



IMPACT OF TEACHING EFFICIENCY THROUGH EMOTIONAL INTELLIGENCE ON THE PERFORMANCE OF B.ED TEACHER TRAINEES

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ABSTRACT

The concept of emotional intelligence is much recognized in the current highly competitive era, where sustainability has become a big challenge. Among the components of EI studied here, emotional stability, self-motivation, managing relations, self-awareness and integrity emerged as the best predictors of teacher effectiveness. This paper discussed impact of teaching efficiency through emotional intelligence on the performance of B.Ed teacher trainees.

KEYWORDS : Emotional Intelligence, Teaching Efficiency

INTRODUCTION

Education plays its important role in the success of a human in each and every discipline. Education provides the skills to the students that enhance their skills, prepare them physically, and develop them mentally. For the successful teaching it is just not required the subject knowledge, but it is also needed the effective skills this study is also to find the impact of those skills which are known as emotional intelligence on teachers' performance. Teachers are the backbone of the educational institutions, without teachers, these institutes are considered the body without soul. According to National Education Report, the trained teachers are essential for the education system. The teachers who got training can be expected have the highly knowledge of emotional intelligence. Definitely the teachers having good emotional intelligence, can teach the students in effective manner, But it is needed to measure this phenomena, at what level the emotional intelligence can plays its role in learning process.

EMOTIONAL INTELLIGENCE AND TEACHING

Efficient teaching and good learning are the two most important factors for achieving quality in the field of education. Educationists in the higher education sector have a very responsible task of moulding the youth to become successful and socially responsible citizens. Educationists have recognized the importance of „Emotional Intelligence in the classrooms that becomes a crucial constituent of the teaching-learning process resulting in the holistic learning and development of the students. It is not only necessary for the teachers to possess a good Emotional Quotient (EQ), but also to facilitate the students to imbibe the social emotional skills and enhance their EQ.

A teacher should aim at developing special abilities in order to tackle the challenges of the increasing workload, multifarious roles at home and work, increasing their conceptual knowledge and remain competitive in disseminating quality education. These abilities that sum up emotional intelligence according to Mayer and Salovey (1989) are:

- Perceiving emotions
- Using emotions
- Understanding emotions
- Managing emotions



- Perception – Perceiving and identifying emotions.
- Assimilation- Integrating emotions into thought patterns.
- Understanding – Understanding one's own and others emotion.
- Managing – Managing emotions.

OBJECTIVES

1. To study the emotional intelligence of B.Ed. students.
2. To study the teaching efficiency of B.Ed. students.
3. To compare the emotional intelligence of B.Ed. Male & Female students.
4. To compare the teaching efficiency of B.Ed. Male & Female students.

HYPOTHESES

Following null hypotheses are formed to conduct the study in a proper way.

1. B.Ed. students lack in emotional intelligence.
2. B.Ed. students' teaching efficiency is not very high.
3. There is no significant difference between the emotional intelligence of B.Ed. Male & Female students.
4. There is no significant difference between the teaching effectiveness of B.Ed. Male & Female students.

METHOD

Descriptive survey method of Research.

SAMPLE

200 (100 male & 100 female) B.Ed. students selected randomly from the B.Ed. colleges of pattukkottai district.

TOOLS

1. Emotional Intelligence Inventory by Shubhra Mangal and S.K.Mangal.
2. teaching efficiency Questionnaire by R.K.Yavav

ANALYSIS OF DATA

Table-1

Male	Female	"t" Value	Level of Significance	
Mean	S.D	Mean	S.D	
59.99	09.68	64.68	08.79	0.01

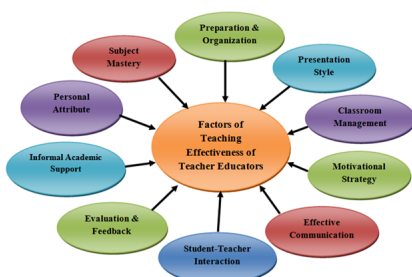


Table 1 shows the emotional intelligence of male and female students of B.Ed. college. The Mean Scores of male and female are 59.99 & 64.68 respectively. The t-Value is 03.60 which is greater than the table value of both levels 0.01 and 0.05 Therefore, we can say that there exists significant difference between the male and female students in their emotional intelligence.

Table-2
Showing Mean, S.D. and “t” values of the scores of teaching efficiency of Male & Female Students

Male		Female		“t” Value	Level of Significance
Mean	S.D	Mean	S.D		
178.38	15.88	170.84	17.66	03.18	0.01

Table 2 shows the teaching efficiency of male and female students of B.Ed. college. The Mean Scores of male and female students are 178.38 and 170.84 respectively. The t-Value is 03.18 which is significant at .01 level. Therefore, we can say that there is significant difference between the male and female students in their teaching effectiveness. Male students have greater teaching efficiency than the female students.

FINDINGS

- (i) Intra Personal awareness of male students was significantly higher than the female students.
- (ii) No significant difference was observed in the inter and intra personal awareness of emotional intelligence of male and female students.
- (iii) Emotional intelligence of female students was significantly higher than the emotional intelligence of male students.
- (iv) teaching efficiency of male students was significantly higher than the social self concept of female students.
- (v) No significant difference was observed in the temperamental, educational, moral and intellectual teaching efficiency of male and female students.
- (vi) teaching efficiency of male students was significantly higher than the self concept of female students.
- (vii) Comparatively female students have shown higher emotional intelligence than the male students. On the other hand male students have shown higher teaching efficiency than the female students.

EDUCATIONAL IMPLICATIONS OF THE STUDY:

Student teachers will be able to express their emotions in an appropriate manner and become skilled in relationships. They will be able to teach independently and handle emotional situations effectively.

CONCLUSION OF THE STUDY

The present study on the influence of emotional intelligence strategies on the teaching efficiency of student teachers. on an important field of education. Using the emotional intelligence strategies are skills were form to score high on teaching efficiency. Emotional Intelligence skills play an important role in teaching efficiency.

Humans are emotional beings. In everyday life, either in teacher-student relationship or student-student relationship or even student-parent relationship, one comes across a range of emotions which could be both positive as well as negative. When student teachers learn to handle their emotions effectively, either one’s own or that of others with emotional intelligence skills, then they would be in a better position to perform well in their teaching efficiency evaluations.

DELIMITATIONS OF THE STUDY

- 1. The study is conducted B.Ed Students only
- 2. The area has chosen Pudukkottai District only
- 3. Only the selected strategies of Emotional Intelligence are included in the tools

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