TEACHING COMPETENCE OF STUDENT-TEACHERS IN RELATION TO GENERAL AND EMOTIONAL INTELLIGENCE

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Abstract

The purpose of present study was to study Teaching Competence of Student-Teachers on the basis of their General Intelligence and Emotional Intelligence. The sample comprised of 183 Student-Teachers out of these 63 were male and 120 were female. Data were collected by using Teaching Competence developed by Passi and Lalitha (1978), Standard Progressive Matrices (SPM) developed by J. Raven, J.C. Raven and J. H. Court (revised, 2000) and Bar-On-Emotional Quotient Inventory (1997). Results by two way ANOVA showed that Teaching Competence of student-teachers having high level of general intelligence is significantly higher than student-teachers with low level of general intelligence. Teaching Competence of student-teachers having average level of general intelligence was significantly higher than student-teachers with low level of general intelligence. Teaching Competence of student-teachers having high level of emotional intelligence is significantly higher than student-teachers with low level of emotional intelligence. Teaching Competence of student-teachers having average level of emotional intelligence was significantly higher than student-teachers with low level of emotional intelligence. No significant influence of interaction was found.

Key Words: Teaching Competence, General Intelligence, Emotional Intelligence, Student-Teacher.

Teaching is a behavior of teacher which helps in learning of students. Some educationists consider teaching to be a broad concept which includes all activities to be carried out for organizing learning experiences. The modern concept of teaching refers to cause the pupil to learn and acquire the desired knowledge, skills and also desirable ways of living in the society.

Glossary of Education (2010) defines Teacher Competence as Explicit, demonstrable knowledge and skills necessary for performing the role of teacher. According to British Council (2010) teaching competence refers to knowledge of concept/skills/language system and the ability to communicate this and knowledge effectively and in ways appropriate to the learners and type of course being delivered.

Intelligence is a kind of mental energy, in the form of cognitive abilities, available within the human being, which enables him to handle his environment in terms of adaptation to face novel situations as effectively as possible. According to Sears (1995) intelligence refers to one's ability to reason through situations and act in an effective and adaptive fashion. Baron (2006) stated that the term intelligence refers to individual's abilities to understand complex ideas, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning, to overcome obstacles by careful thought.

Emotions play a significant role in teaching learning process. General experiences of learners expresses that they attracted by teachers positive feelings. EQ is actually a large collection of skills and abilities. Mayer et al. (1997) defined emotional intelligence as the capacity to reason with an emotion in four areas: to perceive emotion, to integrate it in thought, to understand it and to manage it. Emotional intelligence allows a person to think divergently and to use emotions to solve problems. Goleman (1995) believes that emotional intelligence appears to be an important set of psychological abilities that relate to success in life. It is empathy and communication skills as well as social and leadership skills that will be central to our success in life and personal relationships, rather than a high IQ. Goleman suggested that it is far better to have a high EQ, if we want to be a valued and a productive member of society.

In educational researches, many studies have revealed positive correlation of emotional intelligence with some educational variables. Bardach (2008) indicated that the association between emotional intelligence and school success could not be ignored and that additional study was strongly indicated. Ohm (1998) found the link between healthy emotional skills and personal and academic achievement. Yates (2000) revealed correlation (weak and small) between the health habits of college aged health

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education students and emotional intelligence. Batastini (2001) revealed the strong correlation between emotional intelligence and student leadership, and strong correlation between emotional intelligence and creativity. Brackett et al. (2003) found that lower emotional intelligence related to negative outcomes, including stress, illegal drugs, alcohol use, deviant behaviour and poor relations with friends. Santesso et al. (2006) found that low emotional intelligence was associated with significantly more externalizing behaviours (i.e. aggression and delinquency), replicating previous work. Brackett et al. (2003) found correlations in the 0.28 to 0.45 range between the MSCEIT (Mayer-Salovey-Caruso Emotional Intelligence Test) and the "quality of interpersonal relationships". Justice et al. (2007) reported that according to the Emotional Intelligence Scale the beginning teacher candidates needed to strengthen skills in assertion, comfort, empathy, decision making, drive strength, time management, commitment ethic, self-esteem, stress management and deference. The skills of leadership, aggression, and change orientation were current strengths. To face the challenges of a diverse classroom, these skills need to be developed, strengthened or enhanced if candidates were expected to have a longer teaching career.

Research also indicates gender difference in Emotional intelligence (Vincent, 2003; Amelang et al., 2006; Amritha, 2006; Danehy, 2006; Feldman, 2003; Harrod et al., 2005; Tapia, 1999; Tapia et al., 2001; Varshney, 2007; Sutarso et al., 1996; Santesso et al., 2006; and Cerciello, 2001). This motivates the investigator to undertake research with following objective.

Objective

- To study the influence of General Intelligence, Emotional Intelligence and their interaction on Teaching Competence of Student-Teachers.
- To study the difference in General Intelligence, Emotional Intelligence and Teaching Competence on the basis of Gender.

METHOD
Sample

The present study was conducted on student-teachers studying in Colleges of Education of Jalandhar district (Population) affiliated to Guru Nanak Dev University, Amritsar. Student-teachers were raised by cluster sampling technique from seven colleges keeping in mind strata based on gender. Almost all the males were taken in sample as proportion of male was less than female student-teachers. Further, almost equal number of student-teachers from science and social science were taken. The sample comprised of 187 (Mean age=23.99 Years, SD=3.22) Student-Teachers out of these 28 (Mean age=23.21 Years, SD=2.03) were male and 159 (Mean age=24.09 Years, SD=3.34) were female. 49 student-teachers belongs to rural area (Mean age=24.09 Years, SD=3.74) and 138 student-teachers belongs to urban area (Mean age=23.99 Years, SD=2.90).

Procedure

On selected sample, Standard Progressive Matrices (2000) and Bar-On-Emotional Quotient Inventory (1997) were administered. In order to assess their teaching competence, observation schedule was used during the discussion lesson in their respective institutions. Two observers rated the teaching competence of student teachers. The mean score of both observers on each student teacher was used for testing hypotheses. Collected data were analyzed with the help of SPSS.

Measures

1. In order to assess the Teaching Competence of B.Ed student's observation schedule developed by B.K. Passi and J.K. Lalita (1978) was used during the discussion lesson in their respective institution. Observation schedule consists of five dimensions Planning, Presentation, Closing, Evaluation, and Managerial with 21 items. This schedule has nine point scale against each item that leads to Not at all- to very much.

2. In order to assess the Emotional Intelligence of B.Ed student's Bar On- Emotional Quotient Inventory (1997) was used. This tool is a self-report inventory with 66 items and measures ten different components of Emotional Intelligence. There are five response categories viz Not True, Seldom True, Sometime True, Often True and True. Negative items were scored as 5,4,3,2,1 (Not True, Seldom True, Sometime True, Often True and True) respectively and positive items were scored as 1,2,3,4,5 (Not True, Seldom True, Sometime True, Often True and True) respectively. The Inventory has high content and construct validity.

3. Standard Progressive Matrices (SPM) developed by J. Raven, J.C. Raven and J. H. Court (revised, 2000) was

used to assess the non-verbal intelligence of the student-teachers. The SPM consists of 60 problems divided into five sets. There is no time limit for this test. Numerous reliability coefficient quoted by Raven vary from .80 to .90. Validity of the SPM has been studied in the usual ways. When the Stanford Binet Test of Intelligence was used as the criterion, correlation varied from .50 to .86.

Results

Table 1 : *Summary of 3x3 ANOVA for Teaching Competence*

Source	Sum of Squares	df	Mean Square	F	P
GI	2945.70	2	1472.85	3.52	.032
EI	3837.08	2	1918.54	4.59	.011
GI x EI	1196.19	2	598.10	1.43	.242
Error	75302.36	180	418.35		
Total	2351102.00	187			

The F value for General Intelligence (table 1) is 3.52, which is significant at .05 level with df 2/180. It means that there is significant difference in mean scores of teaching competence of student-teachers at low, average and high levels of general intelligence. Further, the results of post hoc test shows that teaching competence of student-teachers having high level of general intelligence (M=120.90, N=10) is significantly higher (p<.05) than student-teachers with low level of general intelligence (M=102.00, N=27). Teaching Competence of student-teachers having average level of general intelligence (M=110.86, N=150) is significantly higher (p<.05) than student-teachers with low level of general intelligence (M=102.00, N=27). There is no significant difference in teaching competence of student-teachers having high and average levels of general intelligence.

The F value for Emotional Intelligence (table 1) is 4.59, which is significant at .05 level with df 2/180. It means that there is significant difference in mean scores of teaching competence of student-teachers at low, average and high levels of emotional intelligence. Further, the results of post hoc test shows that teaching competence of student-teachers having high level of emotional intelligence (M=113.30, N=30) is significantly higher (p<.05) than student-teachers with low level of emotional intelligence (M=100.14, N=28). Teaching Competence of student-teachers having average level of emotional intelligence (M=111.54, N=129) is significantly higher (p<.05) than student-teachers with low level of emotional intelligence (M=100.14, N=28). There is no significant difference in teaching competence of student-teachers having high and average levels of emotional intelligence.

The F value (table1) for interaction between general intelligence and emotional intelligence is 1.43, which is not significant. It means that there is no significant influence of interaction between general intelligence and emotional intelligence on teaching competence of student-teachers.

Discussion

Intelligence is a cognitive variable which directly related to information processing i.e. knowledge is receiving and dispersing and this communication is the major part of teaching competence. Further, intelligence is positively correlated with some other cognitive and affective variables such as learning, creativity, critical thinking, adjustment, self-confidence. That is why, in the present study intelligence influences teaching competence. In the present study, the student-teacher with high level of emotional intelligence had significantly higher level of Teaching Competence than student-teachers with average and low level of emotional intelligence. The student-teacher with average level of emotional intelligence had significantly higher level of Teaching Competence than student-teachers with low level of emotional intelligence. Research on emotions and teaching shows that emotions play significant role in teaching learning process. Further, researches on Emotional Intelligence and Teaching Competence shows similar results. Hooda et al. (2010) found that high emotional intelligent pre-service teachers were more competent in teaching than low emotional intelligent pre-service teacher. Bansi et al. (2006) indicated that emotionally mature teachers are more effective in teaching than emotionally immature. Hooda et al. (2010) found that Teaching Competence of pre-service teachers is significantly correlated with their emotional intelligence by partialing out of their academic qualification. Bardach (2008) indicated that the association between emotional intelligence and school success could not be ignored and that additional study was strongly suggested. Babu (2008) uncovered that the correlation coefficient

between self-esteem and emotional intelligence of science stream students was high among B.Ed. trainees. Penrose et al. (2007) reported that practicing teachers and principals in selected Government schools in Victoria provided data on their levels of emotional intelligence and teacher efficacy beliefs. The data supported the theoretical expectation of a linkage between emotional intelligence and teacher self-efficacy.

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