



A Study on Emotional Intelligence and Teaching Competency of Teacher Educators in B.ed Colleges

KEYWORDS

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ABSTRACT *The present study deals with the Emotional Intelligence and Teaching Competency of Teacher Educators in B.Ed colleges. The Investigators have randomly selected to Teacher Educators from Ten different colleges of Education in pudukottai district as sample. The Emotional Intelligence scale by Goleman and Teaching competency scale by Borrich and Fendon were used to collect the data. Statistical techniques used by Pearson's product moment correlation and t-test were employed for analyzing the data. Results reveals that there is significant relationship between Emotional Intelligence and teaching competency of teacher Educators in B.Ed colleges. Hence the teacher Educators having positive influence on Emotional Intelligence show better relationship in their teaching competency. Also result reveals that significant difference between Emotional Intelligence and teaching competency of teacher educators in the sub categories sex, subject and type of the college.*

Introduction:

Excellence in Education and Educational organization is the need of the hour. The number of Teacher Educators produced at different level is gradually increasing to meet the demands of Education. The expectations of learners in Education can be fulfilled by the Teachers beyond large. The professors of American University John Mayer and Peter Salve introduced and used the term Emotional Intelligence recently in order to enhance the overall development of the children in the society.

According to them, Emotional Intelligence is the research ability of sensing Emotions, linking them with thinking and understanding them in order to manage them together. The study of "Emotional Intelligence" shows promise in predicting educational competencies and positive life outcomes. It is argued that core factors describing teaching effectiveness can be submerged under the competencies comprising Emotional Intelligence.

"Teaching competency" is defined as the effective performance of all observable Teacher behaviors that bring about desired pupil outcomes". A competent teacher should possess qualities such as self awareness building rapport, cooperative, motivating, empathetic and to keep balanced on distributive emotions besides the knowledge and the avid repertoire of teaching skills they possess in their subject. Hence the result of the study may be used to improve the teaching competency of teacher educators by applying the appropriate strategies.

Objectives of the study:

- To study the relationship between Emotional Intelligence and Teaching competency of Teacher Educators in B.Ed Colleges.
- To find out the significant difference between the mean scores of Emotional Intelligence of Teacher Educators in terms of their sex, subject, and type of the college.
- To find out the significant difference between the mean scores of Teaching competency of Teacher Educators in terms of their sex, subject, and type of the college.

Hypotheses of the study:

- There is no significant Relationship between the mean scores of Emotional Intelligence and Teaching competency of Teacher Educators B.Ed Colleges.
- There is no significant difference between the mean scores of Emotional Intelligence of Teacher Educators in terms of their sex, subject, and type of the college.
- There is no significant difference between the mean scores of teaching competency of Teacher Educators in terms of their sex, subject, and type of the college.

Sample of the study:

The investigator has chosen Randomly 60 Teacher Educators from various colleges of Education in pudukottai District, Tamilnadu for the Investigation.

Methodology of the study:

Normative Survey method of research way employed to investigate the relationship and difference in various variable of the study.

Research Tools:

The present study used the following Tools

- Emotional Intelligence scale by Goleman.
- Teaching competency scale by Borrich and Fenton.

Statistical techniques used:

- Karl Pearson's product moment correlation Technique to study the Relationship between the variable.
- Differential analysis (t-Test) to find out the significant difference between the variable.

Analysis and Interpretation:

Hypothesis: 1

There is no significant Relationship between the mean scores of Emotional Intelligence and Teaching competency of Teacher Educators B.Ed Colleges.

Table: 1.1

| Variables | N | Mean | S.D | D.f | Coefficient of correlation | Level of significance |
|-----------|---|------|-----|-----|----------------------------|-----------------------|
|-----------|---|------|-----|-----|----------------------------|-----------------------|

| | | | | | | |
|------------------------|----|-------|------|-----|------|---------------------------|
| Emotional Intelligence | 60 | 43.73 | 4.62 | 118 | 0.62 | Significant at 0.01 level |
| Teaching competency | 60 | 45.82 | 4.31 | | | |

From the table 1.1 , it is found that the calculated r- value (0.62) is greater than the table value at 0.01 level of significant .hence our null hypothesis is rejected. So it is concluded that there is a significant relationship between the mean scores of Emotional Intelligence and Teaching competency of Teacher Educators in B.Ed colleges.

Hypothesis: 2

There is no significant difference between the mean scores of Emotional Intelligence of Teacher Educators in terms of their sex, subject, and type of the college.

Table: 1.2

| Variable | Category | Subgroup | N | Mean | S.D | t-value | Level of significant |
|------------------------|---------------------|----------|----|-------|------|---------|--------------------------------|
| Emotional Intelligence | sex | Male | 35 | 41.71 | 4.64 | 0.26 | Not significant at 0.05 level. |
| | | Female | 25 | 42.08 | 4.47 | | |
| | subject | Arts | 28 | 42.96 | 4.38 | 0.81 | Not significant at 0.05 level. |
| | | Science | 32 | 42.01 | 4.76 | | |
| | Type of the college | Govt. | 10 | 44.4 | 4.02 | 1.98 | Not significant at 0.01 level |
| | | Private. | 50 | 41.6 | 4.34 | | |

From the table 1 .2, it is found that the calculated t- value (0.2), (0.81)and (1.98) is less than the table value (1.96),(1.96) and (2.58) at (0.05),(0.05) and (0.01) level of significance. Hence our null hypothesis is accepted. So it is concluded that there is no significant difference between the mean scores of Emotional Intelligence of Teacher Educators in terms of their sex, locality and type of the college.

Hypothesis: 3

There is no significant difference between the mean scores of teaching competency of Teacher Educators in terms of their sex, subject, and type of the college.

Table: 1.3

| Variable | category | Subgroup | N | Mean | S.D | t-value | Level of significant |
|---------------------|---------------------|----------|----|-------|------|---------|--------------------------------|
| Teaching competency | sex | Male | 35 | 43.38 | 4.41 | 1.56 | Not significant at 0.05 level. |
| | | Female | 25 | 45.24 | 4.65 | | |
| | subject | Arts | 28 | 42.13 | 4.22 | 2.96 | Significant at 0.01 level. |
| | | Science | 32 | 45.60 | 4.86 | | |
| | Type of the college | Govt. | 10 | 43.72 | 4.73 | 0.65 | Not significant at 0.05 level. |
| | | Private | 10 | 43.72 | 4.98 | | |

From the table 1 .3, it is found that the calculated t- value (1.56), (0.65) is less than the table value 1.96 at 0.05 level of significance and the calculated value 2.96 is greater than the table value 2.58 at 0.01 level of significance. So it is concluded that there is no significant difference between the mean scores of Teaching competency of Teacher Educators in terms of their sex, locality and type of the college.

Findings of the study:

- Significant Relationship exists between Emotional Intelligence and Teaching competency of Teacher Educators in B.Ed colleges. This means Emotional Intelligence and Teaching competency are dependant on each other.
- Male and female Teacher Educators do not differ significantly in their Emotional Intelligence and also subject, type of the college wise Teacher Educators are do not differ significantly in their Emotional Intelligence.
- No significant difference exists between the mean scores of Teaching competency of teacher Educators belongs to sex and type of the college.
- Significant difference exists in the teaching competency of teacher Educators belongs to subject.

Educational implications:

1. Emotional changes inculcate skills among teacher Educators which directly help them in the profession of teaching.
2. A higher degree of emotional changes is essential in order to help the present and future generations.
3. The college selection committee could try to find out the teaching competency of teacher educators so that better teachers could be produced.

Conclusions:

Result showed a significant and positive correlation between Emotional Intelligence and teaching competency. It means emotional intelligence and teaching competency are dependent on each other but in positive sence .Therefore Emotional Intelligence and Teaching competency is considered to be a driving factors that contributes to 80% of success in a person's life. Therefore Emotional Intelligence will improve the teaching competency of teacher educators in B.Ed colleges.

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