Research Paper Education

Correlation between Emotional Intelligence and Teaching Competency of B.Ed Trainees - A Gender Wise Analysis

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ABSTRACT

This study examined the relevance of emotional intelligence of B.Ed trainees in relation to the background variable, gender. A standarised tool was used for assessing emotional intelligence of 100 B.Ed trainees from Tirunelveli district, Tamilnadu. Simple random sampling method was adopted for obtaining the data and also framed the suitable hypotheses also. The results showed that the emotional intelligence on teaching competency of B.Ed trainees was correlated with reference to gender.

KEYWORDS Emotional Intelligence, Teaching Competency, B.Ed Trainees

INTRODUCTION

Education is the formal sense, it provide opportunities to form the socially accepted behaviour among the young children in accordance with the aims and goals of rational life. Briefly, education can be defined as a modification of behaviour of an individual for adequate adjustment in the society as well as individuals life. The individual aspect would involve all that is related to the learner, his/her mental process, the capacity to learn intelligently, his/her attitude, his/her behaviour, emotion and the various personality traits he/she has acquired over the year of involving in the learning experiences. The social aspect would mean all that the learner imbibes or imitates during his/her active interaction with peers, teachers, elders and others in the society. Since man is basically a social being, he/she cannot live in isolation, thus the necessity to interact with society and the environment of intelligently makes him/her adjustable and social. So the future teachers are having the emotionally stabled mind and imbibe the quality of classroom teaching. Then only they will produce the best products to our nation.

Because, education modifies the behavior of the individual. A change of behaviour can takes place through learning from every aspect in the society. Thus the teacher's competency exhibits the methods of teaching and provides the right atmosphere for learning effectively. Likewise emotions play a vital role in the way one processes the information during the teaching and learning process. A student may feel superior or inferior depending in this manner of his/her own emotional stability and also in the manner in which he/she is connecting with the environment. Thus the emotional intelligence is the ability to identify, use, understand, and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict. It will reflect the prospective teachers teaching competency. Hence this study made an attempt to validate the B.Ed. trainees overall performance is affected by factors like students mental abilities, their aptitudes, attitudes towards learning and other emotional characters as well as teacher related factors and the nature of teaching methods. Several attempts have been made by investigator to assess the various related factors affecting their teaching performance.

SIGNIFICANCE OF THE STUDY

Man is basically a mind-body unit and these two aspects vitally influence each other. For efficient functioning of the individual, he should not only possess sound bodily health bus also sound emotional health. But in contemporary society emotional health has become a major problem affecting almost every person. Not only have emotional health hazards significantly, increased in number and complexity but these have also affected the physical efficiency of individuals, causing a variety of psychosomatic disorders. So emotional intelligence is now recognized as an important aspect of an individuals' total development is accepted as an integral part of the teaching and learning programme. The teacher especially in the method of systematic preparation makes the students in sound manner. The results in education depending upon the quality of the teacher, those who teach and guide in a concrete way about their students it will reflect in their goal setting process. Likewise the role of teacher in their teaching process is very essential, because it will reflects their achievement it is depending upon their teacher's quality. Hence in the present study has an attempt to investigate the variable emotional intelligence on teaching competency found among the student teachers in general. The educational capacity of a student teacher is judged by his/her teaching competency in their training period. The findings may give an insight to improve the quality of emotional characters of the B.Ed trainees and how to develop the competency of teaching through their training period.

OBJECTIVES OF THE STUDY

1. To find out the level of emotional intelligence of B.Ed trainees.
2. To find out the level of teaching competency of B.Ed trainees.
3. To find out the significant relationship between the emotional intelligence on teaching competency of B.Ed trainees.

NULL HYPOTHESES

1. There is no significant relationship between emotional intelligence and their teaching competency of B.Ed trainees.
2. There is no significant relationship between emotional intelligence and their teaching competency of B.Ed trainees with reference to gender.

METHODOLOGY

The researcher has used the survey method for obtaining the data.

SAMPLE FOR THE STUDY

The investigator has randomly selected 100 B.Ed. trainees from Tirunelveli district, those who are studying B.Ed colleges affiliated to Tamilnadu Teachers Education University, Chennai.

TOOL USED
The researcher used the standarised Scale of Emotional Intelligence by Anukool Hyde and Upindar Dhar (2009) and Teaching Competency Scale developed and validated by the investigator for the collection of data.

STATISTICAL TECHNIQUES USED
Percentage analysis and correlation analysis were used for analysis of the data.

TABLE - 1 THE LEVEL OF EMOTIONAL INTELLIGENCE OF B.ED TRAINEES

Dimensions	Gender	Low	Moderate	High
Self-awareness	Male	17.1%	57.1%	25.7%
	Female	18.5%	55.4%	26.2%
Empathy	Male	22.9%	62.9%	14.3%
	Female	30.8%	47.7%	21.5%
Self-motivation	Male	31.4%	48.6%	20.0%
	Female	21.5%	44.6%	33.8%
Emotional stability	Male	28.6%	31.4%	40.0%
	Female	24.6%	43.1%	32.3%
Managing relationship	Male	20.0%	54.3%	25.7%
	Female	13.8%	58.5%	27.7%
Integrity	Male	12.9%	62.0%	26.1%
	Female	23.6%	51.0%	26.4%
Self-development	Male	32.9%	41.0%	37.1%
	Female	30.8%	51.0%	29.2%
Value orientation	Male	31.1%	37.4%	31.4%
	Female	24.6%	49.2%	26.2%
Commitment	Male	32.9%	41.0%	27.1%
	Female	38.5%	41.0%	21.5%
Altruistic behaviour	Male	22.9%	51.0%	27.1%
	Female	27.7%	51.0%	22.3%
Emotional Intelligence	Male	24.0%	53.0%	23.0%
	Female	20.0%	68.6%	11.4%

It is inferred from the above table shows that, irrespective of all dimensions of B.Ed trainees have moderate level on their emotional intelligence.

TABLE - 2 THE LEVEL OF TEACHING COMPETENCY OF B.ED TRAINEES

Dimensions	Gender	Low	Moderate	High
Professional values	Male	17.1	57.1	25.7
	Female	16.9	58.5	24.6
Attitude towards students	Male	17.1	65.7	17.1
	Female	16.9	63.1	20.0
Knowledge of the curriculum	Male	20.0	68.6	11.4
	Female	20.0	66.2	13.8
Teaching and learning process	Male	17.1	68.6	14.3
	Female	21.5	61.5	16.9
Teaching Competency	Male	21.0%	60.6%	19.4%
	Female	19.6%	63.0%	18.4%

It is inferred from the above table shows that, irrespective of all dimensions of B.Ed trainees have moderate level on their teaching competency.

NULL HYPOTHESIS
There is no significant relationship between the emotional intelligence on teaching competency of B.Ed trainees.

TABLE - 3 RELATIONSHIP BETWEEN THE EMOTIONAL INTELLIGENCE AND TEACHING COMPETENCY OF B.ED TRAINEES

Emotional intelligence and teaching competency	N	ΣX	ΣY	ΣX^2	ΣY^2	ΣXY	Calculated 'γ' value	Remarks at 5% level
Group	100	22298	9095	500802	829599	2031312	0.3973	S

(At 5% level, the table value of 'γ' is 0.195)

It is inferred from the above table that there is significant relationship between the emotional intelligence on teaching competency of B.Ed trainees.

NULL HYPOTHESIS
There is no significant relationship between the emotional intelligence and their teaching competency of male B.Ed trainees with reference to gender.

TABLE - 4 RELATIONSHIP BETWEEN THE EMOTIONAL INTELLIGENCE AND TEACHING COMPETENCY OF B.ED TRAINEES WITH REFERENCE TO GENDER

Emotional intelligence and teaching competency	N	ΣX	ΣY	ΣX^2	ΣY^2	ΣXY	Calculated 'γ' value	Remarks at 5% level
Male*	35	3161	7812	286363	1753132	706839	0.4512	S
Female**	65	5934	14486	543236	3247670	1324473	0.3732	S

(At 5% level, the table value of 'γ' are 0.325*,0.250)**

It is inferred from the above table that there is significant relationship between the emotional intelligence on teaching competency of B.Ed trainees with reference to gender.

FINDINGS
- The level of emotional intelligence of B.Ed trainees are moderate.
- The level of teaching competency of B.Ed trainees are moderate.
- There is significant relationship between emotional intelligence on teaching competency of B.Ed trainees
- There is significant relationship between male and female B.Ed trainees of their emotional intelligence on teaching competency.
- The male B.Ed trainees having the clarity about their profession and they can do better than female B.Ed trainees, they are also got the aware of their difficulties and promote their students to make in advanced level.

IMPLICATIONS
- To sustain a well-rounded individual development, full participation of stake holders and public authorities in higher education policy formation and moral value development is essential for female B.Ed trainees because while comparing male the females are slightly lower in their emotional intelligence and teaching competency.
- As intelligent providing, higher education systems need to develop their knowledge of anticipate needs, be aware of competition and invest in process of quality assurance.
- To promote and develop the teaching and learning programme with in the prospective female teachers, both academic and institutional.
- Creating new learning environment for female B.Ed train-

ees ranging from higher secondary education level, while ensuring that these functions in a way that respects teaching and learning identities.

- The long-term outcome of this study will be the efficient renovation and renewal of teacher education systems and academic institutions based on the principles of relevance and quality and with a commitment to enhance the stake holders co-operation and academic solidarity.

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