

## **IMPACT OF EMOTIONAL INTELLIGENCE AND CRITICAL THINKING ON TEACHING COMPETENCY OF B.ED TRAINEES IN DHARMAPURI DISTRICT**

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### **Education**

Education is a deliberate and systematic influence exerted by the mature person on the immature through instruction and discipline. It means the harmonious development of all the powers of the human being physical, social, intellectual, emotional, aesthetic and spiritual. Education is a product of experience and gathering knowledge, skills and attitude are transmitted to the members of a community. Thus, education is the process of helping a child to adjust to this changing world. Education is derived from the Latin word “educare” which means to train, to bring up and to nourish. There is yet another Latin word ‘educere’ which means to bring forth. Education therefore means both ‘to bring forth’ as well as ‘to bring up’. In this way, education means to develop the inborn qualities of a child. Dewey (1928) believes that education is not a preparation for life. Life is a by-product of activities and education is born out of these activities. For education, pupils should be made active participants in the social and community life of the school and thus trained in co-operative and mutually helpful living. They should be encouraged to face actual life problems in the school and gain varied experiences as our children are required to live in a democratic society when adults, they must experience same life in the school.

### **Emotional Intelligence**

The term emotional intelligence was introduced in 1990 by John Mayer and Peter Salovey (2002) explained imagination, cognition and personality in an attempt to develop a scientific measure for knowing the differences in people’s ability in the area of emotions.

The concept of emotional intelligence was popularized by Daniel Goleman in the year 1995. Goleman explained emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationships.

**a) Self-Awareness**

It is the capacity for understanding one's emotions and one's weakness.

**b) Self-Management**

It is the capacity for effectively managing one's motives and regulating one's behaviour.

**c) Social Awareness**

It is the capacity for understanding what others say and feel and why they feel and act as they do.

**d) Relationship Management**

It is the capacity for acting in such a way that one is able to get desired results from others and reach personal goals.

**Thinking**

Thinking is an incredibly complex process and the most difficult concept in psychology to define or explain. However, it has not deterred the thinkers, and many different definitions exist. Thinking is mental activity in its cognitive aspect with regard to psychological objectives - Ross (1951). According to Mohsin (1967), thinking is an implicit problem-solving behaviour. Thinking may be defined as a pattern of behaviour in which people make use of internal representations of things and events for the solution of some specific, purposeful problem.

**Hot Skills**

Higher order thinking skills include critical, logical, reflective, metacognitive, and creative thinking. They are activated when individuals encounter unfamiliar problems, uncertainties, questions, or dilemmas. Successful applications of the skills result in explanations, decisions, performances, and products that are valid within the context of available knowledge and experience and that promote continued growth in these and other intellectual skills. Higher order thinking skills are grounded in lower order skills such as discriminations, simple application, analysis, cognitive strategies and linked to prior knowledge of subject.

**Critical Thinking**

When examining the vast literature on critical thinking, various definitions of critical thinking emerge. "Critical thinking is the intellectually disciplined process of actively and skilfully conceptualizing, applying, analyzing, synthesizing, and evaluating information gathered from, or generated by, observation, experience, reflection, reasoning or communication, as a guide to belief and action" (Scriven, 1996).

### **Significance of the Study**

Education is a character building process enhancing one's personality and making one rational, capable, responsive and intelligently independent. It generates the will to refashion one's heart and life. Mere intelligence quotient cannot predict success in life. In educational institutions emotional intelligence helps more than teacher's intellectual potential in terms of their professional skills and competencies. Teacher's emotional intelligence helps much in all spheres of life through its various components such as knowledge and handling relationship with their colleagues and students. The end of mutual relationships is quite essential and significant in one's life. In this regard emotional intelligence reflects the teacher trainees ability and to deal successfully with students and their own feelings.

In an emotionally matured teacher manage any kind of situation. These kinds of teacher trainees have higher order thinking skills such as creative thinking, critical thinking and problem-solving ability. Critical thinking is the essential tool of inquiry. As such, critical thinking is liberating force in education and a powerful resource in one's personal and civil life. When the teacher teach the importance of critical thinking in their classroom environment it encourage a spirit of discover. Teaching is to be regarded as a profession; the public must be convinced of its complex, highly skilled and critical nature. Teachers have a large part of responsibility for convincing, the public on this point; their work is essential to the welfare of the society as that of physicians, dentists, lawyers and engineers.

Now consider how emotional intelligence and critical thinking fits into teaching competency. The emotional intelligence and critical thinking may successfully direct our beliefs and actions unless it continually assesses not simply our cognitive abilities, but also our feeling or emotion, as well as our implicit and explicit drives and agendas. In other words, critical thinking provides the crucial link between intelligence and emotions in the emotionally intelligent person. Because critical thinking, is the only plausible vehicle which means could bring intelligence to make an effect of the trainee's emotional life.

For this reason, a routine-bound teacher can act in accordance with the emerging needs unless they are trained and frequently oriented. One of the most important requirements to promote and strengthen education is the training of teachers are the key resources in the reform, redirection and renewal of education. By this study the investigator wants to find out whether there is any significant impact of emotional intelligence and critical thinking of B.Ed trainees.

### **Statement of the Problem**

According to psychologists, emotional intelligence is responsible for the success of an individual. A person who can deal well and behave effectively with people has good emotional intelligence. To perform well and be successful in one's profession, the ability to make intelligent decisions using their higher order thinking skill. The prospective teachers those who have afore said qualities it may be reflect on their students in a good manner. It

is a basic need of the B.Ed trainees, who may be the nation builders of the better tomorrow; they should have the broad spectrum of psychological characteristics are emotional intelligence and critical thinking.

### **Title of the Study**

The present study to analyze the level of Emotional Intelligence and Critical thinking of B.Ed trainees and also to find out the inter relationship among the variables. The title of the study is "**IMPACT OF EMOTIONAL INTELLIGENCE AND CRITICAL THINKING ON TEACHING COMPETENCY OF B.ED TRAINEES IN DHARMAPURI DISTRICT**".

### **Variables Considered for The Present Study**

#### **Independent Variable**

Emotional Intelligence

#### **Depended Variable**

Critical Thinking

#### **Background Variables**

1. Gender: Male and Female
2. Locality: Urban and Rural
3. Type of Family: Joint and Nuclear.
4. Medium of Study: Tamil and English.
5. Types of College: Government, Govt-Aided, Private.
6. Type of Management: Boys, Girls and Co-Education.

### **Operational Definition of the Terms**

#### **Impact**

The investigator means that the term impact is have a strong effect on critical thinking based on their emotional intelligence.

#### **Emotional Intelligence**

Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth Mayer and Salovey (1997).

The investigator means the emotional intelligence is not just a personal quality which a person either possesses or not. It can be developed and the individuals have the capacity to change both their interpersonal behaviour and how they view themselves and others. Reflecting on what one is looking to change and how that change can be brought about, is important for the teachers seeking to develop their EI.

#### **Critical Thinking**

Critical thinking is the ability to analyze facts, generate and organize ideas, defend opinions, make comparisons, draw inferences, evaluate arguments and solve problems (Chance, 1986).

The investigator means the critical thinking is a unique kind of purposeful thinking in which the thinker systematically and habitually imposes criteria and intellectual standards upon the thinking like multi-dimensionally, intellectually, psychologically, sociologically, ethically and philosophically.

### **B.Ed Trainees**

B.Ed trainees means that those who are studying in colleges of education affiliated to Tamil Nadu Teachers Education University (TNTEU), Chennai.

### **Objectives of the Study**

The following objectives have been set in the present study,

- To find out the significant difference between Emotional Intelligence of B.Ed., teacher trainees with respect to gender.
- To find out the significant difference between Emotional Intelligence of B.Ed., teacher trainees with respect to qualification.
- To find out the significant difference between Emotional Intelligence of B.Ed., teacher trainees with respect to optional subject.
- To find out the significant difference between Emotional Intelligence of B.Ed., teacher trainees with respect to type of management.
- To find out the significant difference between Emotional Intelligence of B.Ed., teacher trainees with respect to medium of instruction.
- To find out the significant difference between Emotional Intelligence of B.Ed., teacher trainees with respect to location.
- To find out the significant difference between Critical Thinking of B.Ed., teacher trainees with respect to gender.
- To find out the significant difference between Critical Thinking of B.Ed., teacher trainees with respect to qualification.
- To find out the significant difference between Critical Thinking of B.Ed., teacher trainees with respect to optional subject.
- To find out the significant difference between Critical Thinking of B.Ed., teacher trainees with respect to type of management.
- To find out the significant difference between Critical Thinking of B.Ed., teacher trainees with respect to medium of instruction.
- To find out the significant difference between Critical Thinking of B.Ed., teacher trainees with respect to location.

- To find out the significant relationship between Emotional Intelligence and Critical Thinking of B.Ed., teacher trainees.

### **Hypotheses of the Study**

The following hypotheses have been set in the present study,

1. There is no significant difference between Emotional Intelligence of B.Ed., student teachers with respect to gender.
2. There is no significant difference between Emotional Intelligence of B.Ed., student teachers with respect to their qualification.
3. There is no significant difference between Emotional Intelligence of B.Ed., student teachers with respect to their optional subject.
4. There is no significant difference between Emotional Intelligence of B.Ed., student teachers with type of management.
5. There is no significant difference between Emotional Intelligence of B.Ed., student teachers with respect to medium of instruction.
6. There is no significant difference between Emotional Intelligence of B.Ed., student teachers with respect to location.
7. There is no significant difference between Critical Thinking of B.Ed., student teachers with respect to gender.
8. There is no significant difference between Critical Thinking of B.Ed., student teachers with respect to their qualification.
9. There is no significant difference between Critical Thinking of B.Ed., student teachers with respect to their optional subject.
10. There is no significant difference between Critical Thinking of B.Ed., student teachers with type of management.
11. There is no significant difference between Critical Thinking of B.Ed., student teachers with respect to medium of instruction.
12. There is no significant difference between Critical Thinking of B.Ed., student teachers with respect to location.
13. There is no correlation between emotional intelligence and critical thinking among B.Ed student teachers.

### **Limitation of the Study**

1. The study is limited to B.Ed teacher trainees studying in and around Dharmapuri and Salem District.
2. In view of the sample selection the investigator confined his study in rural and urban areas in and around Dharmapuri and Salem District only.
3. The study has been carried out with only six colleges which were selected at random.

### Tools Used

To test the hypotheses framed, the following tools have been used,

- The investigator used the emotional intelligence scale developed by Anukool Hyde, Sanjay Detha and Upinder Dhar (2002).
- The investigator used the critical thinking inventory developed by Rani (2010).

### Sample of the Study

In the present study, the investigator has used simple random sampling technique for selecting the sample from population. The investigator has randomly selected 6 B.Ed colleges and collected the sample of 400 B.Ed trainees in Dharmapuri and Salem district.

### Collection of Data

A pilot study was conducted to establish the reliability and validity of the different tools used. The main study was conducted among 400 B.Ed., teacher trainees and the tests were scored for all the tools.

### Analysis of the Data

Suitable statistical techniques like the analysis of variance, critical ratio, and association analysis were employed to test the hypotheses formulated in this study.

### Major Findings

Analysis of the data reveal the following findings.

- It was found that the calculated value (0.876) is less than the table value (1.96) hence there is no significant difference between male and female B.Ed., student teacher in their emotional intelligence. So the above hypothesis is accepted.
- It was found that the calculated value (0.717) is less than the table value(1.96) Hence There is no significant difference between education qualification B.Ed., student teacher in their emotional intelligence. So the above hypothesis is accepted.
- It was found that the obtained 'F' value is less than the table value. So the hypothesis is accepted. There is no significant difference between optional subject B.Ed., teacher trainees in their emotional intelligence. Tukeys analysis shows that all the groups are differing each other.
- It was found that the obtained 'F' value is less than the table value. So the hypothesis is accepted. There is no significant difference between type of management B.Ed., teacher trainees in their emotional intelligence. Tukeys analysis shows that all the groups are differing each other.
- It was found that the calculated value (3.126) is greater than the table value(1.96) Hence There is no significant difference between medium of instruction B.Ed., student teacher in their emotional intelligence. So the above hypothesis is rejected.

- It was found that the calculated value (0.036) is less than the table value (1.96) Hence There is no significant difference between location B.Ed., student teacher in their emotional intelligence. So the above hypothesis is accepted.
- It was found that the calculated value (0.038) is less than the table value(1.96) Hence There is no significant difference between male and female B.Ed., student teacher in their Critical Thinking. So the above hypothesis is accepted.
- It was found that the calculated value (0.404) is less than the table value(1.96) Hence There is no significant difference between education qualification B.Ed., student teacher in their Critical Thinking. So the above hypothesis is accepted.
- It was found that the obtained 'F' value is less than the table value. So the hypothesis is accepted. There is no significant difference between optional subject B.Ed., teacher trainees in their Critical Thinking. Tukeys analysis shows that all the groups are differing each other.
- It was found that the obtained 'F' value is less than the table value. So the hypothesis is accepted. There is no significant difference between type of management B.Ed., teacher trainees in their Critical Thinking. Tukeys analysis shows that all the groups are differing each other.
- It was found that the calculated value (0.548) is less than the table value(1.96) Hence There is no significant difference between medium of instruction B.Ed., student teacher in their Critical Thinking. so the above hypothesis is accepted.
- It was found that the calculated value (0.087) is less than the table value(1.96) Hence There is no significant difference between location B.Ed., student teacher in their Critical Thinking. so the above hypothesis is accepted.
- It was found that the correlation between the two variables is significant at 0.01 level. Hence the hypothesis is accepted. Hence there is low correlation between emotional intelligence and Critical Thinking B.Ed among student teacher.

### **Educational Implications**

The findings of the present investigation are important for the improvement in the quality of education. In view of the results of the present study the investigator laid down the following educational implication

- Certain programmer such as seminars, workshops and refresher courses must be arranged for in-service teachers to improve their attitude towards teaching profession.
- There should be reasonable workload (teaching as well as non teaching workload) on teachers, so that they may not feel over burdened.
- Focus should be on improving school climate which will help the student teachers to perform better in teaching learning process.

- There should not be much interference in the work of student teachers by higher authorities so that they can prove their potentialities and learn to be independent.
- For the attainment of good emotional intelligence of teacher it is necessary to provide them with personal and group guidance too.
- Co-curricular activities should also be used for developing emotionally intelligence.
- In fact all curricular content can be taught by the scientific method of critical thinking, reasoning and problem solving.

### **Suggestions for Further Study**

- The study confines only to B.Ed., teacher trainees. This can also be extended to TTI trainees and secondary school teachers.
- The sample size is restricted to 400 B.Ed., teacher trainees in the present study. Further study can be done by including more number of teacher trainees.
- The study can be conducted among Arts, Science and engineering college students also.
- The present study covers only Dharmapuri and Salem district, similar study may also be extended to other areas.

### **Conclusion**

The purpose of the present investigation was to study emotional intelligence and critical thinking. The study is sure to find some usefulness in the field of education and findings of the study can serve as a database for further research.

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