

Effectiveness of Emotional Intelligence Training on Enhancing Teaching Competencies among Student Teachers

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Abstract

Teaching competencies are the need of the hour to create and maintain positive relationship with students and extend variety in learning. The research on teaching effectiveness clearly points out the importance of emotional intelligence skills. These skills are best taught in person centered classroom environments and are the most important aspects of teaching excellence. The present study is an attempt to relate the effects of emotional intelligence training in the development of teaching competencies of student teachers. Here the training is aimed at encouraging the student teachers to explore and develop skills necessary for successful classroom management. The investigator adopted single group experimental design and selected ninety six student teachers as the sample for the present study. The results of the study revealed that emotional intelligence training has a significant effect on enhancing the teaching competencies among student teachers. The subsamples based on gender and locality have no significant effect on teaching competencies of student teachers, while the subsamples based on subject of specialisation and educational status have significant effect on teaching competencies of student teachers due to emotional intelligence training. The study recommends that teaching learning resources need to be designed creatively to facilitate emotional intelligence training based on different teaching skills and hence the process of teaching learning effective.

Keywords: Emotional Intelligence, Teaching Competencies, Student Teachers, EI Training, Classroom Management, Experimental Study, Gender Differences, Locality, Subject Specialization, Educational Research.

INTRODUCTION

Teaching competencies are the need of the hour to create and maintain positive relationship with students and extend variety in learning. It also includes the prerequisite knowledge of the subjects they teach as well as the teaching skills. Several procedures and programmes are available to develop teaching skills among student teachers at teacher education level. However the student teachers lack the basic skills to deal effectively in the classroom during teaching practice sessions. In this context, emotional intelligence training plays a vital role in achieving the predetermined objectives of the teacher education curriculum. The research on teaching effectiveness clearly points out the importance of emotional intelligence skills. These skills are best taught in person centered classroom environments and are the most important aspects of teaching excellence.

Affective learning involves development of feelings, emotions, attitude, interests, appreciation and predispositions. Emotion is an affective experience that accompanies generalized linear adjustment and mental physiological stirred up states in the individual and that shows itself in his own behaviour. Emotional intelligence is a form of social intelligence that involves the ability to monitor one's own and others feelings and emotions to discriminate among and to use this information to guide one's thinking and action. It is a confluence of cognitive, affective and behavioral skills that one can learn and develop in becoming the best and most effective person. It is the learned and developed ability to think constructively and behave effectively and wisely.

Significance of the Study

Emotional Intelligence is a set of qualities and competencies that captures a broad collection of individual skills and dispositions, usually referred to as soft skills or inter and intra-personal skills, that are outside the traditional areas of specific knowledge, general intelligence and technical or professional skills. Emotional intelligence consists of five factors: Knowing one's emotions, managing emotions, motivating oneself, recognizing emotions in others and handling relationships (Goleman,1995). Emotionally intelligent peoples have the ability to marshal their emotional impulses, they have the self-awareness to know what they are feeling and are able to think about and express those things; they have empathy for the feeling of others and insight into how others think.

Researchers today are interested in finding the effects of emotional intelligence on learning and thereby the teaching learning process and analysing the various other facets of EQ. Emotional intelligence improves individual and institutional performance. It plays a significant role in the kind of learning activity a student do in classroom and the relationship he or she enjoys in the school.

Review of Related Literature

Schutte & Malouff (2002) provided beginning university students with information and skills training related to emotional intelligence as part of an introductory university class. The students who received emotional intelligence training scored significantly higher on trait or typical emotional intelligence at the end of the term and were more likely to complete their first year of university than control students with no intervention. The retention rate for the students in the emotional intelligence training group was 98%, while that of the students in the comparison group was 87%.

Slaski & Carwright (2003) compared managers who received emotional intelligence training for one day per week for a period of four weeks, with a matched group of managers assigned to a control comparison condition. The managers in the training group scored significantly higher on typical or trait emotional intelligence and also had significantly better scores for self-rated mental health and work morale, when compared to the managers in the control group.

Recent research (Goad, 2005 & Justice, 2006) has indicated the importance and value of emotional intelligence in teacher education programmes. According to their research, it is indicated that pre-service teacher education induction experiences with mentoring and alternative certification programmes could be strengthened by providing emotional intelligence training in preparing new teachers. Emotional intelligence skills were linked to both classroom management performance and teacher retention factors for new and novice teachers. independent variable with the critical and creative thinking as the dimensions and Mathematical problem solving as the dependent variable,

Fletcher et al. (2009) found that a seven month-long workshop on emotional intelligence training resulted in participants scoring significantly higher on typical emotional intelligence than medical students in the control group. The authors pointed out that these

results should be viewed with caution as the design used a non-equivalent control group and there was a high dropout rate in the training group.

Aremu & Moyosola (2012) investigated the effectiveness of emotional intelligence training on teaching skill efficacy of career frustrated teachers. Teacher sense of efficacy scale, locus of control of behaviour scale and demographic data form were administered to the teachers. The results of the study showed that emotional intelligence training effectively enhanced teaching self-efficacy of career frustrated teachers. Locus of control significantly influenced teaching self-efficacy of the experimental group, while gender was not significant. It was recommended that emotional intelligence training of career frustrated teachers should be encouraged to improve their teaching self-efficacy.

Based on the review of related literature, it can be concluded that there is preliminary evidence to suggest that emotional intelligence training can be effective in increasing the competencies comprising emotional intelligence. Further the reviews indicate that emotional intelligence training may have the potential to improve various skills needed to deal effectively in the classroom. The present study is an attempt to relate the effects of emotional intelligence training in the development of teaching competencies of student teachers. Here the training is aimed at encouraging the student teachers to explore and develop skills necessary for successful classroom management.

Objectives

- ❖ To find out the effectiveness of emotional intelligence training on enhancing teaching competencies of student teachers
- ❖ To compare the effectiveness of emotional intelligence training on teaching competencies of student teachers with respect to the subsamples based on gender, locality, subject of specialisation and educational status.

Hypotheses

- ❖ There is no significant difference in the teaching competency scores obtained before and after the emotional intelligence training.

- ❖ There is no significant difference in the post test scores of teaching competency with respect to the subsamples based on gender (male & female), locality (rural & urban), subject of specialisation (science & arts) and Educational status (PG & UG).

Methodology

Method: The investigator adopted experimental method with pre-test- post-test single group (experimental group) design. During the initial spell of teaching practice (B.Ed curriculum, University of Kerala), a pre-test was given to the student teachers to measure the teaching competence. Then emotional intelligence training was given to them for one month of five continuous sessions. After the training programme, student teachers underwent the second spell of teaching practice and they were given the post test to measure the teaching competence.

Sample: Purposive sampling method was adopted by the investigator for the present study and which consisted of 96 student teachers from a B.Ed college in Kollam district, Kerala.

Instruments used: (a) Instructional programmes based on the activities to develop emotional intelligence. (b) A teaching competency scale developed and standardised by the investigator.

Treatment: After the pre-test given to the participants, they were exposed to five continuous sessions. The outline of each session is given below.

Session 1: Self-awareness: Self-awareness is the ability to recognize and understand one's own moods, emotions, drives as well as their effect on others. People who have high degree of self-awareness easily recognize how their feelings affect them and their job performance as well as how it affects others.

Training and activities were given to the participants on the components such as emotional awareness, accurate self-assessment and self-confidence.

Session 2: Self-regulation: It is the ability to manage one's own impulses and moods. In simple words, it is to think calmly before acting. This requires lot of tolerance.

The investigator tuned the participants to acquire the abilities such as self-control, trustworthiness, consciousness, adaptability and innovation in order to develop self-regulation.

Session 3: Motivation: It refers to a stimulus which satisfies need. It is the ability to pursue goals with energy and persistence which in turn guide or facilitate in reaching goals. Here the participants underwent practices in the components such as commitment, initiative and optimism.

Session 4: Empathy: Empathy means reading others feelings, needs and concern. That is, to put one self into other's shoes.

The participants acquired the abilities such as understanding others, service orientation and political awareness.

Session 5: Social skills: It is the ability to manage and build upon relationship and building rapport with various section of society and creating network of people.

The investigator oriented the participants to develop the following aspects influence, conflict management, collaboration, cooperation and team building throughout the training programme.

Data analysis and interpretation

Data were analyzed using descriptive statistics, paired and independent sample 't' tests and the results are given in the following tables.

Table 1

Test of significance difference between the pre test and post test scores of the experimental group on teaching competencies

Experimental Group	N	Mean	S.D	CR	Significance
Pre test	96	22.07			
Post test	96	31.64	21.67	0.01	

From table 1, the critical ratio 21.67 is significant at 0.01 level of significance. It reveals that the difference between the mean pre test and post test scores of the experimental group is

statistically significant. Hence it can be concluded that the emotional intelligence training has a significant effect on enhancing teaching competencies of student teachers.

Table 2
Test of significance difference of post test scores with regard to the subsamples

Subsample	Category	N	Mean	S.D	CR	Significance
Gender	Male	46	31.02	3.813	1.77	NS
	Female	50	32.22	2.777		
Locality	Rural	44	31.15	3.784	1.31	NS
	Urban	52	32.05	2.910		
Subject of Specialisation	Science	48	32.36	2.965	2.15	0.05
	Arts	48	30.92	3.584		
Educational Status	PG	40	32.79	3.087	2.94	0.01
	UG	56	30.82	3.317		

From Table 2, it is clear that for the subsample based on gender, the critical ratio obtained is 1.77. It shows that there is no significant difference between the scores of teaching competencies of male and female student teachers due to emotional intelligence training. Similarly in the case of locality, there is no significant difference (CR=1.31) between the student teachers belong to rural and urban areas in the scores of teaching competencies.

From table 2, it is also observed that for the subsample based on subject of specialization the obtained critical ratio (CR=2.15) is significant at 0.05 level of significance. That is, there is significant difference between the scores of teaching competencies of science and arts stream student teachers and it is revealed that science stream student teachers ($m=32.36$) are highly competent than those of arts stream ($m=30.92$). Similarly for the subsample based on educational status, there is significant difference (CR=2.94) between graduate and post graduate student teachers with regard to their teaching competencies. From the mean scores it is inferred that post graduate student teachers are highly competent than graduate student teachers.

This may be due to the fact that student teachers who completed PG have more practical experience, exposure to various social situations and self-confidence than the UG group.

Major Findings

- Emotional intelligence training has a significant effect on enhancing the teaching competencies among student teachers
- The subsamples based on gender and locality have no significant effect on teaching competencies of student teachers due to emotional intelligence training
- The subsamples based on subject of specialisation and educational status have significant effect on teaching competencies of student teachers due to emotional intelligence training.

Conclusion

The results of this study presented a sensible model for enhancing the teaching competencies of student teachers. It briefly explains the relevance of emotional intelligence oriented training in improving the self-confidence and promoting social adjustment of student teachers. Hence the teacher educators need to move beyond lecturing to create a stimulating learning environment, as emotional intelligence training cannot be facilitated on the basis of information or discussion alone. Moreover, teaching learning resources need to be designed creatively to facilitate emotional intelligence training based on different teaching skills and hence the process of teaching learning effective. Much research work remains to be done to verify these initial findings and to uncover how training increases emotional intelligence, what specific training works best and what important outcomes can be produced.

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