

A Study of Teaching Motivation among B.Ed. Students in Relation to Emotional Intelligence

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Abstract: *This study was undertaken to study relationship between teaching motivation and emotional intelligence among B.Ed. students differing with regard to gender, stream and social category. Sample consisted of 413 students. Misra's Test of Emotional Intelligence (Student Teacher Form) and self constructed Teaching Motivation Inventory were used to collect data. Analysis of data was done by computing product moment correlations. The main findings were- teaching motivation is negatively related to emotional intelligence among male, OBC and arts stream student teachers, and for female student teachers of general and scheduled caste category and student teachers of science stream there existed a positive relationship between the two variables.*

Keywords: B.Ed. students

I. INTRODUCTION

Teaching motivation is one of the pre-requisite to become a successful teacher. It is that invisible force that ignites the mind and sets the heart with feelings of zeal and zest and propels action (George, 2009), teachers are more motivated when they have a strong belief that they can achieve specified goals. **Kelley, Odden, Milanowski and Henemen (2004)** reported that knowledge of teachers is an important factor of teachers' motivation. According to de Jesus, Neves and **Welly (2005)**, teachers suffer more than other professional groups from occupational lack of motivation. Teachers who are intrinsically motivated have a higher sense of well-being, feel high level of collegial support, are less controlling and more supportive of their students autonomy (**Pelletier, Seguin-Levesque & Legault, 2002**). Teaching motivation of teachers positively affects the teacher effectiveness (Shah, 1991), job satisfaction (**Swain, 2009**) and improves students' academic achievement and classroom effectiveness (**Gupta, 2008**). A motivated teacher provides more motivating learning experiences in the classroom and thus produces better prepared students than less motivated teachers (**Johnson, 2003**). For prospective teacher teaching motivation is equally important because they are in the foundation stage of becoming teacher. **Malmberg (2006)** reported that teacher applicants' previous experiences of education are related to their perceptions of what the teacher profession might be like, and mastery goals-studying for the sake wanting to increase one's skills or knowledge was found to form a basis which facilitated intrinsic professional motivation. Teaching motivation of student teachers studying in self-financed programme was found to be higher than that of student-teachers studying in non self-financed and distance education programme (Upadhyaya & **Dubey, 2007**). **Upadhyaya (2008)** reported that teaching motivation is negatively related to academic anxiety and among socially deprived student-teachers. In order to cope with academic anxiety and stress, the future teacher must possess EQ skills. Emotional intelligence enables teachers to cope with setbacks and difficulties and also helps in maintaining the interest and motivation in teaching. Sylvester (1995) had also reported that emotions exert a powerful systematic influence on motivation. Mishra (2006) found that student-teachers with high emotional intelligence have high teaching motivation. Okech (2004), Mayer and Salovey 1997) and Mital (1992) have indicated that emotional intelligence is required for work motivation among teachers. Upadhyaya (2007) reported that student-teachers with high teaching motivation are more emotionally intelligent. In spite of so much importance attached to teaching motivation of teachers in the present scenario, motivation among teachers is a big problem. So, the present study is an attempt to investigate teaching motivation among student-teachers in relation to their emotional intelligence.

Objective:

The objective of the study was 'to study the relationship between teaching motivation and emotional intelligence among student-teachers'.

Hypotheses:

The following hypotheses were framed for the study

- There is no significant relationship between teaching motivation and emotional intelligence among male student-teachers.
- There is no significant relationship between teaching motivation and emotional intelligence among female student-teachers.
- There is no significant relationship between teaching motivation and emotional intelligence among student-teachers of Arts stream.
- There is no significant relationship between teaching motivation and emotional intelligence among student-teachers of Science stream.
- There is no significant relationship between teaching motivation and emotional intelligence among student-teachers of general category.
- There is no significant relationship between teaching motivation and emotional intelligence among student-teachers of OBC category.
- There is no significant relationship between teaching motivation and emotional intelligence among student-teachers of SC category.

II. METHODOLOGY

Sample- The sample for the study consisted of 413 student-teachers of Hardoi And Seetapur City.

Tools used- Teaching Motivation Inventory developed by the investigator and Test of Emotional Intelligence (Student-Teacher Form) of K. S. Misra were used as tools for the study.

Statistics used- Product moment coefficients of correlation were computed for the analysis of the data.

III. RESULT AND DISCUSSION

Observation of table 1 shows that the values of coefficient of correlation between teaching motivation and emotional intelligence for male and female student-eachers are -0.43 and 0.22 respectively. So, the null hypothesis no. 1 & 2 stands rejected. It means that teaching motivation is negatively related to emotional intelligence among male student-teachers while it is positively related to emotional intelligence among female student-teachers. Values of coefficient of correlation

Table 1: Value of correlation between teaching motivation and emotional intelligence for various groups of student-teachers

Groups	N	R
Male student-teachers	205	-0.43**
Female student-teachers	208	0.22**
Student-teachers of Arts stream.	285	-0.29**
Student-teachers of Science stream.	128	0.23**
Student-teachers of general category.	208	0.18**
Student-teachers of OBC category.	118	-0.51**
Student-teachers of SC category	87	0.26**

** Significant at 01 level

between teaching motivation and emotional intelligence for student-teachers of Arts and Science stram are -0.29 and 0.23 respectively. Both the values are significant at 01 level. Thus, the null hypothesis no. 3 & 4 are rejected. It indicates that teaching motivation is negatively related to emotional intelligence among student-teachers of Arts stream but it is positively related to emotional intelligence among student-teachers of Science stream. Perusal of the table

further shows that the values of coefficient of correlation between teaching motivation and emotional intelligence for student-teachers of general, OBC and SC categories are 0.18, -0.51 and 0.26 respectively. All the three values are significant at 01 level. It means that teaching motivation is positively related to emotional intelligence among student-teachers of general and SC category, while it is negatively related to emotional intelligence among OBC student-teachers.

Thus, it can be inferred that relationship between teaching motivation and emotional intelligence among male, Arts stream and OBC category student-teachers are negative. This may be due to the reason that when the male student-teachers are more motivated to teach, they are exposed to more emotionally turbulent situation related to life and work. Perhaps their inappropriate dealing makes them more vulnerable to frustration and exhibit less emotional intelligence in order to prove their ego strength. B.ed. student-teachers of Arts stream have to strive hard to keep their emotional irritations under control. Increasing level of teaching motivation is bound to make them more reactive. In such conditions, the more they try to teach effectively, the less they will have to use their emotional management skills. Results have shown that teaching motivation is positively related to emotional intelligence among female student-teachers, student-teachers of Science stream and student-teachers belonging to general and SC category. The reason behind it may be that SC student-teachers have a tendency to work hard and achieve their goal systematically. Since student-teachers of Science stream can use various teaching aids, it can help Science stream student-teachers to handle their emotionally tagged interactions with their students and peers. So, the more motivated to teach they are, the more emotionally intelligent they become. The findings of **Mishra (2006)** lend support to the finding of the present study. He also found that emotional intelligence is positively related to teaching motivation among student-teachers. **Perry, Ball and Stacey (2004)** have also reported that emotional intelligence is directly related to the teaching motivation of student-teachers. Thus, the finding of the study implies that EQ training programme with the help of an instructor is essential for improvement as well as for assuring success of any teaching and learning activity (**Tucker, Sojka, Barone & McCarthy, 2000**). Efforts should be made to inculcate emotional intelligence among student-teachers through teacher education curriculum because it provides support to overcome frustration, stress and anxiety and to maintain their motivation for providing quality education.

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