

A Study of General Teaching Competency in Relation to Emotional Intelligence of Women's Student Teachers

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Abstract: In the present investigation and attempt has been made to identify general teaching competency and its relation with Emotional Intelligence of Women Student Teachers the objective of the study are two major general teaching competency of women student teacher and to identify the relationship between general teaching competency and Emotional Intelligence of Women Student Teachers the stratified random sampling technique was employed the size of the sample is 552. general teaching competency scale prepared and standardized by B.K. Parsi and m. n. Lalita and self prepared scale used for Emotional Intelligence scale. Teaching skills would include providing training and practice in the Different techniques, approaches and strategies that would help the 3 teachers to plan and in part instruction provide appropriate reinforcement and conduct effective assessment it includes effective classroom management skills, preparation and use of instructional materials and communication skills. The main score and SD are computed for the different subgroups to identify the significant difference between two groups 't' test was employed, and to identify the relationship between two variables of a group Carl's persions was employed the major findings of the study are the worst graduated Women Student Teachers have higher general teaching competency as compared to understand Undergraduate Women Student Teachers. the past graduated Women Student Teachers have higher emotional intelligency as has compared to under the Undergraduate women student teacher the Undergraduate and post graduate Women Student Teachers has a similar Emotional Intelligence course the general teaching competency and Emotional Intelligence see scores of Undergraduate Women Student Teachers post graduate Women Student Teachers are dependent each other

Keywords: General Teaching Competency, Emotional Intelligence, women Student Teacher Relation and Status Teacher Education

Introduction

Teaching constitutes one of the major tasks of a teacher competency over this task of teaching is a reasons of successful educational system the development of teaching competency among teachers necessity is a clear understanding of the term as well has the method of it assessment with more than half century of research in this area There has been no consensus regarding the Meanings of the 'terms teaching' competency and hence teaching competency itself. as regards the term teaching although defined in different ways (Bhattacharys, 1974), There has been a trend in perceiving the process analytically as constituting a host of activities (Brown, 1975;) Gage, 1972. This analytical approach to perceive teaching has a basis for innovations in teacher education, like micro teaching (Allen and Ryan, 1969 the term competency has also been a debatable term. it refers to the criteria that determine teacher effectiveness. Although the reviews of research on teacher effectiveness Ebel, 1969 point out the futility of efforts in identifying teacher effectiveness criteria, the recent upsurge in research provides a cautious optimism (Rosenshine 1971). Teaching students is daunting challenge for most teacher student look for Meaning and significant in relation to their own lives in mort they are taught. A clever teacher builder capitalizes on this personalized lesion with regard to what is going on in the lives of their students at a moment. they want to know about now and not what happened a hundred years ago in some remote part of the world. Unfortunately, it may take a lot of efforts on the part of the teachers but keeping up to date with technology and the events that may interested students in the Vital to getting and holding their attention has a row almost students are good self-centered. they love to talk about themselves, what thinking, what they do not like and are quit emotional. a creative Teacher Mein organized activities like sharing journal entries for writing new paper newspaper articles for a newspaper students have created themselves. This allows students to express themselves freely and talk endlessly about a topic they are interested in their own ideas.

Statement of the Problem: A Study of General Teaching Competency in Relation to Emotional Intelligence of Women's Student Teachers

Objective of the Study:

- To Measure The General Teaching Competency of Women Student Teachers.
- To Identifying the Relationship Between General Teaching Competency and Emotional Intelligency of Women Student Teachers.

Research Methodology

Sample: The Stratified Random Sampling is employed in the Present Study. The Student Teachers of College of Education, Affiliated to Karnataka State Women's University Bijapur. The Sample Design is As Follows,

Sample Design
n= (552)

Undergraduate (256)

Post Graduated (296)

Variables of the Study for the Study

For the present the study the following variables are considered

- **Independent Variable :** Emotional intelligency
- **Dependent Variables :** General Teaching Competency
- **Moderate Variables :** Educational Qualification

Null Hypothesis of the Study

For the present study the following Hypothesis are framed

- Postgraduate women's student teachers are not having good general teaching competency has compared to graduate students
- Postgraduate Women Student Teachers are not having could Emotional Intelligence she has compared to graduate students
- There is no significant difference between Undergraduate and Postgraduate Women Student Teachers with respect to general teaching competency
- There is significant difference between Undergraduate and Postgraduate Women Student Teachers with respect to Emotional Intelligence
- There is no significant relationship between general teaching competency the Emotional Intelligence is course of Undergraduate women student teacher
- There is no significant relationship between general teaching competency with Emotional Intelligence is course of Postgraduate Women Student Teachers

Tool of the Study: General teaching competency scale prepared and standardized by B.K Passi and M.s. Lalita is used. There is 21 items related to 21 teaching skills which encompass the entire teaching-learning process in the classroom they are related to five major aspects of classroom. They are related to five major aspect of class room teaching viz. planning, presentation, closing, and evaluation and managerial, the items are such that they are centered around teacher classroom behavior in related to pupil behavior. It is a 7 point rating scale measuring the use of skills by the teachers in the classroom corresponding to each item ranging from 1for not at all to 7 for every much. Investigator has prepared Emotional Intelligence scale is used for to test the Emotional Intelligence of student teachers. The reliability and validity is computed by 'r' and it is 0.98. This test consists of 25 items, multiple choice types. The items are such that the answer to each item would reveal whether the people who take the test has the genuine emotional intelligency. the item seeks to drop on a person's social emotional intelligency, school Emotional Intelligence 'E' and every mental environmental Emotional Intelligence alike for a different type of people loves present personality occupational Emotional Intelligence etc.

Scoring Procedure

The sum of the rating against on the 21 items constitutes the score in general teaching competency(GTC scores) of the teach being observed. The maximum scored possible is a 147 and a minimum is 21 in Emotional Intelligence counting the correct response with the help of key answers. The maximum school should be 27 and minimum score is 0

Analysis of Data

The Mean score science standard is divisions are computed for the different subgroups to identify the significant difference between the two groups 't' test was applied and to identify the relationship between two variable of the group Karl person's 'r' was employed

Null Hypothesis Number 1: Women Student Teachers are not having good general Teaching Competency

Variables	Undergraduates		Postgraduates		Total	
	Mean	SD	Mean	SD	Mean	SD
N	256		296		552	
General Teaching Competency	160.09	22.36	166.41	21.98	163.48	22.36

The result of the above table presents the Mean and SD of general teaching competencies course of Women Student Teachers by educational qualifications.

The Mean of total general teaching competencies scores of women student teacher is 163.48 ± 22.36 , in which, the post graduate and Women Student Teachers have higher general teaching competency (166.41 ± 21.98 as compared to Undergraduate student teachers 160.09 ± 22.36).

Null Hypothesis Number 2: Two Women Student Teachers are not having good Emotional Intelligence

Variables	Undergraduates		Postgraduates		Total	
	Mean	SD	Mean	SD	Mean	SD
N	256		296		552	
Emotional Intelligence	109.72	10.01	110.45	13.28	110.11	11.87

The Result of the above table present the main SD of Emotional Intelligence is force of Women Student Teachers by emotional qualifications. the Mean of total Emotional Intelligence e scores of open student teacher is 110.11 ± 13.28) as compared to under graduated Women Student Teachers 109.72 ± 10.01).

Null Hypothesis Number 3: There is no significant difference between Undergraduate the post graduate Women Student Teachers with respect to general teaching competency scores.

To achieve this Hypothesis the unpaired t-test was an applied and the results are present in the following table.

Table: Results of 't' test between Undergraduate and Postgraduate weighted Women Student Teachers with respect to general teacher competencies course Undergraduate education post graduate

Education	Mean	SD	t-value	P-value	Sign.
Undergraduate	160.09	22.36	.3.3396	0.0009	S
Postgraduate	166.41	21.98		<0.05	

From the result of the above table, it can be seen that a significant difference was observed between Undergraduate and Postgraduate Women Student Teachers with respect to general teaching competencies scores ($t=3.3396$, $p<0.05$) at 5 % level of significance. Hence, the null Hypothesis is rejected and alternative Hypothesis is accepted. it Mean that, the post graduated women student teacher have higher general teaching competency schools compared to Undergraduate students and teachers that Means codes are also presented in the following figure.

Null Hypothesis 4: There is no significant difference between Undergraduate and Postgraduate Women Student Teachers with respect to Emotional Intelligence is Scores.

To achieve this purpose is the impaired "t" test was the applied and the result are presented in the following table

Table: results of a t test between Undergraduate and Postgraduate Women Student Teachers with respect to emotionally intelligence scores

Education	Mean	SD	t-value	P-value	Sign.
Undergraduate	109.72	10.01	-0.7137	0.4757	NS
Postgraduate	110.45	13.28		>0.05	

From the result of the above table it can be seen that in known significant difference was observed between Undergraduate and Postgraduate Women Student Teachers with respect to Emotional Intelligence scores ($t=-0.7137$, $p>0.05$) at 5% level of significance. Hence, the null Hypothesis is accepted and alternative Hypothesis is rejected. it Mean that the Undergraduate and Postgraduate Women Student Teachers have similar Emotional Intelligence scores a. the Mean scores are also presented in the following figure.

Null Hypothesis 5: There is no significant difference relationship between general teaching competency with the Emotional Intelligence is course of Undergraduate admission student teacher.

To achieve this Hypothesis, the Karl Person's correlation coefficient technique has been applied and the results are presented in the following table.

Table: Result of correlation coefficient between general teaching competency with emotional intelligency, scores of under graduated Women Student Teachers.

Variables	Correlation Coefficient Between General Teaching Competency with		
	r-value	t-value	p-value
Emotional Intelligency	0.7918	20.6580	0.00001*

*p<0.05

From the results of the above, it can be seen that,

A significant and positive relationship was observed between general teacher teaching competency and Emotional Intelligence is course of foot graduated Women Student Teachers ($r=0.7918$, $p<0.05$) at 5% level of level of significance. Hence, the null Hypothesis is rejected and alternative Hypothesis is accepted. It Means that, the general teaching competency and Emotional Intelligence scores of post graduated Women Student Teachers are dependent on each other.

Null Hypothesis 6: There is no significant relationship between general teaching competency with emotionally intelligence, scores of post graduates women students teachers.

To achieve this Hypothesis, the Karl Person's correlation coefficient technique has been applied and the results are presented in the following table.

Variables	Correlation Coefficient Between General Teaching Competency With		
	r-value	t-value	p-value
Emotional Intelligency	0.7954	22.4999	0.00001*

*p<0.05

From the results of the above, it can be seen that,

A Significant and positive relationship was observed between general teacher teaching competency and Emotional Intelligence is course of foot graduated Women Student Teachers ($r=0.7954$, $p<0.05$) at 5% level of level of significance. Hence, the null Hypothesis is rejected and alternative Hypothesis is accepted. It Means that, the general teaching competency and Emotional Intelligence scores of post graduated Women Student Teachers are dependent on each other.

Major findings and the conclusion

- The Major findings and conclusion of the present study are as follows,
- The post Graduated student teachers have higher general teaching competency has compared to Undergraduate women student teacher
- The post graduated Women Student Teachers have higher Emotional Intelligence as compared to Undergraduate Women Student Teachers
- The Undergraduate and Postgraduate Women Student Teachers has similar Emotional Intelligence is course the general teaching competency and Emotional Intelligence course.
- The general teaching competency and Emotional Intelligence is course of Postgraduate Women Student Teachers are dependent each other.
- The general teaching competency and Emotional Intelligence scores of Postgraduate Women Student Teachers are dependent each other

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