STATEMENT OF THE PROBLEM

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STATEMENT OF THE PROBLEM

3.1 INTRODUCTION

This chapter mainly discusses about the title of the study, the definition of key terms involved in the title both theoretically and operationally, the objectives set for the study, the assumptions based on which the study has been done, the hypothesis set for the study, the scope of the present study in educational and in psychological field, the need and importance of the study in research perspective and the limitations encountered in the present study. In brief the chapter provides the detailed syntax of the research work done by the investigator.

3.2 TITLE OF THE PROBLEM

“Enhancing Emotional Intelligence and its relation to Teaching Competency of Prospective Teachers”

3.3 DEFINITION OF KEY TERMS

The key terms of the study are defined below to have a comprehensive idea of the problem.

**Emotional Intelligence (EI)**

Emotional Intelligence is a type of social intelligence that involves the ability to monitor one’s own and others emotions, to discriminate among them and to use the information to guide one’s thinking and actions *(Mayor and Salovey – 1993)*
Operationally emotional intelligence in this study is defined as the ability to monitor one’s own and others emotions and to deal adaptively with the teaching-learning environment.

**Teaching competency**

Teaching competency will refer to appropriate prior knowledge, skills, attitudes, and abilities in a given context that adjust and develop with time and needs in order to effectively and efficiently accomplish a task and that are measured against a minimum standard. *(DFRID Teaching Competency Frame Work)*

Operationally Teaching competency in this study is defined as the “Effective performance of all observable teacher behaviors that bring about desired pupil outcomes”.

### 3.4 Objectives of the Study

The main objectives of the study are:

1. To compare the mean scores of Emotional Intelligence of Prospective teachers of Experimental group in Pre and Post stages.
2. To compare the mean scores of Emotional Intelligence of Prospective teachers of Control group in Pre and Post stages.
3. To compare the mean scores of Teaching Competency of Prospective teachers of Experimental group in Pre and Post stages.
4. To compare the mean scores of Teaching Competency of Prospective teachers of Control group in Pre and Post stages.
5. To compare adjusted mean scores of Emotional Intelligence of Experimental group and Control group by taking Pre-Emotional Intelligence as covariate.

6. To compare adjusted mean scores of Teaching Competency of Experimental group and Control group by taking Pre-Teaching Competency as covariate.

7. To study the relationship between Emotional Intelligence and Teaching Competency of Prospective teachers.

8. To study the effect of Instructional Package, Intelligence and their interaction on Emotional Intelligence by taking Pre-Emotional Intelligence as covariate.

9. To study the effect of Instructional Package, Intelligence and their interaction on Teaching Competency by taking Pre-Teaching Competency as covariate.

10. To study the effect of Instructional Package, Personality type (extrovert-introvert) and their interaction on Emotional Intelligence by taking Pre-Emotional Intelligence as covariate.

11. To study the effect of Instructional Package, Personality type (extrovert-introvert) and their interaction on Teaching Competency by taking Pre-Teaching Competency as covariate.

12. To study the effect of Instructional Package, Personality type (emotionally balanced-neurotic) and their interaction on Emotional Intelligence by taking Pre-Emotional Intelligence as covariate.
13. To study the effect of Instructional Package, Personality type (emotionally balanced-neurotic) and their interaction on Teaching Competency by taking Pre-Teaching Competency as covariate.

3.5 ASSUMPTIONS OF THE STUDY

The present study on Emotional intelligence and Teaching competency of Prospective teachers has got the following assumptions.

1. The emotional intelligence of prospective teachers can be improved through classroom teaching.
2. A competent teacher is one who uses the classroom situations intelligently.
3. It is possible to develop a package/strategy to enhance the emotional intelligence of prospective teachers
4. The emotional intelligence of prospective teachers has got a positive association with their teaching competency.
5. The teaching competency of prospective teachers can be improved by improving their emotional intelligence level.

3.6 HYPOTHESES OF THE STUDY

The hypotheses of the study are:

1. There is a significant difference in the mean scores of Emotional Intelligence of Prospective teachers of Experimental group in Pre and Post stages.
2. There is a significant difference in the mean scores of Emotional Intelligence of Prospective teachers of Control group in Pre and Post stages.

3. There is a significant difference in the mean scores of Teaching Competency of Prospective teachers of Experimental group in Pre and Post stages.

4. There is a significant difference in the mean scores of Teaching Competency of Prospective teachers of Control group in Pre and Post stages.

5. There is a significant difference in the adjusted mean scores of Emotional Intelligence of Experimental Group and Control Group by taking Pre-Emotional Intelligence as covariate.

6. There is a significant difference in the adjusted mean scores of Teaching Competency of Experimental Group and Control Group by taking Pre-Teaching Competency as covariate.

7. There is a significant relationship between Emotional Intelligence and Teaching Competency of Prospective teachers.

8. There is a significant effect of Instructional Package, Intelligence and their interaction on Emotional Intelligence by taking Pre-Emotional Intelligence as covariate.

9. There is a significant effect of Instructional Package, Intelligence and their interaction on Teaching Competency by taking Pre-Teaching Competency as covariate.
10. There is a significant effect of Instructional Package, Personality type (extrovert-introvert) and their interaction on Emotional Intelligence by taking Pre-Emotional Intelligence as covariate.

11. There is a significant effect of Instructional Package, Personality type (extrovert-introvert) and their interaction on Teaching Competency by taking Pre-Teaching Competency as covariate.

12. There is a significant effect of Instructional Package, Personality type (emotionally balanced-neurotic) and their interaction on Emotional Intelligence by taking Pre-Emotional Intelligence as covariate.

13. There is a significant effect of Instructional Package, Personality type (emotionally balanced-neurotic) and their interaction on Emotional Intelligence by taking Pre-Emotional Intelligence as covariate.

3.7 SCOPE OF THE STUDY

In the present world it has been seen that individuals having high IQ fail in their life due to their inability to manage different life situations and the inability to handle relationship with others. Not only in life but in the work environment also people fail to succeed just because of their inability in accurate self assessment and not able to adapt to the changing demands and job situation. The concept emotional intelligence will be very important in the classroom environment to build better individuals for the development of the nation. Teachers who are highly emotionally intelligent may positively influence in their professional competency.
In particular for teachers handling effective relationships, motivating, empathy and knowing their inner strengths & weaknesses and their student’s capabilities is inevitable for their professional accomplishment. From the time immemorial the existence of the world is based upon a phenomenon “survival of the fittest “a keen observation that this traditional phenomenon has its roots in the concept of emotional intelligence. In the present society in order to be ‘fit’ in one’s personal and professional life, he has to better adjust with himself and his environment. Be competent to the change in needs and knowledge about the future needs make one professionally dominant. Emotional intelligence of the individual can pave its way to his challenging needs.

When concentrating on the classroom environment, academic success has been investigated with relation to cognitive processes (including intelligence) and personality factors. It was believed that successful cognitive processing could not occur at the same time as emotional processing. More specifically, rational and logical thinking could not occur when emotional information was also being processed (Humphrey, Curran, Morris, Farrell, and Woods, 2007). Thus, teachers would be unable to engage in effective decision making processes if their emotional processes entered into the equation. In contrast, the current trend has been to focus on how emotions, in particular emotional intelligence (EI), may enhance decision making and academic success.

Another important scope of the study is that, how emotional intelligence is related to the work performance of prospective teachers. How they take up different
social issues related to their students values and moral/ethical positions. In a society where retrenching social norms and values are taking place day by day and increasing influence of media and western culture Indian youth are modeling their life to that of a European or an American by sacrificing our traditional values and family setup. The study shows that when people especially teachers concentrate on developing emotional intelligence can lead to an all round development on psychological maturity, social relationships, work field competency etc. The scope of the study is very wide because the concept of emotional intelligence is very important to live in the present world.

3.8 NEED FOR THE STUDY

School education is an important segment of the total educational system contributing significantly to the individual as well as to the national development. A good school does not mean the physical features that the school beholds in the society but it is the academic involvement that the school makes for the development of the society and for the academic development, the quality of the teacher is also to a great extend a decisive factor for the creation of a good academic environment as the teaching system and the teacher are mutually dependent. The teaching community must be concerned about the emotional wellbeing of students. Emotional intelligence is a factor which either developed or is destroyed depending upon environmental experiences provided by the parents, teacher and society (Mangal, 2004).

Most of the studies on Emotional Intelligence are done in its relationship with Leadership qualities. Cook. C.R. (2006) studied the effect of emotional intelligence on Principal’s leadership performance. Barent, J.M. (2005) has studied the principal’s levels of emotional intelligence as an influence on school culture. Calderin, R. (2005) has studied the emotional Intelligence in public elementary school principals building collegial relations. Haskett, R.A. (2003) has studied about emotional intelligence and teaching success in higher education. Purkable, T.L. (2003) has conducted a study on emotional intelligence, leadership style and coping mechanism of executives. Many of the emotional intelligence studies are conducted in the areas like nursing, defense personal, police officers, principal’s, managers, higher officials etc., but the researcher never come across studies related to emotional intelligence and teachers professional competency while reviewing the studies of this area.
Teaching is backed by decades of research in cognitive psychology and therefore should be considered a cognitive activity (e.g., Hirsch, 1996, 2006); from this perspective, emotions are perceived as entirely distinct from rational thinking. Similar arguments (i.e., that emotions are essentially irrational) are found throughout.

On the other hand, ample arguments about the importance of emotions in teaching exist, ranging from the work of Dewey, Montessori, and Froebel to more recent empirical studies on the role of emotions in teachers’ professional and personal development (e.g. Zembylas, 2007b). From this perspective, emotion and reason are not considered oppositional. Instead, they are interrelated, and any division in favor of reason is blind sighted and misleading. Recent empirical work also indicates that emotions are powerful forces in teaching (Zembylas, 2005b; Schutz & Pekrun, 2007) that warrant attention. Teachers are confronted on a daily basis with a variety of emotions, such as anger, bewilderment, anxiety, caring, and excitement that are inextricably linked to personal, professional, relational, political, and cultural issues (Boler, 1999; Nelis, 2007; Van Veen & Lasky, 2005; Zembylas, 2005b). Teachers’ constant struggles to cope with emotions embedded in the multiple issues associated with their teaching have significant implications for their well-being (Isenbarger & Zembylas, 2006).

For instance, studies of teacher stress show that teachers working in stressful conditions suffer from self-alienation and emotional disorientation (Little, 1996; Troman, 2000). Emotionally laden stress and burnout are considered among the most
important factors that lead many teachers to abandon the teaching profession (Troman & Woods, 2000; Vandenberghe & Huberman, 1999). The studies on the relationship between emotional intelligence and stress have given significant negative relation. Considering the complexity of teaching profession, the study of emotional intelligence and teaching competency is very important. Research on teaching competency have a clear notion of teacher’s different capacities, we still lack information regarding the importance of the emotional intelligence of the teacher for their professional and student development; to some extent this has been difficult, owing to the many different factors of influence concerned but today’s environment necessarily highlight the importance of these concept in teaching profession.

Children who are in the elastic period of their life are easily influenced by their teachers. A teachers attitude—whether good or bad tickles down to the students (Vail, 2005). The teacher’s ability to deal with emotional problems is a powerful factor in molding the minds. A teacher who is able to carry out reasoning with regard to emotions and uses emotions to enhance reasoning will succeed in developing the emotional intelligence of pupils.

As teacher trainees are prospective teachers who are to become part of the educational system. They should possess both emotional intelligence and teaching competency in order to achieve the goals envisaged by their vocation. It is their duty to create a new generation who are capable of thinking for themselves and who can handle any crisis with emotional maturity. So as prospective teachers are concerned the two
terms emotional intelligence and teaching competency are synonym to each other. So the study on this area is very significant.

Developing ones emotional intelligence has a lifelong impact, EQ helps us to understand how and why we react and respond to certain events in the organization, it also helps us to appreciate that our daily encounters are shaped not just by rational judgment and our personal history but are largely influenced by our perceptions and expectations. Now emotional Intelligence is as critical as IQ to an individual effectiveness. Experiments show that identifying and managing emotions helps with cognition, task performance and social relationship. Emotionally intelligent individual are said to be particularly adept at regulating emotions. They can improve their moods and moods of others as a result they can motivate others to achieve worthwhile objects.

Josh Freedman (2002) says that emotionally intelligent adults make better decisions, they live with integrity, they use their emotions as a source of energy and direction, they are more effective at solving problems, they collaborate better, they are more effective leaders, better spouses, and more conscious parents. Interestingly they are not always ‘happier’- they are less depressed, but more aware of both comfortable and uncomfortable feelings. The sole responsibility of the teachers is to make total developments in the personality of the child. An emotionally intelligent teacher can only pave its way for that. So the study on emotional intelligence and teaching competency is the need for the hour. So it is worthy and significant.
Since teaching is a profession in which one have to exhibit complex and diverse skills and prospective teachers are would be teachers who have to mould the young generation to a capable future citizens who are capable of thinking for themselves and who can handle any crisis with emotional maturity. A competent teacher with emotional intelligence can only do this. The study on enhancing the emotional intelligence highlights how emotional intelligence can be used to solve the professional and personal problems of prospective teachers on their life. Enhancing emotional intelligence for teachers is very important because they can only lead a generation to a better individual for the development of the nation.

3.9 LIMITATIONS OF THE STUDY

1. Since emotional intelligence is a universal phenomenon affecting all the individuals the investigator has accounted only the prospective teachers in this study.

2. There are many intervening variables that affect both emotional intelligence and teaching competency the study does not refer to all these.

3. Lack of proper measures to find out emotional intelligence, because the measures may usually appear to tap in to other factors like personality and cognition.

4. The selection of the control variable was confined only to pre emotional intelligence.
5. The study was confined to B.Ed teacher trainees of Physical science and this is considered as a representative of all prospective teachers.

6. There are several sophisticated experimental designs the pre test-post test equivalent group design only was selected for the study.

7. The interaction effect of gender is a very important variable but the investigator could not account this because the sample consist of only eight male prospective teachers in both experimental and control group together.

8. The retention of the effect of the treatment was not checked because the duration of the B.Ed course was only one year.

9. Only the intervening variables like intelligence and personality types were accounted but there other variables like Learning style, altruistic behaviour, adjustment etc were not taken into account.

10. Although there were several sophisticated experimental designs, the Pre-Test, Post- Test Equivalent group design only was selected for the present study.