

Teaching Competency of Teacher Trainees in Relation to their Emotional Intelligence

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Abstract:

Education is a product of experience. Experiences gained from knowledge, skills and attitudes are transmitted from one members of the society to another. Education is the process of helping the child to adjust itself in the changing world by the systematic influence exerted by the matured person on the immature through proper instruction. Hence, education is the harmonious development of all powers of the human being such as physical, social, intellectual, emotional, aesthetic and spiritual.

Keywords: - Experiences gained, knowledge, attitudes, harmonious, development.

Introduction:

Education is regarded as the learning acquired by experience of any intellectual, emotional or sensor motor activity. Dewey (1926) defines education as the development of all those capacities in an individual that will enable him / her to control his / her environment and fulfil his / her needs. According to Gandhi (1945); education is drawing out the best of the man - body and mind. So education means the exposition of man's complete individuality by bringing up or leading out or making manifest of inherent potentialities in an individual. Broadly speaking, education refers to an act or experience that has a formative effect on the personality of an individual. Therefore, it can be said that education is the product and process of experience as reconstruction or reorganization of experience from the society.

Statement of The Problem: -

Study of Teaching Competency of Teacher Trainees in Relation to their Emotional Intelligence.

Teacher Education: -

Teacher education refers to the policies and procedures designed to equip prospective teachers with knowledge, attitudes, behaviours and skills require performing their tasks effectively in the classroom, school and wider community. Good (1973) defines teacher education as formal and informal activities and its experiences that help a person to assume the responsibility as a member of the educational profession or to discharge his/her responsibility very effectively. Teacher education is an important means of national development and it's irrelevant if it fails to give proper education to the B.Ed prospective teachers. So teacher education should seek solutions to wipe out social evils like caste system, communalism, regionalism, child labour, untouchability and sex discrimination that are problems in the development of a nation. In professional development of teaching; teacher education is a system that involves an interdependence of its Inputs, Processes and Outputs got from the experiences of teaching.

Objectives of Teacher Education: -

The objectives of teacher education are formulated on the basic principles like revision and improvement of curricula; improving the method of teaching and standards of education; familiarising with school organization and classroom and better understanding of the student and their background of teaching. So the teacher not only loves subject, but also loves to teach their students. Hence, the success of teaching will be measured not in terms of percentage of passes alone but by the quantity of original contribution to knowledge imparted as they are equally through their quality life and character of their learners.

Teacher Trainees or B.Ed. Prospective Teachers: -

Teacher Trainees are the student-teachers who undergo a pre-service training on teaching and learning process that provides experiences for development towards good teaching. These Teacher Trainees undergo the supervision of a certified teacher education programme in order to qualify for a degree in teacher education through college of education. A Teacher Trainee is also called student-teacher or pre-service teacher. Teacher Trainees in broader terms include students studying the coursework in pedagogy as well as their teaching methodology before they go for supervised teaching at model schools during intensive teaching. So Teacher Trainees receive proper pedagogical training at colleges of education about training in teaching skills during the professional course.

Teaching Competency: -

In the modern world, a teacher is considered to be more instrumental than anybody in helping students and imbibing right knowledge, value, attitude, habits and skills necessary to cope with the future world. Teaching is basically a competency based process and teaching competency refers to posing questions, showing approval and giving instructions in the class that a teacher performs in the class. Teaching and learning does occur in classroom settings alone but it is acquired anywhere at any time. Hence, Teacher Trainees need to know about curriculum resources and technologies in connecting to their students with the sources of information and knowledge to explore the ideas, acquire and synthesize information to solve problems of classroom learning. Thus Teacher Trainees have the knowledge to execute interactions among students in teaching and learning with the support of their parents and by providing supportive experiences at the school and home in classroom teaching. (Shulman 1992) According to day-today's standards of teaching; Teacher Trainees need to understand about the subject matter and help their students in creating cognitive ideas for relating one another. By understanding the pedagogical content knowledge will enable the Teacher Trainees to develop better pedagogical content knowledge in teaching.

Emotional Intelligence: -

Emotional intelligence appears to have originated with Charles Darwin in 1872 theorised about a broader emotional intelligence necessary for human survival and adaptation. In modern times, the term EI was popularised by Goleman. American Heritage Dictionary (1969) defines emotion as “an intense mental state that arises subjectively rather than conscious effort and accompanied by physiological changes” and “the part of the consciousness that involves feelings.” Anyone, who has experienced intense joy, desire, anger or grief, knows that emotions are dynamic based on mental status of an individual. In general, or emotions do a shift in our attention and propel us into rapid action by organizing different biological systems like facial expression, muscle tone, voice, nerves and hormones by putting in optimum condition to respond to others, whereas emotional intelligence is measured as an Emotional Intelligence Quotient

describes the ability, capacity, skill or self-perceived ability to identify access and manage the emotions of one's self in the group.

Significant of The Study: -

The prime function of education is to draw out the potentialities of the child and develop them to meet the challenging situation in life. Proper education will keep the child to understand the society and adjust with the social environment. The home is the first institution which forms the base for the child's character and personality. Next to home, school and teachers are strengthening basement for child's personality. Especially, teachers are good at their emotions and they play a vital role as a second parent to the school children. So teacher trainees have a significant role to play in the future development of our country's education and it can be developed through quality teacher education. In the present situation Smith in Teachers for the Real World (1969) remarks, "If a student is to be prepared for the evolving world, then an essential attribute of effective teacher to be aware of the realities of the world". So, the teacher trainees have a great role in moulding future generation through their competent teaching. For a better teaching, they should have better knowledge in psychology, technology and teaching. In teaching, emotional intelligence is a tool for knowing their emotions. When the teacher trainees with strong emotional intelligence can adjust with the environment and they can acquire better learning as well as aware of modern technologies. So the investigator wants to study about the variables namely emotional intelligence and teaching competency of teacher trainees and selected the title "Study of Teaching Competency of Teacher Trainees in Relation to their Emotional Intelligence.

Objectives of The Study: -

1. To find out whether there is any difference in the teaching competency of teacher trainees with regard to the gender.
2. To find out whether there is any difference in the teaching competency of teacher trainees with regard to the locality.
3. To find out whether there is any difference in the emotional intelligence of teacher trainees with regard to the gender.
4. To find out whether there is any difference in the emotional intelligence of teacher trainees with regard to the locality.
5. To find out the correlation between emotional intelligence and teaching competency of teacher trainees.

Hypotheses of The Study: -

H₀ 1: There is no significant difference in the teaching competency of teacher trainees with regard to the gender.

H₀ 2: There is no significant difference in the teaching competency of teacher trainees with regard to the locality.

H₀ 3: There is no significant difference in the emotional intelligence of teacher trainees with regard to the gender.

H₀ 4: There is no significant difference in the emotional intelligence of teacher trainees with regard to the locality.

H₀ 5: There is no significant correction between emotional intelligence and teaching competency of teacher trainees.

Research Methodology: -

Descriptive survey method will be used in the present study.

Variables: -

A variable is the characteristic or attribute of an individual, group, educational system, or the environment that is of interest in a research study. Variables can be straightforward and easy to measure, such as gender, age, or course of study.

According to the definition in this study variables will be gender, locality, emotional intelligence (independent variable), teaching competency (dependent variable).

Population: -

A population is the entire group that you want to draw conclusions about. A sample is the specific group that you will collect data from. The size of the sample is always less than the total size of the population. So here population will be all the teacher-trainees of any gender or any locality.

Sample: -

For the present study, the researcher collected 100 sample by employing random sampling technique from different B.Ed colleges of Murshidabad district of West Bengal. Out of 100 teacher-trainees 50 were male pupil-teachers and 50 were female pupil-teachers.

Tools and techniques: -

For the present study the investigator used following self-made questionnaires

1. Emotional intelligence questionnaire
2. Teaching competency scale.

Statistical Techniques: -

The collected data was analysed by using appropriate statistical techniques like mean, standard deviation, t-test, correlation.

Findings: -

1. There was no significant difference found in the teaching competency of teacher trainees with regard to the gender.
2. There was no significant difference found in the teaching competency of teacher trainees with regard to the locality.
3. There was no significant difference found in the emotional intelligence of teacher trainees with regard to the gender.
4. There was no significant difference found in the emotional intelligence of teacher trainees with regard to the locality.
5. There was significant and positive correlation found between emotional intelligence and teaching competency of teacher trainees.

Educational Implication: -

The present study has taken an effort in tackling Teaching Competency of Teacher Trainees in Relation to their Emotional Intelligence. In general teaching competency of teacher trainees are twinned with different aspects, whereas the emotional intelligence of teacher trainees will support their learners in teaching and learning process. General implication of this study shows that teacher trainees should use different strategies of teaching with proper update of day today living in their classroom teaching with the humours and controlling emotions on teaching their learners. Followings are the educational implication of present study

1. Teacher trainees should be encouraged to develop their teaching competency for better classroom teaching.
2. Teacher trainees must be trained to manage time in classroom teaching with proper classroom management.
3. Teacher trainees must be made confident in their subject and teaching skills, which enables them to be a better teacher.
4. Stress management must be taught to teacher trainees by conducting seminars, workshops, etc in the colleges of education.
5. Emotional intelligence of teacher trainees must be improved by conducting scout camp, leadership programmes in the colleges of education.
6. Communication ability of Teacher trainees should be developed by arranging soft skill and life skill programmes in the colleges of education.
7. Yoga and meditation programs should be arranged in the colleges of education for female Teacher trainees and made them to cope with problem emotion.

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