

A STUDY OF THE RELATIONSHIP BETWEEN
EMOTIONAL INTELLIGENCE AND
TEACHING COMPETENCE OF
PRE-SERVICE TEACHERS

ABSTRACT

A DISSERTATION

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Introduction

Education given to the students is imparted by skilled and professionally trained persons called as teachers. These teachers are such persons who undergo a training of specially designed courses. Thus they develop their competencies in such a manner that they may prove to be effective in developing the competencies in their students. Therefore, it is necessary that a teacher's competencies are well and fully developed so as to bring about the desired changes in their students. It is these pre-service teachers who will be going to the society and in turn will go to the schools, where they will have to deal with emotions of staff colleagues, higher authorities, parents and the most important are students. Along with being emotionally intelligent, they also need to be competent enough for their profession. They must possess skills which are like the bows in armour. Without the bows it becomes difficult to tackle the situations. Questions often arise that teachers should be competent enough or should they be emotionally intelligent? Is one because of the other? Does one help in the development of the other? What is the cause and what is the effect? What if a teacher has a very high teaching competence but then he/she is not able to deal with students in the classroom? Are skills of explanation, reinforcement, questioning, illustration, evaluation, etc. enough to be an effective teacher? What if a teacher is able to establish a good rapport with students but fails at the transactional part of the curriculum? These questions and many more made the researcher take up the present study to find out the possibility of relationship between the emotional intelligence and the teaching competence of the pre-service teachers.

Statement of the Problem

"A Study of the Relationship Between Emotional Intelligence and Teaching Competence of Pre-Service Teachers."

Objectives of the Study

1. To assess the Teaching Competence of the Pre-service teachers
2. To measure the Emotional Intelligence of the Pre-service teachers
3. To find out the relationship between Emotional Intelligence and Teaching Competence of pre-service teachers
4. To find out the relationship between Emotional Intelligence and Teaching Competence of Male pre-service teachers
5. To find out the relationship between Emotional Intelligence and Teaching Competence of Female pre-service teachers

Hypotheses

- 1.5.1 There will be no significant relationship between Emotional Intelligence and Teaching Competence of pre-service teachers.
- 1.5.2 There will be no significant relationship between Emotional Intelligence and Teaching Competence of male pre-service teachers.
- 1.5.3 There will be no significant relationship between Emotional Intelligence and Teaching Competence of female pre-service teachers.

Research Method

The present study has utilized the descriptive method of carrying out research.

Research Type

The study is a Co-relational type of research.

Tools Used

The following standardized tools were used in the present study.

- 1) Dr. Subhra Mangal's Teachers' Emotional Intelligence Inventory
- 2) B. K. Passi's General Teaching Competence Scale

Population

The population for the present research comprised of Pre-service teachers of English Medium Colleges of Sardar Patel University, V.V. Nagar.

Sample and Sampling Procedure

The sample of the present study comprised 30 pre service teachers selected from the Waymade College of Education, V.V.Nagar. The sample for the present study was selected through random sampling method (lottery method).

Major Findings

- Majority of Pre-service teachers (56.66 per cent) were observed to have below average awareness of self and others.
- Only 11.11 per cent of Pre-service teachers possessed a high awareness of self and others.
- Only 4.76 per cent of Pre-service teachers scored very high on the component of awareness of self and others of the emotional intelligence scale.
- Female Pre-service teachers were observed to be better than the Male Pre-service teachers in awareness of self and others.
- Most of the Pre-service teachers were observed to have below average professional orientation.
- Only 9.52 per cent Female Pre-service teachers were observed to have very high and high professional orientation respectively.
- A remarkable 44.44 per cent Male Pre-service teacher were observed to have poor professional orientation.
- Majority of the sample Pre-service teachers were observed to have below average intrapersonal management.
- From the total sample of 30 Pre-service teachers only 11.11 per cent Male Pre-service teachers and 9.52 Female Pre-service teachers were observed very high in intrapersonal management.
- Both Male Pre-service teachers and Female Pre-service teachers had the same level of high and average interpersonal management with 11.11 per cent and 4.76 per cent respectively.
- The Female Pre-service teachers were observed to be weaker than Male Pre-service teachers having below average in interpersonal management.

- None of the Pre-service teacher is observed to have very high interpersonal management.
- Majority of Pre-service teachers were observed to have Average, Below Average, and Poor Total Emotional Intelligence
- Among the total sample of 30 Pre-service teachers majority of Pre-service teachers (66.66 per cent) were observed to have below average emotional intelligence.
- Only 4.76 per cent Female Pre-service teachers and 11.11 per cent Male Pre-service teachers were observed to have very high and high Emotional Intelligence respectively.
- Most of the Pre-service teachers including the Male and the Female Pre-service teachers were seen to have scored between 91 to 120 on the Teaching Competence Scale.
- Only 05 Pre-service teachers, out of which 03 were Males and 02 were Females were found to score between 61 to 90 on the Teaching Competence Scale.
- Only 02 Female Pre-service teachers were found to score above 120 on the Teaching Competence Scale.

On the whole, it was found that the Emotional Intelligence of the majority of pre-service teachers was found to be below average as well as their Teaching Competence score lie between (91-120). There was found to be a positive correlation between Emotional Intelligence and Teaching Competence of the pre-service teachers. In order to help the Pre-service teachers develop their Emotional Intelligence and become competent teachers a more rigorous internship programme, as that which exists for the Doctors, Nurses, Engineers, Managers and other professionals, must also be implemented for the Pre-service teachers. This may prove to be effective and fruitful and we may have more Emotionally Intelligent and Competent Teachers in the future.