Contributors of Teaching Competency in Student Teachers

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Abstract: *The present study examined the comparative strength of direct and indirect relationship among the variables Teaching Competency, Emotional intelligence, Emotional maturity and teaching interest through path analysis. A hypothesized model for teaching competency is developed with other three variables and Model fitting is done through IBM SPSS Amos and uses maximum likelihood to calculate all the path coefficients simultaneously. A path model was developed with emotional intelligence, emotional maturity and teaching interest as a predictor of teaching competency. All fit indexes indicated the model was an excellent fit to the data. The model was able to account for 45% of variance of the teaching competency of the student teachers.*
Keywords: *Teaching Competencies, Emotional Intelligence, Teaching Interest, Emotional maturity, Path Analysis, Path model,*

I. Introduction

Teaching competency plays a vital role in the professional efficiency of the student teachers. Teaching competency gives confidence to perform their duty and make them competent enough to compete with professional challenges. Teaching interest also supports to develop knowledge, skill and attitude related to teaching. Emotional intelligence and emotional maturity prepares the student teacher's affective part of professional performance. The teacher education institutions need to facilitate factors of teaching competencies during their training period.

II. Need of the study

Teaching competency decides the professional success of the student teachers. The teaching interest motivates them to do their teaching in the effective and innovative manner. The emotional intelligence of the student teachers makes them aware of self and others. And the emotional maturity helps to choose the way of adjustment of the student teachers for their immediate problems. **So the researcher wants to identify the casual relationship between the Teaching Competency, Emotional Intelligence, Emotional Maturity and Teaching Interest through path analysis and to diagrammatically represent the relationship through Path model.**

Research Objectives
1. To find the casual relationship of Emotional intelligence, emotional maturity and teaching interest with teaching competency.
2. To develop a path model for teaching competency.

Hypothesis of the study
1. There is no significant casual relationship between Emotional intelligence, Emotional maturity, Teaching interest and Teaching competency.
2. There is no significant path model for Teaching competency can be developed.

III. Materials and Methods

Through random sampling technique 622 student teachers were selected as samples for the study. Teaching Competency Scale and Teaching Interest Scale constructed and standardized by the researchers and Emotional intelligence scale (Anukool Hyde, Sanjyot Pethe And Upinder Dhar, 2002) and Emotional maturity scale (Kumari Roma Pal ,1984) has been utilized to collect the data from the sample. A hypothesized model for teaching competency is developed with other three variables and Model fitting is done through IBM SPSS Amos 19 and uses maximum likelihood to calculate all the path coefficients.

Table 1				
Summary Of Casual Effects Of Teaching Competency Path Model				
		Casual Effects		
Out come	**Determinants**	**Direct**	**Indirect**	**Total**
Teaching Competency	Emotional Intelligence*	0.504	0.000	0.504
(R^2= .45)	Teaching Interest*	0.234	0.000	0.234
*p< 0.05				

IV. Analysis and Interpretation

The researcher used path analysis to find the relationship between the variables Emotional intelligence, Emotional maturity, Teaching interest and Teaching competency. Teaching competency is treated as endogenous variables and Emotional intelligence, Emotional maturity and Teaching interest are treated as exogenous variables. A Path Model is drawn through IBM SPSS Amos 19.

Path Analysis Model

Model fitting is done through IBM SPSS Amos and uses maximum likelihood to calculate all the path coefficients simultaneously. This simultaneous approach is referred to as a full information model technique. Emotional intelligence, teaching interest and emotional maturity are hypothesized to be the predictor of teaching competency. With this assumption a path identified model was drawn with above four variables. After performing the analysis the model was trimmed and output was drawn for interpretation. The final model was given in the figure 4.2

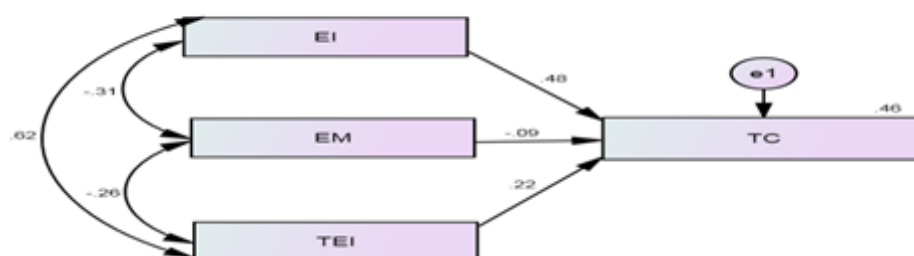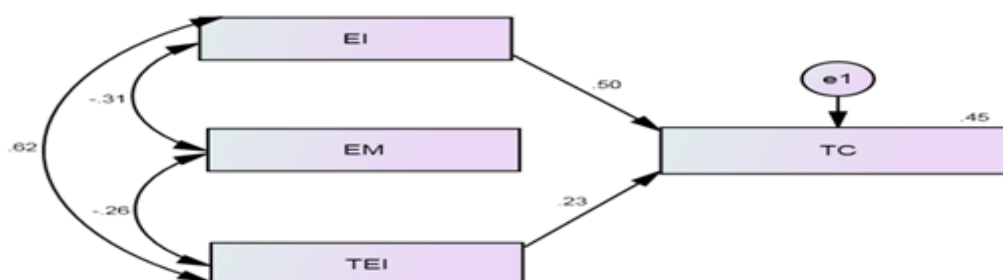**fIg 4.1 IDENTIFIED PATH MODEL FOR TEACHING COMPETENCY**

Fig 4.2 PATH MODEL FOR TEACHING COMPETENCY

Note: **TC**- Teaching Competencies, **EI**-Emotional Intelligence, **TI**-Teaching Interest and **EM**-Emotional maturity.

The present path analysis focused on predictors of the teaching competency of student teachers. The predictors Emotional Intelligence, Emotional Maturity and Teaching Interest where configured into the hypothesized model shown in the fig 4.1. The model was evaluated via **IBM SPSS Amos 19** (Arbuckle, 2010). The chi-square assessing model fit, with the $\chi 2$ value of 7.897 (2,622), p = 0.005, was not statistically significant, thus the model appears to be good fit to the data. The goodness of fit index (GFI), normed fit index (NFI), and comparative fit index (CFI) all yielded value of 0.99 and the obtained RMSEA value was 0.059 with 90% confidence interval of 0.047 to 0.105.All of these fit indexes indicated the model was an excellent fit to the data. The path coefficients are displayed in Figure 4.1 and are summarized in table-1 under direct effects, any coefficients equal to or larger than 0.20 is statistically significant as result of large sample size. As can be seen in fig 4.2. A path model was developed with emotional intelligence, emotional maturity and teaching interest as a predictor of teaching competency. All fit indexes indicated the model was an excellent fit to the data. **The model** was able to account for **45% of variance of the teaching competency of the student teachers.** Almost

all of this is due to the **direct effect of emotional intelligence and teaching interest.** The model was able to also explain that **emotional maturity not shows direct as well as indirect effect on teaching competency.**

V. Discussion

The Emotional Intelligence, Emotional Maturity and Teaching Interest where configured into the hypothesized model as predictors of teaching competency. The model was able to account for 45% of variance of the teaching competency of the student teachers. **Trentham, L.L.,Silvern, S. & Brogdon,R. (1985)** found appropriate competency group and accounted for 29% of the variance in groups. **Smit,R.(2014) developed** a model with three major teaching competencies – "motivating students", "pacing" and "facilitating". **Ismail ,R., Hussein A.,& Saw,L.(2012)** developed three factor themes which includes technology operation, personal use of technology tools and teaching of technology.

VI. Conclusion

Emotional intelligence and teaching interest alone directly helps to develop teaching competency of the student teachers. By creating self-awareness, empathetic attitude, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment and altruistic behavior in student teachers Emotional intelligence can be promoted. **So the teacher education institutions are necessarily to incorporate emotional intelligence related activities to develop teaching competencies.**

Job nature, financial factors, Career opportunity, Family improvement, Social responsibility, Welfare facility, Inspiration, Job outcome are the attracting factors of teaching interest. So the teacher education institutions are required to develop placement cells to help the student teachers to find better job. The teacher educators must be an inspiration for their student teachers and must create the social responsibility among the young minds of the student teachers. These activities may facilitate the student teachers to develop teaching competencies.

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