



A Study of Emotional Intelligence and Teaching Performance of Trainee Teachers of CTEs of Virudhunagar District

Mrs.G.REVATHI* M.B.A., SET.,

Research Scholar (Part Time)

PG and Research Department of Management Studies
Madurai Kamaraj University, Madurai.

Dr. K. DHANALAKSHMI M.B.A., Ph.D.**

Assistant Professor

Department of Business Administration
Ayya Nadar Janaki Ammal College, (Autonomous)
Srivilliputtur Road, Sivakasi – 626 124

ABSTRACT: In our culture, teachers are essential. Emotional intelligence is a necessary quality for trainee instructors, who will educate the nation's future educators. This will impact the way they teach. Individual differences can be observed in the two dimensions of emotional intelligence and instructional effectiveness. This issue is highlighted in the current study, which also found that trainee instructors had high levels of emotional intelligence and effective teaching. In our culture, teachers are essential. Emotional intelligence is a necessary quality for trainee instructors, who will educate the nation's future educators. This will impact the way they teach. Individual differences can be observed in the two dimensions of emotional intelligence and instructional effectiveness. The current study emphasises this issue from its perspective and they came to the conclusion that the student instructors do well both academically and emotionally.

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

I.INTRODUCTION

An essential position in any educational system is held by teachers. Teachers are the most important component of education for its advancement. They serve as the centre of the educational framework. They are the centre of the entire educational system. They are in charge of choosing and interpreting the curriculum and teaching tools. Their actions and demeanor must have an impact on our boys and girls. In light of the current changes in our society, educators bear a heavy burden. It will be necessary for them to assume proactive leadership roles in realigning education to align with the demands of the country. They have an additional responsibility to effect social change in addition to protecting, interpreting, and passing on our culture to the next generation. They must actively participate in bringing about a new social order built on justice, liberty, and equality. Teachers do really have an enormous burden ahead of them. Dr. Radha Krishnan made a wise observation. The role that educators play in society is crucial. He serves as the focal point for the passing down of technical know-how and intellectual heritage from one generation to the next, maintaining the flame of

civilization.

However, only highly qualified educators may assume a pivotal role in both society and education. As the Secondary Education Commission correctly noted, "We are, however, convinced that the teacher, his personal qualities, his educational qualifications, his professional training, and the place that he teaches in, is the most important factor in the contemplated educational reconstruction."

LITERATURE REVIEW

Kumar (2008) investigated the relationship between B.Ed. students' teaching attitudes and emotional intelligence. The purpose of the study is to determine how students' teaching attitudes and emotional intelligence relate to one another at the B.Ed. level. The research population comprises all B.Ed. students enrolled in the College of Education at Rohtak. Dr. S.K. Mangal and Shubhra Mangal's "Mangal Emotional Intelligence Inventory" was used to measure emotional intelligence. Dr. S.P. Ahluwalia's "Teaching Attitude Inventory" was used to gauge teachers' attitudes. The researcher employed the normative survey method. The findings showed a strong relationship between the teaching attitudes of male and female B.Ed. students and their emotional intelligence.

In 2008, Ramganes and Johnson conducted an EQ survey among teacher educators. The goals of the objectives of the study were to: (1) determine the emotional intelligence of teacher educators in the Pondicherry Union Territory; and (2) determine the emotional intelligence of principals employed by training colleges and institutions. Every training college and institute in the Pondicherry Union Territory participated in the survey. There were 107 men and 58 women among the 175 teacher educators in the sample. Data was gathered using an emotional quotient tool developed by REUVEN BAR-ON. The Mean, Median, Mode, and Standard Deviation were used to analyse the data. The results showed that: (1) teacher educators and principals have an average emotional quotient; and (2) teacher educators at training colleges and training institutions have the same level of emotional intelligence. EQ, (3) there is no discernible gender difference in the mean EQ of teacher educators employed by training colleges, and (4) there is no discernible gender difference in the EQ level of teacher educators employed by training institutes.

In 2008, Suresh and Joshith carried out research on the relationship between student instructors' stress levels and emotional intelligence. This study set out to determine the degree to which emotional intelligence and stress of student teachers are related. Specifically, the study sought to ascertain whether there is a significant difference in the mean scores of emotional intelligence between male and female student teachers as well as between the mean scores of stress and emotional intelligence. A sample of 602 student teachers from various training colleges in Kerala—80 men and 522 women—were used in the study. Using stratified random sampling and the product moment coefficient of correlation, the sample was chosen. Next, the significance of 'r' and the difference between the two r's were tested. According to the research, women experience higher levels of stress than men do; men have slightly higher emotional intelligence than women do; and people with high emotional intelligence scores have comparatively low stress levels method. The analysis of the data was done by descriptive statistics. Pearson's coefficient of correlation is used to test the significance of the mean difference.

RESEARCH METHODOLOGY

The research was conducted using the descriptive survey approach. Questionnaires are the research instruments utilised. The researcher's own observation sheet and the trainee teachers' personal interview schedule.

POPULATION AND SAMPLE

There are nine CTEs in the Virudhunagar District that offer secondary teacher education programmes. For this study, first-year trainee teachers who choose to use the English approach have been chosen. Thus, 200 trainee teachers have been chosen for the current study from a sample of 1100 students.

OBJECTIVES

The study has been undertaken by taking the following objectives.

- To determine the emotional intelligence of aspiring teachers in the Virudhunagar District's CTEs.
- To assess the emotional intelligence of trainee instructors, both male and female.
- To research how well aspiring instructors execute their lessons.
- To differentiate between male and female trainee instructors' instructional styles.
- To ascertain whether trainee instructors' instructional effectiveness and emotional intelligence are correlated in any way.
- To ascertain the connection between male trainee teachers' teaching effectiveness and emotional intelligence.
- To investigate the connection between female trainee teachers' teaching effectiveness and emotional intelligence.

HYPOTHESES

For this investigation, the following theories have been adopted.

- There is no discernible difference in the emotional intelligence of training instructors who are male or female.
- There is no discernible difference in the teaching performance of trainee instructors who are male and female.
- There is no discernible link between trainee instructors' teaching effectiveness and emotional intelligence.
- For male trainee teachers, there is no discernible correlation between their emotional intelligence and their effectiveness as teachers.
- There is no discernible link between female trainee teachers' emotional intelligence and their effectiveness in the classroom.

RESULTS AND DISCUSSIONS

The emotional intelligence mean and standard deviation of aspiring teachers are, respectively, 134.85 and 13.93. This indicates that the trainee teachers at the CTEs in the Virudhunagar District had a high level of emotional intelligence.

The emotional intelligence of male and female trainee teachers in the CTEs of the Virudhunagar District does not significantly differ from one another. In terms of emotional intelligence, training instructors who are male and female are roughly equal.

Emotional intelligence factor-wise analysis also showed that there is no discernible difference in the various emotional intelligence aspects between trainee teachers who are male and female in the CTEs of the Virudhunagar District.

Male trainee instructors' emotional intelligence and their ability to teach have a strong positive correlation.

The teaching effectiveness of female trainee instructors is positively correlated with their emotional intelligence.

Table 1

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

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

Table 1 shows that trainee teachers of CTEs in Virudhunagar District had a mean score of 134.84 on the emotional intelligence exam, which is a rather high result. Therefore, it can be concluded that trainee teachers in the CTEs in the Virudhunagar District generally have high emotional intelligence. It is evident from the preceding table that S.D. is approximately one tenth of the mean score. This demonstrates that, for the most part, the emotional intelligence of the CTE student body is almost uniform. Given that there are ten components that make up emotional intelligence—self-awareness, empathy, self-motivation, value orientation, commitment, and altruistic behavior—in order to thoroughly examine the target's emotional intelligence, factor-by-factor data of table 2, emotional intelligence is displayed.

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

Table 2 makes clear that the element "self awareness," which contributes the most to the target group's emotional intelligence (85.75%), comes least from "altruistic behaviour," which contributes the least (75.4%). While the target group's scores in empathy, self-motivation, emotional stability, managing relationships, integrity, and altruistic behaviour range from 75 to 80, the target group's scores in self-awareness, commitment, and self-development value orientation are all above 80.

GENDER DIFFERENCE IN EMOTIONAL INTELLIGENCE

The mean, S.D., "t" value, and contribution (%) were calculated to compare the emotional intelligence of male and female trainee teachers in the CTEs in the Virudhunagar District. The results are shown 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 Virudhunagar District.**

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

Table 3 shows that the mean emotional intelligence scores of the male and female student teachers in the Virudhunagar District are 134.97 and 134.74, respectively, with standard deviations of 15.49 and 12.26. The calculated "t" value between the two groups is .116, which is significantly less than the value in the table—2.60 at the .01 level of significance. Therefore, it is recognised that there is no significant difference in the emotional intelligence of male and female trainee teachers of CTEs in the Virudhunagar District, according to the first null hypothesis (Ho1) of the current study. The emotional intelligence of the female students in the CTEs in the Virudhunagar District was on par with that of the male students. Tabulation 4.2 (a) makes clear that trainee instructors, whether male and female, CTEs in the Virudhunagar District had good emotional intelligence scores of 79.39% and 79.25%. It is possible to interpret this result by saying that the emotional intelligence of the two groups was roughly comparable.

The following table provides a summary of the teaching performance as measured by the teaching practice components and marks of the school experience programme of the CTEs in the Virudhunagar District.

Table-4**Mean Scores and S.D of teaching performance of trainee teachers of CTEs of Virudhunagar District**

N	Mean (%)	S.D
200	73.75	6.18

Table 4 indicates that the Virudhunagar District CTE trainee teachers' teaching performance is 73.75%, which is a respectable grade.

GENDER DIFFERENCE IN TEACHING PERFORMANCE

The mean, standard deviation, and "t" value were calculated and are shown in Table 5 in order to compare the instructional performance of male and female trainee teachers in the CTEs of the Virudhunagar District.

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

Table 5 clearly shows that the mean scores for the teaching performance of the trainee teachers who are male and female in the CTEs of the Virudhunagar District are 75.73 and 71.77, respectively. At the .01 level of significance, the "t" value between the two groups that was obtained is 4.781, which is higher than the table value of 2.60. Since there is no discernible difference in the teaching abilities of male and female trainee

teachers in the Virudhunagar District, the third null hypothesis (Ho3) of the current study is rejected. Therefore, it can be concluded with 99% certainty that female trainee teachers outperform male trainee teachers in terms of instruction. According to how this data is interpreted, women are more motivated than men their performance is superior to that of male trainee teachers because of their attitude towards teaching in secondary schools. The gender gap in secondary education may also be explained by the fact that more women than men choose to work as teachers.

FINDINGS

- The Virudhunagar District's CTE trainee teachers have a high level of emotional intelligence.
- There is no discernible difference between male and female trainee instructors' emotional intelligence.
- The Virudhunagar District's CTE trainee teachers have excellent teaching skills.
- Male and female trainee teachers perform significantly differently in the classroom.
- There is a strong correlation between male trainee instructors' emotional intelligence and their effectiveness as teachers.
- There is a strong correlation between female trainee teachers' emotional intelligence and their effectiveness as teachers.

CONCLUSION

The study's findings suggest that the high emotional intelligence of the trainee teachers in the CTEs in the Virudhunagar District benefits their ability to teach. Nonetheless, there is a noticeable disparity between male and female trainee instructors' instructional outcomes.

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