personality, presage, process and

product variable while teaching competency is required to the teaching behaviour presented during classroom teaching and effective use of various teaching skills is called teaching competency. The effective teaching of a teacher plays an important role in making him a competent teacher. There are various methods to assess teaching competencies these are Judgment, Observation of classroom, Theoretical framework of teacher behaviour and experimental studies.

Our emotions play quite significant role in guiding and directing our behaviour. If a person has no emotion in him, then he becomes crippled in terms of living his life in a normal way. Every one of us may be found to have varying capacities and abilities with regard to dealing with emotion. Depending upon the nature of this ability, he or she may be said more emotionally intelligent or lesser, in comparison to others in the group. Emotional intelligence is “the competence to identify and express emotions, understand emotions, assimilate emotions into thought and regulate both positive and negative emotions in the self and others” (Mathews, Zeidner and Roberts, 2002). Four branches is conceived as representing related emotional intelligence abilities, that is, the ability to a) identify emotions, b) use emotions to facilitate thought, c) understand emotions, and d) manage emotions to promote personal growth (Mayer & Salovey, 1997). In the present study, we have taken four areas or aspects of emotional intelligence these are Intra-personal Awareness, Interpersonal Awareness, Intrapersonal Management and Interpersonal Management.

The term emotional intelligence (EI) was popularized Goleman (1995) who claimed that emotional intelligence “can be as powerful and at times more powerful than intelligence” IQ accounts for only about 20% of a person’s success in life. It is now widely believed that emotions rather than IQ may be the true measure of human intelligence. It is a far more reliable indicator of success than intellectual intelligence. It is necessary to develop EQ because the people with high EQ are happier, healthier and more successful in relationships. “Emotional Quotient” (E.Q.) is used, interchangeably with “emotional intelligence”. ‘Emotional Quotient (EQ)’ represents the relative measure of a person emotional intelligence similar to ‘Intelligence Quotient (I.Q.)’. Scientists are shifting their focus from hardware of the brain to the software of mind. Emotional intelligence is a mixture of ‘The Head’ and ‘The Heart’. So it is necessary to measure the emotional intelligence of prospective teachers for knowing their self, managing emotions, empathy, communication, cooperation, resolving Conflicts. By having these skills a teacher will be able to manage the situations properly inside the classroom and outside also.

SIGNIFICANCE OF THE STUDY

Emotional intelligence is considered as vital for success. In fact emotional intelligence is more important than Intelligence in the success of a person. Most of the problem in our life, whether childhood problems, adolescent problems, home and family problems, work situation problems are the results of misinterpretation of the involved sentiments, feelings and emotions of the concerned individuals, group of individuals. We are living in the age of accelerating change and super complexity, which is straining out physical defense and overwhelming our decisional process. In this situation a teacher can help students and the community to subject the process of change with his effective and perfect teaching. After all, the modern world needs effective teachers who can enable the society to reach the peak of glory and progress. The effectiveness of a teacher mainly depends upon the character, ability and his competency towards teaching. Competency of a person is very much depends upon his emotions and feelings. To acquire a favorable competency a person should be emotionally intelligent. He should have the ability to manage and control his own emotions and to understand the emotions of others. According to above discussion the competency of person has some significant relationship with emotional intelligence.

STATEMENT OF THE PROBLEM

“A Study of Teaching Competency of Prospective Teachers in relation to their Emotional Intelligence”

OBJECTIVES OF THE STUDY

1. To study the emotional intelligence of the prospective teachers.
2. To study the teaching competency of the prospective teachers.
3. To study the correlation between emotional intelligence and teaching competency of the prospective teachers.
4. To study the correlation between emotional intelligence and teaching competency of female prospective teachers.

5. To study the correlation between emotional intelligence and teaching competency of male prospective teachers.
6. To compare emotional intelligence of male and female prospective teachers.
7. To compare teaching competency of male and female prospective teachers.

HYPOTHESES

1. There is no significant correlation between the emotional intelligence and teaching competency of the prospective teachers.
2. There is no significant correlation between emotional intelligence and teaching competency of the female prospective teachers.
3. There is no significant correlation between emotional intelligence and teaching competency of the male prospective teachers.
4. There is no significant difference in emotional intelligence of male and female prospective teachers.
5. There is no significant difference in teaching competency of male and female prospective teachers.

DELIMITATIONS OF THE STUDY

1. The study can be conducted to all prospective teachers of Haryana but it is delimited to prospective teachers of Bhiwani district.
2. The sample of study is constituted 200 prospective teachers only.
3. The study can be conducted to in service but it is delimited to prospective teachers only.
4. The study has been delimited to two variables: Emotional Intelligence and Teaching Competency

RESEARCH METHODOLOGY

Method Used

The normative survey method was used to study the problem referring to the study of Teaching Competency of Prospective Teachers in relation to their Emotional Intelligence.

Population and Sample

The population for the present research includes prospective teachers of five B. Ed. Colleges of Bhiwani District. The random sample method was used to draw the sample for the present study. The total sample for the study comprises of 200 prospective teachers (100 male and 100 female prospective teachers) from the colleges of Education of Bhiwani district.

Research Tool

- 'G.T.C.S.' developed by Passi and Lalita
- 'Emotional Intelligence Inventory' developed by Dr. S.K. Mangal.

STATISTICAL TECHNIQUES USED

Keeping the nature of the study and the nature of objectives in mind the investigator used following statistical techniques which helped in the analysis and interpretation of data.

1. Central Tendency (Mean)
2. Standard Deviation

3. Critical Ratio
4. Correlation

Analysis And Interpretation Of Data

Table 1: Emotional intelligence of prospective teachers (N = 200)

Scores of E.I.	No. of Students	%age	Classification
71-100	42	21	Highly Emotionally Intelligence
51-70	138	69	Average Emotionally Intelligence
26-50	20	10	Low Emotionally Intelligence
0-25	0	0	Very Low Emotionally Intelligence

From table 1 it is appeared that out of 200 students, 42 students that means 21% are highly emotionally, 138 students that means 69% are average emotionally intelligent, falls between and the rest 20 student that means 10% are low emotionally intelligent and no students is with very low emotionally intelligence. So it shows that majority of prospective teachers have average emotional intelligence.

Table 2: Teaching competency of prospective teachers (N = 200)

Scores of Teaching Competency	No. of Students	%age	Classification
127-147	4	2	Excellent Teaching Competency
106-126	36	18	Very Good Teaching Competency
85-105	82	41	Good Teaching Competency
64-84	62	31	Fairly Satisfactory Teaching Competency
43-63	14	7	Satisfactory Teaching Competency
22-42	2	1	Not Satisfactory Teaching Competency
0-21	-	-	Poor Teaching Competency

From table 2 it is apparent that out of 200 students 4 students (2%) have Excellent Teaching, 36 students (18%) have Very Good Teaching Competency, 82 students (41%) have Good teaching Competency, 62 students (31%) have fairly Satisfactory Teaching Competency, 14 students (7%) have Satisfactory Teaching Competency and rest 2 students (1%) do not have Satisfactory Teaching Competency and no students have Poor Teaching Competency. It shows that majority of prospective teachers have Good Teaching Competency.

Table 3: Co-relation between emotional intelligence and teaching competency of prospective teachers

S. No.	Variable	No. of Students	Mean Score	'r'
1.	Emotional Intelligence	200	62.93	0.74
2.	Teaching Competency	200	90.28	

It is observed from the table 3 that the computed value of coefficient of correlation between emotional intelligence and teaching competency is 0.74 that indicates a good correlation. Hence, the null hypothesis of no significant correlation rejected. Now, it can be interpreted that emotional intelligence and teaching competency are perfectly correlated with each other. The nature of correlation can be described with the help of given interpretation chart:

Sr. No.	The range of computed correlation – coefficient	Interpretation
1.	From 0.00 to + 0.20	Zero relation absolutely no relationship
2.	From + 0.21 to + 0.40	Low correlation, definite but small relation
3.	From + 0.41 to 0.70	Moderate correlation, substantial but small relationship
4.	From + 0.71 to + 0.90	High- correlation, marked relationship
5.	From + 0.91 to + 0.99	Very high correlation quite dependable relationship
6.	From +0.99 to 1	Perfect correlation, almost identical opposite relationship

Out computed value of 0.74 which presents a high (good) correlation between emotional intelligence and teaching competency of prospective teachers.

Table 4: Co-relation between emotional intelligence and

Teaching competence of female prospective teachers

S. No.	Variable	No. of Students	Mean Score	'r'
1.	Emotional Intelligence	100	62.64	0.75
2.	Teaching Competency	100	89.48	

It is observed from the table 4 that the value of co-efficient of correlation 'r' between emotional intelligence and teaching competency is 0.75 which is positive in nature. It indicates a high (good) correlation. Hence the null hypothesis of no significant correlation is rejected. Now, it can be interpreted safely that the emotional intelligence and teaching competency of female prospective teachers are highly correlated to each other.

Table 5: Co-relation between emotional intelligence and Teaching competency of male prospective teachers

S. No.	Variable	No. of Students	Mean Score	'r'
1.	Emotional Intelligence	100	63.23	0.73
2.	Teaching Competency	100	91.08	

It is observed from the table 5 that the computed value of coefficient of correlation between emotional intelligence and teaching competency of male prospective teachers is 0.73 which is positive in nature. It indicates a high correlation between two variables. Hence, the null hypothesis of no significant correlation between emotional intelligence and teaching competency of male prospective teachers is rejected. Now, it can be interpreted safely that the emotional intelligence and teaching competency of male prospective teachers are highly correlated to each other.

Table 6: comparison of emotional intelligence of male and female prospective teachers

Sex	Total Students	Mean Score (EI)	S.D.	Critical Value (C.V.)	Level of Significance	
					0.05	0.01
Male	100	63.23	9.78	0.46	1.96	2.58
Female	100	62.64	8.38		Not significant	

From table 6, it is evident that computed critical ('t') value of emotional intelligence of male and female prospective teachers is 0.46 which is less than 1.96 (0.05) and 2.58 (0.01) the standard values required to reach 5% and 1% levels of significance. Thus it can be concluded that this difference of means is not significant at 0.05 as well as at 0.01 levels of significance. Hence, the null hypothesis of significant difference in emotional intelligence of male and female prospective teachers is accepted. It shows that sex factor has no impact on the level of emotional intelligence.

Table 7: comparison of teaching competency of male and female prospective teachers

Sex	Total Students	Mean Score (teaching competency)	S.D.	Critical Value (C.V.)	Level of Significance	
					0.05	0.01
Male	100	91.08	21.61	0.42	1.96	2.58
Female	100	89.48	19.16		Not significant	

From table 7, it is evident that computed critical (t') value of teaching competency of male and female prospective teachers is 0.42 which is less than 1.96 (0.05) and 2.58 (0.01) the standard values required to reach 5% and 1% levels of significance. Thus it can be concluded that this difference of means is not significant at 0.05 as well as at 0.01 levels of significance. Hence, the null hypothesis of no significant difference in teaching competency of male and female prospective teachers is accepted. It shows that sex factor has no impact on the level of emotional intelligence.

FINDINGS

1. Prospective teacher's emotional intelligence level is average.
2. Prospective teachers have moderate attitude towards teaching.
3. There is a significant relationship between teaching competency and emotional intelligence of prospective teachers.
4. There is a significant relationship between teaching competency and emotional intelligence of female prospective teachers.
5. There is a significant relationship between teaching competency and emotional intelligence of male prospective teachers.
6. There is no significant difference in emotional intelligence of male and female prospective teachers.
7. There is no significant difference in teaching competency of male and female prospective teachers.

CONCLUSION

Based on the analysis done and interpretations of the data it can be concluded that there is a significant and positive correlation between emotional intelligence and teaching competency. There is no significant difference in teaching competency and emotional intelligence in relation to sex. The findings of our study supported by Chugh (2012) who reported that teaching aptitude of male and female teacher trainees of Haryana has no significant difference. The study of Anari, (2012) also indicated that there is a positive significant relationship between emotional intelligence and teaching competency.

EDUCATIONAL IMPLICATIONS

The findings of the study are important to educational thinkers, teachers, psychologists and others who are concerned with the sphere of education. From the findings of the study it is observed that the male and female student teachers don't differ significantly with respect to their teaching competency and emotional intelligence. Hence sex should not be the criterion for selecting teachers. A significant correlation between emotional intelligence and teaching competency shows that the students having high emotional intelligence are better for teaching because they have high teaching competency. The present study also helps the individual to choose the correct career because I.Q. contributes 20% of the factor that determine success. It means that emotional intelligence is more valuable for success than the I.Q. and other factors.

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