



# REVIEW OF RESEARCH

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## A STUDY ON IMPACT OF EMOTIONAL INTELLIGENCE ON TEACHING COMPETENCE OF B.ED. TEACHER TRAINEES

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### ABSTRACT:

*Emotional intelligence is a type of social intelligence, which refers to the ability to set a goal in life, work towards achieving it, negotiates it and feels empathetic towards others. Emotional intelligence is defined as "the ability to know, manage one's own emotions recognize them in others and to handle relationships (Goleman 1995)*

**KEYWORDS:** Emotional intelligence , social intelligence.



### 1.INTRODUCTION

Our emotional intelligence determines our potential for learning the practical skills that are based on its five elements; self-awareness, motivations, self-regulation, empathy and adeptness in relationships. Our emotional competence shows how much of that potential we have translated into on the job capabilities. The emotional competence framework includes personal and social competence.

#### 1) Personal competence determined how we manage ourselves

a. **Self-awareness:** Knowing ones internal states, preferences resources and Institutions.

b. **Self-Regulations:** managing ones internal states impulses and

resources.

c. **Motivation:** emotional tendencies that guide or facilitate teaching goals.

#### 2) Social competence determines how we handle relationships

a. **Empathy:** awareness of others feeling needs and concerns.

b. **Social skills:** adeptness at including desirable responses in others.

During difficult and stressful times, emotionally intelligent people manage their emotions better and react with clearer, more rational minds and make better decisions. Today's children lack life skill because the society has not bothered to teach the child the basic essentials of handling anger or resolving them in a prefer way, anger or resolving them in a prefer way, so it is indispensable for the student

teachers to have emotional intelligence not only to handle the children with wide variety of individual differences but also to develop necessary life skills among them.

Emotional intelligences is a type of social intelligence which refers to the ability to set a goal in life, work towards achieving it, negotiate it and feel empathetic towards others. A key set of characteristics make up emotional intelligence, such as self-awareness, self-regulation, empathy, motivation, and social skill. Emotional intelligence is more important than intelligent quotient (IQ) IQ contributes about 20% to the fact that determines success in life. The remaining 80% is contributed by the emotional intelligence. Studies have proved that IQ is inherent but emotional intelligence can be developed and nurtured even in adulthood and

prove beneficial to one's health, relationships and performance. In order to survive in a fast changing and competitive world, every person needs to develop and nurture emotional intelligence.

The new term was coined in 1990 by Peter Salovey, an American social psychologist and current President of Yale University and John Mayer of university of New Hampshire. It is regarded as the prime parameter to measure an individual's chance of success in life.

According to a well-known psychologist Daniel Goleman, who is an authorities in research related to emotional intelligence said people who have control over their lives can manage and know their feelings well, read and deal effectively with other people's feelings, whole people who do not have control over their emotional life fights inner battles that sabotage their ability to focus their work and think clearly.

Knowing one's emotions and more of others is not sufficient to become emotionally intelligent; managing emotions appropriately is necessary, people who know how to manage their emotions can also channel them in useful ways. It is an important aspect for leadership qualities. People who excel in managing emotions bounce back for more quickly from life's setbacks.

The influence of emotional intelligences on popular culture and the academic communication has been rapid and widespread. Emotional intelligence is a better predictor of any work performance than the traditional measures of intelligence. Interest in emotional intelligence has enjoyed a robust resurgence across a wide range of such disciplines with in psychologies, new resources and organizational theories and now the emphasis is in the educational scenario.

Emotional intelligence enables a teacher to tune the students, to communicate clearly with them to inspire and motivate them in fact, emotional intelligence is a valuable tool for various activities in the classroom. Emotional intelligence helps reverse a tide of educational ineffectiveness and thus strengthen the whole process. Nurturance of emotional intelligence among the teachers therefore becomes a prime concern. An emotionally intelligent teacher is multi-talented and will show outstanding performance in classroom activities. The emotionally intelligent person is skilled in four areas viz. identifying, using, understanding and regulating emotions (Salves & Mayer 1993).

## **2. IMPORTANCE OF THE STUDY:**

Emotional Intelligence is a type of Social Intelligence which refers to the ability to set a goal in life. Work towards achieving it, negotiate it and feel empathetic towards others. A key set of characteristics make up emotional intelligence, such as self awareness, self-regulations, empathy, motivation and social skills. Emotional Intelligence is more important than Intelligent Quotient (IQ). IQ contributes about 20% to the fact that determines success in life. The remaining 80% is contributed by the emotional intelligence. Studies have proved that IQ is inherent but emotional intelligence can be developed and nurtured even in adulthood and prove beneficial to one's health, relationships and performance. In order to survive in a fast, changing and competitive world, every person needs to develop and nurture emotional intelligence.

Since a single teacher handles all the subjects in primary school it is essential that the pre-service teacher trainees posses Emotional Intelligence in their subjects to develop teaching competency.

## **3. OBJECTIVES OF THE STUDY:**

1. To investigate the effect of Emotional Intelligence on teaching competence of B.Ed. trainees.
2. To investigate the relationship of Emotional Intelligence with teaching competency of B.Ed. trainees.
3. To investigate relationship between self awareness and teaching competency of B.Ed. trainees.
4. To investigate relationship between self regulation and teaching competency of B.Ed. trainees.
5. To investigate relationship between motivation and teaching competency of B.Ed. trainees.
6. To investigate relationship between social awareness and teaching competency of B.Ed. trainees.
7. To investigate relationship between social skill and teaching competency of B.Ed. trainees.

#### 4. VARIABLE OF THE STUDY:

- a. Independent Variable: Emotional Intelligence
- b. Dependent Variable: Teaching Competency

#### 5. HYPOTHESIS OF THE STUDY:

Effect of high, moderate and low Emotional Intelligence differs significantly in teaching competency of B.Ed. trainees.

1. There is a positive relationship between emotional intelligence and teaching competency of B.Ed. trainees.
2. There is a positive relationship between self awareness and teaching competency of B.Ed. trainees.
3. There is a positive relationship between self regulation and teaching competency of B.Ed. trainees.
4. There is a positive relationship between motivation and teaching competency of B.Ed. trainees.
5. There is a positive relationship between social awareness and teaching competency of B.Ed. trainees.
6. There is a positive relationship between social skills and teaching competency of B.Ed. trainees.

#### 6. METHODOLOGY:

The descriptive method of research was employed which was intended to describe the relationship which exists between independent and dependent variable i.e the relationship exists between Emotional Intelligence and Teaching Competency.

Descriptive research describes recording, analyzing and interpreting conditions that exist. It involves some type of comparison or contrast and attempts to discover relationship between existing non manipulated variables.

##### a. Sampling:

In the present study the researcher adopted random sampling technique. The population consists B.Ed. students. The sample selected were 600 trainees studying in B.Ed. colleges affiliating Gulbarga University, Kalaburagi

##### b. Data gathering tools:

The tools used for the collection of data in order to verify the hypothesis in the present study are as follows

- a. Emotional Intelligence Inventory Scale devised by Shailendra Singh.
- b. Teaching Competency Scale devised by Passi and Lalitha.

#### 7. STATISTICAL TECHNIQUES USED FOR THE ANALYSIS OF DATA:

The statistical techniques used for the analysis of data were Mean, Standard Deviation, Pearson Product moment coefficient of correlation, 't' test, one way ANOVA 'F' test.

#### 8. DATA ANALYSIS AND INTERPRETATION:

##### a. Interpretation:

The obtained 'F' value 3.14 is greater than the tabled value 3.01 at 0.01 level of significance. Therefore it reveals that there is a significant difference in the teaching competency of B.Ed. trainees with high, moderate and low Emotional Intelligence. Hence, reject the null hypothesis and accept the alternate research hypothesis. Therefore it can be interpreted that as the level of Emotional Intelligence increases there is a gradual increase in the level of teaching competency of B.Ed. trainees.

**Table-1: Summary Table with Respect to effect of Emotional Intelligence on Teaching Competency**

N=600

| Category | Emotional Intelligence ANOVA |       |      |          |
|----------|------------------------------|-------|------|----------|
|          | Mean                         | SD    | F    | P        |
| Low      | 67.4                         | ±11.4 | 3.14 | 0.044, S |
| Moderate | 68.5                         | ±10.5 |      |          |
| High     | 69.9                         | ±9.3  |      |          |

**Interpretation**

The obtained value is - 0.124. This was tested by 't' test for correlation. The obtained 't' value 2.87 is greater than the tabled value 2.58 at 0.01 level of significance. Hence reject the null hypothesis and accept the research hypothesis. Therefore it reveals that there is a positive and significant relationship between emotional intelligence and teaching competency of B.Ed. trainees.

**Interpretation**

The results of the above table reveal the following:

The obtained value is 0.05. This was tested by 't' test for correlation. The obtained 't' value 1.22 is lesser than the tabled value 1.96 at 0.01 level of significance. Hence accept the null hypothesis and reject the research hypothesis. Therefore it reveals that there is no significant relationship between self awareness and teaching competency of B.Ed. trainees.

**Table-2: Correlation between Emotional Intelligence and Teaching Competency**

N=600

| Correlation between Independent and Dependent Variable | Pearson Correlation Coefficient |          |          |
|--|---------------------------------|----------|----------|
|  | r' value                        | t' value | p' level |
| Emotional Intelligence and Teaching Competency         | -0.124                          | 2.87     | <0.01, S |

**Table-3: Coefficient of Correlation between Emotional Intelligence and Dimensions of Emotional Intelligence on Teaching Competency**

N=600

| Correlation between Independent and Dependent Variable | Pearson Correlation Coefficient |          |           |
|--|---------------------------------|----------|-----------|
|  | r' value                        | t' value | p' level  |
| Self-Awareness   | 0.05                            | 1.22     | >0.21, ns |
| Self-Regulation  | +0.11                           | 2.71     | <0.01, s  |
| Motivation   | +0.08                           | 1.96     | <0.05, s  |
| Social Awareness                                       | +0.12                           | 2.96     | <0.01, s  |
| Social Skill   | +0.11                           | 2.71     | <0.01, s  |
| Total Emotional Intelligence                           | +0.12                           | 2.96     | <0.01, s  |

a. The obtained value is 0.11. This was tested by 't' test for correlation. The obtained 't' value 2.71 is greater than the tabled value 2.58 at 0.01 level of significance. Hence reject the null hypothesis and accept the research hypothesis. Therefore it reveals that there is a positive and significant relationship between self regulation and teaching competency of B.Ed. trainees.

b. The obtained value is 0.08. This was tested by 't' test for correlation. The obtained 't' value 1.96 is equals to the tabled value 1.96 at 0.01 level of significance. Hence reject the null hypothesis and accept

the research hypothesis. Therefore it reveals that there is a positive and significant relationship between motivation and Teaching Competency of B.Ed. trainees.

c. The obtained 'r' value is 0.12. This was tested by 't' test for correlation. The obtained 't' value 2.96 is greater than the tabled value 2.58 at 0.01 level of significance. Hence reject the null hypothesis and accept the research hypothesis. Therefore it reveals that there is a positive and significant relationship between social awareness and teaching competency of B.Ed. trainees.

d. The obtained value is 0.11. This was tested by 't' test for correlation. The obtained 't' value 2.71 is greater than the tabled value 2.58 at 0.01 level of significance. Hence reject the null hypothesis and accept the research hypothesis. Therefore it reveals that there is a positive and significant relationship between social skill and teaching competency of B.Ed. trainees.

## 9. FINDINGS:

- a. There is a significant difference in the teaching competency of B.Ed. trainees with high, moderate and low emotional intelligence.
- b. There is a positive and significant relationship between emotional intelligence and teaching competency of B.Ed. trainees.
- c. There is a negative and non significant relationship between self awareness and teaching competency of B.Ed. trainees.
- d. There is a positive and significant relationship between self regulation and teaching competency of B.Ed. trainees.
- e. There is a positive and significant relationship between motivation and teaching competency of B.Ed. trainees.
- f. There is a positive and significant relationship between social awareness and teaching competency of B.Ed. trainees.
- g. There is a positive and significant relationship between social skill and teaching competency of B.Ed. trainees.

## 10. CONCLUSION:

There are number of variables affecting the teaching competency of teachers. The present study attempts to study the effect of Emotional intelligence which is considered to be very important predictor of teaching competency of primary school teachers. Since primary education lays basic foundation on elementary school children and it is assumed that a competent teacher should possess good emotional Intelligence to teach all the elementary school subjects. However the results of the present study revealed that there is a positive relationship between Emotional Intelligence and teaching competency of primary school student teachers. It was also found that as the level of emotional intelligence increases. There was a gradual increase in the level of teaching competency of B.Ed. trainees.

## 11. EDUCATIONAL IMPLICATION:

- a. The present study helps the primary classroom teacher to understand the contribution of the independent variable i.e, Emotional Intelligence to teaching competency of primary school teachers.
- b. Tool used in the present study is useful to assess the Emotional Intelligence of primary school teachers.
- c. The present study helps to understand the relationship between Emotional Intelligence and its various subcomponents such as self awareness, self regulation, motivation, social awareness, and social skill with teaching competency of primary school teachers.

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