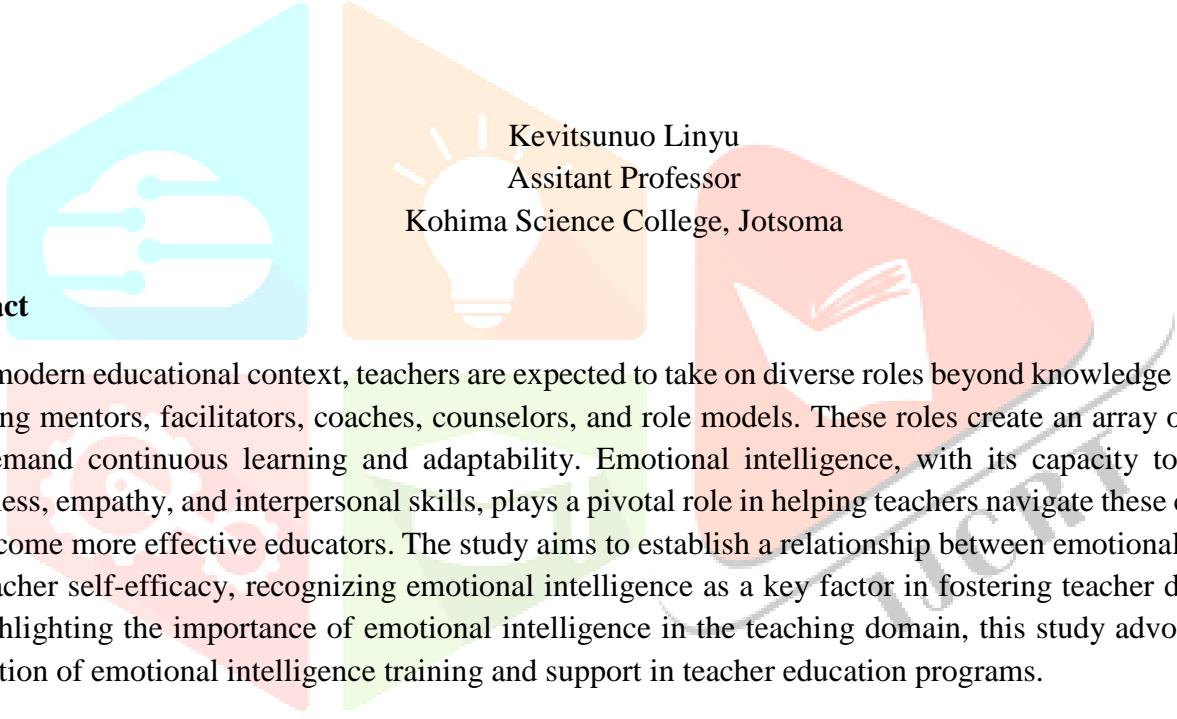




# The Interface Between Teacher's Self Efficacy And Emotional Intelligence: A Discourse On Teacher's Professional Development In The Context Of Nagaland.



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## Abstract

In the modern educational context, teachers are expected to take on diverse roles beyond knowledge transmitters, including mentors, facilitators, coaches, counselors, and role models. These roles create an array of challenges that demand continuous learning and adaptability. Emotional intelligence, with its capacity to foster self-awareness, empathy, and interpersonal skills, plays a pivotal role in helping teachers navigate these complexities and become more effective educators. The study aims to establish a relationship between emotional intelligence and teacher self-efficacy, recognizing emotional intelligence as a key factor in fostering teacher development. By highlighting the importance of emotional intelligence in the teaching domain, this study advocates for the integration of emotional intelligence training and support in teacher education programs.

**Key Words:** Emotional Intelligence (EI), Self-Efficacy, Professional Development

## Introduction

The quest for enhancing the quality of education and improving the classroom experience has been a major concern for educators, policymakers, and researchers worldwide. As the key agents of change in education, teachers play a pivotal role in achieving this goal. Consequently, there is a growing focus on teacher education and training programs to equip educators with the competencies and skills needed to become effective facilitators of learning. However, in the rapidly changing landscape of education, ongoing professional development for teachers has emerged as a pressing need to meet the evolving demands and challenges. This study delves into the significance of emotional intelligence in the realm of teacher development, specifically its positive correlation with teacher self-efficacy. Teacher self-efficacy, at the core of teachers' beliefs, is crucial for the effectiveness of teaching. The study explores how emotional intelligence can aid teachers in their professional growth and how it contributes to the development of their self-efficacy.

## Conceptual Understanding of Emotional Intelligence

Emotional intelligence (EI) is a concept that revolves around understanding, controlling, and evaluating emotions. It refers to an individual's ability to perceive, use, and communicate their own and others' emotions effectively. In today's world, the idea of emotional intelligence is gaining momentum, challenging the traditional focus solely on cognitive intelligence. Goleman (1995) emphasized that intelligence alone can falter if emotions are not managed properly, highlighting the crucial role of emotional intelligence in personal and professional success.

The term "Emotional Intelligence" was coined by Peter Salovey and John D. Mayer (1990) based on the "social intelligence theory" by Thorndike and Gardner. They proposed that emotions play a vital role in organizing, motivating, and directing human behavior. According to them, emotional intelligence consists of three components: appraising and expressing emotions, regulating emotions, and utilizing emotional information in thoughts and actions. Goleman popularized the concept further and identified four characteristics of emotionally intelligent individuals: self-awareness, self-management, social awareness, and social skills.

Emotional intelligence has garnered significant attention in the business and corporate sectors, and its importance in pedagogy has also been recognized. Works such as "Developing Emotionally Competent Teachers: Emotional Intelligence and Pre-service Teacher Education" (Concoran & Tormey, 2012), "Teaching with Emotional Intelligence" (Mortiboys, 2005), and "Becoming Emotionally Intelligent" (Corrie, 2003) underscore its relevance in the field of education.

In the present educational landscape marked by intense competition for grades and the multicultural nature of classrooms, emotional intelligence assumes even greater significance. Emotionally competent teachers create positive learning atmospheres that foster students' willingness to learn effectively. A teacher's emotional intelligence plays a pivotal role in reaching out to learners and ensuring they are not left disadvantaged. Incorporating emotional intelligence in teacher training programs is thus essential to enhance the effectiveness of the teaching-learning process. This paper then, emphasizes the need to recognize emotional intelligence as a vital component in teacher training.

## The Role of Emotional Intelligence in Teacher Development

Emotional intelligence (EI) holds paramount importance for teachers, not only in effectively reaching out to learners but also for their own well-being and success in the profession. The dynamic nature of teaching, coupled with the multifaceted roles teachers are expected to fulfill, results in considerable occupational stress. Thus, emotional intelligence becomes essential for managing stress and navigating the challenges that come with the teaching profession.

Ghanizadeh and Moafin (2010) studied the relationship between EFL teachers' emotional intelligence and their success in language teaching and revealed a positive correlation between Emotional Quotient (EQ) and teaching effectiveness. The study also indicated that emotional intelligence is not static but can be trained and improved over time, highlighting the need for incorporating emotional literacy programs in teacher development. Similarly, Hayes (2003) explored the emotional landscape of trainee teachers in England and identified a typology of emotions they experience before their final school placement. The typology of emotions consists of anticipatory, anxious, fatalistic and affirming emotions. These emotions significantly impact their teaching experience, emphasizing the importance of nurturing coping strategies and emotional literacy during teacher training to enhance teaching outcomes.

Mortiboys (2005) identifies three components that make teaching effective: subject expertise, teaching-learning methods, and emotional intelligence while stressing that the third component often remains unrecognized in teacher training. In line with Mortiboys, this study advocates for the acknowledgment and inclusion of emotional intelligence as the third crucial component in teacher education. Without emotional intelligence, the value of subject knowledge and teaching methods could be seriously diminished. Teacher education programs should prioritize emotional intelligence training to empower educators with the skills needed to thrive in their profession and provide the best learning experiences for their students.

### **Conceptualizing Teachers' Self-efficacy**

The concept of self-efficacy, rooted in Albert Bandura's social-cognitive theory, refers to an individual's belief in their ability to organize and perform tasks successfully. In the context of education, teacher self-efficacy pertains to educators' belief in their own capacities and skills as teachers. Bergman (1977, p. 137) defines teacher self-efficacy as “the extent to which the teacher believes he or she has the capacity to affect student performance” and Guskey & Passaro (1994, p. 4) defines it as “teachers' belief or conviction that they can influence how well students learn, even those students, who may be difficult or unmotivated”

Research highlights the positive impact of teacher self-efficacy on teaching practices, classroom management, student learning, and overall motivation. Numerous studies emphasize the significant effects of teacher self-efficacy in the realm of teaching and professional development. Studies has shown that teacher self-efficacy has positive effects on teacher effort and persistence in the face of difficulties and challenges (Podell & Soodak, 1993; Gibson & Dembo, 1984), the implementing of new instructional practices (Evers, Brouwers, & Tomic, 2002) and also on pupils' academic achievement and success (Ross, 1992; Caprara et al., 2006).

Teacher self-efficacy is the hidden force that underlies teachers' observable behaviors in the classroom, ultimately shaping their effectiveness as educators. Recognizing the crucial role of self-efficacy in teaching, it becomes essential to explore strategies to nurture and develop this belief in teachers. The study advocates for further research into methods for promoting and enhancing teacher self-efficacy, aiming to empower educators with the confidence and resilience to excel in their roles as facilitators of learning. By nurturing teacher self-efficacy, education systems can foster a positive and supportive environment that maximizes student potential and achievement.

### **The Research Question**

Having established the theme and purpose of the study, the question below has been formulated as the key area of investigation; Is there a relationship between Teachers' Emotional Intelligence and their sense of self-efficacy?

## Research Design

The subjects of the study were five high school teachers teaching in different schools in Nagaland. The table below is a presentation of the subjects' profile.

Table 1(Subjects Profile)

Name	Teacher A	Teacher B	Teacher C	Teacher D	Teacher E
Years of Experience	One Year	One Year	Two Years	Two Years	One year
Educational Qualification	M.A, B.ed	M.A, M.Phil	M.A, B.ed	M.A, M.Phil	M.A Eng.Litt.

The study has been formulated in the nature of a quantitative study. The mode of data collection was through the use of questionnaires. Two questionnaires were employed to serve the purpose of the study;

### Questionnaire 1: Emotional Intelligence Questionnaire

The first questionnaire measured teachers' general Emotional Intelligence Quotient (EQ) based on the Bar-On EQ-I model, which is one of the three major conceptual models of Emotional Intelligence alongside the Salovey-Mayer model and the Goleman Model. The Bar-On EQ-I model defines Emotional Intelligence as a set of interconnected emotional and social competencies, skills, and facilitators that influence intelligent behavior. The adapted questionnaire used a five-point scale ranging from 'not true' to 'completely true,' featuring 60 questions categorized into five major groups. 'Intrapersonal' and 'Interpersonal' had 15 questions each, while the other three categories contained 10 questions each.

### Questionnaire 2: Teachers' Self-Efficacy Scale

The second questionnaire follows the model of Teacher Interpersonal Scale as developed by Brouwers & Tomic (2001) which consists of three subscales: (a) teacher-perceived self-efficacy in managing student behaviour in the classroom, (b) teacher-perceived self-efficacy in eliciting

support from colleagues, (c) teacher-perceived self-efficacy in eliciting support from school principals. The tool used here follows the three subscales as used in the original tool with a five point scale similar with the first questionnaire.

## Data Analysis

For the purpose of data interpretation the following scales were used. The scale of estimations for the questionnaires is given below.

### Questionnaire 1: EQ Level

As already mentioned the first questionnaire was used to see the Emotional Quotient of the teachers. The scale reads between 0 and 300 and the table below is a presentation of the scale for estimation

Table 2(Scale of estimation for EI )

Range	Level
100-140	Very Low
141-170	Low
171-230	Average
231-260	High
261-300	Excellent

## Questionnaire 2: Teacher Self-efficacy Scale

The scale reads between 0 and 120 and the table below is a presentation of the scale for estimation

Table 3 (Scale of estimation for self-efficacy)

Range	Level
0-30	Very Low
31-70	Low
71-90	Average
91-110	High
111-120	Excellent

## Results

R. Q. Is there any relationship between Teachers' Emotional intelligence and their sense of self-efficacy?

Table 4 (Relationship between EI and self-efficacy Levels)

Subjects	EI Score	EI Level	Self-Efficacy	Self-Efficacy level
Teacher A	220	Average	85	Average
Teacher B	190	Average	62	Low
Teacher C	263	Excellent	111	Excellent
Teacher D	225	Average	75	Average
Teacher E	215	Average	103	High

The results of the study revealed a clear relationship between Teachers' Emotional Intelligence (EI) and their sense of self-efficacy. The data presented in Table 4 illustrates this striking relationship between the two variables.

Teacher A and Teacher D both displayed average scores in both Emotional Intelligence and self-efficacy. Similarly, Teacher C exhibited excellent levels in both EI and self-efficacy. The data for Teacher B and Teacher E showed a slight difference between their EI and self-efficacy scores. However, upon closer examination, it became evident that the difference was not significant. Teacher B scored an average in EI and low in self-efficacy, but the average EI score was on the lower side, while the low self-efficacy score was on the higher side. A similar trend was observed for Teacher E.

Based on the data, it can be confidently stated that the higher the Emotional Quotient, the higher the self-efficacy score. This positive correlation between Teachers' Emotional Intelligence and their sense of self-efficacy suggests that emotional intelligence plays a significant role in shaping teachers' belief in their own abilities and skills as educators.

The results above affirm a positive relationship between Teachers' Emotional Intelligence and their sense of self-efficacy. This finding highlights the importance of emotional intelligence in fostering a strong belief in teachers' capabilities, which, in turn, can have a significant impact on their teaching practices and overall effectiveness as educators.

## Conclusion

While teacher education has traditionally focused on subject expertise and teaching methodologies, this study sheds light on another crucial component - the emotional dimension, encompassing all personality factors. In any profession, a positive attitude towards the job and those involved is considered fundamental for optimal performance, and this is especially true in the field of teaching. Believing in one's capabilities and having confidence in their ability to be successful educators is the foundation of professional development. Self-efficacy, closely related to Emotional Intelligence, plays a key role in fostering a positive attitude. Recognizing this interconnectedness, it becomes imperative to introduce Emotional Intelligence as an equally important component in teacher training. This study advocates for the integration of Emotional Intelligence into teacher training curricula to better prepare educators for success in their roles as facilitators of knowledge and holistic development.

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