



COMPARATIVE STUDY OF THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND PROFESSIONAL DEVELOPMENT OF TEACHER EDUCATORS IN B.Ed. COLLEGES

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ABSTRACT

This study aimed to find out the Relationship between Emotional Intelligence and Professional Development of Teacher Educators in B.Ed. Colleges. The Emotional Intelligence Scale Shubhra Mangal (2013) was used to assess the Emotional Intelligence. To assess the Professional Development of Teacher Educators used the Scale by Yodida Bhutia(2014).

The investigator has selected as sample of 340 teacher Educators from three Districts of colleges of Education in Sivaganga, Pudukkottai and Thanjavur District by adopting simple Random Sampling Method. The present study revealed that there is a high level positive relationship between Emotional Intelligence and Professional Development of Teacher Educators in B.Ed. colleges.

KEYWORDS : Emotional Intelligence, Professional Development, Teacher Educators, B.Ed. Colleges.

INTRODUCTION

Emotional maturity and emotional intelligence are the pre-requisites for a good and effective teacher because if teacher is not emotionally competent, then his teaching can never become effective. In late 80's and early 90's there has been huge contemplation, research and discussion on the effect of emotional intelligence on persons' especially in impressionable age adolescent and school going children but still there is a lot of points that needed to be looked at.

Emotional intelligence plays an effective role in sensitive and critical field of teacher training and college going youth. Emotionally strong teachers can do wonders in their classrooms. As Emotional Intelligence is the awareness of and ability to manage one's own emotions as well as the ability to be self-motivated, able to feel what others feel and socially skilled. Emotional Intelligence is a more powerful influence on success in life than more traditional views of intelligence. One who is emotionally intelligent, possess avoid of emotions such as anger, impulsiveness and anxiety. Empathy, the ability to understand what others feel, is also a component, as are an awareness of one's own emotions, sensitivity persistence even in the face of frustrations and the ability to motivate oneself. The teachers should also pay special attention towards the Emotional Intelligence of students, as these are the competencies and skills which help a person to be successful in various facets of life.

The Professional Development in a broad sense refers to the development of a person in his or her professional role. Similarly Professional Development of Teacher is the professional growth a teacher with increased expertise, knowledge and skills which is achieved through various programmes and experience. Professional development include formal experiences such as attending workshops and professional meetings, mentoring etc., and informal experiences such as reading professional publications, watching television documentaries related to academic discipline etc. (Ganser 2000) defines "Teacher's professional development is a long term process which begins with initial preparation and only ends when the teacher retires from the profession therefore it is boarder then just a job".

The Professional development of teachers is a key factor in ensuring that reforms at any level of education becomes effective. Successful professional development provides opportunities for teachers to have a significant positive effect on student's performance and learning. Thus when the goal is to increase students learning and to improve their performance, the professional development of teachers should be considered a key factor, and this at the same time must feature as an element in a larger reform.

Vonk (1995) concludes that there are two models: one is teacher professionalism, "which is based on the principles of mastering the academic or subject's knowledge and professional competence. In this model, teacher education provides future teachers with instructional skills and knowledge of pupil's learning processes and of child development". The second model, the personal growth model, assumes that "if teachers have greater self-understanding, are more reflective, more sensitive, more empathy is and more fully self-actualized, they would inevitably be better teachers". The present study can help all the society members who are responsible for providing education for making the personality of students' more effective and successful.

OBJECTIVES OF THE STUDY

1. To find out the Emotional Intelligence of Teacher Educators in B.Ed. colleges.
2. To find out the Professional Development of Teacher Educators in B.Ed. colleges.
3. To find out the significant difference between Emotional Intelligence and Professional Development of Teacher Educators in B.Ed. Colleges.
4. To find out there is a correlation between Emotional Intelligence and Professional Development of Teacher Educators in B.Ed. Colleges.

HYPOTHESES OF THE STUDY

1. There is no significant difference between Emotional Intelligence and Professional Development of Teacher Educators in B.Ed. Colleges.
2. There is no correlation between Emotional Intelligence and Professional Development of Teacher Educators in B.Ed. Colleges.

POPULATION OF THE STUDY

Population of the study was Teacher Educators working at the Colleges of Education in Tamilnadu.

SAMPLE USED FOR THE STUDY

The investigator has selected as sample of 340 Teacher Educators from three Districts of Colleges of Education in Sivaganga, Pudukkottai and Thanjavur by adopting Simple Random Sampling Method.

TOOLS USED FOR THE STUDY

The present study used the following Tools

1. Emotional Intelligence Scale Standardized and Revalidated by Shubhra Mangal (2013).
2. Professional Development Scale Standardized and Validated by

Yodida Bhutia (2014).

STATISTICAL ANALYSIS

1. Mean
2. Standard Deviation
3. 't'-Test
4. Karl Pearson's Product Moment Correlation.

DELIMITATIONS OF THE STUDY

- The Study is limited to a group of Teacher Educators in Sivagan-ga, Pudukkottai and Thanjavur Districts Only.
- It is limited to Teacher Educators working in Government and Self- Finance Colleges alone.

HYPOTHESES TESTING

HYPOTHESIS-1.

There is no significant difference between Emotional Intelligence and Professional Development of Teacher Educators in B.Ed. Colleges.

Table: 1

Sub variables	N	Mean	S.D	D.F	't'-value	Level of significance
Emotional Intelligence	340	85.22	7.04	338	1.25	Not Significant at 0.05 level
Professional Development	340	84.65	7.93			

- Significant at 0.05 level
- Critical value for 0.05 level = 1.96

The calculated 't' value (1.25) is less than the table value (1.96) with corresponding to the 0.05 level of significant. Hence the null hypothesis is accepted. Hence it is concluded that there is no significant difference between Professional Development and Emotional Intelligence of Teacher Educators in B.Ed. colleges. Thus the result reveals that the mean scores of Professional Development (85.22) is higher than Emotional Intelligence (84.65) in respect of their Teacher Educators working in colleges of Education.

HYPOTHESIS-2.

There is no correlation between Emotional Intelligence and Professional Development of Teacher Educators in B.Ed. Colleges.

Table: 2

Sub variables	N	'r'-value	Level of significance
Emotional Intelligence	340	0.374	Significant at 0.01 level
Professional Development			

- Significant at 0.01 level
- Critical value for 0.01 level = 0.128

The calculated 'r' value (0.374) is greater than the table value (0.128) with corresponding to the 0.01 level of significant. Hence the null hypothesis is rejected. Hence it is concluded that there is a high level positive correlation between Professional Development and Emotional Intelligence of Teacher Educators in B.Ed. colleges.

RECOMMENDATIONS OF THE STUDY

- More awareness may be given to the Teacher Educators for promoting the different use of Technology Integrated training programmes. It results improve their professional development.
- Teacher Educators may be involved in psychological Practical, in order to reduce their errors in teaching. It reveals to recognize the emotional Intelligence.
- Self-financing institutions may be given special care to the teacher Educators for improving the teaching competency for adopting various methods in classroom teaching.
- Recognizing the importance of Teacher Educators professional development, there is strong need to examine current professional policies for teachers, at the entrance level and programs for training of teachers on job or during the service.
- Today the professional development does not include 'Training' which includes learning skills, rather it includes both formal and informal measures for a teacher to learn newer practices and a more deeper knowledge of pedagogy, their own practices and

acquiring advance understanding of the contents and resources includes.

- Seminars, workshops and conferences may also be held on different areas of Teaching Effectiveness.
- It is Recommended that the governing bodies such as NCERT and SCERT may be strengthened Pre-service and In-service training programmes for Teacher Educators. It results to improve their Teaching Competencies.

EDUCATIONAL IMPLICATIONS OF THE STUDY

- High Teaching competent Teacher Educators were found higher than low Emotional Intelligent and Professional Development Teachers Educators. Therefore, this is the responsibility of Teacher Educators of Teacher Education Institutions and Educational administrators that they organize following activities in B.Ed. colleges for in-service Teacher Educators.
- It is recommended that Teachers Educators Professional Development should be enhanced with the use of Emotional Intelligence Training.

SUGGESTIONS FOR FURTHER STUDY

In the light of the above findings of the study, further investigations in the following areas can be very well suggested. The suggestions are as follows.

- The study may be done in Arts and science Colleges, Teacher Training Institutes and Engineering colleges also.
- The Study may be carried out vast number of Teacher Trainees in other Districts also.

CONCLUSION

The results show that the Teacher Educators has high level of positive correlation between Emotional Intelligence and Professional Development. High Teaching Competent Teachers Educators were found higher than low Emotional Intelligence and professional Development Teacher Educators. The study also reveals that the well experienced Teacher Educators were found higher than low experienced Teacher Educators were working in colleges of Educations. Finally, the investigator concluded that the Emotional Intelligence and Professional Development of Teacher Educators were intercorrelated with each other in some aspects regarding with B.Ed. colleges of Education.

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