

A STUDY ON COMPETENCIES OF EMOTIONAL INTELLIGENCE WHICH DIRECTLY OR INDIRECTLY INFLUENCES THE TEACHING AND LEARNING ENVIRONMENT

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Abstract

Educational systems around the world have rapidly experiencing changes and reforms, impacting to teachers' job performance. Despite these changes, discussion on how to predict teachers' performance is complex and remains difficult to evaluate. This study addresses the gap in the literature by investigating the competencies of emotional intelligence in teaching and learning environment. This study analyses the competencies of emotional intelligence (EI) which consists five competencies namely Self Awareness, Managing emotions, Motivating oneself, Empathy and Social Skill. Respondents were 500 teachers working in schools in Coimbatore district. Data was collected through questionnaire survey and a significant relationship emerges between the demographic variables of the respondents and the five competencies. Overall, this research contributes to the emotional intelligence literatures by providing meaningful management implications to the school administrators and higher education system.

Keywords : *Self Awareness, Managing emotions, Motivating oneself, Empathy and Social Skill.*

INTRODUCTION

“The capacity to reason about emotions to enhance thinking. It includes the ability to accurately perceive emotions, to access and generate emotions so as to assist though t, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth” (Mayer, Salovey, & Caruso 2004, p. 197).

Emotional intelligence is an ability to perceive, assess, and manage the emotions of yourself and others. Higher educational systems play a major role in providing the training to the qualified teachers for meeting out the emotional intelligence. Teachers cannot be the effective source of knowledge unless they are possessed with the essential skills, knowledge and talents. A major challenge facing Indian Education system in the 21st century is to provide physically safe campuses, emotionally safe and healthy class rooms and an intensive academic curriculum taught by qualified teachers. Healthy and secure learning environments are crucial for attaining student success and satisfaction. It is this situation that has stimulated professionals in education to carry out change, renewal and reorganization in the education system. Research studies show that the training of emotional skills should be included in the curriculum to generate responsible, integrated and productive individuals. In the recent years, the concept of the emotional intelligence among teachers has been taken attention in the educational institutions due to its great importance. Hence an attempt has been made to analyze the competencies of emotional intelligence which directly or indirectly influences the teaching and learning environment.

REVIEW OF LITERATURE

Saumya et al (2012) in their study analysed the effect of emotional intelligence in academic performance of MBBS students. The author has highlighted that Emotional Intelligence (EI) is increasingly being recognized as a measure of overall performance across various fields. A descriptive cross-sectional study was planned with the objective of assessing EI of first year medical undergraduates and evaluating its relationship with their academic performance. Emotional Intelligence Scale was administered for the assessment of EI on 97 first year medical undergraduates of a medical college based in India. Spearman's rho correlation coefficient between EI ranks and Academic Ranks was 0.81 (significant at the 0.05 level). EI and academic performance of medical undergraduates correlate with each other in a statistically significant manner; i.e. high EI determines better academic performance.

Mafuzah and Juraifa (2016) in their study has analysed the relationship between emotional intelligence (EI) which consists four dimensions: self-regulations, self-awareness, self-motivation and social skill (relationship management) and job performance. Respondents were 212 teachers in 6 secondary schools in Kedah. Data was collected through questionnaire survey and a significant correlation emerges from the data between emotional intelligence and job satisfaction. Overall, this research contributes to the emotional intelligence literatures by providing meaningful management implications to the school administrators and Malaysian higher education system.

Jamilya et al (2014) in their article has examined the extent to which the competence-based approach has been implemented in the education system of Kazakhstan in terms of mixed methods research approach. The paper outlines the design of a study on emotional intelligence and teaching competencies. The combination of quantitative data (Emotional Intelligence and Teaching Competencies measurements) and qualitative data (Emotional Intelligence and Teaching Competencies qualities, descriptions) provide a better understanding of a research question. The embedded mixed methods design was used to explore to what extent the emotional intelligence subscales are correlated with the teaching competencies.

Objectives of the study

- To identify the competencies of Emotional intelligence which directly or indirectly influences the teaching and learning environment

RESEARCH METHODOLOGY

- ❖ **Area of the Study** - Coimbatore District.
- ❖ **Sources of Information** - Primary Data through questionnaire.
- ❖ **Sample Size** - 500 respondents.
- ❖ **Sampling Technique** – Random sampling method.
- ❖ **Tools and Techniques** – Percentage Analysis and Chi-square test.

SOCIO ECONOMIC PROFILE OF THE RESPONDENTS

The socio economic profile of the study includes gender, age, educational qualification, occupational status, marital status and monthly income of the respondents. The following table 1 depicts the socio economic profile of the respondents who have been included in the study.

Table 1

Socio-economic profile of the respondents

Socio-Economic profile		No of Respondents	Percentage
Age	Less than 30 yrs	189	37.8
	30 - 40 yrs	177	35.4
	40 - 50 yrs	94	18.8

	Above 50 yrs	40	8.0
	Total	500	100.0
Gender	Male	177	35.4
	Female	323	64.6
	Total	500	100.0
Highest Educational qualification	PG	43	8.6
	MPhil	299	59.8
	PhD	158	31.6
	Total	500	100.0
Marital Status	Married	388	77.6
	Unmarried	112	22.4
	Total	500	100.0
Type of family	Joint	228	45.6
	Nuclear	272	54.4
	Total	500	100.0
Area of residence	Urban	288	57.6
	Rural	212	42.4
	Total	500	100.0
Designation	Professor / HOD	149	29.8
	Associate Professor	97	19.4
	Assistant Professor	226	45.2
	Lecturer	28	5.6
	Total	500	100.0
Annual Income	Less than Rs.100000	89	17.8
	Rs.100001 - Rs.300000	143	28.6
	Rs.300001 - Rs.500000	149	29.8
	Above Rs.500000	119	23.8
	Total	500	100.0
Total years of teaching experience	Less than 5 yrs	158	31.6
	5 - 10 yrs	148	29.6
	10 - 15 yrs	88	17.6
	Above 15 yrs	106	21.2
	Total	500	100.0

Table 1 illustrates the socio economic status of the respondents who have been included in the study. From the table it is clear that out of 500 respondents taken for the study, 37.8 per cent of them are in the age group of less than 30 years, 35.4 per cent of them are between 30 years to 40 years, 18.8 per cent of them are in the age group of 40 years to 50 years and 8 per cent of them are above 50 years. Majority of the respondents are in the age group of less than 30 years.

With respect to gender, 64.6 per cent of them are female respondents and 35.4 per cent of them are male respondents. Majority of the respondents are female.

With regard to highest educational qualification possessed by the respondents, it is clear that 59.8 per cent of the respondents are MPhil graduates, 31.6 per cent of them are PhD graduates and 8.6 per cent of them are post graduates. Majority of the respondents are MPhil graduates.

Regarding the marital status of the respondents, 77.6 per cent of the respondents are married and remaining 22.4 per cent of the respondents are unmarried. Majority of the respondents are married.

With regard to family type of the respondents, 54.4 per cent of the respondents are in nuclear family and remaining 45.6 per cent of the respondents are in joint family. Majority of the respondents are in nuclear family.

With regard to Area of residence of the respondents, 57.6 per cent of the respondents are residing in urban area and remaining 42.4 per cent of the respondents are residing in rural area. Majority of the respondents are residing in urban area.

With regard to Designation of the respondents, 46.2 percent of the respondents are Assistant professors, 29.8 percent of the respondents are professors/HOD, 19.4 percent of the respondents are Associate professors and 5.6 percent of the respondents are Lecturers. Majority of the respondents are Assistant professors.

With regard to Annual income of the respondents, 29.8 percent of the respondents earn an annual income of Rs.300001 - Rs.500000, 28.6 percent of the respondents earn an annual income of Rs.100001 - Rs.300000, 23.8 percent of the respondents earn an annual income of above Rs.500000 and 17.8 percent of the respondents earn an annual income of less than Rs.100000. Majority of the respondents earn an annual income of Rs.300001 - Rs.500000.

With regard to total teaching experience, 31.6 percent of the respondents have teaching experience of less than 5 years, 29.6 percent of them have teaching experience of 5 to 10 years, 21.2 percent of them have teaching experience of above 15 years and 17.6 percent of them have teaching experience of 10 to 15 years

COMPETENCIES OF EMOTIONAL INTELLIGENCE WHICH DIRECTLY OR INDIRECTLY INFLUENCES THE TEACHING AND LEARNING ENVIRONMENT

Chi-square test has been applied to find out if there is any significant relationship between the demographic variables of the respondents and study variables taken for the study. The relationship between the variables is tested at 5% level of significance. The demographic variables and study variables taken for the study are Age, Gender, Highest Educational Qualification, Marital Status, Type of family, Area of residence, Designation and Total years of Teaching Experience. The Study variables taken for analysis includes the various Competencies of Emotional Intelligence which directly or indirectly influences the teaching and learning environment i.e., Self Awareness, Managing emotions, Motivating oneself, Empathy and Social Skill.

The following hypothesis is framed to test the relationship between the demographic variables of the respondents and their level of agreeability towards self awareness competency at 5% level of significance.

Hypothesis: "There exists no significant relationship between the demographic variables of the respondents and their level of agreeability towards competencies of emotional intelligence which directly or indirectly influences the teaching and learning environment"

Table 2

Demographic variables of the respondents and competencies of emotional intelligence which directly or indirectly influences the teaching and learning environment

	Competency I- Self Awareness	Competency II-Managing Emotions	Competency III- Motivating Oneself	Competency IV-Empathy	Competency V-Social skill
Age	.000*	.000*	.000*	.000*	.000*
Gender	.008*	.450	.159	.446	.085
Highest Educational Qualification	.768	.006*	.285	.000*	.006*
Marital status	.000*	.000*	.000*	.000*	.000*
Type of family	.415	.005*	.410	.169	.010*
Area of Residence	.000*	.000*	.001*	.000*	.000*
Designation	.000*	.000*	.000*	.000*	.000*

Annual Income	.000*	.000*	.000*	.000*	.000*
Total years of teaching experience	.000*	.000*	.000*	.018*	.000*

*Denotes significant relationship at 5% level of significance

Competency 1: The Self Awareness competency was measured using ten statements highlighting the level of agreeability of the respondents from Strongly Agree to Strongly Disagree. The Chi-square result shows that at 5% level of significance, with the 'Significant value of .000 and .008 there exists significant relationship between the age, Gender, Marital status, Area of Residence, Designation, Annual Income and Total years of teaching experience of the respondents and their level of agreeability towards self awareness competency. Hence the hypothesis is rejected.

Competency II: The Managing emotions competency was measured using ten statements highlighting the level of agreeability of the respondents from Strongly Agree to Strongly Disagree. The Chi-square result shows that at 5% level of significance, with the 'Significant value of .000, .006 and .005 there exists significant relationship between the age, Highest educational qualification, Marital status, Type of family, Area of residence, Designation, Annual Income and Total years of teaching experience of the respondents and their level of agreeability towards managing emotions competency. Hence the hypothesis is rejected.

Competency III: The Motivating Oneself competency was measured using ten statements highlighting the level of agreeability of the respondents from Strongly Agree to Strongly Disagree. The Chi-square result shows that at 5% level of significance, with the 'Significant value of .000 and .001 there exists significant relationship between the age, Marital status, Designation, Annual Income and Total years of teaching experience of the respondents and their level of agreeability towards Motivating Oneself competency. Hence the hypothesis is rejected.

Competency IV: The Empathy competency was measured using ten statements highlighting the level of agreeability of the respondents from Strongly Agree to Strongly Disagree. The Chi-square result shows that at 5% level of significance, with the 'Significant value of .000 and .018 there exists significant relationship between the age, Highest educational qualification, Marital status, Designation, Annual Income and Total years of teaching experience of the respondents and their level of agreeability towards Empathy competency. Hence the hypothesis is rejected.

Competency V: The Social skill competency was measured using ten statements highlighting the level of agreeability of the respondents from Strongly Agree to Strongly Disagree. The Chi-square result shows that at 5% level of significance, with the 'Significant value of .000, .006 and .010 there exists significant relationship between the age, Highest educational qualification, Marital status, Type of family, Designation, Annual Income and Total years of teaching experience of the respondents and their level of agreeability towards Social skill competency. Hence the hypothesis is rejected.

CONCLUSION

Emotional intelligence plays an important role for teachers in higher educational institutions. This paper has made a better understanding about the various competencies for emotion and better control over the emotion. Handling emotions is an important requirement for a teacher for himself and among the students as well. This will help to increase organizational commitment, improve productivity, efficiency, retain best talent and motivate the students to give their best. Emotional intelligence will bring in better adaptability, empathy towards employee, leadership qualities, group rapport, participative management, decision making, and understanding among colleagues. Most of the organizations are nowadays taking those educators who are emotionally intelligent, so that they can face the workplace problems easily and they can become more productive for the organization. The researcher from the study concludes that Age, Marital Status, Area of residence, Designation and Total years of Teaching Experience shows significant relationship towards

competencies of emotional intelligence which directly or indirectly influences the teaching and learning environment Hence it is understood that emotional intelligence is linked at every point of life and it is of utmost importance nowadays. Hence, to be successful in life Emotional intelligence plays a vital role.

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