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RESEARCH ARTICLE

INFLUENCE OF EMOTIONAL INTELLIGENCE ON TEACHING COMPETENCY OF MIDDLE SCHOOL TEACHERS.

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Abstract

The study was designed to examine the Influence of Emotional Intelligence on Teaching Competency of Middle School Teachers. Participants were 728 middle school teachers who completed the Emotional Intelligence Scale (EIS) and Teaching Competency Scale (TC). The findings of the study reveal a significant relationship between teachers' Emotional Intelligence and their Teaching Competency. The study also indicated that Emotional Intelligence and Teaching Competency are influenced by gender.

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Introduction:-

We are in the beginning of a new century. Today intelligence and success are not viewed as the same way as they were before. New theories of intelligence have been introduced and are gradually replacing the traditional theory. Now it has established that I.Q. accounts only 20% of a person's success in life. The balance 80% can be attributed by emotional intelligence i.e. E.Q. Emotions can be useful in terms of directing attention. Emotions can be used to facilitate certain kind of cognitive processes. According to Gardner (1995) I.Q is only a minor predictor of success in life while emotional and social skills are far better predictors of success and wellbeing of a person.

However, the term emotional intelligence was used for the first time in 1966 by a German Psychologist called Leuner. Dr. John Mayer and Dr. Peter Salovey were two psychologists from Yale University who coined the phrase emotional intelligence in 1990 in the journal 'Imagination, Cognition, Personality'. He defined emotional intelligence in 1998 as 'Emotional Intelligence refers to the capacity of recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and our relationships. The concept of emotional intelligence has brought a revolution in the field of child care, home, school and work place management. If the proper efforts are made for training the emotions and developing proper E.Q. potential among the people right from their childhood, then it will surely help in bringing mutual emotional understanding, empathy accompanied with right actions and behavior on the part of the individual and groups to lead better life in peace and co-operation.

Teaching competency has different dimensions such as use of appropriate techniques, efficacy in teaching, effective use of aids, rapport with students and colleagues and catering of individual difference. Each teacher has different levels of skills, abilities and competencies due to their different levels of teaching experiences and different educational background. Based on these differences, they will display different sets of motivation, commitment and engagement. Burgoyne (1993) employed a functional perspective to define a competency as how the goals of organizations were best achieved by improving members' performance. So, a need was felt to study Influence of Emotional Intelligence on Teaching Competency of Middle School Teachers.

Objectives of the study:-

1. To study the level of Emotional Intelligence of middle school teachers.
2. To study the level of teaching competency of middle school teachers.
3. To find out the difference between the emotional intelligence of male and female middle school teachers.
4. To study the relationship between Emotional Intelligence and Teaching Competency of middle school teachers.

Hypotheses:-

1. There is no significant difference between the Emotional Intelligence of the male and female middle school teachers.
2. There is no significant relationship between Emotional Intelligence and Teaching Competency of middle school teachers.

Method used:-

Descriptive survey method was used in the present study.

Sample

For the present study investigator selected 728 middle school teachers from the different schools of Tirunelveli, Tuticorin and Kanyakumari districts. Out of 728 middle school teachers 301 were male and 427 were females.

Tools used:-

The following tools have been used in the present study.

- ‘Teacher Competency inventory’ developed by the investigator and the guide(2013).
- ‘Emotional Intelligence Inventory’ developed by Thomas Alexander and Annaraja (2008).

Procedure:-

After finalizing the tools and receiving the consent of the head master, the teachers of the government, aided and private middle schools were requested to fill the EI scale and TC scale without omitting any item. All the completed tests were used for data analysis using statistical measures such as mean, standard-deviation, t-test and Pearson's product moment correlation.

Analysis and interpretation of data:-

From the collected data, firstly mean was calculated. After this standard deviation and significant difference of each group was calculated with the help of t-test to study the difference in Emotional Intelligence of male and female middle school teachers.

Table1: Mean , S.D and t-value to find the difference in Emotional Intelligence and its dimensions of male and female middle school teachers.

Dimension	Male N= 301		Female N=427		Calculated value of ‘t’ Test	Remarks at 5% level
	Mean	SD	Mean	SD		
Self-Awareness	52.30	1.798	52.52	1.855	3.595	S
Self-Management	63.75	6.376	65.04	7.591	2.406	S
Social Awareness	32.35	1.817	32.81	1.728	3.481	S
Relationship Management	94.63	3.676	95.49	3.557	2.328	S
Emotional Intelligence	242.75	8.080	245.87	10.939	4.195	S

(At 5% level of significance, df 726, the table value is 1.96)

NS- Not significant, S- Significant

It is inferred from the above table that the calculated value of ‘t’ (3.595, 2.406, 3.481, 2.328 and 4.195) are greater than the table value of ‘t’ (1.96) at 5% level of significance for degree of freedom 726. Hence the null hypothesis is **rejected**. Thus, there is significant difference between male and female middle school teachers in their Emotional Intelligence and its dimensions.

Figure: 1 significant difference between male and female middle school teachers in their Emotional Intelligence and its dimensions

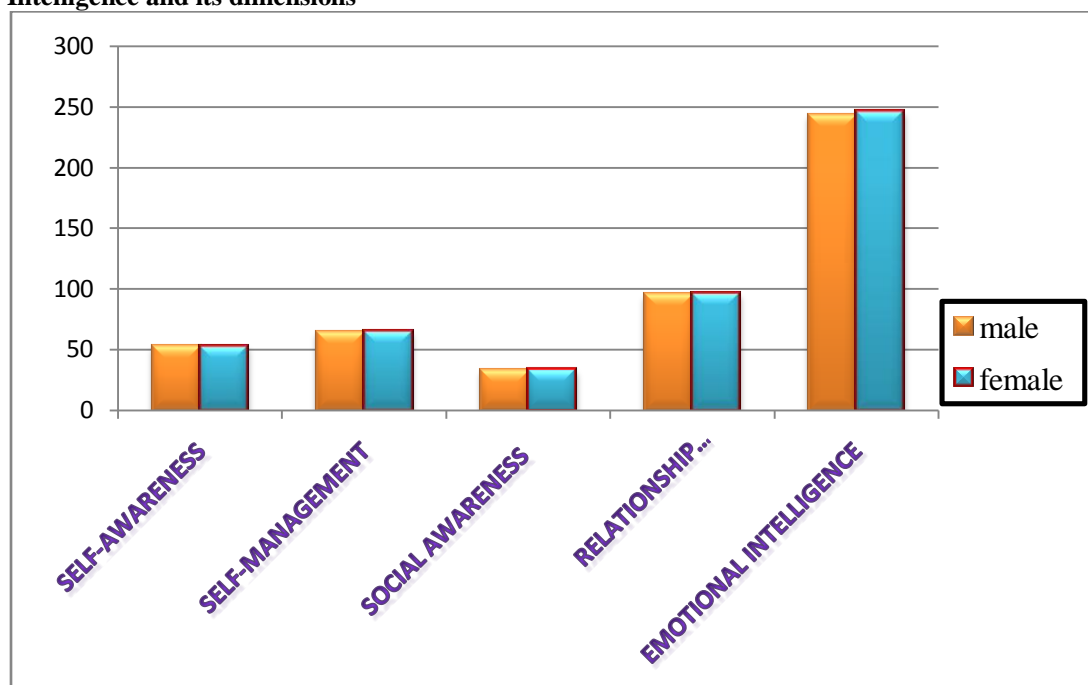


Table 2: Correlation between Emotional Intelligence and Teaching competency of middle school teachers

Variable	Correlation “r” Value	Remarks at 5% Level
Emotional Intelligence And Teaching Competency	0.167	S

At 5% level of significance, for df 726, the table value ‘r’ is (0.087)

It is inferred from the above table that the calculated value of ‘r’ (0.167) is greater than the table value of ‘r’ (0.087) for degree of freedom 726 at 5% level significance. Hence null hypothesis is **rejected**. It shows that there is significant relationship between Emotional Intelligence and Teaching Competency of the middle school teachers.

Findings:-

- There is significant difference between male and female middle school teachers in their Emotional Intelligence and its dimensions. While comparing means scores of female (52.52, 65.04, 32.81, 95.49 and 245.87) middle school teacher have better than male (52.30, 63.75, 32.35, 94.63 and 242.75) middle school teachers in their Emotional Intelligence and its dimensions.
- There is significant relationship between Emotional Intelligence and Teaching Competency of the middle school teachers.

Recommendations:-

- Include emotional intelligence facilitation programmes for teachers in the regular inservice courses of State Council of Educational Research and Training (SCERT), and District Institutes of Education and Training (DIETs).
- They should organize orientation courses for the teachers in various aspects of emotional intelligence so that they may take care of the development of emotional intelligence in their students.
- The results of the study indicate that male teacher educators are more competent than female teacher educators. Hence necessary steps enhancing competency of female teacher educators should be taken by the concerned authority by implementing required training or orientation programs. Female teacher educators should be motivated towards the profession resulting of their professional growth.

- iv. Certain programmes such as seminars, workshops and refresher courses must be arranged for in-service teachers to improve their attitude towards teaching profession.

Suggestion for further research:-

- i. Studies can be conducted on the effectiveness of various strategies to enhance emotional intelligence as well as teacher effectiveness.
- ii. A study can be conducted to investigate the relationship of emotional intelligence with relevant areas of Multiple Intelligence.
- iii. Studies can be conducted to identify the factors affecting teaching competency, i.e., cognitive, effective and psychomotor factor related to teaching.
- iv. Studies on the effect of in-service training programmes in increasing teaching efficiency may be conducted which may be helpful in the organization of more appropriate teaching programmes.

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