



TEACHING COMPETENCY OF TEACHER TRAINEES IN RELATION TO THEIR EMOTIONAL INTELLIGENCE AT BERHAMPORE BLOCK

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RESEARCH ARTICLE



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Abstract

Government of India established National Council for Teacher Education (NCTE) a non-statutory body to provide guidance for solving various problems and giving suggestions for the development of teacher education. The council took several steps as regards to quality improvement in teacher education by providing teacher education through proper curricula and teacher preparation programmes in various levels of our country. Based on the recommendations of different commissions and educational system of the country, the role of a teacher and teacher education may vary from time to time and teacher educational system also classified into different levels as per school education. Teacher Trainee should be well versed in handling the class in an intelligent manner and know about complex skill of handling class including emotional intelligence, learning styles and information communication technology.

Keywords: *Provide guidance, Development, Teacher education, Curricula, Emotional intelligence*

Introduction

Education is a product of experience. Experiences gained from knowledge, skills and attitudes are transmitted from one members of the society to another. Education is the process of helping the child to adjust itself in the changing world by the systematic influence exerted by the matured person on the immature through proper instruction. Hence, education is the harmonious development of all powers of the human being such as physical, social, intellectual, emotional, aesthetic and spiritual.

Education is regarded as the learning acquired by experience of any intellectual, emotional or sensor motor activity. Dewey (1926) defines education as the development of all those capacities in an individual that will enable him / her to control his / her environment and fulfil his / her needs. According to Gandhi (1945); education is drawing out the best of the man – body and mind. So education means the exposition of man's complete individuality by bringing up or leading out or making manifest of inherent potentialities in a individual. Broadly speaking, education refers to an act or experience that has a formative effect on the personality of an individual. Therefore, it can be said that education is the product and process of experience as reconstruction or reorganization of experience from the society. (Swarup Saxena et.al, 2003).

Teacher Education

Teacher education refers to the policies and procedures designed to equip prospective teachers with knowledge, attitudes, behaviours and skills require performing their tasks effectively in the classroom, school and wider community. Good (1973) defines teacher education as formal and informal activities and its experiences that help a person to assume the responsibility as a member of the educational profession or to discharge his/her responsibility very effectively. Teacher education is an important means of national development and it's irrelevant if it fails to give proper education to the B.Ed. prospective teachers. So teacher education should seek solutions to wipe out social evils like caste system, communalism, regionalism, child labour, untouchability and sex discrimination that are problems in the development of a nation.

Objectives of Teacher Education

The objectives of teacher education are formulated on the basic principles like revision and improvement of curricula; improving the method of teaching and standards of education; familiarising with school organization and classroom and better understanding of the student and their background of teaching. Therefore, various Commissions and Committees like Sarvepalli Radhakrishnan Commission (1948), Secondary Education Commission (1953) and Kothari Commission (1964-66) were appointed by the Central and the State Governments in formulating objectives of Teacher Education. By their recommendations, objectives of teacher education emphasised the need of quality teacher education suited to the needs of Indian educational system. University Education Commission (1948-1949) stressed that the objectives of teacher education should be formulated by keeping

in view of following the task of the teacher. “The right kind of teacher is one who possesses a vivid awareness of his or her mission.

Teaching Competency

In the modern world, a teacher is considered to be more instrumental than anybody in helping students and imbibing right knowledge, value, attitude, habits and skills necessary to cope with the future world. Teaching is basically a competency based process and teaching competency refers to posing questions, showing approval and giving instructions in the class that a teacher performs in the class. Mathew (1978) defines teaching competency as the ability of a teacher manifested through a set of teachers’ classroom behaviour and it’s a resultant of interaction with students in a social setting. Desai and Deshpande (1976) say that teaching competency is teaching performance of teachers or Teacher Trainees taking into account of various teaching skills displayed in the classroom

Emotional Intelligence in Teaching and Learning

Goleman (1995) suggested that teachers become more effective when they are aware of emotional intelligence on teaching and learning. One’s emotional intelligence can play a role in the attributions associated with teaching and learning. The four dimensions namely perceiving emotions, facilitating thought, understanding emotions and managing emotions are associated with emotional intelligence in teaching and learning. Therefore, a person who is aware of emotional intelligence will determine the ability of a person to process his or her thought and manage the classroom environment suitable for teaching and learning.

In teaching and learning, a high emotional intelligence quotient may indicate that the teacher trainees will have the skills necessary to be empathic, manage their emotions and exhibit self-awareness in establishing the classroom environment for students in their learning. Hence, teacher trainees’ emotional intelligence is important in the field of education to understand their children in providing learning experiences to promote suitable environments in teaching and learning. Hence, successful teacher trainees will employ emotional intelligence in their pedagogy, classroom climate and motivate their learners.

In teaching, teacher trainees must control their emotions for helping their students in solving problems with proper communication. The best teacher trainees are good at their emotional qualities like self-awareness, self-management, social awareness, relationship, empathy and self-motivation are the key factors in the pedagogy. Hence, emotional Intelligence of the teacher trainees will enable them to be the best in their problem solving skill and apply the steps in tackling different educational situations using their teaching competency with their emotional intelligence.

Significant of The Study

The prime function of education is to draw out the potentialities of the child and develop them to meet the challenging situation in life. Proper education will keep the child to understand the society and adjust with the social environment. The home is the first institution which forms the base for the child’s character and personality. Next to home, school and teachers are strengthening basement for child’s personality. Especially, teachers are good at their emotions and they play a vital role as a second parent to the school children. So teacher trainees have a significant role to play in the future development of our country’s education and it can be developed through quality teacher education. In the present situation Smith in Teachers for the Real World (1969) remarks, “If a student is to be prepared for the evolving world, then an essential attribute of effective teacher to be aware of the realities of the world”. So, the teacher trainees have a great role in moulding future generation through their competent teaching. For a better teaching, they should have better knowledge in psychology, technology and teaching. In teaching, emotional intelligence is a tool for knowing their emotions. When the teacher trainees with strong emotional intelligence can adjust with the environment and they can acquire better learning as well as aware of modern technologies. So the investigator wants to study about the variables namely emotional intelligence and teaching competency of teacher trainees and selected the title “Study of Teaching Competency of Teacher Trainees in Relation to their Emotional Intelligence at Berhampore Block.”

Statement of The Problem

“Study of Teaching Competency of Teacher Trainees in Relation to their Emotional Intelligence at Berhampore Block”

Operational definition of the key terms used

Teaching competency

In this study, Teaching Competency of teacher trainees is the total self-rating scores in their skilful teaching by utilisation of teaching skills namely Skill of Classroom Management, Skill of Using Teaching Aids, Skill of Participating Extracurricular Activities, Skill of Participating Curricular Activities, Skill of Classroom Communication, Skill of Using Teaching Methodology, Ethics of Teaching and Skill of Rapport with Students.

Teacher trainees

B.Ed. teachers training course, recognized by National Council for Teacher Education (NCTE). Those students are admitted to this course who are having minimum of 50-55% marks in graduation degree. The duration of this course for 2 years. After completing this teacher training course student are eligible for a staff selection commission exam to become a school teacher in our country. The students who are training in this course are called teacher trainees or student-teacher.

Emotional intelligence

According to the researcher emotional intelligence understands the feeling of others and uses these feelings for betterment by integrating the emotional aspect of a human person in day today teaching and learning process through self-awareness, self-management, social awareness and relationship management. In this study, emotional intelligence of teacher teachers is the totality of Self Awareness, Self-Management, Social Awareness, Relationship, Empathy and Self-Motivation.

Objectives of The Study

1. To find out whether there is any difference in the teaching competency of teacher trainees with regard to the gender.
2. To find out whether there is any difference in the teaching competency of teacher trainees with regard to the locality.
3. To find out whether there is any difference in the emotional intelligence of teacher trainees with regard to the gender.
4. To find out whether there is any difference in the emotional intelligence of teacher trainees with regard to the locality.
5. To find out the correlation between emotional intelligence and teaching competency of teacher trainees.

Hypotheses of The Study

- H₀ 1:** There is no significant difference in the teaching competency of teacher trainees with regard to the gender.
H₀ 2: There is no significant difference in the teaching competency of teacher trainees with regard to the locality.
H₀ 3: There is no significant difference in the emotional intelligence of teacher trainees with regard to the gender.
H₀ 4: There is no significant difference in the emotional intelligence of teacher trainees with regard to the locality.
H₀ 5: There is no significant correlation between emotional intelligence and teaching competency of teacher trainees.

Research Methodology

Descriptive survey method will be used in the present study.

Variables

A variable is the characteristic or attribute of an individual, group, educational system, or the environment that is of interest in a research study. Variables can be straightforward and easy to measure, such as gender, age, or course of study.

According to the definition in this study variables will be gender, locality, emotional intelligence (independent variable), teaching competency (dependent variable).

Population

A population is the entire group that you want to draw conclusions about. A sample is the specific group that you will collect data from. The size of the sample is always less than the total size of the population.

So here population will be all the teacher-trainees of any gender or any locality.

Sample

For the present study, the researcher collected 100 sample by employing random sampling technique from different B.Ed. colleges of Murshidabad district of West Bengal. Out of 100 teacher-trainees 50 were male pupil-teachers and 50 were female pupil-teachers.

Tools and techniques

For the present study the investigator used following self-made questionnaires

1. Emotional intelligence questionnaire
2. Teaching competency scale.

Statistical Techniques

The collected data was analysed by using appropriate statistical techniques like mean, standard deviation, t-test, correlation.

Data Analysis, Interpretation and Discussion

1. To find out whether there is any difference in the teaching competency of teacher trainees with regard to the gender.

H₀ 1: There is no significant difference in the teaching competency of teacher trainees with regard to the gender.

To know the difference in the teaching competency of teacher trainees, the researcher has employed an independent sample t-test.

Table: 1

Showing the difference in the teaching competency of teacher trainees with regard to the gender for the total sample.

Variable	Group	N	Mean	S.D.	S.E.D.	t-value	df	Sig. Value
Teaching competency	Male	50	36.68	4.77	0.675	0.605	98	0.546
	Female	50	37.30	5.44	0.769			

Not Significant at 0.05 level

The above table 1 represents the difference in the teaching competency of teacher trainees with regard to the gender. The researcher calculated the mean, S.D., standard error of difference, and t-score of both groups for the sample of 100 (Male Students-50 and Female Students-50). The mean score of teacher trainees of Male students is 36.68 with S.D. 4.77, while the mean score of teacher trainees of Female students is 37.30 with S.D. value of 5.44. When t-value is measured with the means of two groups, it is found 0.605 ($P= 0.546$), which is not significant at 0.05 level of significance. The in-depth study reveals that there is no significant difference in teaching competency of teacher trainees with regard to the gender. Therefore, the concerned null hypothesis, “There is no significant difference in the teaching competency of teacher trainees with regard to the gender,” is accepted.

2. To find out whether there is any difference in the teaching competency of teacher trainees with regard to the locality.

H₀ 2: There is no significant difference in the teaching competency of teacher trainees with regard to the locality.

To know the difference in the teaching competency of teacher trainees with regard to the locality (rural and urban), the researcher has employed an independent sample t-test.

Table: 2

Showing the difference in teaching competency of teacher trainees with regard to the locality (rural and urban) for the total sample.

Variable	Group	N	Mean	S.D.	S.E.D.	t-value	df	Sig. Value
Teaching competency	Rural	50	37.50	4.82	0.682	0.999	98	0.376
	Urban	50	36.48	5.36	0.758			

Not Significant at 0.05 level

The above table 2 represents the difference in teaching competency of teacher trainees of rural and urban areas. The researcher has calculated the mean, S.D, standard error of difference, and t-score of both groups for the sample of 100 (Rural students-50 and Urban students-50). The mean score of teacher trainees of rural areas is 37.50 with S.D. 4.82, while the mean score of teacher trainees of urban areas is 36.48 with S.D. of 5.36. When t-value is measured with the means of two groups, it is found 0.999 ($p=0.376$), which is not significant at 0.05 level of significance. The in-depth study reveals that there is no significant difference in teaching competency of teacher trainees of rural and urban areas. Therefore, the concerned null hypothesis, “There is no significant difference in teaching competency of teacher trainees with regard to the locality,” is accepted.

3. To find out whether there is any difference in the emotional intelligence of teacher trainees with regard to the gender.

H₀ 3: There is no significant difference in the emotional intelligence of teacher trainees with regard to the gender.

To know the difference in the emotional intelligence of teacher trainees with regard to the gender, the researcher has employed an independent sample t-test.

Table: 3

Showing the difference in the emotional intelligence of teacher trainees with regard to the gender for the total sample.

Variable	Group	N	Mean	S.D.	S.E.D.	t-value	df	Sig. Value
Emotional Intelligence	Male	50	7.32	1.34	0.19	0.908	98	0.366
	Female	50	7.56	1.29	0.18			

Not Significant at 0.05 level

The above table 3 represents the difference in the emotional intelligence of teacher trainees with regard to the gender. The researcher calculated the mean, S.D., standard error of difference, and t-score of both groups for the sample of 100 (Male students-50 and Female students-50). The mean score of emotional intelligence of teacher trainees of male students is 7.32 with S.D. 1.34, while the mean score of teacher trainees of female students is 7.56 with S.D. of 1.29. When t-value is measured with the means of two groups, it is found 0.908 ($p=0.366$), which is not significant at 0.05 level of significance. The in-depth study reveals that there is no significant difference in emotional intelligence of teacher trainees with regard to the gender. Therefore, the concerned null hypothesis, “There is no significant difference in emotional intelligence of teacher trainees with regard to the gender,” is accepted.

4. To find out whether there is any difference in the emotional intelligence of teacher trainees with regard to the locality.

H₀ 4: There is no significant difference in the emotional intelligence of teacher trainees with regard to the locality.

To know the difference in the emotional intelligence of teacher trainees with regard to the locality, the researcher has employed an independent sample t-test.

Table: 4

Showing the difference in the emotional intelligence of teacher trainees with regard to the locality for the total sample.

Variable	Group	N	Mean	S.D.	S.E.D.	t-value	df	Sig. Value
Emotional Intelligence	Rural	50	7.54	1.30	0.18	0.756	98	0.804
	Urban	50	7.34	1.35	0.19			

Not Significant at 0.05 level

The above table 4 represents the difference in the emotional intelligence of teacher trainees of rural and urban areas. The researcher calculated the mean, S.D., standard error of difference, and t-score of both groups for the sample of 100 (Rural students-50 and Urban students-50). The mean score of emotional intelligence of teacher trainees of rural students is 7.54 with S.D. 1.30, while the mean score of teacher trainees of urban students is 7.34 with S.D. of 1.35. When t-value is measured with the means of two groups, it is found 0.756 ($p=0.804$), which is not significant at 0.05 level of significance. The in-depth study reveals that there is no significant difference in emotional intelligence of teacher trainees of rural and urban areas. Therefore, the concerned null hypothesis, "There is no significant difference in emotional intelligence of teacher trainees with regard to the locality," is accepted.

5. To find out the correlation between teaching competency and emotional intelligence of teacher trainees.

H₀ 5: There is no significant correlation between teaching competency and emotional intelligence of teacher trainees.

Table: 5

Showing the correlation between emotional intelligence and teaching competency of teacher trainees.

Variables	Number	Mean	S.D.	r-value	Sig (2-tailed)
Teaching Competency	100	36.99	5.104	0.453	.000
Emotional Intelligence		7.44	1.32		

**Correlation is significant at the 0.01 level (2-tailed).

In the above table 5, Pearson's coefficient of Correlation "r" is found 0.453 ($P-.000$), which indicates the correlation between teaching competency (dependent variable) and emotional intelligence (independent variable) of teacher trainees. It reveals that there is a positive relationship between teaching competency and emotional intelligence of teacher trainees at 0.01 ($P-.000$) level of significance which is significant. The investigator is 99% confident that there is positive relationship between teaching competency and emotional intelligence. Hence, the null hypothesis, "There is no significant correlation between emotional intelligence and teaching competency of teacher trainees" is rejected at 0.05 level of significant.

Findings

1. There was no significant difference found in the teaching competency of teacher trainees with regard to the gender.
2. There was no significant difference found in the teaching competency of teacher trainees with regard to the locality.
3. There was no significant difference found in the emotional intelligence of teacher trainees with regard to the gender.
4. There was no significant difference found in the emotional intelligence of teacher trainees with regard to the locality.
5. There was significant and positive correlation found between emotional intelligence and teaching competency of teacher trainees.

Educational Implication

The present study has taken an effort in tackling Teaching Competency of Teacher Trainees in Relation to their Emotional Intelligence at Berhampore Block. In general teaching competency of teacher trainees are twinned with different aspects, whereas the emotional intelligence of teacher trainees will support their learners in teaching and learning process. General implication of this study shows that teacher trainees should use different strategies of teaching with proper update of day today living in their classroom teaching with the humours and controlling emotions on teaching their learners. Followings are the educational implication of present study:

1. Teacher trainees should be encouraged to develop their teaching competency for better classroom teaching.
2. Teacher trainees must be trained to manage time in classroom teaching with proper classroom management.
3. Teacher trainees must be made confident in their subject and teaching skills, which enables them to be a better teacher.
4. Stress management must be taught to teacher trainees by conducting seminars, workshops, etc in the colleges of education.
5. Emotional intelligence of teacher trainees must be improved by conducting scout camp, leadership programmes in the colleges of education.

6. Communication ability of Teacher trainees should be developed by arranging soft skill and life skill programmes in the colleges of education.

Suggestion for Future Research

Based on this study, investigator suggests some other relevant study for the further research as follows:

1. Teaching Competency of Teacher trainees and their Social Intelligence, ICT Awareness and Learning styles.
2. Teaching Competency of Teacher trainees and their Cultural Intelligence, ICT Awareness and Leadership Styles.
3. Teaching Competency of Teacher trainees and their Ecological Intelligence, ICT Awareness and Cognitive Styles
4. Thinking Styles of Teacher trainees and their emotional Intelligence, ICT Awareness and Learning styles
5. Teaching Competency of Teacher trainees and their Multiple Intelligence, ICT Awareness and Learning styles.

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