

International Journal of Innovative Research in Science, Engineering and Technology

(A High Impact Factor, Monthly, Peer Reviewed Journal)

Visit: www.ijirset.com

Vol. 6, Issue 10, October 2017

A Study of Emotional Intelligence and Teaching Performance of Trainee Teachers of CTEs of Odisha

Sarbani Sankar Panigrahi

Research Scholar, Utkal University of Culture, Bhubaneswar, Odisha, India

ABSTRACT: Teachers play a vital role in our society. The Trainee teachers who are future teachers of the country must possess emotional intelligence so that it has an effect on their teaching performance. There is individual difference found in the two factors of emotional intelligence and teaching performance. The present study highlights this problem in its view and concluded that the trainee teachers possess high emotional intelligence and teaching performance.

KEYWORDS: Emotional intelligence, teaching performance, Trainee teachers, CTEs.

I. INTRODUCTION

Teachers occupy a place of paramount importance in any system of education. No other aspect of education is so vital for its progress as teachers. They are the pivot of the educational system. The whole system of education revolves around them. It is they who have to select and interpret the curriculum and aids of instruction. They have to influence our boys and girls by their conduct and behavior. Teachers have a great responsibility at a time when our society is undergoing transformation. They will be required to take up constructive leadership in re-orienting education to meet national needs. Their task is not confined to preserve, interpret and transmit our culture to the coming generation but also to bring about social change. They have to work as active agents in ushering forth a new social order based on equality, liberty and justice. Indeed, teacher has a stupendous task to perform. Dr. Radha Krishnan has aptly remarked. "The teacher's place in the society is of vital importance. He acts as the point for the transmission of intellectual tradition and technical skill from generation to generation and helps to keep the flame of civilization burning."

But only those teachers who are well trained can play a vital part in education as well as in society. The Secondary Education Commission has rightly stated "We are, however, convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in the community."

II. LITERATURE SURVEY

Kumar (2008) studied Emotional Intelligence of B.Ed students in relation to their teaching attitude. The study seeks to find out the relationship between emotional intelligence and teaching attitude of the students at B.Ed level. The population for the research includes all B.Ed students studying in College of Education at Rohtak. Emotional Intelligence was measured by "Mangal Emotional Intelligence Inventory" developed by Dr. S.K Mangal and Shubhra Mangal. Teaching attitude was measured by "Teaching Attitude Inventory" developed by Dr. S.P Ahluwalia. Normative survey method was used by the researcher. The results revealed that there is a significant correlation between Emotional Intelligence and teaching attitude of male and female students of B.Ed course.

Ramganesha and Johnson (2008) surveyed the EQ of teacher educators. The objectives of the study were: (1) to find out the level of emotional quotient of teacher educators in the Union Territory of Pondicherry, (2) to find out the level of emotional quotient of principals working in training colleges and training institutes. The study was carried out in all the training colleges and training institutes in the Union Territory of Pondicherry. The sample consisted of 175 teacher

International Journal of Innovative Research in Science, Engineering and Technology

(A High Impact Factor, Monthly, Peer Reviewed Journal)

Visit: www.ijirset.com

Vol. 6, Issue 10, October 2017

educators of which 107 were males and 58 females. A tool on emotional quotient devised by REUVEN BAR-ON was used to collect data. The data were analyzed using Mean, Median, Mode and Standard Deviation. The findings indicated that: (1) the emotional quotient of Principals and teacher educators is average, (2) teacher educators in training colleges and training institutes have the same level of emotional quotient, (3) there is no significant mean difference in gender of teacher educators EQ working in training colleges, (4) there is no significant gender difference in the level of EQ among the teacher educators working in training institutes.

Suresh and Joshith (2008) conducted a study on emotional intelligence as a correlate of stress of student teachers. The objectives of the study were: (1) to test whether there is a significant difference in the mean scores of stress between male and female student teachers, (2) to test whether there is a significant difference in the mean scores of emotional intelligence between male and female student teachers, (3) to find out the extent of relationship between emotional intelligence and stress of the student teachers. The study was conducted on a sample of 602 student teachers (80 males and 522 females) of various training colleges of Kerala. The sample was selected by using stratified random sampling product moment co-efficient of co-relation followed by test of, significance of 'r' and test of significance of difference between the two r's were, used. The research revealed that: (1) the females have higher stress compared to males; (2) the males have slightly higher emotional intelligence compared to females, (3) those who have high emotional intelligence scores have relatively low stress scores. technique. Data were analyzed by using descriptive statistics. Test of significance of difference between Means, Pearson's coefficient of correlation.

III. RESEARCH METHODOLOGY

The study has been undertaken by following descriptive survey method. The research tools used are questionnaires. Personal interview schedule for trainee teachers and observation sheet for the researcher himself.

IV. POPULATION AND SAMPLE

In Odisha, there are nine CTEs imparting teacher education courses at secondary level. The trainee-teachers of first year opting English methodology have been selected for the present study. So out of 1100 students, 200 trainee teachers have been selected for the present study.

OBJECTIVES

The study has been undertaken by taking the following objectives.

- To Find out The level of emotional intelligence of trainee teachers of CTEs of Odisha.
- To differentiate the level of emotional intelligence of male & female trainee teachers.
- To study the teaching performance of trainee teachers.
- To distinguish the teaching performance of male & female trainee teachers.
- To determine if there has been any correlation between their emotional intelligence & teaching performance of trainee teachers.
- To find out the relationship between emotional intelligence and teaching performance of male trainee teachers.
- To study the relationship between emotional intelligence and teaching performance of female trainee teachers.

HYPOTHESES

The following hypotheses have been taken for the present study.

- There is no significant difference between male & female trainee teachers in their emotional intelligence.
- There is no significant difference between male & female trainee teachers in their teaching performance.

International Journal of Innovative Research in Science, Engineering and Technology

(A High Impact Factor, Monthly, Peer Reviewed Journal)

Visit: www.ijirset.com

Vol. 6, Issue 10, October 2017

- There is no significant relationship between emotional intelligence and teaching performance of trainee teachers.
- There is no significant relationship between emotional intelligence and teaching performance of male trainee teachers.
- There is no significant relationship between emotional intelligence and teaching performance of female trainee teachers.

V.RESULTS AND DISCUSSIONS

The mean and S.D of emotional intelligence of trainee teachers is 134.85 and 13.93 respectively. It means that trainee teachers of CTEs of Odisha possessed high emotional intelligence.

There is no significant difference between the Emotional Intelligence of male and female trainee teachers of CTEs of Odisha. Male and female trainee teachers are more or less equal in Emotional Intelligence. Factor wise analysis Emotional Intelligence also indicated that there is no significant difference in the different factors of emotional intelligence among male and female trainee teachers of CTEs of Odisha.

There is significant positive relationship between Emotional Intelligence and Teaching performance of male trainee teachers.

There is significant positive relationship between Emotional Intelligence and Teaching performance of female trainee teachers.

Table 1

Mean score, S.D and Contribution of Emotional Intelligence of trainee CTEs of Odisha.

N	Mean	S.D	Contribution (%)
200	134.84	13.92	79%

From the table 1 , it can be seen that mean score on the test of emotional intelligence of trainee teachers of CTEs of Odisha is 134.84, which is quite high. Thus, it can be inferred that on an average, trainee teachers of CTEs of Odisha possess high emotional intelligence. From the above table, it can be seen that S.D is roughly 1/10 of the mean score. This shows that, by and large, the group of CTEs students is nearly homogenous in respect of emotional intelligence. As Emotional Intelligence comprises of ten factors i.e. self awareness, empathy, self motivation , value orientation, commitment and altruistic behavior, thus in order to study emotional intelligence of the target in some detail, factor wise data of emotional intelligence is presented in Table 2.

Table 2

Mean Scores, S.D., and Contribution of Emotional Intelligence of Total Sample, Factor – wise.

SL. No.	Name of the factor	N	Maximum Score	Mean (Total Sample)	S.D (Total Sample)	Contribution (%)
1	Self Awareness	200	20	17.75	2.17	85.75
2	Empathy	200	25	19.54	2.61	78.16
3	Self Motivation	200	30	23.80	3.08	78.54
4	Emotional Stability	200	20	15.28	2.33	76.4
5	Managing Relations	200	20	15.79	2.09	78.95
6	Integrity	200	15	11.31	2.03	75.32
7	Self Development	200	10	8.17	1.34	81.7
8	Value Orientation	200	10	8.04	1.42	80.4
9	Commitment	200	10	8.26	1.38	82.6
10	Altruistic Behaviour	200	10	7.53	1.48	75.4
	Total	200	170	134.84	1.92	79.32

It is evident from the Table 2 that the highest contribution in the emotional intelligence of target group comes the factor 'self awareness', which is 85.75% and least from 'altruistic behaviour', which is 75.4%. The scores of self

International Journal of Innovative Research in Science, Engineering and Technology

(A High Impact Factor, Monthly, Peer Reviewed Journal)

Visit: www.ijirset.com

Vol. 6, Issue 10, October 2017

awareness, commitment, self development value orientation of the target group are all above 80, whereas the scores in factors empathy, self motivation, emotional stability, managing relations, integrity, and altruistic behavior are between 75 and 80.

GENDER DIFFERENCE IN EMOTIONAL INTELLIGENCE

In order to compare the emotional intelligence of male and female trainee teachers of CTEs of Odisha the mean, S.D., 't' value and contribution (%) were computed, which is presented in Table 3.

Table –3

Mean scores, S.D., 't' Value and Contribution of Emotional Intelligence of Male and Female Trainee teachers of CTEs of Odisha.

Sr. N	Group	N	Mean	S.D	't'	Remarks	Contribution(%)
1	Male	100	134.97	15.49	.116	Not Significant	79.39
2	Female	100	134.74	12.26			79.25

't' value at 0.05=1.97

't' value at 0.01=2.60

From the Table 3, it is evident that the mean scores of emotional intelligence of male and female student teachers CTEs of Odisha are found to be 134.97 and 134.74 with S.Ds 15.49 and 12.26 respectively. The obtained 't' value between the two group comes out to be .116 which is much below the table value, i.e.2.60 at .01 level of significance. Hence, the first null hypothesis (Ho1) of the present study that "there is no significance between emotional intelligence of male and female trainee teachers of CTEs of odisha is accepted. The females were equally emotionally intelligent to their counterparts, i.e. males studying in CTEs of Odisha. It is evident from the table 4.2 (a) that male and female trainee teachers of CTEs of Odisha have 79.39%and 79.25% of emotional intelligence, which is a good score. Interpreting this result, it may be said that both groups were having more or less equal emotional intelligence. Teaching performance in the form of teaching practice components', marks of school experience program of CTEs of Odisha summarized in Table below.

Table-4

Mean Scores and S.D of teaching performance of trainee teachers of CTEs of Odisha

N	Mean (%)	S.D
200	73.75	6.18

From the Table 4, it can be concluded that the teaching performance of trainee teachers of CTEs of Odisha is 73.75% which is quite a good score.

GENDER DIFFERENCE IN TEACHING PERFORMANCE

In order to compare the teaching performance of male and female trainee teachers of CTEs of Odisha, the mean, S.D and 't' value were computed, which are presented in Table 5.

Table 5

Mean Scores, S.D., and 't' Value for teaching performance of Male and Female Trainee Teachers

S.No.	Group	N	Mean	S.D	't'	Remarks
1	Male	100	71.77	5.73	4.781	Significant
2	Female	100	75.73	5.99		

't' value at 0.05=1.97

't' value at 0.01=2.60

From the Table 5, it is evident that the mean scores of teaching performance of male and female trainee teachers of CTEs of Odisha are found to be 71.77 and 75.73 respectively. The obtained 't' value between the two groups comes out to be 4.781. which is greater than the table value i.e. 2.60 at .01 level of significance. Hence, the third null hypothesis (Ho3) of the present study that "there is no significant difference between the teaching performance of male and female trainee teachers CTEs of Odisha" is rejected. Thus it can be said with 99% confidence that the teaching performance of

International Journal of Innovative Research in Science, Engineering and Technology

(A High Impact Factor, Monthly, Peer Reviewed Journal)

Visit: www.ijirset.com

Vol. 6, Issue 10, October 2017

female trainee teachers is better than male trainee teachers. Interpreting this result, it may be said that females are more motivated towards secondary school teaching, and that is why their performance is better than male trainee teachers. The difference may also be attributed to the fact that profession of teaching at secondary level still attract females more as compared to the males.

VI.FINDINGS

- The trainee teachers of CTEs of Odisha possess high emotional intelligence.
- There is no significant difference in emotional intelligence of Male and Female trainee teachers.
- The teaching performance of trainee teachers of CTEs of Odisha is high.
- There is significant difference between teaching performance of male and female trainee teachers.
- There is significant positive relationship between emotional intelligence and teaching performance of male trainee teachers.
- There is significant positive relationship between emotional intelligence and teaching performance of Female trainee teachers.

VII.CONCLUSIONS

It may be concluded from the study that the trainee teachers of CTEs of Odisha possess high emotional intelligence and it has a positive effect on their teaching performance. However there is significant difference found in the teaching performance of male and female trainee teachers.

REFERENCES

1. Best, John W.(1989). Research in education. New Delhi: Prentice Hall of India Pvt. Ltd.
2. Bhatnagar, Suresh (1993). Indian education- today and tomorrow. Meerut: Royal Book Depot.
3. Buch, M.B. (1983-88). Fourth survey of research in education. New Delhi: NCERT
4. Chauhan, S.S.(1983) Advanced educational psychology. New Delhi: Vikash Publishing House Pvt. Ltd.
5. Garret, H.E.& Woodworth, R.S.(1981). Statistics in psychology and education. Bombay: Vikils, Feffer and Simons Ltd.
6. Goleman,D (1995).Emotional Intelligence,Why it can matter more than IQ. NewYork: Bentam Books.
7. Goleman,D (1995a).Emotional Intelligence,. NewYork: Bentam Books.
8. Goleman,D (1998).Working with Emotional Intelligence,. NewYork: Bentam Books.
9. Goleman,D (2001).An Emotional Intelligence based theory of performance .InC.
10. Kumar, Arvind (2003) Environmental challenges of the 21st century. New Delhi: APH Publishing Corporation.
11. Koul, Lokesh (1992). Methodology of educational research. New Delhi: Vikash Publishing House Pvt. Ltd.
12. Panigrahi,S.S.(2009).Teaching of English.New Delhi' APH Publishing Corporation