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EMOTIONAL INTELLIGENCE AND TEACHING COMPETENCE OF TEACHERS WORKING IN CBSE AND STATE BOARD SCHOOLS.

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ABSTRACT

Teaching competence is the ability is using technological aids which suggests that the teacher must possess knowledge and skill about proficiency in Teaching aids. Teaching competence has several dimensions like subject competence, methodological competence class-room management, time management development and use of teaching aids. Emotional intelligence is a different way of being smart. It includes knowing what once feelings are and using the feelings to make good decisions in life. A sample of 300 teachers consists of 86 CBSE and 214 state board school teachers by using random sampling method. This study adopts the descriptive survey



method the findings of the study reveal that the state board school teachers are found to be more competent in teaching than CBSE school teachers. There is no significant difference in the emotional intelligence of teachers in respect of gender and marital status.

KEY WORDS: Teaching competence, Emotional intelligence, CBSE teachers, state Board teachers.

INTRODUCTION :

Teachers are builders of our new generation. Unless the educational institutions has the most dedicated, hardworking and trained teachers, it cannot produce good citizens of tomorrows. The success of any educational system depends upon good teachers. It is impossible to replace the teachers with any other type of instructional material. Teachers are not only impart subject matter to the pupils but also help the students in the use of knowledge for developing the abilities and talents.

Formal education system depends on three components are the curriculum, the student and the teacher. Teaching competence refers to the knowledge attitude, skills and self-perception. Teaching competence can be described as focused on the role of the teacher in action in the class-room there fore directly linked with the craft of teaching (Hagger & mcIntyre 2006).

Scientists have began to study way the conventional intelligence alone is not enough to predict performance of an individual. They realised that there is another type of intelligence. It is called emotional intelligence Emotional intelligence is a term coined by mayor and salovey in the year 1990. The term emotional intelligence has been rooted from social intelligence which was first coined by E.L Thorndike in 1920. Emotional intelligence is defined as the ability to perceive thinking understanding and label emotions and regulate

emotional and regulate emotions in the self and others. Emotional intelligence concerns the regulation of emotions to reduce negative or maintain positive emotions.

The teachers emotional intelligence can have a large impact in creating a warm, nurturing environment not only through building supportive inter personal relationships but also in the teachers abilities to manage a class-room. Jennings and Greenberg Traurig (2009) stated emotionally competent teachers are able to manage class room through motivating students intrinsically rather than through use of external rewards and punishments to control behavior. Further they stated that teachers who are emotionally competent would foster these types of social and emotional skills thereby create positive class room climates.

The objective of the study is to findout if there is significant difference between CBSE and state board school teachers is respect of Emotional intelligence and Teaching competence. Based on the objective of the study the following hypothese were framed.

- There is no significant difference in Emotional intelligence between CBSE and state board school teachers.
- There is no significant difference in Teaching competence between CBSE and state board school teachers.
- There is no significant relationship between Emotional intelligence and Teaching competence of CBSE school teachers.
- There is no significant relationship between Emotional intelligence and Teaching competence of state board school teachers.
- There is no significant difference among teachers belong to different age groups in respect of Emotional intelligence.
- There is no significant difference among teachers belong of different age groups in respect of Teaching competence.

RESEARCH DESIGN:

Quantitative approach is applied for this research study. This study used a Descriptive survey design to make Emotional Intelligence and Teaching competence of Teachers working in CBSE and state Board schools. Teaching competence and Emotional intelligence are considered as dependent variable.

Sample:

A sample of 300 teachers is selected for this study out of 300 teachers, 86 of them from CBSE schools and 214 of them from state board schools. The sample also included both men and women teachers.

Procedure

After finalising the questionnaires respective school headmasters or headmistresses are consulted to get permission to administer the tools to the teachers. On the fixed dates the investigator visited the school. The teachers are requested to answer the tools without omitting the items. The answered question naires are collected from the teachers and scoring in done as per the scoring key.

Tools used:

- Emotional intelligence scale constructed by Anukool hyde et.al. (2001). It consists of 34 statement with 5 alternatives. It is in the form of Rating scale.
- Teaching competence scale consists of six major divisions. It is a ten point rating scale.

Hypothesis.1

There is no significant difference in Emotional intelligence between CBSE and state Board school teachers.

Table 1
Mean, SD and t value of Emotional Intelligence between CBSE and state board school teachers

S.NO	Variable	School	N	Mean	SD	t-value	Remarks
1.	Total Emotional intelligence	CBSE	86	135.37	9.498	1.57	Not significant
		State Board	214	137.07	8.023		

The result given in the above table 1 shows the insignificant t value 1.57 which is less than the table value 1.96 at 0.05 level of significance. Therefore there is no significant difference in Emotional intelligence of CBSE and State Board school teachers.

So the null hypothesis is accepted.

Hypothesis .2

There is no significant difference in Teaching competence between CBSE and state Board school teachers.

Table 2

S.N o.	Variable	School	N	Mean	SD	t- value	Remarks
1.	Total Teaching competence	CBSE	86	134.41	28.7	4.61	Significant
		State Board	214	144.69	9.8		

The table 2 depicts the significant t value 4.61 which is greater than the table value 2.58 at 0.01 level of significance. Therefore there is significant difference in Teaching competence of CBSE and state Board school teachers.

So the null hypothesis is rejected.

Hypothesis 3:

There is no significant relationship between Emotional intelligence and Teaching competence of CBSE school teachers.

Table 3
Correlation between Emotional Intelligence and Teaching competence of CBSE School teachers

N	$\sum fx$	$\sum fy$	$\sum fx^2$	$\sum fy^2$	$\sum xy$	r value
86	3	-15	223	190	38	0.16

From the table 3, the arrived r-value 0.16 which is smaller than table value 0.21 at 0.05 level of significance. Therefore there is no significant relationship between Emotional intelligence and Teaching competence of CBSE school teachers.

Hence the null hypothesis is accepted.

Hypothesis 4

There is no significant relationship between Emotional Intelligence and Teaching competence of State Board school teachers.

Table 4
Correlation between Emotional Intelligence and Teaching competence of State Board school teachers.

N	$\sum x$	$\sum y$	$\sum x^2$	$\sum y^2$	$\sum xy$	r - value
214	-4	-35	402	623	69	0.41

From the table 4, the arrived r-value 0.41 which is greater the table value 0.11 at 0.05 level of significance. Therefore there is significant relationship between Emotional Intelligence and Teaching competence of State Board school teachers.

Hence the null hypothesis is rejected.

Hypothesis 5

There is no significant difference among teachers belong to different age groups in the respect of Emotional Intelligence.

Table 5
Computation of F value – Emotional intelligence of teachers belong to different age groups.

Group	Sum of squares	df	Mean square	F - Value
Between Groups	892.23	2	446.11	6.412
Within Groups	20664.51	297	69.57	

The above table 5 gives F value as 6.412 which is greater than the table value 4.68 at 0.01 level of significance. Therefore there is significant difference among teachers belong to different age groups in respect of Emotional intelligence.

Hence the null hypothesis is rejected.

Hypothesis.6

There is no significant difference among teachers belong to different age groups in respect of teaching competence.

Table 6
Computation of F value Teaching competence of teachers belong to different age – groups.

Groups	Sum of squares	df	Mean square	F value
Between Group	413.17	2	206.58	0.63
Within group	97078.06	297	326.86	

The above table 6 gives F value as 0.63 which is less than the table value 3.03 at 0.05 level significance. Therefore there is no significant difference among teachers belong to different age groups in respect of Teaching competence. Hence the null hypothesis is accepted.

RESULT AND DISCUSSION:

The mean score of Emotional intelligence of CBSE school teachers is found to be 135.37 and that of state board school teachers is 137.07. It shows that Emotional intelligence of state board school teachers is slightly greater than CBSE school teachers. But the t – value 1.57 which shows that there is no significant difference between CBSE and state board school teachers in respect of Emotional intelligence. The mean score of Teaching competence of CBSE school teachers is found to be 134.41 whereas the mean score of state board school teachers is found to be 144.69. It shows that the teaching competence of state board school teachers is greater than the CBSE school teachers. But the t-value 4.61 which shows that there is significant difference between

CBSE and State Board school teachers in respect of Teaching competence.

It is inferred that the calculated t value 0.16 which is less than the table value 0.21 at 0.05 level of significant. Therefore there exist no relationship between Emotional intelligence and Teaching competence of CBSE school teachers whereas there exist relationship between two variables in respect of state board school teachers. Regarding the Emotional Intelligence of both CBSE and state board school teachers belong to different age group seems to be significant. since F value is higher than table value. No significant difference found among CBSE and state board school teachers belong to different age groups.

Emotions are personal experiences that arised from complex interplay among psychological variables. Emotions are essential tool for successful and fulfilling life. People with high emotional intelligence tend to be more successful in life than those with lower emotional intelligence. A emotionally competent teacher is the heart and soul of the educational programme. Education is purely qualitative by its nature and it cannot be expressed in terms of quantities. Teachers are considered as focal point to ensure quality of education. Teachers with high teaching competence help their pupils attain better standards.

CONCLUSION:

The present research study has revealed that there is no significant difference in Emotional intelligence among teachers belong to CBSE and state board schools. Teachers should be trained to develop Emotional intelligence during their preservice and inservice. Emotional intelligence can be nurtured by training. It is recommended to provide emotional intelligence training programmes for all school teachers. Teachers importance in the modern era has acquired new dimensions. Teachers not olny have to impart subject matter to the pupils but also help him in the use of knowledge for developing the abilities and talents with which he is born.

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