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A study of teacher aptitude and emotional intelligence of student teachers

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Abstract

The purpose of this study is to investigate the relationship between teacher aptitude and emotional intelligence of student teachers. The research design for this study is descriptive research survey method. Data were collected by using random sampling technique. A total of 150 student teachers from Yangon University of Education and Sagaing University of Education in Myanmar were used as the sample. The researcher constructed Teaching Aptitude Test based on the teacher aptitude tests of the researchers in India. This test consists of 80 items with four points Likert scale covering five subscales: mental ability, interest in teaching profession, attitude towards children/students, adaptability and moral character. To investigate the emotional intelligence, emotional intelligence scale developed by Nutan Kumar Thigujam and Usha Ram (2000) was used. Before data collection, pilot study was conducted to confirm validity and internal consistency for the questionnaires. It was found that teacher aptitude is positively correlated with emotional intelligence.

Keywords: Teacher aptitude, emotional intelligence, student teachers

Introduction

Teaching profession demands clear set of goals, devotion and dedication, good managerial skill and good teaching aptitude. Therefore, it is necessary to give adequate importance to teaching aptitude of student teachers in teacher education programs. If during training, the teaching aptitude of the trainees is well known, it will help the teacher educators to classify trainees by identifying individual potential traits and abilities and guide them to develop intra & interpersonal skills. Generally, when one does not possess the aptitude for any particular work, one does not take interest in that work or profession and so he or she fails to put necessary efforts in acquiring minimum requisites essential for the job. Teaching aptitude is one of the major determinants of teacher effectiveness and it is found to be a good predictor of teacher effectiveness (Beena, 1995, as cited in Arifa Rahma, 2014) ^[1]. If a trainee who having specific aptitude selected the right professional training, he or she will perform the best during the training. Similarly, when a student who has teacher aptitude enter a teacher education program, he or she has interest and will actively perform in the activities of the program and will try hard to become proficient teacher. Similarly, Teaching is an emotional practice which involves emotional relationships, emotional understanding and emotional labor. Leaders with high in emotional intelligence outperformed their low emotional intelligence counterparts when measured by organizational performance data. Emotional intelligence has been related to several factors such as life satisfaction, psychological well-being, occupational success and job performance, (Adeyemi & Adeleye, 2008; Bar on, 1997 & 2005; Salovey & Mayer, 1990). If a teacher who has high teacher aptitude and high emotional intelligence can generate highly qualified students.

Objectives of the Research

The objectives of the study are:

1. To examine the teacher aptitude of student teachers
2. To investigate the emotional intelligence of student teachers
3. To investigate the relationship between teacher aptitude and emotional intelligence of student teachers

Definitions of Key Terms

Who has interest in teaching process, positive attitude towards children/students, sound mental ability, good moral character and adaptable social relationship.

Emotional Intelligence: Emotional intelligence is defined as the ability to monitor one's own and other feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions (Salovey & Mayer, 1990).

Student Teachers: Student teachers are those who are getting training or studying in B.Ed. course to become teachers.

Review of Related Literature

Students' learning outcome correlates to teacher education and teaching aptitudes (Chugh, 2012) [3]. Kaur (2014) [5] described teaching aptitude as a specific capacity or special ability, distinct from the general intellectual ability of an individual, indicative of his probable success in a particular field after receiving appropriate opportunity for learning or training. Drew (2006) [4] conducted a study to determine, whether student teacher performance is associated with emotional intelligence. The result indicated that EI and college supervisors' assessment of student teacher performance are related. In the research survey of Singh. B.P (2014) [6], he found that there exists positively relationship between emotional intelligence and teaching aptitude of the government school teachers.

Methodology

Design of the Study

Descriptive research survey method was conducted for this study.

Sample of the Study

The sample of the present study was selected from two universities of education in Myanmar (Yangon University of Education and Sagaing University of Education) by applying random sampling method. From these two universities, 150 student teachers were selected as the sample for this study.

Research Instruments

Teacher Aptitude Test

The researcher constructed Teaching Aptitude test based on the teacher aptitude tests of the researchers in India. This test consists of 80 items with four points Likert scale covering five subscales: mental ability, interest in teaching profession, attitude towards children/students, adaptability and moral character. The reliability of the test is 0.848. The predictive validity of the test has been established by correlating the scores on, with the Student Classroom Performance Test. The validity correlation co-efficient was 0.685 on Pearson's Product Moment 'r'.

Emotional Intelligence Test

The emotional intelligence of the subjects was assessed by using emotional intelligence scale developed by Nutan Kumar Thigujam and Usha Ram (2000). Each item has four options. The value of Cronbach's Alpha for reliability coefficient was 0.89.

Findings

Findings for the Teacher Aptitude of Student Teachers

The mean value of teacher aptitude is 214.4 and the median value is 216.00. According to the result, it can be concluded

that most of the students in this study have high teaching aptitude.

Table 1: Frequency Distribution of Teaching Aptitude of Student Teachers

	Mean	Median	SD	N	Minimum	Maximum
Teacher Aptitude	214.4	216.00	18.610	150	152	258

Table 2: Mean Comparison of Teacher Aptitude of Student Teachers by Gender

Gender	N	Mean	SD	t	p
Male	85	198.00	19.228	.710	.479
Female	65	200.09	16.789		
Total	150	214.4	18.610		

It is evident from the above table that the mean value of teacher aptitude of female student teachers is higher than the male student teachers. To investigate the details, t-test was used. According to the t-test result, gender difference was not found in teacher aptitude.

Findings for the Emotional Intelligence of Student Teachers

The mean scores of emotional intelligence of student teachers is 97.97 and median 97.00 which are quite close to each other indicating nearly normal distribution of the scores. Thus, emotional intelligence is normally distributed in the sample of student teachers.

Table 3: Mean and Standard Deviation for Emotional Intelligence of Student Teachers

	Mean	Median	SD	N	Minimum	Maximum
Emotional Intelligence	97.97	97.00	9.293	150	69	124

Table 4: Mean Comparison of Emotional Intelligence of Student Teachers by Gender

Gender	N	Mean	SD	t	p
Male	85	97.42	9.069	.710	.479
Female	65	98.37	9.615		
Total	150	97.97	9.293		

It is evident from the above table that the mean value of emotional intelligence of female student teachers is higher than the male student teachers. To investigate the details, t-test was used. According to the t-test result, gender difference was not found in emotional intelligence.

Relationship between Teacher Aptitude and Emotional Intelligence of Student Teachers

Table 5: Correlation between Teacher Aptitude and Emotional Intelligence of Student Teachers

	Teacher Aptitude	Emotional Intelligence
Teacher Aptitude	1	.679**
Emotional Intelligence		1

** Correlation is significant at the 0.01 level (2-tailed).

According to the above table shows that there is a significant positive relationship between teacher aptitude and emotional intelligence. It can be concluded that those who have high teacher aptitude are also high in emotional intelligence. This finding is consistent with the research finding of Mohammad Ahmad Khan (2018). His research

showed that teacher aptitude is positively correlated with emotional intelligence. To investigate details, the relationship between teacher aptitude subscales and emotional intelligence was found.

Table 6: Correlation between Teacher Aptitude Subscales and Emotional Intelligence of Student Teachers

Variables	1	2	3	4	5	6
1. Emotional Intelligence	1	.111	.383**	.583**	.727**	.612**
2. Mental Ability	.111	1				
3. Interest in Profession	.383**	.247**	1			
4. Attitude towards Children/Students	.583**	.275**	.600**	1		
5. Adaptability	.727**	.125	.369**	.628**	1	
6. Moral Character	.612**	.313**	.601**	.695**	.499**	1

** Correlation is significant at the 0.01 level (2-tailed).

According to Table 6, it is evident that teacher aptitude is positively correlated with interest in profession, attitude towards children/students, adaptability and moral character. But, there is no relationship between mental ability and emotional intelligence.

Conclusion

In this study, it was found that there was no gender difference on teacher aptitude and emotional intelligence among student teachers. It is evident that there is a positive relationship between teacher aptitude and emotional intelligence.

Recommendation and Suggestion

In teaching profession, teacher aptitude shows the estimation of these trainees' abilities for their future performance and the efforts they make towards attaining the goals. And also, teaching profession is social art. Teachers need high emotional intelligence because they have to communicate with students, colleagues, parents, administrators and staffs. Thus, this study can highlight that the student teachers in teacher education training should have high teacher aptitude and emotional intelligence.

And, other studies to find out the predictors of teacher aptitude should be done in future. Research studies with larger sample size from different regions would be more desirable, so that the more generalized, reliable and valid research results would be achieved.

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