

# A STUDY OF TEACHING COMPETENCY AMONG SCHEDULED CASTE AND NON-SCHEDULED CASTE PUPIL TEACHERS IN RELATION TO THEIR EMOTIONAL INTELLIGENCE

Dr. M.L.Jaidka  
Associate Professor  
D.M. College of Education  
Moga - 142001, Punjab, India

Viplove Passi  
Assistant Professor  
Satyam College of Education  
Ghal-Kalan, Moga-142001,  
Punjab, India

**ABSTRACT:** The present study aims to assess and compare and relate the Emotional Intelligence with the Teaching Competency of teacher trainees. For this purpose 400 teacher trainees were selected from various educational institutions Panjab University. The data was again divided into Schedule Caste and Non-Schedule Caste category. For statistical analysis, mean, S. D., t – test and Correlation of Coefficient were worked out. The results showed that there was no significant difference between Schedule Caste and Non-Schedule Caste teacher trainees on the variable of Emotional Intelligence. Whereas regarding Teaching Competency, there was no significant difference between Sc and Non-Sc teacher trainees.

**Introduction:** Emotions are the integral part of our mental life, lending quality and meaning to our very existence. The management of emotions is a complex affair, requiring a certain degree of skill and competence. This has given rise to the concept of emotional intelligence. Intelligence Quotient alone is no more a measure of personal and professional skill. It is the creativity, emotions and interpersonal skills that matter more for the success of a person. E.Q. encompasses a multitude of abilities related to the emotional processing of information and may be best described as “The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth”(Mayer and Salovey,1997). There is a greater need for emotionally competent teachers in this new world order of Globalization, Liberalization, and Privatization. This situation is aggravated by scientific and technological advancements. Many intellectual problems contain emotional information that must be processed and utilize to solve the problems. Thus Emotional Intelligence is an imperative construct in predicting teacher Competencies.

Since the teacher can interact with students of different ages from infants to adults, students with different abilities and students with learning disabilities. If a student is to be prepared for their future, then it's an essential attribute of effective teacher is awareness of the realities of the world in psychology and technology. The quality of their education depends upon the competence, dedication and quality of teacher it is not brick and mortar of the classroom, but the dialogues, rapport and interactions supported by deeds, between the learners and the teachers, all the time developing within its four walls can make or mar the destiny of the youngsters and in turn that of the nation. For any change, every nation has expectations from its teachers and citizens in general. Education ought therefore, need to aim at the development of power of adaptation to an ever changing social environment. Education is considered to be a process which contributes to the natural and harmonious development of man's innate powers and brings out complete development

of one's individuality. A continuous inter-play or exchange of ideas between the teacher and the taught, central part of this interaction process is the teacher. While education is essence, the teacher still occupies a prior in essence; the teacher still occupies a central role in the learning of a child. So, there is a need to explore the impact of Emotional Intelligence on Teaching Competency in Indian context.

Objectives of the study:

1. To find the significant difference in teaching competency among scheduled caste and non-scheduled caste pupil teachers.
2. To find the relation between teaching competency and emotional intelligence among scheduled caste pupil teachers.
3. To find the relation between teaching competency and emotional intelligence among non- scheduled caste pupil teachers.
4. To find the difference between emotional intelligence of the scheduled and non-scheduled caste pupil teachers on their teaching competency.

## Hypotheses:

1. There will be no significant difference in teaching competency among scheduled caste and non-scheduled caste pupil teachers.
2. There will be no significant relation in teaching competency and emotional intelligence among scheduled caste pupil teachers.
3. There will be no significant relation between teaching competency and emotional intelligence among non- scheduled caste pupil teachers.
4. There will be no significant difference between emotional intelligence of the scheduled and non-scheduled caste pupil teachers on their teaching competency.

## Review of related literature:

Stone, Parker and Wood(2005); Bar-on, Handley, and Fund(2005); Nelson and Low(2005); Goad(2005); Rosete and Ciarrochi(2005); Linda A, O'Hara(2006); Amritha and Kadiravan(2006); Chan and Caput(2006); Dong(2006); Patil and Kumar (2006); Upadhyaya (2006); Todd(2007) ; Andera Penrose and Ian Ball (2007) ; Pugh (2008) ; Mills and Rouse (2009) Akintayo (2009) ; Joseph and Newman (2010) ; Amit and Richa (2010) ; Ashkanasy and Dasborough (2010) ; Parthna(2011) suggest that teaching competency and one's work performance is influenced positively by emotional intelligence. David and Roy (2010 and Khurram and Shazad(2011) concluded that there is moderate relation between emotional intelligence and teaching competency.

## Method and Procedure

**Sample:**The study was a descriptive survey, which was conducted on 400 teacher trainees. To obtain the sample, the investigator applied Stratified random sampling technique was used in the present study. The sample was drawn from various

Colleges of Education affiliated to Panjab University, Chandigarh. In this manner, 400 Pupil Teachers(200 Scheduled and 200 Non-Scheduled Caste) formed the sample for the study.

**Tools used**

- In the present study, Investigator used the following tools.  
1. Teaching Competency scale by Passi and Lalitha (2009)  
2. Emotional Intelligence Inventory by S.K. Mangal (2004)

**Procedure of Data Collection:**

Th study was conducted on teacher trainees of Education colleges affiliated to Panjab University. To start with the data were collected in respect to Emotional Intelligence and Teaching Competency. The subjects were explained the objectives of collecting the information. The necessary instructions for responding the scale were given for their clarifications. During instructions the subjects were informed that although there is no time limit but not much time be devoted on a particular statement. After having completed the scale, it was collected back for scoring. The scales were scored as per the scoring procedure developed by the manual.

**Statistical Tools used**

- 1.Pearson’s product moment co-efficient of co-relation was worked out to know the relationship among the variables.  
2.Critical ratio was applied to study the significance of

difference among the different group variables.

**Results & Interpretation**

To find the significant difference in Teaching Competency among Scheduled caste and Non – Scheduled caste pupil Teachers.

The inference from Table 1 shows that the scores obtained for all pupil teachers on the Teaching Competency was following normal distributions, thus t - test statistics was used to compare the TC scale scores among scheduled caste and non – scheduled caste pupil teachers. The null hypothesis H0 used for testing.

**HYPOTHESIS:1.** There will be no significant difference in Teaching Competency among scheduled caste and non – scheduled caste pupil teachers

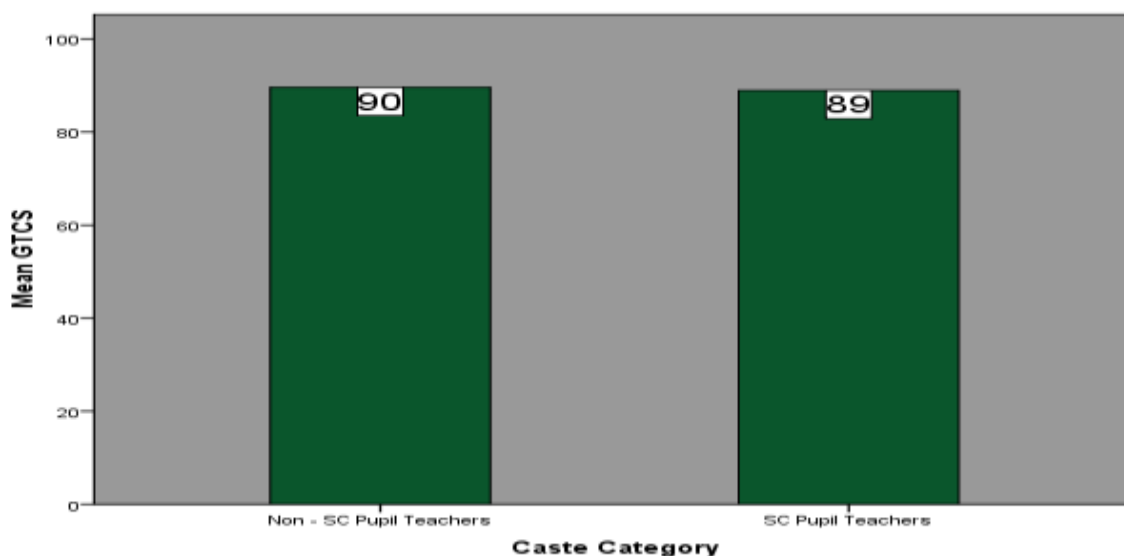
**Table 1: Analysis of the Teaching Competency among Scheduled and Non – Scheduled caste pupil Teachers**

Caste Category	N	Mean	SD	t – test
SC Pupil Teachers	200	88.94	14.66	p = 0.672
Non-SC Pupil Teachers	200	89.62	17.31	
Total	400	89.28	16.02	

The analysis of the Table 1 showed that the small value of t – Statistics suggests there were no significant difference between the Teaching Competency scores obtained by the pupil teachers from scheduled and non scheduled caste. Also p – value = 0.672 > 0.05, suggests that at 5% level of significance null hypothesis H0 was accepted.

Also, the average Teaching Competency scores by non scheduled caste pupil teachers was 89.62 with standard deviation of scores was 17.31 whereas the same Teaching Competency scale score by the scheduled caste pupil teachers was 88.94 and standard deviation of scores was 14.66.

**Figure 1: Bar Chart of the Scores of Scheduled and non Scheduled caste Pupil Teachers on TC Scale Scores**



**Objective2:** To find the Relation in Teaching Competency and Emotional Intelligence among Scheduled caste pupil Teachers

**HYPOTHESIS:2.** There will be no significant relation in Teaching Competency scores and Emotional Intelligence of scheduled caste pupil teachers.

**Table 2: Correlation Analysis of Scores of Scheduled Caste Pupil Teachers on TC scale scores and EMII scores**

		TCS
EMII	Karl Pearson Correlation Coefficient	-0.064
	Sig. (2-tailed)	0.369
	N	200

The correlation reported in the Table 2 was negative i.e.  $r = -0.064$ , although not significantly different from 0 because the p-value of 0.369 is greater than 0.05 at 5% level of significances. Thus null hypothesis  $H_0$  was accepted in this case, this suggests that there does not exist any considerable relationship between the TC scale scores and EMII scores of the scheduled caste pupil teachers.

3. To find the Relation in Teaching Competency and Emotional Intelligence among Non- Scheduled caste pupil Teachers

**HYPOTHESIS:3.** There will be no significant relation between Teaching Competency scores and Emotional Intelligence among non-scheduled caste pupil teachers

**Table 3: Correlation Analysis of Scores of Non Scheduled Caste Pupil Teachers on TC scale scores and EMII scores**

		TCS
EMII	Karl Pearson Correlation Coefficient	0.021
	Sig. (2-tailed)	0.764
	N	200

The correlation reported in the Table 3 was positive i.e.  $r = 0.021$ , although not significantly different from 0 because the p-value of 0.794 is greater than 0.05 at 5% level of significances. Thus null hypothesis  $H_0$  was accepted in this case, this suggests that there does not exist any considerable relationship between the Teaching Competency and Emotional Intelligence among non scheduled caste pupil teachers.

**Objective 4**

To find the difference between Emotional Intelligence of Scheduled and Non – Scheduled caste pupil Teachers on their teaching competency

Hypothesis:4 There will be no significant difference between Emotional Intelligence of the scheduled caste and non-scheduled caste pupil teachers on their teaching Competency.

**Table 4: Analysis of the significance of difference between r's of Emotional Intelligence Scores on their teaching competency among Scheduled caste and Non – Scheduled caste pupil Teachers**

Caste Category	N	r's value	Z's value	C.R.
Scheduled caste Pupil Teachers	200	-0.064	0.064	0.426NS
Non-Scheduled Caste Pupil Teachers	200	0.021	0.021	

NS stands for non-significant value

The analysis of the Table 4 shows that the value of C.R. signifies the differences of correlations between emotional Intelligence of the scheduled caste and non-scheduled caste pupil teachers on their teaching Competency fails to reach any acceptable level of significance. Thus, no significant

difference exists in the relationship between emotional Intelligence of the scheduled caste and non-scheduled caste pupil teachers on their teaching Competency. Thus Hypothesis 4 which states that “There will be no significant difference between Emotional Intelligence of the scheduled

caste and non-scheduled caste pupil teachers on their teaching Discussion of Results :The above findings show that there is no significant relation between Emotional Intelligence and Teaching Competency in case of both Scheduled and Non-scheduled caste pupil teachers. It is due to the changing conditions of the low caste population group. Government and Non-Government Organizations are putting their tireless efforts in bringing the scheduled caste population on the equal footing. Equal educational opportunities are being provided to them. Even they are being given more opportunities to attain higher level of education under reservation policy. More Educational Institutions are being opened with quality education. Proper attention and facilities are being given at home and educational institutions to both of groups without any discriminations. Teachers teach and train the whole group of students equally right from the starting of schooling. Many amendments in constitution have been made and law has been formed and various committees and commissions have come forward time to time for emotional upliftment of these sections of the society.

### Conclusion:

1. There was no significant difference in Teaching Competency among Scheduled caste and Non Scheduled caste pupil teachers.
2. There was no significant relationship between the Teaching Competency and Emotional Intelligence among Scheduled caste pupil teachers.
3. There was no significant relationship between the Teaching Competency and Emotional Intelligence among Non Scheduled caste pupil teachers.
4. There was no significant difference in Emotional Intelligence of the Scheduled caste and Non Scheduled caste pupil teachers on their teaching competency.

### Educational Implications:

1. It is recognized that emotional Intelligence of Scheduled and non-scheduled caste pupil teachers does not differ significantly. Development of Emotional maturity and stability, adaptiveness, resolving the interpersonal conflicts amicably, parental support, educated parents, home's psychological climate, proper communication and good relations between child and parents, equal distribution of work, equal working conditions etc. make them self confident, so, they prove equal sometimes better in all spheres of life.
2. As teachers are the nation builders. Teacher Education institutions can also help to promote emotional intelligence and competencies of pupil teachers by effectively training the pupil teacher and guiding the parents.
3. An understanding of developmental emotional transformations is beneficial when considering advancing their students to higher grade levels or when working with children having social or interpersonal problems.
4. An emotionally competent teacher can design programmes to promote social competencies and solve social, emotional, and health problems.

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Competency." Hence null hypothesis was accepted.

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