

# Study on the Emotional Intelligence and Teaching Aptitude of Student Teachers

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## ARTICLE DETAILS

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## ABSTRACT

The purpose of this research is to explore the link between the aptitude of teachers and the emotional intelligence of student teachers. For this analysis, the research architecture is a descriptive research survey process. Using a random sampling method, data was gathered. 150 student teachers from the Milestone Institute of Professional Studies and HLM Group of Institutions, Ghaziabad. It was used as a sample. The researcher created the Teaching Aptitude Test based on the researcher's teacher aptitude tests in India. This test consists of 80 elements covering five subscales with a four-point Likert scale: mental capability, engagement in teaching, attitude to children / students, adaptability and moral character. The emotional intelligence scale developed by Nutan Kumar Thigujam and Usha Ram (2000) has been used to investigate emotional intelligence. A pilot analysis was performed prior to the collection of data to test the quality and internal accuracy of the questionnaires. Teacher aptitude has been shown to be highly associated with emotional intelligence.

## 1. Introduction

In the area of teaching as a discipline, teaching skill is a very significant component of teacher education and educator instruction. Until we look deeper into the basics of teaching methods, some main principles need to be identified. These principles are the technique of instruction, studying and ultimately teaching. For our general comprehension and application of teaching capacity, the understanding of these principles would be critical. Teaching is not just providing the trainee with new skills and experience. It is also not the simple transition of what the teacher learns into the trainee's hands or brains. In addition, training is not the same as saying or associated with teaching.) Good teaching means that there are many activities that the teacher must do and other things that the trainees must also do to improve the likelihood of learning taking place. The instructor needs to go through formal instruction, both academic and practical. In addition, the teacher has to schedule his / her tasks in order to ensure that trainees can acquire the required expertise and skills percentage.

As the product is just as important in teaching the process. Teaching career requires a specific range of priorities, commitment and dedication, good management skills and good teaching abilities. Thus, teaching aptitude needs to be given sufficient significance. If the appropriate technical preparation is preferred by a trainee who has particular skills, he or she can do the best during the training. Similarly, as a pupil with a teacher's skill joins a teacher education curriculum, he or she is engaged in the program's tasks and can consistently perform and try hard to become a proficient teacher. Teaching, in addition, is an emotional activity that includes emotional interactions, emotional awareness, and emotional function. Members with high emotional intelligence outperformed their peers with low emotional intelligence as assessed by output data from organizations.

Several aspects, such as life satisfaction, social well-being, work achievement and job performance, have been linked to emotional intelligence (Adeyemi & Adeleye, 2008; Bar

on, 1997 & 2005; Salovey & Mayer, 1990). If highly skilled students can be created by a teacher who has higher teacher aptitude and higher emotional intelligence.

The learning outcome of students is associated with teacher education and teaching ability (Chugh, 2012). Kaur (2014) defined teaching skill as a specialized ability or exceptional ability, distinct from the individual's general intellectual ability, suggesting his possible performance in a particular field after obtaining sufficient learning or training opportunities.

Drew (2006) carried out a review to determine if the success of student teachers is correlated with emotional intelligence. The outcome suggested that the evaluation of student teacher success by EI and college supervisors was related.

In the Study Survey of B.P Singh (2014) showed that there is a strong correlation between emotional intelligence and the teaching capacity of teachers in government schools.

## 2. Definition of the variables used in the study

### Emotional Intelligence

"Emotional intelligence can be defined as the ability to reason with feelings in four fields, according to John D Mayer and Peter Salovey (1995)," to interpret emotion, to incorporate it into thought, to understand it and to control it.

### Teaching

"Teaching is used to describe initiatives aimed at bringing in a certain kind of level of learning that is normally part of an education curriculum. Teaching here generally includes practices aimed at teaching in classroom contexts."

### Aptitude—

Bingham describes talent as "a disorder or collection of characteristics considered symptomatic of the ability of the person to learn some intelligence, skills or set of reactions, such as the ability to speak a language, to produce music, by training."

**3. Objectives of the study**

The study has some of the main objectives which are illustrated below:

- To examine the teacher aptitude of student teachers.
- To examine the emotional intelligence of student-teachers.
- To examine the correlation between the teaching aptitude and emotional intelligence of student-teachers.

**4. Method of the study**

The research approach of this analysis is descriptive, i.e. for this study, the descriptive research sample method is done.

**5. Sample of the study**

By applying the Random Sampling Procedure, the sample of the current analysis is chosen from Ghaziabad colleges. 150 student teachers were chosen from the Ghaziabad colleges where the study of student-teacher was studied as the sample for this study.

**6. Study instruments teacher aptitude test**

The researcher developed the Teaching Aptitude test based on the researchers' teacher aptitude tests in India. This test consists of 80 elements covering five subscales with a four-point Likert scale: mental capability, engagement in teaching, attitude to children / students, adaptability and moral character. 0.848 is the reliability of the evaluation. By correlating the scores to the Student Classroom Success Measure, the predictive validity of the test was established. On Pearson 's Product Moment 'r', the coefficient of validity association was 0.685.

**7. Test for emotional intelligence**

Using the emotional intelligence scale produced by Nutan Kumar Thigujam and Usha Ram (2000), the emotional intelligence of the subjects was measured. There are four choices for each object. The reliability coefficient value of Cronbach's Alpha was 0.89.

**8. Analysis of the study**

Findings for the aptitude of student teachers for teachers The mean teacher aptitude score is 214.4 and 216.00 is the median value. It can be inferred, according to the outcome, that most of the students in this sample have high teaching capacity.

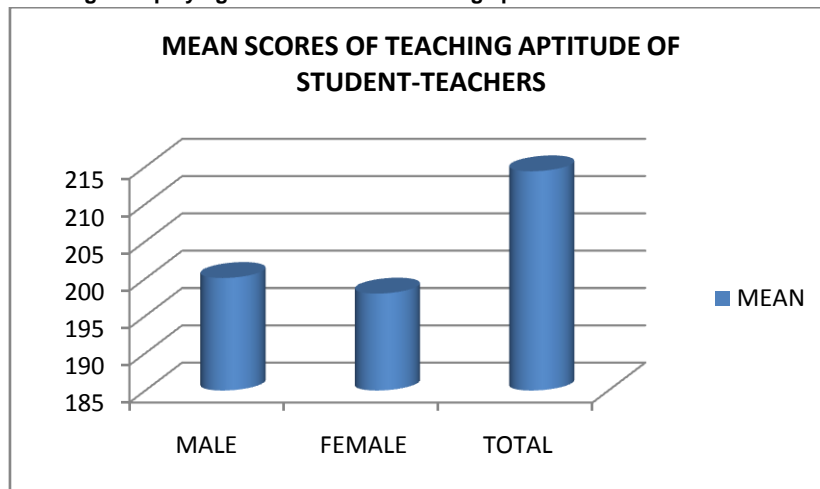
**TABLE 1 DISTRIBUTION OF FREQUENCY OF TEACHING APTITUDE OF STUDENT-TEACHERS**

	MEAN	MEDIAN	SD	N	MINIMUM	MAXIMUM
TEACHER APTITUDE	214.4	216.00	18.610	150	152	258

**TABLE 2 MEAN COMAPRISON OF TEACHER APTITUDE OF STUDENT TEACHERS ON THE BASIS OF GENDER**

GENDER	N	MEAN	SD	T	P
MALE	65	200.09	16.78	.71	.479
FEMALE	85	198	19.22		
TOTAL	150	214.4	18.61		

**Fig.1 Displaying Mean scores of teaching aptitude of student teachers**



From the above table, it is evident that the mean value of male student teachers' teacher aptitude is higher than that of female student teachers. T-tests were used to investigate the data. Gender gaps were not observed in teacher aptitude, according to the t-test outcome.

**9. Findings For Student Teachers' Emotional Intelligence**

The mean emotional intelligence scores of student teachers are 96.96 and a median of 976.00, which are very similar to each other, suggesting an almost average distribution of scores. Thus, in the study of student teachers, relational intelligence is usually transmitted.

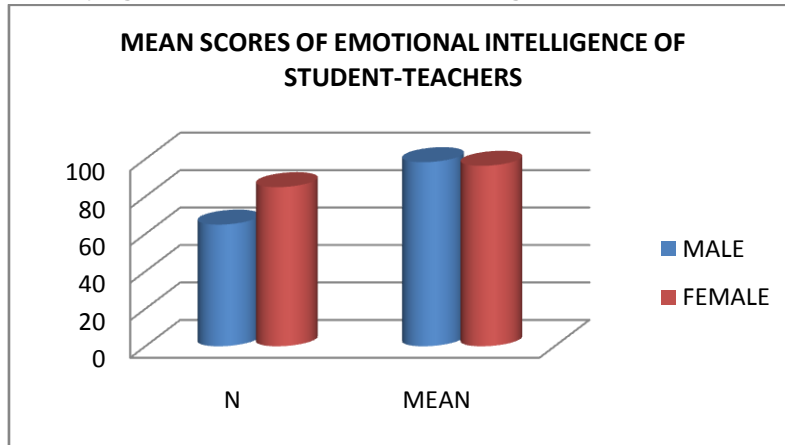
**TABLE 3 STANDARD DEVIATION AND MEAN OF EMOTIONAL INTELLIGENCE OF STUDENT-TEACHERS**

	MEAN	MEDIAN	SD	N	MINIMUM	MAXIMUM
EMOTIONAL INTELLIGENCE	96.96	96.00	9.292	150	70	123

**TABLE 4 MEAN COMAPRISON OF EMOTIONAL INTELLIGENCE OF STUDENT TEACHERS ON THE BASIS OF GENDER**

GENDER	N	MEAN	SD	T	P
MALE	65	98.36	9.06	.71	.479
FEMALE	85	96.42	9.614		
TOTAL	150	96.96	9.292		

**Fig.1 Displaying Mean scores of Emotional Intelligence of student teachers**



The aforementioned table indicates that the mean value of male student teachers' emotional intelligence is greater than that of female student teachers. The test was used to examine the data. Gender variations were not observed in emotional intelligence, according to the t-test outcome.

**10. Correlation Among Emotional Intelligence And Teaching Aptitude Of Student-Teachers**

Table 5 Relationship among Emotional Intelligence and Teaching aptitude of Student-teachers

	Teacher Aptitude	Emotional Intelligence
Teacher Aptitude	1	.678**
Emotional Intelligence		1

\*\*Relationship is significant at the 0.01 level (2-tailed)

As per the above table, there is a important positive correlation between the aptitude of the instructor and emotional intelligence. It can be concluded that emotional intelligence is also high among those who have high teacher aptitude. This conclusion is consistent with Mohammad Ahmad Khan's (2018) study findings. His research found that the aptitude of

teachers is associated favorably with emotional intelligence. The association among teacher aptitude subscales and emotional intelligence was discovered to explore information.

**11. Conclusion**

In this research , it was found that among student teachers, there was no gender gap in teacher aptitude and emotional intelligence. It is clear that teacher aptitude and emotional intelligence have a good relationship. Teacher aptitude demonstrates the assessment of the skill of these trainees for their potential success in the teaching field and the attempts they make to accomplish the objectives. The teaching career, too, is a social craft. Teachers require a high degree of emotional maturity when they need to engage with pupils, classmates, parents, administrators and employees. This research will also illustrate that high teacher aptitude and emotional intelligence should be accessible to student teachers in teacher education preparation. And, other research should be performed in the future to figure out the predictors of teacher aptitude. In order to obtain more generalized, accurate and credible study outcomes, research trials with a wider sample size from different regions will be more suitable.

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