



# **A Study On Emotional Competence Of B.Ed Teacher Trainees**

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## **Abstract**

This study aims to determine the Emotional Competence of B.Ed. Teacher Trainees with reference to a few selected personal variables. Emotional Competence Questionnaire and personal data sheet prepared by the investigator with the help of the Research Supervisor were used for the study. The sample was collected from various colleges of teacher education in Chennai district. The present study showed that there is no significant difference between Male and Female B.Ed Teacher trainees in their Emotional competence. It was found that male and female B.Ed Teacher Trainees were similar in balancing their emotions despite of the environmental conditions. There is a significant difference between male and female B.Ed Teacher trainees. In self-awareness male were found to be better than female B.Ed Teacher trainees but in Empathy female B.Ed Teacher trainees were better than their male counterparts. The present study reveals that there is a significant difference between B.Ed teacher trainees in their emotional competence with respect to type of management.

**Keywords:** B.Ed Teacher Trainees ; Emotions, Emotional Competence.

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## **Introduction**

Education encourages an individual to pursue his or her innate potential. It is the passage to progress leading to a harmonious development in the pursuit of wholeness. UNESCO studies defines, the physical, intellectual, emotional and ethical integration of the individual into a complete man / woman as the fundamental aim of éducation. Education is lifelong learning which inculcate confidence to address the day-to-day problems/challenges. It transforms an individual to be more self-reliant through developing one's knowledge, personality, attitude and life skills. It paves the way for the future.

Emotions are the response or reaction towards an event or a situation. The American Psychological Association states that the type of emotion a person experiences is determined by the circumstance that triggers the emotion. In our daily life different types of emotions describes each action.

Competence is the set of demonstrable characteristics and skills that enable and improve the efficiency or performance of a job. The term competence was described as a concept for performance motivation by R.W. White in 1959.

Emotional competence is the reaction to a given situation within depth feeling forming a vigorous behaviour. Emotional competent means an individual can balance his/her reactions appropriately. An individual with high emotional competence can control the behaviour and react spontaneously in a natural way without any confusions or complications.

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On few occasions emotional balance can be hard causing change in the personality this is due to the functional competence of emotions. Thus emotional competence has a major role in influencing the positivity and negativity.

Goleman (2003) represents this idea by making a distinction between emotional intelligence and emotional competence. Emotional competence refers to the personal and social skills that lead to superior performance. A certain level of emotional intelligence is necessary to learn emotional competence.

### **Need and significance of the study**

A teacher can excel in her profession only through lifelong learning. Lifelong learning helps to be in the present scenario. Evolving society needs a teacher's to be adapting and evolving to the current situation and think futuristic. To be futuristic and to live in present needs balanced emotions and emotional competence. To promote excellence in education a teacher should possess to influence the students and guide them. Thus, in education emotional competence is a crucial factor in determining the future of student teachers.

### **Objectives of the study**

To analyze the difference if any in Emotional Competence and its dimensions namely Self-Regulation, Self-Awareness, and Empathy owing to the difference in:

- Gender
- Type of Management

### **Hypotheses:**

- There is no significant difference in emotional competence between male and female Teacher Trainees.
- There is no significant difference in emotional competence among Teacher Trainees from Government, Government Aided and self-financing colleges.

### **Operational Definitions of the Terms**

#### **Emotional Competence**

It is the ability of an individual to identify one's own and others emotion and also to balance the emotions according to the situation.

### **Delimitations of the study**

- The study was limited to Teacher Education Colleges only
- The sample was limited to 1176 student teachers.

### **Review of Literature:**

**Maryam Hachem et., al., (2021)** studied Social and Emotional competence as Predictors of Students' Perceived Cognitive Competence and Academic Performance. Results showed that cognitive competence was directly predicted by social cognition and social competence but indirectly by emotional competence through the mediating effect of social competence. Academic performance was also directly predicted by social cognition. Cognitive competence was positively associated with academic emotions, while academic performance was negatively associated with them. A significant difference was identified between male and female students in their emotional and social competence.

**Bavleen Mehta and Roopali Sharma (2020)** examined Emotional Competence and Social Intelligence Among College Students. The results indicated that there is a significant relationship between the Social Intelligence and Emotional Competence of undergraduate College Students. It was also observed that there exists no significant gender difference between the Social Intelligence and Emotional Competence of College Students.

**Rizwan Hassan Bhat & Shah Mohd Khan (2018)** studied Emotional Competence and Psychological Resilience as Predicators of Mental Health. Findings show that there is a significant difference in emotional

competence of male and female pre-service teachers. There is no significant difference in emotional competence of pre-service teachers owing to difference in their locality.

**Lavanya M (2016)** conducted A study on the emotional competence, thinking style and work motivation of B.Ed. teacher trainees in relation to effectiveness in teaching. The findings of the study revealed that B.Ed. teacher trainees have average level of emotional competence. Emotional competence components did not differ with all demographic variables in respect to ability to cope with problem emotions. Gender, year of study and teaching experience differed in enhancement of positive emotions.

### **Research Design:**

The present study entitled Emotional competence among teacher trainees has been designed as a descriptive study. Descriptive research is the research design in which data is collected in a quantitative manner and analyzed using qualitative procedures (Nassaji, 2015).

### **Methodology:**

In order to carry out the study the researcher had adopted survey method. The population of the study included all the student teachers and sample included 1176 student teachers who were selected randomly. The tool was developed by the research scholar. The validity and reliability of the tools were established by the researcher with the help of the research supervisor and they were found to be valid and reliable.

### **Tools used for the study:**

- Emotional Competence Scale prepared by the investigator with the help of the Research Supervisor.
- Personal data sheet prepared by the investigator with the help of the Research Supervisor.

### **Selection of the sample:**

The sample for the study was selected through random sampling technique. The sample consisted of 1176 students drawn from the colleges of education in Chennai district.

### **Statistical treatment of Data:**

The collected data was analyzed using SPSS.

### **Differential analysis of data:**

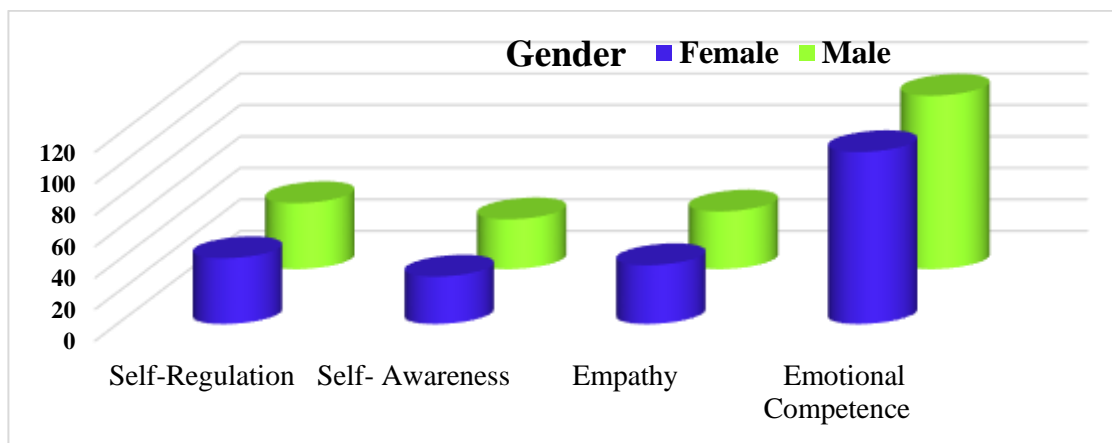
Further, the data was subjected to appropriate statistical tests for testing the hypothesis.

### **Analysis and Interpretation of data:**

**Hypothesis 1:** There is no significant difference in their Emotional Competence and its dimensions among B. Ed Teacher Trainees with respect to Gender.

### **Figure 1**

Figure depicting difference among B. Ed Teacher Trainees in the selected variable Emotional Competence with respect to Gender.



**Table 1**  
Table showing the critical ratio of the difference in the Male and Female B.Ed Teacher Trainees in their Emotional Competence.

Variables	Female		Male		t- Test for the Quality of Means			
	Mean	SD	Mean	SD	Mean Difference	t-value	p-value	Result
Self-Regulation	41.80	5.28	41.95	5.19	0.146	0.422	0.673	NS
Self- Awareness	30.13	7.34	31.65	7.31	1.519	3.149	0.002**	S
Empathy	37.39	4.62	36.65	4.75	0.740	2.416	0.016**	S
<b>Emotional Competence</b>	<b>109.32</b>	<b>13.82</b>	<b>110.25</b>	<b>13.49</b>	<b>0.925</b>	<b>1.024</b>	<b>0.306</b>	<b>NS</b>

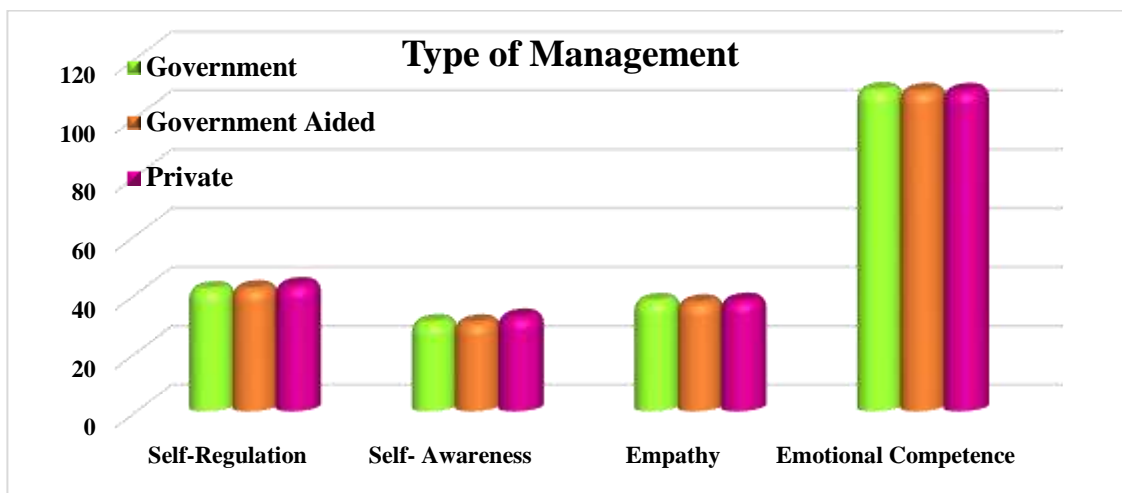
**Note:** \*\* - denotes significant at 1% level NS- Not Significant, S- Significant

Since P value is greater than 0.05, null hypothesis is accepted with regard to Emotional Competence and its dimension self-regulation. Hence, there is a no difference between male and female B.Ed Teacher trainees with respect to Emotional Competence and its dimension self-regulation of B.Ed Teacher trainees.

Since the P value is less than 0.01, null hypothesis is not accepted at 5% level, with regard to the dimensions self-awareness and Empathy. Hence, there is significant difference between male and female B.Ed Teacher trainees. In self-awareness male were found to be better than female B.Ed Teacher trainees but in Empathy female B.Ed Teacher trainees were better than their counterparts.

**Hypothesis 2:** There is no significant difference in their Emotional Competence and its dimensions of B. Ed Teacher Trainees with respect to Type of Management.

**Figure 2**  
Figure depicting difference among B. Ed Teacher Trainees in the selected variable Emotional Competence with respect to Type of Management.



**Table 2**

**Table showing ANOVA for significant difference in Type of Management with respect to Emotional Competence and its dimensions**

Variables	Type of Management			F value	P value	Result
	Government	Government Aided	Private			
Self-Regulation	41.44 <sup>a</sup> (5.89)	41.72 <sup>a</sup> (5.04)	42.79 <sup>b</sup> (5.30)	4.942	0.007**	S
Self- Awareness	30.20 <sup>a</sup> (7.27)	30.14 <sup>a</sup> (7.27)	32.10 <sup>b</sup> (7.84)	6.406	0.002**	S
Empathy	37.44 (4.65)	36.93 (4.69)	37.50 (4.59)	1.943	0.144	NS
<b>Emotional Competence</b>	<b>109.08<sup>a</sup></b> <b>(13.60)</b>	<b>108.79<sup>a</sup></b> <b>(13.49)</b>	<b>108.79<sup>b</sup></b> <b>(14.27)</b>	<b>6.043</b>	<b>0.002**</b>	<b>S</b>

**Note :** The value within bracket refers to Standard Deviations

\*\* - denotes significant at 1% level. NS- Not significant, S- Significant

Different alphabet in Type of Management denotes significant at 5% level using Duncan Multiple Range Test (DMRT)

Since P value is less than 0.01, null hypothesis is rejected at 1% level, with regard to dimensions Self-regulation and Self-awareness of Emotional Competence and Overall Emotional competence. Based on Duncan Multiple Range Test (DMRT), B.Ed teacher trainees from Government and Government aided colleges differ significantly with private colleges at 5% level, but there is no difference between B.Ed teacher trainees from Government and Government aided colleges in Self-regulation and Self-awareness and Emotional Competence.

There is no difference in the dimension Empathy of Emotional Competence with regard to type of management, Since P value is greater than 0.05. Hence the null hypothesis that there is no significant difference in empathy owing to type of management is accepted at 5% level.

### Findings and Discussion

- ❖ The present study reveals that there is no significant difference between Male and Female B.Ed Teacher trainees with respect to Emotional competence. The present study shows that male and female B.Ed Teacher Trainees were similar in the balancing their emotions despite of the environmental conditions. This finding is in agreement with the findings of Bavleen Mehta and Roopali Sharma (2020), Rizwan Hassan Bhat & Shah Mohd Khan (2018), Lavanya (2016) and Kumar (2015) who stated that there is no significant difference between Male and Female B.Ed Teacher Trainees with respect to emotional competence.
- ❖ The present study reveals that there is significant difference between B.Ed teacher trainees with respect to type of management in their emotional competence. The present study shows that difference in type of school management influences emotional competence of the trainees and the Duncan Multiple Range Test show that B.Ed trainees from government and Government aided colleges differ significantly with B.Ed trainees from private colleges. This shows that type of management has an impact on developing the ability to manage emotions of B.Ed teacher Trainees. The finding is in agreement to the finding of Kataria & Kaur (2014), Kumar (2015) and Najib Ahmad Marzuki (2017) who identified a significant difference in emotional competence between students from various type of management.

### Educational Implications

Knowledge about emotions and skills to manage emotions is emotional competence. Emotional competence is necessary for a teacher. It is said that emotional competence boosts the student teacher's performance. Emotional competence can be mastered through learning and practice. The incorporation of emotional competence in curriculum helps the student teachers

- To develop professionally.
- To create a positive environment
- To understand the learners
- To understand themselves
- To control emotional outbursts
- To reduce stress and anxiety

- To manage the class even in difficult situations
- To have a healthy lifestyle and
- To teach how to live and balance emotions.

## Conclusion

The purpose of the present investigation was to study Emotional competence among teacher trainees with reference to some selected variables. This may enrich the educators and the findings of this study may serve as a data base in the future for innovative practices in the field of education.

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