

A correlational study on Emotional Competence and Teaching Competence of Trainee Teachers in Nadia District

Kapildeb Sarkar

Ex-student, Department of Education, University of Kalyani, W.B., India

Email: kapildebsarkarb.ed@gmail.com

Abstract: The present investigation was undertaken to find out the correlation between emotional competence and teaching competence of trainee teachers in B.Ed. level. This study is a Descriptive Inter-relationship correlational research design and conducted in Nadia district of West Bengal, India by using purposive sampling technique. The total sample for the study comprises of 200 student teachers (100 male and 100 female trainee teachers) of Nadia district. The sample was taken from the different colleges of Education of Nadia district. Emotional Competence Scale (ECS) developed by Sharma and Bharadwaj and Teaching Competence Scale (TCS) developed by NCERT (1982) were used to collect the data. The findings of the study revealed that emotional competence level of trainee teachers is average to high and they have high attitude towards teaching. There is no significant difference in emotional competence and teaching competence of male and female trainee teachers indicating that Sex factor, age, marital status has no impact on the level of emotional competence and teaching competence. In this study it was observed that teachers who were emotionally competence had also good teaching competence as shown by correlation. From this study it may conclude that there is a significant and positive correlation between emotional competence and teaching competence of B.Ed. trainee teacher.

Key Words: Emotional Competence, Teaching Competence, Trainee Teachers.

1. INTRODUCTION:

The quality of their education depends upon the competence, dedication and quality of school teacher sit is not brick of classroom situation, but the dialogues rapport and interactions supported by deeds, between the learners and the teachers, all the time developing within its four walls can make the destiny of the youngsters and in turn that of the nation. The source of true and holistic education is the teacher. Teacher in Indian heritage has always been given a raised platform of respect. Apart from imparting education to children, the teacher has been a friend, guide and philosopher. Teachers are regarded as the most powerful agents of social change. According to Swami Vivekananda- "Education is the manifestation of the perfection already in men." Education alone makes a man perfect and all-round development of human personality is possible through education.

Teachers arm the responsibility of shaping the future of the nation. The future of the nation depends upon the skills and efficiency of the teachers. A teacher's job is not at all that easy and unless a high degree of professional qualities and commitment are inculcated in the teacher's personality, the training program would remain incomplete. Teachers work involves rigorous efforts in the classroom and outside as well as frequent interaction with parents and community members. For this purpose, teacher's need to be well trained and competent to perform their jobs. If teachers acquire Professional competencies and commitment and if they are enabled and empowered to perform their multiple tasks in the classroom as well as in the school and community in a genuinely professional manner, then a high quality learning among increasing more students may result in cognitive, affective and psychomotor areas of human development improving teaching performance through more effective teacher preparation, therefore is an essential ingredient in solving most educational problems. Educationist all over the world have started realizing that only securing enough teachers will not do, most important is securing the right type of teachers with right type of knowledge, skills, attitudes and competence. Due to this increased stress is being laid on the qualitative aspect of the teacher education. It is being realized now that efficient and competent teacher is major factor that will contribute to educational refinement and improvement and the search is on for those factors that make the teachers competent. According to the **Programme of Action (1992)**, "Teachers are supposed to look after the development of children and their performance is the most crucial input in the field of education, thus their training should be adequate to stimulate the socio-cultural and moral development of the child."

Teaching competence include the acquisition and demonstration of the composite skills required for student teaching like introducing a lesson, fluency in questioning, probing questions, explaining, pace of lesson, reinforcement, understanding child psychology, recognizing behavior, classroom management and giving assignment. Competency

development must a continuous process in the organization. Encyclopedia of teacher training and education defines teaching competency as suitable or sufficient skill, knowledge and experience for teaching purpose, properly satisfied. According to B.K.Passi and M.S.Lalitha, “teaching competency means an effective performance of all observable teacher behavior that brings about desired pupil outcomes.” In the consultations initiated by NCTE at several national seminars the following ten inter related categories of competencies have emerged quite prominently:

- ☑ **Contextual competencies** includes dealing with problems of wastage and stagnation, diversities in society, developing cohesive society and issues like urbanization and value inculcation
- ☑ **Conceptual competencies** include knowledge about stages of child development, right perspective toward education and implications of education
- ☑ **Content competencies** include joyful activities, media intervention, individual learning and provision of enriched environment for learning
- ☑ **Transactional competencies** include planning of action and evaluation, inclusion of activities like story telling, singing etc. in teaching process
- ☑ **Competencies related to other educational activity** include human values, celebration of national events and community life activities
- ☑ **Competencies to develop teaching learning material** include innovative ways to teaching and local visits to banks and other community resources
- ☑ **Evaluation competencies** include positivistic evaluation process, importance of feedback etc.
- ☑ **Management competencies** include skills of classroom management and role and responsibilities of teacher
- ☑ **Competencies related to working with parents** include role of parents and requirement of their cooperation in teaching learning process
- ☑ **Competencies related to working with community and other agencies** include the knowledge about importance of community in the holistic development of students

The competency-based approach teacher education, on its being translated into actual practice will lead in improving not only the performance of the teachers but would also help them raise their status in society.

2. STATEMENT OF THE PROBLEM:

The study focus on need for developing emotional competence of teachers trainees in their teaching competence, the problem of the study identified as, “A correlational study on Emotional Competence and Teaching Competence of Teacher Trainees in Nadia District.”

3. OBJECTIVES OF THE STUDY:

This study aims to correlate between emotional competence and teaching competence of trainee teacher. The main objectives are as follows-

- ✍ To study the impact of emotional competence on teaching competence of trainee teacher studying in teacher training institutes in Nadia district.
- ✍ To study the correlation of emotional competence and teaching competence of teacher trainees with respect to their age, marital status, locality of residence.

4. HYPOTHESES OF THE STUDY:

The following null hypotheses based on objectives are formulated for the present study-

H₀₁: There is no significant effect of emotional competence on teaching competence of the trainee teachers.

H₀₂: There is no significant correlation between emotional competence and teaching competence of male trainee teachers.

H₀₃: There is no significant correlation between emotional competence and teaching competence of female trainee teachers.

H₀₄: There is no significant correlation between emotional competence and teaching competence of rural trainee teachers.

Ho₅: There is no significant correlation between emotional competence and teaching competence of urban trainee teachers.

Ho₆: There is no significant correlation between emotional competence and teaching competence of young trainee teachers.

Ho₇: There is no significant correlation between emotional competence and teaching competence of old age trainee teachers.

Ho₈: There is no significant correlation between emotional competence and teaching competence of married trainee teachers.

Ho₉: There is no significant correlation between emotional competence and teaching competence of unmarried trainee teachers.

5. DELIMITATION OF THE STUDY:

Keeping in view the suppress of time and available resource the present study is delimited to the-

- ⊕ The study is confined to the trainee teachers in B.Ed. college only.
- ⊕ The study is delimited to B.Ed. College under Kalyani and WBUTTEPA University only.
- ⊕ The study is delimited to 200 trainee teachers in Nadia district only.
- ⊕ The trainee teachers were selected purposively. The grade of the B.Ed. colleges was not considered.

6. RESEARCH DESIGN:

The present study deals with emotional competence, a psychological factor that has been gaining prominence in the field of education at present times. The relationship between emotional competence and teaching competence being the major focus of the study, a large number of sample populations is needed. Therefore, Descriptive Inter-relationship Correlational method is selected for the present study.

6.1 SAMPLE:

The present study aims to study the correlation of emotional competence and teaching competence of teacher trainees. For this purpose, a total sample of 200 were selected on the bases of purposive sampling method.

6.2 TOOL USED:

The purpose of the present study was to judge the correlation of emotional competence and teaching competence of teacher trainees. For this purpose, the investigator prepared self-made questionnaire to study the correlation of emotional competence and teaching competence of teacher trainees. Data was collected through a well-structured questionnaire that included closed ended 30 questions. For the study the Emotional Competence Scale was prepared by researcher followed by EC scale of Sharma and Bharadwaj and Teaching Competence Scale by NCERT (1982).

6.3 STATISTICAL TECHNIQUES USED:

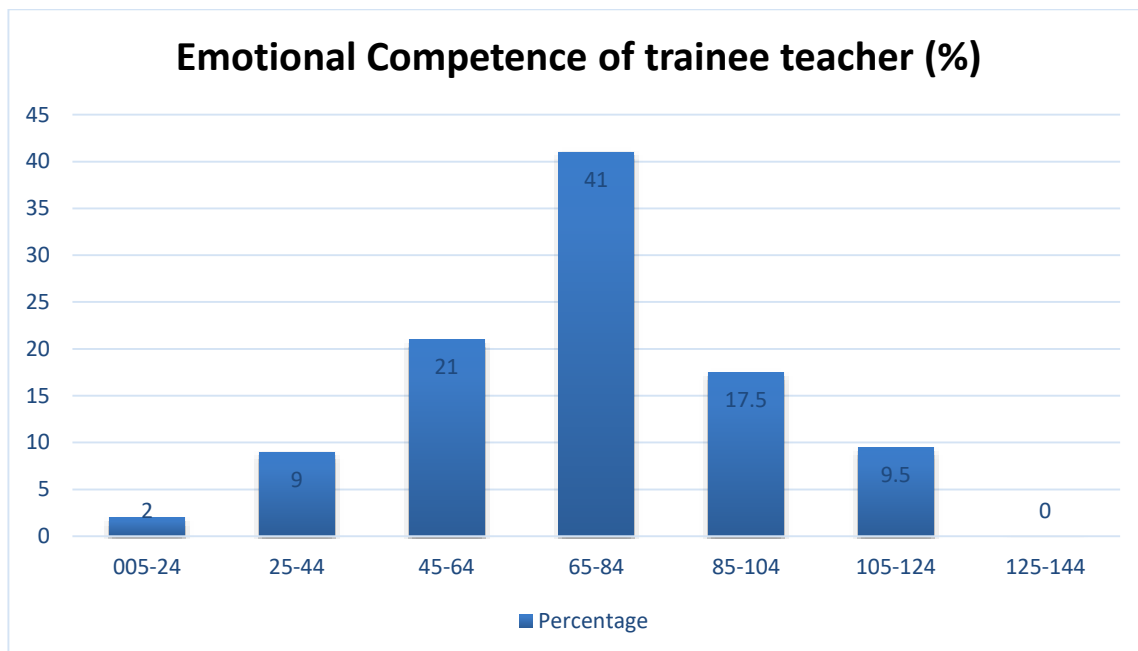
The data were analyzed by calculating Mean and Percentage of each of all groups separately from the concerned frequency distribution table. The Coefficient of Correlation was used to correlate two variables.

7. ANALYSIS AND INTERPRET:

Analysis and interpretation of data should be carried out effectively using appropriate methods in order to get genuine results. Methods of analysis applied in the present study to test the hypotheses framed and their interpretations are discussed in this section. Drawing a relationship between the emotional competence and the teaching competence being the main objective of the present study, the data gathered is subject to correlation analysis. Pearson's product moment coefficient is the most often used. Since the main purpose of applying correlation analysis is to estimate the effect of the independent variable, emotional competence, on the dependent variable, teaching competence.

Table 1: Emotional Competence of trainee teacher

Emotional Competence Level	No of trainee teacher	Percentage (%)	Magnitude
125-144	4	2.00	Excellent Emotional Competence
105-124	18	9.00	Very High Emotional Competence
85-104	42	21.00	High Emotional Competence
65-84	82	41.00	Average Emotional Competence
45-64	35	17.50	Below Average Emotional Competence
25-44	19	9.50	Low Emotional Competence
5-24	0	00	Very low Emotional Competence
Total N= 200			

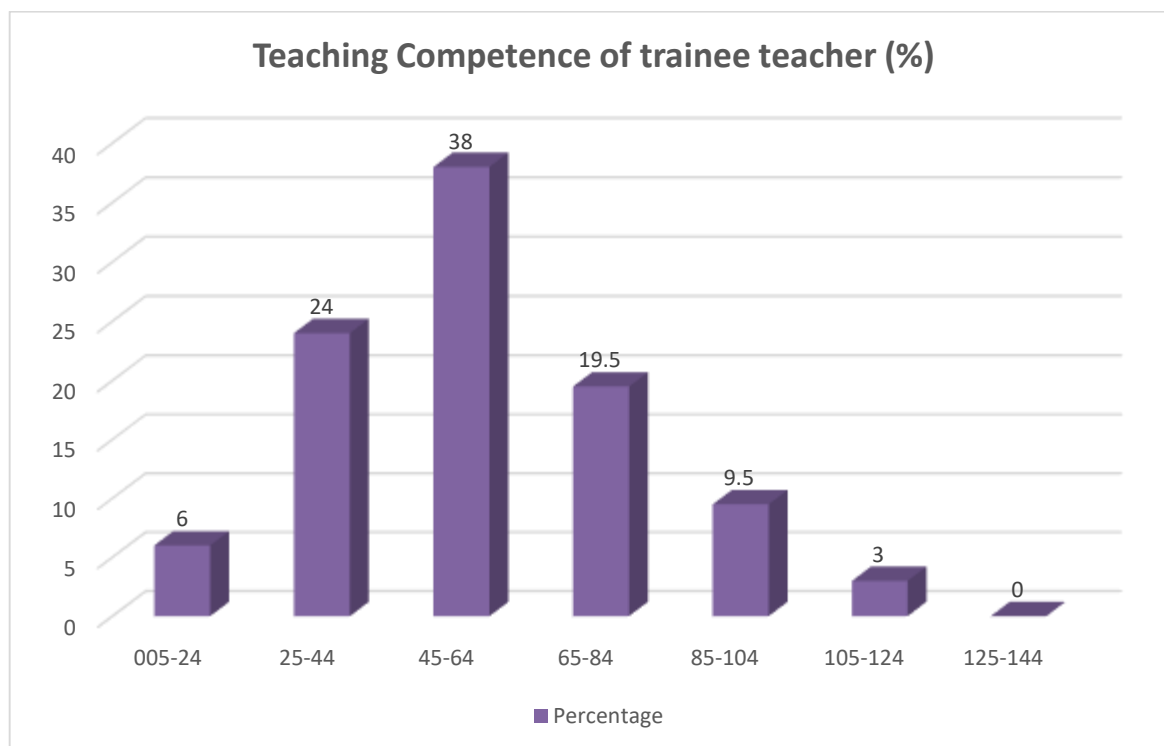


From table 1 it is appeared that out of 200 trainee teachers, 4 trainee teachers that means 2% are excellent emotional competence, 18 trainee teachers that means 9% are very high emotional competence, 42 trainee teachers that means 21% are high emotional competence, 82 trainee teachers that means 41% are average emotional competence, 35 trainee teachers that means 17.501% are below average emotional competence, falls between and the rest 19 trainee teachers that means 9.50% are low emotionally competence and no trainee teachers is with very low emotionally competence. So, it shows that majority of trainee teachers have average emotional competence.

Table 2: Teaching Competence of trainee teacher

Teaching Competence Level	No of trainee teacher	Percentage (%)	Magnitude
125-144	12	6.00	Excellent Teaching Competency
105-124	48	24.00	Very Good Teaching Competency
85-104	76	38.00	Good Teaching Competency
65-84	39	19.50	Average Teaching Competency

45-64	19	9.50	Satisfactory Teaching Competency
25-44	6	3.00	Poor Teaching Competency
5-24	0	00	Very Poor Teaching Competency
Total N= 200			



From table 2 it is apparent that out of 200 trainee teachers 12 trainee teachers (6%) have excellent teaching, 48 trainee teachers (24%) have very good teaching competency, 76 trainee teachers (38%) have good teaching competency, 39 trainee teachers (19.5%) have average teaching competency, 19 trainee teachers (9.5%) have satisfactory teaching competency and rest 6 trainee teachers (3%) have poor teaching competency and no trainee teachers have very poor teaching competency. It shows that majority of trainee teachers have good teaching competency.

Table 3: Co-relation between Emotional Competence and Teaching Competence of trainee teacher.

Sl. No	Variable	Number of Trainee teacher	Mean	Df	Coefficient of correlation 'r'	Verbal Interpretation
1	Emotional Competence	200	76.20	199	0.81	High correlation
2	Teaching Competence	200	92.20			

It is observed from the table 3 that the computed value of coefficient of correlation between emotional competence and teaching competence is 0.81 that indicates a positively high correlation. Hence, the null hypothesis of no significant correlation between emotional competence and teaching competence are rejected. Now, it can be interpreted that emotional competence and teaching competence are perfectly high correlated with each other. The nature of correlation can be described with the help of given interpretation chart-

Sl. No	Magnitude of correlation of coefficient	Interpretation
1	From 0.00 to +0.20	Zero relation, absolutely no relationship
2	From 0.21 to +0.40	Low relation, definite but small relation
3	From 0.41 to +0.70	Moderate correlation, substantial but small relationship

4	From 0.71 to +0.90	High correlation, marked relationship
5	From 0.91 to +0.99	Very high correlation, quite dependable relationship
6	From 0.99 to +1.00	Perfect correlation, almost identical opposite relationship

Out computed value of 0.81 which presents a high (good) correlation between emotional competence and teaching competence of trainee teachers.

Table 4: Co-relation between Emotional Competence and Teaching Competence of male trainee teacher.

Sl. No	Variable	Number of Trainee teacher	Mean	Df	Coefficient of correlation 'r'	Verbal Interpretation
1	Emotional Competence	100	72.32	99	0.73	High correlation
2	Teaching Competence	100	89.52			

It is observed from the table 4 that the computed value of coefficient of correlation between emotional competence and teaching competence of male trainee teacher is 0.73 that indicates a positively high correlation. Hence, the null hypothesis of no significant correlation between emotional competence and teaching competence of male trainee teacher are rejected. Now, it can be interpreted that emotional competence and teaching competence of male trainee teacher are perfectly correlated with each other.

Table 5: Co-relation between Emotional Competence and Teaching Competence of female trainee teacher.

Sl. No	Variable	Number of Trainee teacher	Mean	Df	Coefficient of correlation 'r'	Verbal Interpretation
1	Emotional Competence	100	79.84	99	0.83	High correlation
2	Teaching Competence	100	94.20			

It is observed from the table 5 that the computed value of coefficient of correlation between emotional competence and teaching competence of female trainee teacher is 0.83 that indicates a positively high correlation. Hence, the null hypothesis of no significant correlation between emotional competence and teaching competence of female trainee teacher are rejected. Now, it can be interpreted that emotional competence and teaching competence of female trainee teacher are perfectly correlated with each other.

Table 6: Co-relation between Emotional Competence and Teaching Competence of rural trainee teacher.

Sl. No	Variable	Number of Trainee teacher	Mean	Df	Coefficient of correlation 'r'	Verbal Interpretation
1	Emotional Competence	118	81.32	117	0.91	Very High correlation
2	Teaching Competence	118	89.54			

It is observed from the table 6 that the computed value of coefficient of correlation between emotional competence and teaching competence of rural trainee teacher is 0.91 that indicates a positively high correlation. Hence, the null hypothesis of no significant correlation between emotional competence and teaching competence of rural trainee teacher are rejected. Now, it can be interpreted that emotional competence and teaching competence of rural trainee teacher are perfectly correlated with each other.

Table 7: Co-relation between Emotional Competence and Teaching Competence of urban trainee teacher.

Sl. No	Variable	Number of Trainee teacher	Mean	Df	Coefficient of correlation 'r'	Verbal Interpretation
1	Emotional Competence	82	64.74	81	0.67	Moderate correlation
2	Teaching Competence	82	86.51			

It is observed from the table 7 that the computed value of coefficient of correlation between emotional competence and teaching competence of urban trainee teacher is 0.67 that indicates a positively moderate correlation. Hence, the null hypothesis of no significant correlation between emotional competence and teaching competence of urban trainee

teacher are rejected. Now, it can be interpreted that emotional competence and teaching competence of urban trainee teacher are correlated with each other.

Table 8: Co-relation between Emotional Competence and Teaching Competence of young trainee teacher.

Sl. No	Variable	Number of Trainee teacher	Mean	Df	Coefficient of correlation 'r'	Verbal Interpretation
1	Emotional Competence	132	72.42	131	0.82	High correlation
2	Teaching Competence	132	91.43			

It is observed from the table 8 that the computed value of coefficient of correlation between emotional competence and teaching competence of young trainee teacher is 0.82 that indicates a positively high correlation. Hence, the null hypothesis of no significant correlation between emotional competence and teaching competence of young trainee teacher are rejected. Now, it can be interpreted that emotional competence and teaching competence of young trainee teacher are perfectly correlated with each other.

Table 9: Co-relation between Emotional Competence and Teaching Competence of old age trainee teacher.

Sl. No	Variable	Number of Trainee teacher	Mean	Df	Coefficient of correlation 'r'	Verbal Interpretation
1	Emotional Competence	68	79.54	67	0.73	High correlation
2	Teaching Competence	68	88.34			

It is observed from the table 9 that the computed value of coefficient of correlation between emotional competence and teaching competence of old age trainee teacher is 0.73 that indicates a positively high correlation. Hence, the null hypothesis of no significant correlation between emotional competence and teaching competence of old age trainee teacher are rejected. Now, it can be interpreted that emotional competence and teaching competence of old age trainee teacher are perfectly correlated with each other.

Table 10: Co-relation between Emotional Competence and Teaching Competence of married trainee teacher.

Sl. No	Variable	Number of Trainee teacher	Mean	Df	Coefficient of correlation 'r'	Verbal Interpretation
1	Emotional Competence	63	76.82	62	0.70	Moderate correlation
2	Teaching Competence	63	90.65			

It is observed from the table 10 that the computed value of coefficient of correlation between emotional competence and teaching competence of married trainee teacher is 0.70 that indicates a positively moderate correlation. Hence, the null hypothesis of no significant correlation between emotional competence and teaching competence of married trainee teacher are rejected. Now, it can be interpreted that emotional competence and teaching competence of married trainee teacher are moderately correlated with each other.

Table 11: Co-relation between Emotional Competence and Teaching Competence of unmarried trainee teacher.

Sl. No	Variable	Number of Trainee teacher	Mean	Df	Coefficient of correlation 'r'	Verbal Interpretation
1	Emotional Competence	137	72.42	136	0.73	High correlation`
2	Teaching Competence	137	87.32			

It is observed from the table 11 that the computed value of coefficient of correlation between emotional competence and teaching competence of unmarried trainee teacher is 0.73 that indicates a positively high correlation. Hence, the null hypothesis of no significant correlation between emotional competence and teaching competence of unmarried trainee teacher are rejected. Now, it can be interpreted that emotional competence and teaching competence of unmarried trainee teacher are perfectly correlated with each other.

8. FINDINGS AND DISCUSSION:

The major findings of this study revealed that-

- It shows that majority of trainee teachers have average emotional competence.
- It reveals that majority of trainee teachers have good teaching competency.
- It can be interpreted that emotional competence and teaching competence are perfectly high correlated with each other.
- It can be interpreted that emotional competence and teaching competence of male trainee teacher are perfectly correlated with each other.
- It can be interpreted that emotional competence and teaching competence of female trainee teacher are perfectly correlated with each other.
- It can be interpreted that emotional competence and teaching competence of rural trainee teacher are perfectly correlated with each other.
- It can be interpreted that emotional competence and teaching competence of urban trainee teacher are correlated with each other.
- It can be interpreted that emotional competence and teaching competence of young trainee teacher are perfectly correlated with each other.
- It can be interpreted that emotional competence and teaching competence of old age trainee teacher are perfectly correlated with each other.
- It can be interpreted that emotional competence and teaching competence of married trainee teacher are moderately correlated with each other.
- It can be concluded that emotional competence and teaching competence of unmarried trainee teacher are perfectly correlated with each other.

9. SUGGESTIONS:

The investigator by virtue of his experience in conducting this study, would like to put forward the following suggestions-

- Sample amount can enlarge to more concrete results.
- This study can be carried on other trainee teacher i.e., D.El.Ed., B.El.Ed., special D.El.Ed. or special B.Ed. level trainee teachers.
- Such study can be analysis by different statistical techniques.
- It can be conduct in different district or state or foreign and also different universities.

10. CONCLUSION:

A teacher's commitment is complete when her dedication and devotion to the teaching profession transforms the relationship between the teacher and the taught into that of an intimate relationship where the teacher feels for the child and is willing to do all that is possible and necessary for the child's development. Emotional competence is necessity for every B.Ed. trainee teacher. If we can develop the emotional competencies of the B.Ed. trainee teacher, which in turn help them to develop their teaching competence. Based on the analysis done and interpretations of the data it can be concluded that there is a significant and positive correlation between emotional competence and teaching competence. There is no significant difference in teaching competency and emotional intelligence in relation to sex, locality, age or marital status. So, there is a positive significant relationship between emotional competence and teaching competence.

REFERENCES:

1. Aggarwal, J.C. (2010), *Essentials of educational psychology*, 2nd Ed. Noida: Vikas Publishing House Pvt. Ltd.
2. Anna, R.T., (2015). Educational competences and emotional intelligence level of teachers. *Medical-biological Problem of Physical Training and Sports*, 60-63.
3. Creswell, J.W. (2014), *Educational research: Planning, conducting and evaluating quantitative and qualitative research*, 4th Ed., Delhi: PHI Learning Pvt. Ltd.
4. Kaur, M. & Talwar, A. (2014). Teaching competency of secondary school teachers in relation to emotional intelligence. *International Journal of Learning, Teaching and Educational Research*, 3(1), 83-90.
5. Khatkar, K., Sangwan, S. & Bedi, K. (2016). A study of teaching competency of prospective teachers in relation to their emotional intelligence. *International Journal of Enhanced Research in Educational Development*, 4(2), 15-22.
6. Koul, L. (2008), *Methodology of educational research*, 3rd Ed., Noida: Vikas Publishing House Pvt. Ltd.
7. Kumar, A. & Thapar, V. (2015). Emotional competence and adjustment of secondary school students belonging to nuclear families. *Paripex- Indian Journal of Research*, 4(8), 158-159.
8. Leena, A.M.N., (2.....010). *A study on emotional competence and teaching competence of women teacher trainees in Coimbatore district*. Bharathiar University, Coimbatore.
9. Mangal, S.K. (2012), *Statistics in psychology and education*, 2nd Ed. New Delhi: PHI Learning Private Limited.
10. Mcintire, S. A. and Miller, L. A., *Foundation of psychological testing: A practical approach*, 2nd Ed, London: SAGE Publication.
11. Michalak, J.M. (2015). Developing emotional competence for teaching. *Croatian Journal of Education*, 17(2), 71-97.
12. National Council of Educational Research and Training, New Delhi.
13. *Programme of Action* (1992), MHRD, New Delhi.
14. Sadiq, S., Kiyani, A.I. & Zeem, S. (2018). Relationship of emotional intelligence and the professional competency of the university teachers: An investigative survey. *Research on Humanities and Social Sciences*, 8(13), 67-73.
15. Sharma, R.A. (2003). *Teacher training technology*, Meerut (U. P.): R Lall Book Dep.
16. Shirlin, P. & Rajalaksmi, M. (2017). Emotional intelligence and teaching competency of b.ed. Students in kanyakumari district. *International Journal of Research*, 5(3), 40-46.
17. Singh, A.K. (2008), *Test, measurement and research methods in behavioural science*, New Delhi: Bharati Bhawan Publication and distributors.
18. Supardi, (2014). Teacher emotional intelligences: A demographic perspective of a comparational study of the teachers at public senior high schools at Tangerang, Banten, Indonesia. *International Education Studies*, 7(10), 112-121.
19. Talukdar, S. & Ghosh, S. (2017). Spiritual intelligence and teaching competency of secondary school teachers in South Bengal. *International Journal of Research in Social Sciences*, 7(12), 472-487.
20. Wahyuddin, W. (2016). The relationship between of teacher competence, emotional intelligence and teacher performance Madrasah Tsanawiyah at District of Serang Banten. *Higher Education Studies*, 6(1), 128-135.

.....