

TO STUDY THE RELATIONSHIP BETWEEN POSITIVE TEACHING ATTITUDE AND EMOTIONAL INTELLIGENCE OF B.ED. TRAINEES IN AURANGABAD CITY

By

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ABSTRACT

It is said that our act is geared by our emotions, therefore human functioning is determined by emotions and emotions themselves are considered as higher order intelligence. Emotional intelligence is said as, the ability to perceive accurately, appraise and express emotions, generate feeling that facilitate thoughts and ability to regulate emotion to promote growth. This paper is an attempt to know the relationship between positive teaching attitudes of B.Ed. trainees with their emotional intelligence. The study is done on the sample of 300 B.Ed. trainees of Aurangabad City. The tool used to measure teaching attitude is 'Teaching Attitude Scale', prepared by Dr. S.A. Ahluwalia & 'Rogan Emotional Intelligence Test', prepared by Prof. Roquiya, Zainuddin & Anjum Ahmed. The findings reveal that, teaching attitude of B.Ed. Trainee is of moderate level where emotional intelligence level is also normal. The relationship between positive teaching attitude and emotional intelligence is moderate.

Keywords: Positive Teaching Attitude, Emotional Intelligence.

INTRODUCTION

Human functioning is determined by emotions and emotions themselves are considered as higher order intelligence. Needless to say it is one's emotional response to a particular situation that makes the difference, and therefore the role of emotion in every aspect of life is now empirically proven.

Different people define emotions in different ways. Some make a distinction between emotions and feelings saying that a feeling is the response part of the emotion and that an emotion includes the situation or experience, the interpretation, the perception, and the response or feeling related to the experience of a particular situation. For the purpose of this article, the authors use the terms interchangeably (Mary K. 2002).

John D. (Jack) Mayer says, "Emotions operate on many levels. They have a physical aspect as well as a psychological aspect. Emotions bridge the thought, feeling, and action and operate in every part of a person, they affect many aspects of a person, and the person is affected by many aspects of the emotions."

Dr. Maurice Elias says, "Emotions are human beings' warning systems as to what is really going on around them. Emotions are our most reliable indicators of how things are going on in our lives. Emotions help to keep us on the right track by making sure that we are led by more than the mental/ intellectual faculties of thought, perception, reason, and memory."

Emotional Intelligence is considered nowadays as a new concept although its roots can be traced back to the 20th Century. The famous psychologist E.L.Thorndike through his concept of social intelligence laid down a solid foundation of the essence of emotional intelligence in 1920. The psychologists Salovey and Mayer originally coined the term 'Emotional Intelligence' in 1990. However, Daniel Goleman popularized it in 1995. Goleman defined emotional intelligence as 'Understanding one's own feelings, empathy for the feelings of others and the regulation of emotion in a way that enhances living' (www.free-management-ebooks.com).

Mayor & Salovey in 1990 also defined it as "The ability to perceive accurately, appraise & express emotions, generate feelings that facilitate thoughts and ability to

regulate emotions to promote the growth.

Positive Teaching Attitude

"An attitude is essentially a form of anticipatory response, where a beginning of action is not necessarily completed". Positive teaching attitude refers to favourable inclinations & feelings, absence of prejudice or bias towards the learners. It is an obviously subjective and personal affair. How a teacher performs his duty, as a teacher is dependent to a great extent on his/her attitudes, values and beliefs.

A teacher's positive teaching attitude can also be referred as a readiness to act favourably or beneficially towards or against some situation, learner's colleagues or managerial bodies. It requires an enduring organization of motivational, emotional, perceptual & cognitive process with respect to some aspect of the individual's words (Oliver 1968).

A positive or favourable teaching attitude makes the teaching work not only easier, but also more satisfying and professionally rewarding. Teachers with positive attitude towards their profession are generally successful, properly adjusted and well satisfied with their work.

Positive Teaching attitude and Emotional Intelligence

Teacher's attitude not only affects the learner's behaviour in the school, but influences his emotional and social aspects also. Moreover, effective and productive learning on the part of the pupil can be achieved by employing teachers with desirable attitudes by shaping their attitude in the desired direction.

Teaching attitude lays a foundation stone for social, emotional and intellectual potentialities of the learners and hence it is imperative to assess the emotional intelligence and teaching attitude of B.Ed. trainee teachers as they are future teachers who mould and prepare the destinies of the nation.

According to Ediger (1997), the emotional feelings and values are vital for a person's well being and achievement in life. He also stressed that teachers should be stressed on the affective domain while teaching, because the affective domain cannot be separated from the cognitive domain, and qualitative emotions and feelings

help students to give their rest of the potential in the classroom. Positive teaching attitude creates a positive learning atmosphere and the students who are aversive and think negatively cannot concentrate for a long time and have more difficulty in reaching their potentials than their counterparts.

Purpose and Rationale of the Research

'We cannot prepare the future of our youth but we can certainly prepare our youth for the future'. In the present circumstances, psychosomatic problems such as anxiety, tension and frustration are common among youth and children.

By understanding emotions of self and others, we can channelize the emotions in a proper direction that can serve as a remedy to such problems. Emotional Intelligence is now emerging as a descriptive science as compared with anatomy. Jersild rightly pointed out that emotions dominate our lives which otherwise could be dull. They are the basic stuff out of which all motivation arises.

Emotions not only impel us to action, but often serve as goals of action seeking pleasant ends and avoiding unpleasing ends which sums to arise from emotion.

It is a staunch faith of the researcher that the study would reveal significant trends as to the degree and extent of predictability and relationship between Emotional Intelligence and teaching attitude. Such a trend will motivate the educators and curriculum framers to design academic as well as other activities in a way that those will help to develop an ability in the students to face the challenges of life right from school. The knowledge of emotional intelligence will incline the teachers by understanding, regulating and managing self and other's emotions.

Significance of the Study

Children who are in the elastic period of their life are easily influenced by their teachers. Whether, a teachers' attitude is good or bad trickles down to the students, (Vail, 2005). The teachers' ability to deal with emotional problems is a powerful factor in moulding the minds. Emotionally, intelligent teachers can produce emotionally intelligent

citizens. 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. An emotionally competent teacher is a heart and soul of any educational programme. As the student teachers are at the threshold of entering the career of teaching, it is highly desirable that they understand their levels of EI (Emotional Intelligence), which will play a vital role in their survival and fitness in the profession.

Review of Related Literature

Budhisagar, Meena S.D.N (1991), studied the achievement of B.Ed. students to determine the effect of treatment, intelligence, attitude towards teaching profession and their interaction and found that Intelligence significantly affected the overall achievement of the students whereas attitude towards the teaching did not.

Kukreti B.R. (1992), conducted a study on some psychological correlates of successful teachers and found that (i) Significant positive correlation was found between the teaching success & teaching aptitude. (ii) Successful teachers scored significantly higher mean scores on intelligence as compared to their unsuccessful counterparts. (iii) Knowledge & Creative Values were remarkably higher among successful teachers. (iv) In the case of intellectual self concept, character self concept & total self concept, the successful teachers scored significantly higher mean values than the unsuccessful teachers.

Ramchandran G. (1991) conducted an enquiry into the attitude of student teachers towards teaching and found that (i) Regular teachers have more favorable attitude towards teaching than the correspondence course teacher trainees (ii) Female trainee teachers had a more favorable attitude towards teaching than male trainee teachers.

Indu H., (2006). Conducted a research on Emotional Intelligence of secondary teacher trainees in relation to gender and type of family and the type of institution. Her study revealed that, no significant difference was found

with respect to gender, type of institution and type of family.

Singaravelu S, (2007), Studied Emotional Intelligence of student teachers at primary level and found that, emotional intelligence of student teachers at primary level is high. Inspirational subjects like arts, literature, poetry and music help in developing the appreciation of the beautiful and sublime emotion in life.

Romould, E. V. (2006). Enhancing emotional intelligence of student's teachers through Enneagram educational program. The objectives of the study were: to assess the effectiveness of the Enneagram educational programme on the following competencies of emotional intelligence of student teachers; (a) emotional self-awareness, (b) emotional expression, (c) emotional awareness of others, (d) creativity, and (e) interpersonal connections.

The findings were,

(i) The Enneagram, spiritual and psychological model of humanity, enables individuals to look deeply into their own character, harmonize their daily lives and their relationships, both personal and professional and understand their personal path of growth.

(ii) Working with the Enneagram, with oneself and with students, teachers have found it more creative to recognize their passion, put their attention to it, learn to observe it and see what it teaches one about oneself.

(iii) This process itself loosens the grip of the automatic response and gives insight into how to work with the issues, especially the repeated behavior and emotions.

(iv) The knowledge and training in Enneagram enables the individuals to improve their emotional self-awareness, emotional expression, and emotional awareness of others, creativity and interpersonal connections.

(v) Practicing Enneagram knowledge in the classroom enables the teachers to improve their patterns of communication, their interpersonal relationships, integrity, and to develop and maintain a facilitative and conducive classroom climate.

(vi) It can be concluded that the field of education, particularly the teachers training programme is a

beneficiary programme.

Santwana G. Mishra (2007), studied teaching Attitude Score as a Criterion for Admission in Colleges of Education. The study was essentially a survey, and the instrument of data collection was the Teacher Attitude Inventory (TAI) by Ahluwalia. For this study, the researcher had selected 94 teacher trainees of colleges affiliated to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.

The finding of the study reveals,

(i) A strong linear relationship exists between the TAI score with Academic score and CET (Common Entrance Test) score of the trainee teachers, as the coefficient of correlation was 0.664

(ii) There is negative correlation between TAI score and academic score. Attitude score has no relationship with the gender (Male/Female), qualification (Graduation/Post graduation) and geographical location (Urban/Rural) of trainee teachers.

Objectives of the Study

- To Study the Teaching Attitude of B.Ed. Trainees in Aurangabad City.
- To Study the Emotional Intelligence of B.Ed. Trainees in Aurangabad City.
- To Study the relationship between positive Teaching Attitude & Emotional intelligence of B.Ed. Trainees in Aurangabad City.
- To Study the difference between the positive teaching attitude of male & female B.Ed. Trainees in Aurangabad City.
- To Study the difference between the emotional intelligence of male & female trainees in Aurangabad City.

Hypothesis

- The teaching attitude of B.Ed. Trainees is highly positive.
- The level of emotional intelligence of B.Ed. Trainees is high.
- There is positive and high relationship between positive teaching attitude and emotional intelligence

of B.Ed. trainees.

- There is no significant difference between the teaching attitude of male and female B.Ed. trainees.
- There is no significant difference between the emotional intelligence of male and female B.Ed. trainees.

Limitation

Aurangabad City is a vast and developed city. There are number of B.Ed. Training colleges in Aurangabad. Keeping in view the time factor and resources available, the present study will be delimited to the following.

- The present study will be delimited to B.Ed. students only.
- The present study will be delimited to Aurangabad City.

Methodology of the study

Population

All the students of B.Ed. College of Aurangabad City are the population.

Sample

There are 10 colleges of B.Ed. training, and their intake is almost 1200. Among them 5 colleges are selected & from each college 25 male students & 25 female students are randomly selected. From Marathwada College of Education, Aurangabad, 50 male & 50 female students are selected as it is a big college & has 330 intakes.

Method

Survey method was conducted by the researchers to collect relevant data regarding the research topic.

Tools

- For measuring Teaching Attitude of B.Ed. Trainees 'Teaching Attitude' scale prepared by Dr. S.P. Ahluwalia was used.

Range	Interpretation
0 – 120	Poor Positive Attitude
120 – 240	Moderate Positive attitude
240 – 360	High Positive Attitude

Table 1. Description of Teaching Attitude score & its interpretation

- For measuring Emotional Intelligence of B.Ed. Trainees, 'Roqan Emotional Intelligence Test' prepared by Prof. Roquiya & Zainuddin & Anjum Ahmed was used.

Analysis & Interpretation of Data

Table 1 shows the description of Teaching Attitude Score and its interpretation. 0-120 as a score of an individual shows that a person is having a poor positive attitude. The score between 120-240 shows that, the individual is having a moderate positive attitude and the score between 240-360 shows that a person is having high positive attitude.

Table 2 depicts the description of emotional intelligence score and its interpretation. The range is prepared arbitrary. The range 64 and below shows that an individual is having a low emotional intelligence. The range of 65-75 depicts that an individual is having normal emotional intelligence and the score range of 76 and above shows high emotionally intelligent individual.

Table 3 shows the Mean of Teaching attitude score & emotional Intelligence score of different Groups. The

Range	Interpretation
64 and Below	Low Range
65 – 75	Normal Range
76 and Above	High Range

Table 2. Table showing the description of Emotional Intelligence score & its interpretation

Group	Variable	Mean Score
All B.Ed. Trainee	Teaching Attitude	213.3
All B.Ed. Trainee	Emotional Intelligence	66.9

Table 3. Table showing the Mean of Teaching attitude score & emotional Intelligence score of different Groups

Coefficient of Correlation	Description
$r = 0.44$	Positive & Moderate

Table 4. Table showing the coefficient of Correlation between T.A. & E.I. of B.Ed. Trainees

Sr. No.	Group	Variable	N	M	S.D.	t value	d.f.	Table Value	Sig./Insig.
1	Male B.Ed. Trainees	T.A.	150	205.7	52.0	2.5	298	1.97	Significant
2	Female B.Ed.		150	221.1	54.6				
3	Male B.Ed.		150	66.1	9.8				
4	Female B.Ed.	E.I.	150	67.6	8.7	1.41	298	1.97	Insignificant

Table 5. Table showing the Mean, N, S.D., t value and its significance or Insignificance

mean score of Teaching Attitude of all the student teachers is found to be 213.3 and that of Emotional Intelligence is 66.9.

Table 4 shows the coefficient of Correlation between Teaching Attitude & Emotional Intelligence of B.Ed. Trainees. The co-efficient of correlation is found to be 0.44 which is moderate though positive.

Table 5 shows the Mean, S.D., and t-value. It reveals that t-value of the scores of teaching attitude of male & female B.Ed. trainees in Aurangabad City is 2.5 which is greater than table value at 0.05 level of confidence. The difference in the scores of the teaching attitude of male & female B.Ed. trainees is significant where as the t-value of the scores of emotional intelligence of male & female B.Ed. trainees in Aurangabad City is 1.41 which is smaller than table value at 0.05 level of confidence. The difference in the scores of the emotional intelligence of male and female B.Ed. trainees is insignificant.

Findings

Table 3 reveals that the mean score of the teaching attitude of B.Ed. trainees of Aurangabad City is 213.3. Hence the hypothesis is rejected. The teaching attitude of B.Ed. trainees is positive but moderate.

Table 3 reveals that the mean score of emotional intelligence of B.Ed. Trainees of Aurangabad City is 66.9. Hence the hypothesis is rejected. The level of Emotional Intelligence comes under the normal range.

Table 4 reveals that Co-efficient of Correlation between the scores of positive teaching attitude & emotional intelligence of B.Ed. trainees in Aurangabad City is 0.44. Hence the hypothesis is rejected. The relationship between positive teaching attitude & emotional intelligence of B.Ed. trainees is positive and moderate.

Table 5 reveals that t-value of the scores of teaching attitude of male & female B.Ed. trainees in Aurangabad City is 2.5 which is greater than table value at 0.05 level of confidence. The difference in the scores of the teaching attitude of male & female B.Ed. trainees is significant and hence null hypothesis is rejected.

Table 5 reveals that t-value of the scores of emotional intelligence of male & female B.Ed. trainees in

Aurangabad city is 1.41 which is smaller than table value at 0.05 level of confidence. The difference in the scores of the emotional intelligence of male and female B.Ed. trainees is insignificant and hence null hypothesis is accepted.

Conclusions

The teaching attitude of B.Ed. trainees is positive and moderate. The level of Emotional Intelligence of all B.Ed. trainees comes under the normal range. The relationship between positive teaching attitude & emotional intelligence of B.Ed. trainees is positive and moderate. The difference in the scores of the teaching attitude of male & female B.Ed. trainees is found to be significant while the difference in the scores of the emotional intelligence is found to be insignificant.

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