

THE STUDY OF THE EMOTIONAL COMPETENCE OF THE STUDENT TEACHERS IN THE STATE ON HIMACHAL PRADESH

Dr. Jeewan jyoti

Postdoctoral Fellow , Education Department
Himachal Pradesh University
Email - jyoti.chandel1980@gmail.com

Abstract: *The study compares the emotional competence of student teachers in relation to their gender and locality. Null hypotheses were framed in regard to the objectives. Investigator administered Emotional Competence Scale by Sharma and Bhardwaj (1995) to the sample of A sample of 507 Students teachers of B.Ed. College from randomly selected B.Ed. colleges of Mandi district. For the comparison of student teachers on emotional competence 2x2 Anova was computed. The male and female student teachers, irrespective of their level of locality, do not differ significantly from each other on total emotional competence, the rural and urban student teacher's, irrespective of their level of sex do not differ significantly from each other on the total competence.*

Key Words: *Emotional Competence, Student teachers of B.Ed college.*

1. INTRODUCTION:

Emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves and others. an emotional competence is a learned capacity based on emotional intelligence that contributes to effective performance at work. Emotional competence is a learned capability that results in outstanding performance at work (Singh,2003). according to him, our emotional intelligence is what determines our potential to learn practical skills. our emotional competence shows how much of this potential is translated into on the job capabilities. Emotional competencies are clustered into groups, each based on common underlying emotional intelligence ability. these underlying emotional intelligence abilities are vital if people are to successfully learn the competencies necessary to succeed at the workplace. Goleman (1998) defines emotional competence "as a learned capability based on emotional intelligence that results in outstanding performance at work. integrating the work of Goleman (1995,1998) and Boyatzis (1982), boyatzis, et al., (1999) have stressed that emotional intelligence is observed when a person demonstrates the competencies that constitute self-awareness, self-management, social-awareness and social skills at appropriate times and ways in sufficient frequency to be effective in the situation.

1.1. OBJECTIVES OF THE STUDY:

Following were the objectives of the present study:

- To study the effect of sex and locality on total emotional competence among student teachers.
- To study the interactional effect of sex and locality on total emotional competence among student teachers.

1.2. HYPOTHESES OF THE STUDY:

- There is no significant difference in the mean scores of male and female student teachers on total emotional competence.
- There is no significant difference in the mean scores of rural and urban student teachers on total emotional competence.
- There is no significant interactional effect of sex and locality of student teachers on total emotional competence.

2. METHOD AND PROCEDURE:

Sample

A sample of 507 Students teachers of B.Ed College was drawn from randomly selected one district i.e. Mandi of Himachal Pradesh.

Tools Used

In the present study Emotional Competence Scale, by Sharma and Bhardwaj (1995) was used. It was a five point scale containing 5 dimensions of emotional competence i.e. Adequate depth of feeling (ADF), Adequate expression and control of emotions (AEC), Ability to function with emotions (AFE), Ability to cope with problem emotions(ACPE) and encouragement of positive emotions(EPE). The scale was administered on rural and urban student teachers of randomly selected B.Ed College of Mandi District of H.P.

3. ANALYSIS OF DATA:

Effects of Sex and Locality on Total Emotional Competence among Student Teachers

To study the effects of sex (A) i.e. male and female and locality (B) i.e. rural and urban on total emotional competence among student teachers, 2X2 ANOVA was applied. The means and standard deviations at different levels are given in Table 1 as under.

TABLE-1
Means, Standard Deviations on Total Emotional Competence at Different Levels

Locality	Measures	Gender		Mean
		Male	Female	
Rural	M	89.09	87.69	88.39
	□	26.45	10.09	
Urban	M	84.17	86.05	85.11
	□	11.62	8.43	
Mean		86.63	86.87	

The complete summary of the analysis of variance is given in Table 2.

Table 2
Complete Summary of the Results of Analysis of variance

Sources of variance	Sum of Squares	df	Mean Squares	F-ratio
Sex (A)	4.32	1	4.32	0.03
Locality(B)	806.88	1	806.88	3.20
Sex X Locality (AxB)	201.72	1	201.72	0.80
within	74566.87	296	251.92	1.34
Total	75579.75	299	252.78	

4. MAIN EFFECTS:

4.1. SEX:

Table 2 shows that F-value, for studying the main effects of sex on emotional competence has come out to be 0.03, which is not significant at 0.05 level of confidence for 1/296df. From this it may be inferred that there is no significant difference between mean scores of male student teachers and female student teachers, irrespective of their levels of locality on emotional competence. From this, it can be said that both the male and female student teachers do not differ significantly from each other on emotional competence.

4.2. LOCALITY:

Table 2 shows that F-value, for studying the main effect of locality on emotional competence, has come out to be 3.20, which is not significant at 0.05 level of confidence for 1/296 df. This indicates that there is no significant difference in the mean scores of rural and urban student teachers, irrespective of their levels of sex. From this it can be said that both the rural and urban student teachers do not differ significantly from each other on the total emotional competence.

4.3. INTERACTION EFFECTS (AXB):

Table 2 further indicates that F-value, for studying the interactional effect of sex and locality on positive emotions of emotional competence, has come out to be 0.80, which is not significant at 0.05 level of confidence for 1/296 df. From this it may be interpreted that there is no significant interactional effect of sex and locality on emotional competence among student teachers.

5. CONCLUSIONS:

From the above analysis, it can be interpreted that:

- There is no significant difference in the mean scores of male and female student teachers on total emotional competence. therefore, the male and female student teachers, irrespective of their level of locality, do not differ significantly from each other on total emotional competence.
- There is no significant difference in the mean scores of rural and urban student teachers on total emotional competence.

- Therefore, the rural and urban student teacher's, irrespective of their level of sex do not differ significantly from each other on the total competence.

There is no significant interactional effect of sex and locality of student teacher on emotional competence.

REFERENCES:

1. Aggarwal, S.C., & Mishra, A.K. (2005). Impact of parent child relationship on self-confidence. *Indian Journal Psycho-Edu.*, 36, 146-152.
2. Ardila, A., & Rosselli, M. (2002). Acalculia and dyscalculia. *Neuropsychology Review*, 12, 179 – 231.
3. Bowlby, J. (1957). Symposium on the contribution of current theories to an understanding of child development. *British Journal of Medical Psychology*, 30(4), 230-240.
4. Rubinsten, O., & Tannock, R. (2010). Mathematics anxiety in children with developmental dyscalculia. *Behavioral and brain functions*. DOI:10.1186/1744-9081-6-46.
5. Saran, V. (1970). *A Study of Personality Traits of Nursery School Children against the Background of their Home Environment*. Ph. Edu. Agra Univ., 1970.
6. Walter, S., & Stinnett, N. (1971). Parent – Child Relationship: A decade review of research. *Journal of marriage and the family*, 33, 70 – 110.