

Emotional Intelligent Student Teacher's Preferred Teaching Competencies.

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Abstract: Studies have indicated the relationship between Emotional Intelligence (EI) and teaching competencies of student teachers. This study investigate this association among student teachers. The sample consisted of student teachers from various colleges of Tamilnadu through random sampling. The Emotional Intelligence Scale –by Upinder dhar, Anukool Hyde & Sanjyot Pethe and Teaching Competency Scale constructed and standardized by the researchers was used to collect the data. Correlation and regression analysis were conducted on the data. The results of data analysis revealed that there was a strong positive relationship between EI and teaching competencies. Furthermore, it was found that among the eight Teaching competencies, the emotionally intelligent student teacher preferred to develop competencies related to **learners, risk takers, collaborators, leader and adopter.**

Keywords: Emotional intelligence, Student teachers, Teaching competencies.

I. Introduction

Emotional intelligence addresses the emotional, personal, social, and survival dimensions of intelligence. EQ is concerned with understanding oneself and others, relating to people, and adapting to and coping with the immediate surroundings. Emotional intelligence is “an array of non-cognitive capabilities, competencies, and skills that influence one’s ability to succeed in coping with environment demands and pressures.”

Competency includes knowledge, skills, and values of the trainee teacher, must demonstrate for successful completion of the teacher education programme. If they do not keep themselves updated, they may lag behind quickly in such an ever-changing environment. Teacher competencies may be characterized as- 1) A competency consists of one or more skills whose mastery would influence the attainment of the competency. 2) A competency has its linkage with all the three domains under which performance can be assessed. It covers the domains of knowledge, skill and attitude i.e. cognitive, affective and psychomotor. . 3) Competencies, since have a performance dimension of them are observable and demonstrable. 4) Because competencies are observable, they are also measurable. It is possible to assess a competency from the performance of a teacher. It is not necessary that all the teacher need to have the same kind of knowledge, skill and attitude.

Need For The Study

Everyone knows that high IQ is no guarantee of success, happiness, or virtue. E.Q. predicts higher work performance three times better than I.Q. Prediction range varies between 15 – 45%. For the teacher school is a place where they have to handle various kinds of emotions. Certain competencies are developed by the teachers to survive in their profession based on their level of emotional intelligence. Teaching competency is the one which every teacher show interest to develop. **The researcher wants to know the preferred teaching competencies of emotionally intelligent teacher.**

Research Objectives

1. To find whether the emotional intelligence of the student teachers has influence on their preference to teaching competencies.

Hypotheses Of The Study

1. There is no significant influence of emotional intelligence on preference to teaching competencies.

II. Materials And Methods

Normative Survey Method has been used. By using Random Sampling Technique 622 student teachers are selected from Tamilnadu and used as subjects of this study. The Emotional Intelligence Scale standardized by Hyde, A., et al (2001) and Teaching Competency scale constructed and standardized by the researchers has been utilized to collect the data from the above mentioned sample of the study.

The Emotional Intelligence scale comprises of ten sub scales viz; Self-awareness, empathy, self motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment, and altruistic behavior. Teaching competency scale comprises of eight sub scales namely adopters, visionaries, collaborators, risk takers, learners, leaders, communicators and model. Pearson correlation technique and stepwise regression is used to test the hypothesis.

Analysis And Interpretation

The correlation between emotional intelligence and teaching competencies of student teachers has been calculated and stepwise regression is run in the SPSS to find the predictors.

Table.1. Coefficient of Correlation between Emotional intelligence and Teaching Competency.

	Adopter (r-value)	Visionary (r-value)	Model (r-value)	Communicator (r-value)	Collaborator (r-value)	Learner (r-value)	Leader (r-value)	Risk taker (r-value)	Teaching competency total (r-value)
EI score	0.39**	0.27**	0.42**	0.37**	0.56**	0.54**	0.58**	0.48**	0.65**
		.431	.498	.422	.375	.330	.349	.243	.691
			.486	.390	.361	.336	.332	.166	.618
				.499	.498	.442	.457	.249	.773
					.474	.454	.373	.246	.717
						.593	.510	.330	.743
							.517	.309	.714
								.384	.703
									.518

** Significant at 1% level and 5% level.

The coefficient of correlation between sub scales of teaching competency and emotional intelligence is found to be 0.30, 0.27, 0.42, 0.37, 0.56, 0.54, 0.58, 0.48 and 0.65. It is significant at 0.01 levels. Hence it is concluded that there is significant positive relationship between emotional intelligence and teaching competencies of student teachers. These findings are in congruence with Shukla (2014).

Table.2. Stepwise regression between Emotional intelligence and Teaching Competency.

Model	b	SE-b	Beta	Pearson r	Sr ²	Structure Coefficient
(Constant)	29.785	4.360				
Learner*	.820	.112	.261	.582	0.042	0.813
risk taker*	.752	.100	.233	.480	0.044	0.670
Collaborator*	.676	.123	.205	.558	0.024	0.779
Leader*	.553	.115	.177	.539	0.018	0.753
Adopter*	.252	.076	.104	.386	0.008	0.539

Note. The dependent variable emotional intelligence. R²=.513, Adjusted R²=.509
sr² is squared semi-partial correlation. *p < .001

Adopters, visionaries, collaborators, risk takers, learners, leaders, communicators, models and the total teaching competencies were used in a stepwise multiple regression analysis to predict emotional intelligence. The correlation of variables are shown in table.1. As can be seen all correlations were statistically significant. The prediction model contained five of the eight predictors and was reached in seven steps with no variables removed. The model was statistically significant, F(5,616)=129.94, p < .001, and accounted for approximately 50% of the variance of emotional intelligence (R²=.513, Adjusted R²=.509). Emotional intelligence is primarily predicted by the lower levels of adopters, leaders, and to a lesser extent by higher levels of collaborators, risk taker and learner. The raw and standardized regression coefficient of predictors together with their correlation with emotional intelligence, their squared semi-partial correlations, and their structure coefficients are shown in table-2. The learner received the strongest weight in model followed by risk takers, collaborators, and leaders. Adopters received the lowest weight of the five weights. With the sizeable correlations between the predictors, the unique variance explained by each of the variables indexed by the squared semi-partial correlation was relatively low: learners, risk takers, collaborators, leaders, and adopters uniquely accounted for approximately 4%, 4%, 2%, 2% and 1% of the emotional intelligence. Inspection of the structure coefficient suggests that. Learners, risk takers, collaborators, and leaders were relatively strong indicators of emotional intelligence, and adopter was a moderate indicator of emotional intelligence.

III. Discussion

The present study examines the association between emotional intelligence and teaching competencies preferred by the student teachers and strong positive correlation is found. Personal competencies like confident, intelligent, friendly, polite, patient, honest are the top five competencies preferred by the student teachers. (Bhargava, A., & Pathy, M., 2011). The repertoire of teaching competencies are knowledge of subject matter, planning the course, motivation, presentation and communication skills, evaluation & observation and classroom management. Teacher educators to be well equipped with the professional competencies and adopting the professional ethics (Kulshrestha, A.K. & Pandey, K., 2013). Knowledge competency achievement percentage was high, followed by emotional competency and performance competency, then productive competency (Al-Sharif, E.M. 2010).

Five core competencies were identified from the interview data: namely, learning competencies, educational competencies, social competencies, research competencies and technology competencies. These competencies are considered by most teachers as crucial for one to be an innovative teacher. Knowledge, Teaching skills, Assessment and evaluation, Professional value and behavior determine the mathematics teaching competency (Alnoor, A.M., & Ma Hong Yu. 2011). Analytical & Problem Solving, Conceptual Thinking, Mental Skills, Communication Skills, Knowledge and information orientation, Emotion Handling & Persistence, Self Dependence & Confidence, Adaptability, Concern For Standard & Achievement, Being open & receptive, Planning & Organizing, Interpersonal Management, Impact & influence, Discipline & Delegation and Occupational Attachment & Organizational Setting. These competency areas can form the basis for recruitment, training and performance appraisal requirements in the context of Management teaching. (Bakhru et al 2013). The teachers' competency level correlated strongly with their attitudes before and after training (Islam et al., 2012). The most powerful competency was the classroom management, and students performance evaluation had the lowest score (medical college)

IV. Conclusion

Emotional intelligence and dimensions of teaching competencies of student teachers were correlated. Emotional intelligence and teaching competency of student teachers are equally influence each other. **Emotionally intelligent student teachers are developing the teaching competencies related to learners, risk takers, collaborators, leaders and adopters.** The teacher education institutions should facilitate constructive learning environment where student teachers practice their innovative thoughts, team works, roles and responsibilities and develop their emotional intelligence.

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