



“EFFECTIVENESS OF EMOTIONAL INTELLIGENCE STRATEGIES ON THE TEACHING EFFECTIVENESS IN B.ED STUDENT TEACHERS”

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ABSTRACT The study deals with finding out the Effectiveness of Emotional Intelligence Strategies on The Teaching Effectiveness of Student Teachers. Experimental design with purposive sampling technique were employed for the present study. It was carried out among the student teachers from two B.Ed colleges in Pudukkottai District. 40 students were both in experimental group and control group. Descriptive statistics, Differential Analysis, Correlation Analysis are the Statistical Techniques used for the present studies. The findings suggest that there is a positive Effectiveness of Emotional Intelligence Strategies on The Teaching Effectiveness of Student Teachers further there is a significant difference between the pre test and post test scores in the variables of Emotional Intelligence and Teaching Effectiveness. There is differential effect of Emotional Intelligence strategies on Teaching Effectiveness of Student Teachers.

KEYWORDS : Emotional Intelligence, Teaching Effectiveness

1.1. Introduction

Education plays a vital role in the individual's growth and development. It is the most powerful weapon which can be used to change the world. Education nurtures the Minds of Students to attain their goals through teacher. The Teacher is the centre pillar for the entire educational building and should form a better environment for the Students. Teachers are the one who establish clear objectives, regulate the students to promote positive behaviours in them. A good teacher should engage and holds the attention of students in all aspects. She or he should be a friendliness and congeniality, good personality, deep knowledge, good communicator, good listener, good sense of humour and kindness. With his or her efficiency and capability the teacher should teach the lesson. She/he should establishing learning goals, interactions with students to get deep understanding, create effective classroom climate, has classroom management and also have emotional intelligence to work effectively. Emotional intelligence consists of two words, viz., emotion and intelligence.

Emotional Intelligence

Emotional intelligence is the art of managing emotions, understanding them and doing worthwhile activities. It's entirely includes practical skills and the ability to handle people. A sense of one's personal or collective identify, including the attitudes, beliefs, and sensitivities held by or considered characteristic of an individual or group.

Teaching Effectiveness Teaching Effectiveness is nothing but cultivate thinking skills, stimulate interest in the subject and motivate the students. Faculty placed more importance on being intellectually challenging, motivating students, setting high standards and encouraging self-initiated learning.

Statement of the Problem

As a teacher she or he should have emotional intelligence which helps to increase and maintain teaching effectiveness and this will lead to increase the quality of the Education. Therefore this is an opportunity to find out whether emotional intelligence can make an effect on teaching effectiveness. Hence the problem is entitled as,

NEED AND SIGNIFICANCE OF THE STUDY

Humans are emotional beings and life is essentially a relationship between a living organism and its surroundings. Positive and negative emotions like joy, wonder, anger, fear, resentment, guilt, sadness and such feelings are plays a vital role. A person who becomes skilled in monitoring, directing, manipulating and coaching his own and other's emotions may acquire a well adjusted and pleasing personality.

Every educational institution has been taken several steps to solve the problems and create emotional safe environment for education process. But it is useless. To provide emotional free environment, to enhance teacher emotional intelligence and teaching Effectiveness. This is an opportunity to find out the effects on Teachers emotional intelligence and teaching Effectiveness which pave the way to best

outcomes of the student's efficiency towards education.

Hence the researcher attempts to do research about Emotional Intelligence and Teaching Effectiveness of student teachers.

OBJECTIVES OF THE STUDY

1. To measure emotional intelligence of student teachers.
2. To measure teaching Effectiveness of Student teachers.
3. To find out the significant difference between UG and PG student teachers in the Emotional Intelligence and Teaching Effectiveness of student teachers of Experiential group.

HYPOTHESES OF THE STUDY

1. The Emotional Intelligence of student teachers is high.
2. The Teaching Effectiveness of student teachers is high.
3. There is no significant difference between UG and PG student teachers in the Emotional Intelligence and Teaching Effectiveness of student teachers of experimental group.

TOOLS USED

1. 'Emotional Intelligence scale' prepared and validated by Srinivasan, P. and Murugesan, R. (Srinivasan & Murugesan, 2014).
2. 'Teaching Effectiveness scale' prepared and validated by UmmeKulsum. (UmmeKulsum, 2011).

SAMPLE OF THE STUDY

A Sample of 80 student teachers from B.Ed Colleges in Pudukkottai District. Purposive sampling technique was followed due to constraint.

STATISTICAL TECHNIQUES

Descriptive Analysis, 't' test, SPSS package version 24. Data was collected

DESCRIPTIVE DATA ANALYSIS

Descriptive data analysis is used to describe the basic features of the data in a study. In the present study, the investigator has used descriptive data analysis to test the hypotheses of the mean score on Emotional Intelligence, and Teaching Effectiveness. From the obtained mean, standard deviation. The mean is compared to the norms set for the particular tests and conclusions are drawn.

Hypotheses 1 and 2 :

1. The Emotional Intelligence of student teachers is high
2. The Teaching Effectiveness of student teachers is high

MEAN AND STANDARD DEVIATION

The mean and standard deviation are illustrated in Table 1. In the table below, the mean and standard deviation for all the two variables of Emotional Intelligence and Teaching Effectiveness in the pre test, and post test in Control group and experimental group are represented.

Table 1 Descriptive Analysis – Mean and Standard Deviation

S.No	Variable	N	Testing	Control Group		Experimental Group	
				M	SD	M	SD
1	Emotional Intelligence	40	Pre Test	9.15	2.48	15.80	6.45
			Post Test	13.30	3.23	28.60	5.59
2	Teaching Effectiveness	40	Pre Test	334.28	77.20	336.63	58.18
			Post Test	327.90	71.66	477.18	19.66

From Table 1, it can be seen that the mean score of Emotional Intelligence of the control group is 9.15 in the pre test and 13.30 in the post test. The two scores are slightly different to each other. Hence it can be concluded that there is slightly change in Emotional Intelligence scores of the control group during the period of treatment given to the experimental group.

While comparing the mean scores of Emotional Intelligence of control group with experimental group, it can be seen that the Emotional Intelligence score is 15.80 in the pre test, 28.60 in the post test of the experimental group. Thus a steady rise in mean score of Emotional Intelligence is evident in the experimental group for whom the treatment of Emotional Intelligence strategies was given.

Hence it can be concluded that the Emotional Intelligence of Student teachers is “very high” in the post test mean score of experimental group.

From the above table, it can also be seen that the mean score of Teaching Effectiveness of the control group is 334.28 in the pre test and 327.90 in the post test. The two scores are very close to each other. Hence it can be concluded that there is no major change in Teaching Effectiveness scores of the control group during the period of treatment given to the experimental group.

While comparing the mean scores of Teaching Effectiveness of control group with the experimental group, it can be seen that the Teaching Effectiveness score is 336.63 in the pre test and 477.18 in the post test of the experimental group. Thus there is a steady rise in mean score of Teaching Effectiveness in the experimental group for whom the treatment of Teaching Effectiveness was given.

Hence it can be concluded that the Teaching Effectiveness of student teachers is “very high” in the post test mean score of experimental group.

DIFFERENTIAL TESTING OF HYPOTHESIS

Differential analysis includes ‘t’ test. A ‘t’ test checks if the difference between the two variables or two groups are significant. In other words, it tests if there is significant difference in the mean scores of the two groups under consideration.

Hypothesis – 3:

3. There is no significant difference between UG and PG student teachers in the mean scores of Emotional Intelligence and Teaching Effectiveness of student teachers of experimental group.

Analysis

The mean, standard deviation and t values are calculated based on graduate for the mean scores of Emotional Intelligence and Teaching Effectiveness for student teachers. The data is represented in Table 2

Table 2 Graduate wise N, M, SD and t values

S.No	Scores	Graduate	N	M	SD	t 0.05
1	Emotional Intelligence	UG	24	27.46	5.24	1.6
		PG	16	30.31	5.83	
1	Teaching Effectiveness	UG	24	478.79	22.36	0.63
		PG	16	474.75	15.09	

With reference to Table 2, it is evident that the t-value of Emotional Intelligence in the post test mean scores of the experimental group with respect to Graduate is 1.6. This t value is higher than the critical value of 1.96 at 0.05 level with df=38. Hence the null hypothesis no.6b accepted.

With reference to Table 2, it is evident that the t-value of Teaching Effectiveness in the post test mean scores of the experimental group

with respect to Graduate is 0.63. This t value is higher than the critical value of 1.96 at 0.05 level with df=38. Hence the null hypothesis no.6b accepted.

FINDINGS:

1. The Emotional Intelligence of Student teachers of B.Ed., is very high in the post test mean score of experimental group
2. Teaching Effectiveness of Student teachers of B.Ed., is very high in the post test mean score of experimental group
3. There is no significant difference between UG and PG student teachers in the mean scores of Emotional Intelligence of student teachers of experimental group.
4. There is no significant difference between UG and PG student teachers in the mean scores of Teaching Effectiveness of student teachers of experimental group.

EDUCATIONAL IMPLICATIONS OF THE STUDY:

They can plan their tasks better and be more organized in fulfilling their duties.

Student teachers can self check their emotions and design their own strategy for better performance.

They will be able to identify their emotions as well as those of others and handle themselves effectively.

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

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 effectiveness 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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