Summary
SUMMARY

The education of an individual human begins at birth and continues throughout life. (Some believe that education begins even before birth, as evidenced by some parents' playing music or reading to the baby in the womb in the hope it will influence the child's development.) For some, the struggles and triumphs of daily life provide far more instruction than does formal schooling (thus admonition to "never let school interfere with your education"). Family members may have a profound educational effect—often more profound than they realize — though family teaching may function very informally. The word Education is derived from the Latin word 'Educare' which means 'to nourish' or 'to bring up'.

Education encompasses teaching and learning specific skills, and also some thing less tangible but more profound: the imparting of knowledge, positive judgement and well-developed wisdom. Education has as one of its fundamental aspects: the imparting of culture from generation to generation. Education means 'to draw out' facilitating realization of self-potential and latent talents of an individual. It is an application of pedagogy, a body of theoretical and applied research relating to teaching and learning and draws on many disciplines such as psychology, philosophy, computer science, linguistics, neuroscience, sociology and anthropology.

TEACHING

Teaching denotes action undertaken with the intention of bringing about learning in another. In this way, teaching is different from mere telling or showing. Teaching involves face to face encounter and the teacher's actions are conducive to bringing about student's learning. Normally, teaching acts fall within a range of activities that includes explaining, describing, demonstrating, exemplifying, guiding etc. Teaching aims at learning and hence at knowledge,
although, as all know, falsehoods can be taught and learned. But, in a more distinctive sense, “teaching” is used to denote effort directed towards bringing about learning of a certain kind or quality—typically learning which is a part of a programme of education is. By “education” in this context is meant special information of thought, feeling and the action distinct from mere socialization. And the goal of education is the development of critical, reflective agents.

When a person imparts information or skill to another, it is common to describe the action as teaching. Imparting may mean to share experiences or communicating information by lecture. Teaching is considered both as an art and science. As an art, it emphasizes the imaginative and artistic abilities of the teacher in creating a worthwhile situation in the classroom to enable students to learn. As a science, it focuses on the logical, mechanical, and procedural steps to be followed to attain an effective accomplishment of goals.

TEACHING COMPETENCY

Teaching constitutes one of the major tasks of a teacher. Competency over this task of teaching is the essence of a successful education system. The development of teaching competency among teachers necessitates a clear understanding of the term as well as the method in this area, there has been no consensus regarding the meaning of terms “teaching”, “competency” and home “teaching competency” itself. There has been a controversy among the researchers about the concept, definition and scope of teaching competency. The reason for this controversy is that so many terms like teaching competency, teacher effectiveness, teacher efficiency, teaching success, characteristics of a teacher, criteria of competency, ability to teach etc. have been used to mean the same concept. Different criteria of teaching competency have also created confusion when we think about teacher education it is important to distinguish clearly between a numbers of closely related concepts.
The effects that a teacher has on pupils must be mediated by overt behaviour of the teacher in interaction with those pupils. These behaviours of the teachers while teaching will be referred to as teacher performance. Teacher performance like teacher effectiveness is not a characteristic of the teacher; it is rather a consequence of a teacher characteristic that is manifested in interaction with pupils. Improving teacher performance is the key to improve teacher effectiveness.

Competency over this task of teaching is the essence of a successful educational system. So our educational system needs to be more effective in preparing competent and efficient teachers or the quality teachers. The quality of teacher depends to a large extent, on the quality of teacher education received by him or her. No amount of investment in improving the physical and educational facilities can improve education unless there are adequate numbers of well qualified teachers who can and willingly implement the educational process so that it brings, about the desired educational development of the student.

EMOTIONAL INTELLIGENCE:

What determines professional success? Is it primarily your intelligence level or intelligence quotient (IQ) or is it your personality characteristics or is it a combination of several things?

According to the proponents of Emotional Intelligence (EQ), a person’s emotional makeup largely determines his or her professional success. They believe that EQ is the most important determinant of the extent of professional and personal success in life. It is interesting to note that so many people with high IQ fail whereas those with less intellectual endowment are extremely successful. Such examples abound in business, politics, academia and administration. It is increasingly recognized that IQ may accounts for only about 20% of a person’s success in life. The remaining 80% depends largely on
a person's emotional intelligence i.e. EQ. It is said that in the corporate world a person to recruited on the basis of his or her IQ. But is promoted on the ground of his or her EQ. There new rules predict who is most likely to become successful and who is most prone to failures.

Why is necessary to develop EQ? The reason is that people with high EQ are happier, healthier and more successful in their relationships. These people strike a balance between emotion and reason, are more aware of their own feelings, show empathy and compassion for others and have high self-esteem. Emotional intelligence can be instrumental in many situations in the work place and can help to achieve organisational effectiveness. One also needs high EQ for making the right decisions and solving problems. Some of the immediate benefits of high EQ are that it can lead to increase productivity, enhanced leadership skills, improved responsiveness and greater creativity. It can also create an enthusiastic work environment, reduce stress levels and resolve emotional issues, improve the well-being of employees and improve relationships all round. Emotional traits are factors that are most likely to ensure success in life.

**Emotional Skills that Teacher should learn:**

EQ calls for the acquisition of certain emotional skills to be effective and competent:

(1) **Self-Awareness:** One of the basic emotional skills involves being able to recognize different feelings and giving a name to them. Equally important is the ability to be aware of the relationship between thoughts, feelings and actions.

(2) **Managing Emotions:** It is equally important to realize what lies behind feelings. Finding ways to deal with anger, fear, anxiety and sadness are
essential qualities. Becoming able to channelise emotions to a positive end is another key skill to raise EQ.

(3) **Empathy:** Getting the measure of a situation and being able to act appropriately requires an understanding of the feelings of others. It is important to be able to listen to others without getting carried away by your own personal emotions. It is necessary to be able to distinguish between what others do or say, and your own personal reactions and judgments.

(4) **Communicating:** Ability to express personal concerns without anger or passivity leads to healthy communication.

**ACADEMIC QUALIFICATION**

According to NPE, 1986, "The factors which determine the quality of education and its contribution to national standards, the teacher are undoubtedly the most important. It is on his personal qualities and character, his educational qualifications and professional competence that the success of all educational endeavours must ultimately depend on teachers' qualification. The status of teacher reflects the socio-cultural ethos of a society, it is said that no people can rise above the level of its teachers. The government and community should endeavor conditions, which will help motivate and inspire teachers on constructive and creative lines.

Improvement in the quality, efficiency and equity of education, to a considerable extent, depends on the nexus of teaching and learning, which in turns influenced by the quality of teachers. The teacher has been identified as the quality teacher on account of his subject matter knowledge, his personality characteristics, teaching aptitude, his educational qualifications and many more attributes. Academic qualifications of teacher cannot be ignored when measuring his teaching competency. There are certain norms of educational
qualifications for becoming a teacher. Graduation in a particular stream is eligible for doing a teacher training programme (B.Ed.)

**SIGNIFICANCE OF THE PROBLEM**

The focus of teacher education programme to develop high level competencies in teaching is somewhat missing its centralities in these days. The goal of education cannot be achieved unless teachers have necessary competency in skills, as pupil achievement is directly related to the teachers' competency so student teachers programme has to be vitalized so as to equip prospective teachers with requisite competencies and skills. Here arises the need of innovation and research support to modernize the teacher education programme.

The present study shows the relationships between one dependent variable and two independent variables by correlation method. In this study, teaching competency as a dependent variable was correlated with academic qualifications and emotional intelligence. The sample comprised of 1000 pre-service teachers from 17 college of Education of Haryana state. These two variables are quite important in determining teaching competency. Teaching competency is the practical approach of the knowledge of a teacher in his/her class. If a teacher is highly qualified and knowledgeable and is not able to teach with competency, it means he is not able for practical application of his knowledge. Emotional intelligence is also a new concept in educational psychology. It has also a very clear relation with teaching competency. But studies related to its relation with teaching competency are very few. Teaching competency is the professional competency of a teacher. Professional competency of a teacher is not only dependent on one's intelligence level but is largely determined by its emotional intelligence. Not only a good scholar is competent teacher, many other factors counts for competency of a teacher like his attitude, aptitude towards teaching, his intelligence level, personality
characteristics, subject mastery and last but not least is emotional intelligence. The present study correlated teaching competency with two variables one is academic qualification of teachers and the other is emotional intelligence of pre-service teachers. These two variables affect the teaching competency of pre-service teachers remarkably. If a teacher is high on emotional intelligence level. He can understand his own emotions and students well and can act accordingly in a better way. Emotional intelligence is a helping hand of the teacher to manage classroom situations and effectively handle various classroom problems like indiscipline and mismanagement in a very effective way. These two variables contribute largely to teaching competency of pre-service teachers. This research will contribute a lot in the field of educational psychology by giving the significance of the relationship between these variables. Teaching competency is not only related to the teacher itself, but also to the all round development of the student. An effective and competent teacher can only serve as a good nation builder.

STATEMENT OF THE PROBLEM

Teaching Competency of Pre-Service Teachers of Haryana State in Relation to their Academic Qualifications and Emotional Intelligence.

OPERATIONAL DEFINITIONS OF TERM USED

Pre-service Teacher:

Pre-service teachers are those who are doing B.Ed (One year teacher education programme after graduation).

Teaching Competency:

Teaching is of multidimensional nature. It can be defined as a set of observable teaching behaviour that intended to facilitate learning in pupils. Teaching is composed of teaching skills which have specific instructional objectives to be achieved. Therefore, for the purpose of present study, the
definition by Passi (1976) has been adopted as an operational definition which defines teaching competency as the effective use of various teaching skills intended to facilitate learning in the class room teaching.

**Emotional Intelligence**

In the present study we have taken emotional intelligence as the intelligence governed in four aspects namely, Intra-Personal Awareness (Knowing about one's own emotions) Interpersonal Awareness (knowing about others' emotions) Intra-personal Management (Managing one's own Emotions) and Inter-Personal Management (Managing others' emotions) respectively.

**Academic Qualification:**

In the present study, academic qualification means the qualification of B.Ed. students. The pre service teachers in the present study are postgraduate and some pre-service teachers are graduate in their respected streams.

**OBJECTIVES OF THE STUDY:**

On the basis of the study, the available literature on teaching competency the investigator drew certain objectives which lead to the present investigation.

1. To find out the relationships between teaching competency and academic qualifications of pre-service teachers.

2. To find out the relationships between teaching competency and emotional intelligence of pre-service teachers.

3. To find the relation between teaching competency of pre-service teachers and their academic qualification by partialling out the effect of emotional intelligence.
(4) To find the relation between teaching competency of pre-service teachers and their emotional intelligence by partialling out the effect of academic qualification.

(5) To compare the teaching competency between graduate pre-service teachers and post-graduate pre-service teachers.

(6) To compare the teaching competency between graduate pre-service teachers and post-graduate pre-service teachers belonging to arts stream.

(7) To compare the teaching competency between graduate pre-service teachers and post-graduate pre-service teachers belonging to science stream.

(8) To compare the teaching competency between graduate pre-service teachers and post-graduate pre-service teachers belonging to commence stream.

(9) To compare the teaching competency between graduate pre-service teachers belonging to arts, science and commerce streams.

(10) To compare the teaching competency between post-graduate pre-service teachers belonging to arts, science and commerce streams.

(11) To compare the teaching competency between high emotionally intelligent and low emotionally intelligent pre-service teachers.

HYPOTHESES OF THE STUDY

1. There is no significant relationships between teaching competency and academic qualifications of pre-service teachers.

2. There is no significant relationship between teaching competency and emotional intelligence of pre-service teachers.
3. There is no significant relation between teaching competency of pre-service teachers and their academic qualification by partialling out the effect of emotional intelligence.

4. There is no significant relation between teaching competency of pre-service teachers and their emotional intelligence by partialling out the effect of academic qualification.

5. There is no significant difference in teaching competency between graduate pre-service teachers and post-graduate pre-service teachers.

6. There is no significant difference in teaching competency between graduate pre-service teachers and post-graduate pre-service teachers belonging to arts stream.

7. There is no significant difference in teaching competency between graduate pre-service teachers and post-graduate pre-service teachers belonging to science stream.

8. There is no significant difference in teaching competency between graduate pre-service teachers and post-graduate pre-service teachers belonging to commerce stream.

9. There is no significant difference in teaching competency between graduate pre-service teachers belonging to art, science and commerce streams.

10. There is no significant difference in teaching competency between post-graduate pre-service teachers belonging to art, science and commerce streams.

11. There is no significant difference in teaching competency between high emotionally intelligent and low emotionally intelligent pre-service teachers.
1.10 DELIMITATIONS:

It is not humanly possible, nor desirable for any researcher to study a set of phenomenon at all levels and from all possible angles in a time-bound research like the present one. Various constraints related to the constant of research and limited resources like time and finance compel every researcher to delimit his research endeavor in respect to scope and level at which the study is ultimately conducted. The present study is not exception and it has been delimited on following aspects.

1. The study can be conducted to all prospective teachers of different educational programmes (e.g. N.T.T., B.Ed., and B.EI.Ed., DIET, J.B.T.) but it is delimited to B.Ed. prospective teachers only.

2. The study can be conducted to all B.Ed. prospective teachers but it is delimited to B.Ed. prospective teachers of Haryana state only.

3. Teaching competency can be measured for all the teachers, but this study delimited only to the prospective teachers of B.Ed. colleges.

4. Relationship between variables can be further analysed by regression and prediction analysis in order to see which aspect of one variable is affected by which aspect of another variable, but this study is delimited to only computation of coefficient of correlation between variables.

VARIABLES:

The variables used in the present study are as given below:

Independent Variables:

1. Emotional Intelligence:
   It has been measured on the four areas viz:
   (a) Intra-personal Awareness (own emotions)
   (b) Inter-personal Awareness (others emotions)
   (c) Intra-personal Management (own emotions)
2. **Academic Qualification:**

It has been recorded as

1. **Post-graduate pre-service teachers**
   (i) Arts post graduate pre-service teachers
   (ii) Science post graduate pre-service teachers
   (iii) Commerce post graduate pre-service teachers

2. **Graduate pre-service teacher.**
   (i) Arts graduate pre-service teachers
   (ii) Science graduate pre-service teachers
   (iii) Commerce graduate pre-service teachers

**Dependent Variable:**

**Teaching Competence**

It has been measured under five major aspect of classroom teaching:

(i) Planning
(ii) Presentation
(iii) Closing
(iv) Evaluation
(v) Managerial

**DESIGN AND METHODOLOGY**

Design of the study is an essential part of a research project because design provides a picture of what and how to do the work before starting it. It has been determined from time to time that a suitable research design guards against the collection of co-relevant data and gives more economy, so in any research project design provides the researcher a blue-print of research dictates the boundaries of projects and helps in controlling the experimental extraneous error variance of the problem under investigation. Normative Survey Method was applied in this study to find out the relation between teaching competency and emotional intelligence of B.Ed. students of Haryana.
POPULATION:

All the pre-service teachers (B.Ed. students) in different colleges of Education of Haryana State constituted the population of study for the present investigation.

Sample:

The sample for this study consisted of one thousand male and female pre-service teachers selected randomly from different government aided colleges of Haryana. For sample selection stratified random sampling technique was used. Seventeen government aided colleges of Education were selected randomly. Then from each college the number of B.Ed. students selected was proportionate to the number of total students of the college. So in this way, stratified random sampling technique was followed to obtain a sample. In this way, the final sample under study consisted of one thousand male and female B.Ed. students.

TOOLS USED

The following tools were used in the investigation.

1. Emotional Intelligence Inventory by Dr. S.K. Mangal to measure Emotional Intelligence
2. General Teaching Competency Scale by Dr. B.K. Passi and M.S. Lalitha to measure teaching competency of pre-service teachers
3. Pre-Service Teacher’s Academic Qualification and Stream is noted from their records.

COLLECTION OF DATA

The data for the study were collected in two stages:

Stage-I: The data regarding emotional intelligence was collected with the help of tools mentioned above by getting the schedules filled in by the student teachers themselves. The data regarding academic equalization was taken from their college records.
Stage-II: One lesson taught by each of the thousand pre-service teachers selected in the sample was observed by the investigator, by herself in the years 2006 and 2007 using General Teaching Competency Scale by Dr. B.K. Passi and M.S. Lalitha during their teaching practice.

STATISTICAL ANALYSIS OF DATA

The data obtained from the Emotional Intelligence Inventory by S.K. Mangal and General Teaching Competency Scale by Dr. B.K. Passi and M.S. Lalitha were got scored, tabulated and processed for the purpose of analysis and interpretation. The statistical techniques of Mean, Standard Deviation, and "t" test, Product Moment Correlation, Partial Correlation, Point Biserial Correlation and One-Way ANOVA were employed for that purpose.

CONCLUSION FINDING AND SUGGESTION

One of the basic purposes of scientific research activity is to relate the observed facts (i.e. immediate discovery) to some organization of a system. It amounts to what Arietta (1976) names: individualizing some underlying communality or connection between things that were deemed dissimilar or unrelated before. If, however, some of the observed facts do not seem to fit in a system, such apparent contradictions should be explainable with valid reasons. When observed facts are related to a system, "the ego-strength immediate discovery may lead to additional properties hidden in the class or system" (Arietta, 1976). Then it becomes an innovation.

This humble piece of research, does not attain that lofty ideal of innovation. It merely tends to relate some of the observed facts of affective human domain to its creative potentiality. In this chapter, the results are discussed to show how these findings are concurrent with some of the empirical studies already conducted in the field. At places, some of the observations did not concur with the findings of some investigators. In such
cases, attempts have been made to fathom plausible reasons for these disagreements.

After processing the data, obtaining and interpreting the results in the preceding chapter, the present chapter proposes to present findings, discussion of the results and conclusions which have been obtained in the study. Efforts have been made in this chapter, to throw light on the educational implications of the study in the present context. Investigator has indicated some of the potential areas for further research in the field related to this study. The statistical data of the present study is related to the following findings in the order of the objectives and hypotheses.

MAJOR FINDINGS:

Findings of the study are presented in relation to each objective-

(1) **Findings Related to Objectives 1**: To find the correlation between teaching competency of pre-service teachers and their academic qualification.

i) As our calculated value .6457 exceeds the critical value (.062) at 5% level of significance for N-2 degree of freedom.

   So we can say that the correlation between teaching competency and academic qualification is significant at 5% level of significance and teaching competency is related to academic qualification of pre-service teachers.

ii) Our Calculated ‘r’ value (.6457) is greater than the critical r value (.081) at 1% level of significance for N-2 degree of freedom.

   So it can be concluded that teaching competency is significantly correlated with academic qualification of pre-service teacher at 1% level of significance.
(2) **Findings Related to Objective 2:** To find the correlation between teaching competency of pre-service teachers and their emotional intelligence

i) Value of correlation coefficient is .474. Our computed r-value is greater than the tabled r-value (.062) at 5% level of significance for N-2 degree of freedom.

So it can be concluded that teaching competency of pre service teachers is significantly correlated with emotional intelligence of pre service teacher at 5% level of significance.

ii) Our Calculated r-value (.474) is greater than the tabled r-value (.081) at 1% level of significance for N-2 degree of freedom.

So it can be concluded that teaching competency of pre service teachers is significantly correlated with their emotional intelligence at 1% level of significance.

iii) Our calculated r-value is .474 which can vary for the whole population in the range of .4108 to 5372. Only 1% cases may lie beyond this interval.

iv) Value of determination is 22.46 i.e. 22.46% variation in teaching competency is due to emotional intelligence.

(3) **Findings Related to Objective 3:** To find the relation between teaching competency of pre-service teachers and their academic qualification by partialling out the effect of emotional intelligence.

i) Value of partial correlation coefficient is .0540 which was tested by using ‘t’-distribution. This ‘t’-value was 1.70.
Conclusion:

(1) This ‘t’-value (1.70) is less than the critical ‘t’-value (19.6) at 5% level of significance for 997 degree of freedom. So it can be concluded that the teaching competency of pre service teachers is not significantly correlated to their academic qualifications at 5% levels of significance.

(2) Determination value is 0.2916 i.e. 0.2916 percent variation in teaching competency are determined by academic qualification of pre service teachers.

(4) Findings Related to Objective 4: To find the relation between teaching competency of pre-service teachers and their emotional intelligence by partialling out the effect of academic qualification.

Value of partial correlation coefficient is 0.3866 which was tested by using ‘t’-distribution. The ‘t’-value calculated for this was 13.23.

Conclusion:

(1) Our calculated ‘t’-value is 13.23 which is greater than the tabled ‘t’-value (1.96) at 5% level of significance for 997 degree of freedom.

It can be concluded that the teaching competency is significantly correlated with emotional intelligence at 5% level of significance.

(2) Our calculated ‘t’-value is 13.23 which is greater than the tabled ‘t’-value (2.58) at 1% level of significance for 997 degree of freedom.

It can be concluded that the teaching competency of pre service teachers is significantly correlated with emotional intelligence 1% level of significance.

(3) Determination value is 14.94 i.e. 14.94% variation in teaching competency is determined by emotional intelligence.
(5) **Findings Related to Objective 5:** To compare the difference in teaching competency between graduate pre-service teachers and post-graduate pre-service teachers.

Our calculated ‘t’-value is 10.13 which was compared with the critical ‘t’-value at 5% level (1.96) and critical ‘t’-value (2.58) at 1% level of significance at 998 degree of freedom.

**Conclusion:**

(1) Our calculated ‘t’-value is significant at 5% level of significance. So it is concluded that post graduate pre service teachers are more competent in teaching as compared to graduate pre service teachers at 5% level of significance.

(2) Our calculated ‘t’-value is significant at 1% level of significance. So it is concluded that post graduate pre service teachers are more competent in teaching as compared to graduate pre service teachers at 1% level of significance.

(6) **Findings Related to Objective 6:** To compare the difference in teaching competency between art graduate pre-service teachers and art post-graduate pre-service teachers.

Our calculated ‘t’-value is 5.396 which was compared with critical ‘t’-value at 5% level of significance (1.96) and critical ‘t’-value at 1% level of significance (2.59) for 498 degree of freedom.

**Conclusion:**

(i) It is concluded that art post graduate pre service teachers are more competent in teaching than art graduate pre service teachers at 5% level of significance.
(ii) It is concluded that art post graduate pre service teachers are more competent in teaching than art graduate pre service teachers at 1% level of significance.

(7) **Findings Related to Objective 7:** To compare the difference in teaching competency between sciences graduate pre-service teachers and science post-graduate pre-service teachers.

Our calculated ‘f’-value (5.42) was compared with critical ‘f’-value at 5% level of significance (1.97) and critical ‘f’-value at 1% level of significance (2.60) at 198 degree of freedom.

**CONCLUSION :**

(1) Science post graduate pre service teachers are more competent in teaching than science graduate pre service teachers at 5% level of significance.

(2) Science post graduate pre service teachers are more competent in teaching than science graduate pre service teachers at 1% level of significance.

(8) **Findings Related to Objective 8:** To compare the difference in teaching competency between commerce graduate pre-service teachers and commerce post-graduate pre-service teachers.

1) Our calculated ‘t’-value is 5.816 which was compared with critical ‘t’-value at 5% level of significance i.e. 1.97 and critical ‘t’-value at 1% level of significance i.e. 2.59 at 297 degree of freedom.

**Conclusion:**

(1) Commerce post graduate pre service teacher are more competent in teaching than commerce graduate pre service teacher at 5% level of significance.
(2) Commerce post graduate pre service teacher are more competent in teaching than commerce graduate pre service teacher at 1% level of significance.

(9) **Findings Related to Objective 9:** To compare the difference in teaching competency between art, science and commerce graduate pre-service teachers.

Our calculated ‘f’-value is 0.1455 which was compared with ‘f’-value for 2 degree of freedom for greater mean square variance at 5% and 1% level of significance.

**Conclusion:**

(1) This value is not significant at 5% level of significance so it is concluded that there is no significant difference in teaching competency between art, commerce and science graduate pre service teachers at 5% level of significance.

(10) **Findings Related to Objective 10:** To compare the difference in teaching competency between art, science and commerce post-graduate pre-service teachers.

Our calculated ‘f’-value is 1.17 which was compared with tabled ‘f’-value at 5% level of significance (19.00) and at 1% level of significance (99.01) for 2 degrees of freedom and for greater mean square variance.

**Conclusion:**

(1) This value is not significant at 5% level of significance. So it is concluded that there is not significant difference in teaching competency of art, commerce and science post graduate pre service teachers.
(2) This value is not significant at 1% level of significance. So it is concluded that there is not significant difference in teaching competency of art, commerce and science post graduate pre service teachers.

(11) **Findings Related to Objective 11:** To compare the difference in teaching competency between high emotionally intelligence and low emotionally intelligence pre-service teachers.

Our calculated ‘t’ value is 15.44. It was compared with critical ‘t’-value at 5% level of significance (1.96) and critical ‘t’-value at 1% level of significance (2.58) at 993 degree of freedom.

**Conclusion:**

(1) Teaching competency of high emotionally intelligent pre service teachers is significantly greater than teaching competency of low emotionally intelligent pre service teachers at 5% level of significance.

(2) Teaching competency of high emotionally intelligent pre service teachers is significantly greater than teaching competency of low emotionally intelligent pre service teachers at 1% level of significance.

**Scope for Further Research :**

1. Studies can be conducted on all the population of the B.Ed. students of Haryana.

2. A comparative study of emotional intelligence in relation to teaching competency of B.Ed. students and working teachers can be conducted.

3. The studies can also be conducted on NTT teachers.

4. The studies can also be conducted for DIET.

5. The studies can also be conducted in areas except Haryana
6. Comparative studies of emotional intelligence of B.Ed. and J.B.T. students can be made.

7. Effect of other factors like age, sex, environmental conditions, and SES on emotional intelligence and teaching competency can be seen.

8. Effect of academic qualification on emotional intelligence can also be a subject of study.