

Teaching Competency of Secondary School Teachers In Relation To Emotional Intelligence

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Abstract. The study was designed to examine the relationship between teaching competency and emotional intelligence of secondary school teachers. Participants were 100 secondary school teachers who completed the General Teaching Competency Scale (GTCS), and Emotional Intelligence Scale (EIS). The findings of the study reveal a significant positive relationship between teachers' teaching competency and their emotional intelligence. But insignificant difference is found between teaching competency as well as between emotional intelligence of secondary school teachers teaching in government and private schools. The study also indicated that teaching competency and emotional intelligence are not influenced by gender.

Keywords: teaching competency; emotional intelligence

Introduction

No doubt intellectual ability is an important factor in predicting teacher's success. But recent studies, however, have shown that a intelligence and teaching experience is not entirely indicative of the teacher's success in teaching profession. Rather skills and teaching competency are essential ingredients to be professional teacher. In today's world, teacher must develop the essential 21st Century competencies. A teacher's competency in 21st century according to UNESCO (2008) is that a competent teacher should have firm knowledge of the curriculum of his/her subject and to use technology into the curriculum. Formal system of education depends on three components that are curriculum, student and teacher. Teaching competency refers to the knowledge, attitude, skills and self perception or the products that comes from by mixing these behaviors and resulting in consistent pattern of behavior leading to the attainment of expected outcomes. Teaching competency is the ability of a teacher manifested through a set of overt teacher classroom behaviours which is resultant of the interaction between the presage and the product variables of teaching within a social setting (Rama, 1979).

Teaching competency has different dimensions such as mastery of subject matter, enhancement of motivation of students, planning, presentation and evaluation skills and classroom managerial skills. Teacher possessing all these skills to reasonable extent can be a competent teacher. Teachers' competency appears to be a significant contributor to school effectiveness. As suggested by Ornstein (1991), effective teachers are those with high competency in knowledge and skills. Wilson, Shulman and Richet (1987) note that teachers' profound knowledge in curriculum content and pedagogy enhance students' performance. Medley (1982) states that teachers' competency such as behavior, skills and knowledge related to school performance.

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. Burgoyue (1993) employed a functional perspective to define a competency as how the goals of organizations were best achieved by improving members' performance. Internationally and nationally, different organizations require different types of competencies. According to the New Mexico (USA) (2012) Public Education Department there are nine indicators/competencies of teachers. National Council of Teacher Education (1998) has identified ten competencies for making the teachers professionally competent.

Quinn, Faerman, Thompson and McGrath (1996) indicated that competencies were associated with knowledge and skills for implementing certain assignments or projects effectively. To be effective in a particular competency, one must be able to accomplish the desired results of a job with specific qualifications and personal attributes. So besides teaching competency, temperament, leadership and attitude are the important attributes which are indicative of the capabilities generally known as "emotional intelligence" – are equally essential in teaching-learning process. The single most important factor for successful leader in the workplace is emotional intelligence. As suggested by Wright (2008), the skills, abilities and competencies coupled with the level of motivation, commitment and engagement act as drivers in terms of the employees' actions. Emotions are expected to be assimilated into a thought which are influenced by cultural and environmental factors. These factors would include the place where the individual lives and work in. Emotional intelligence is the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence (Cooper and Sawaf, 1998).

According to the Genos EI (Emotional Intelligence questionnaire developed by Palmer and Stough, 2001), there are five key emotional competencies which are applicable to the workplace situation- Emotional Recognition and Expression, Understanding Others Emotions, Emotions Direct Cognition, Emotional Management and Emotional Control. Emotional intelligence helps a person in all spheres of his life through its various Components- Self Awareness, Managing

Emotions, Motivating Oneself, Empathy and Handling Relationships (Goleman, 1995).

When applied to the workplace, emotional intelligence involves the capacity to effectively perceive, express, understand and manage emotions in a professional and effective manner at work (Palmer and Stough 2001). EI has been recognized as important for success in the workplace (Goleman, 1998b; Kirch, Tucker and Kirch, 2001; Rozell, Pettijohn and Parker, 2002) which has resulted in calls for the incorporation of EI skills in university curricula (Chia 2005; Holt and Jones 2005; Low and Nelson 2005). Pradhan, Mathur and Mishra (2001) reported that emotional literacy is positively related to general health and quality of life. People high on emotional literacy skills maintain better health and have a positive quality of life. Though the development of emotional intelligence is a natural process, yet it can be enhanced as it has been concluded that emotional intelligence can be learned and it should be a component of leadership training (Weisinger 1998). Further, new researches by Goad (2005) and Justice (2005) have indicated the importance and value of emotional intelligence in teacher preparation programs. According to them pre-service teacher education, induction experiences with mentoring, and alternative certification programs could be strengthened by providing emotional intelligence training in preparing new teachers. Dhull, Mangal, Goad and Justice (2005) who opined that success of educational program depends a lot on the level of emotional intelligence and teaching competency of teachers.

Based on the literature review, teaching competency and emotional intelligence are found to be essential for a teacher to be competent. So, a need was felt to study teaching competency in relation to emotional intelligence of secondary school teachers.

From the above literature review, following hypotheses are formulated

1. There exists no significant difference between secondary school teachers teaching in different type of schools (government and private) in relation to their (a) teaching competency and (b) emotional intelligence.
2. There exists no significant difference between male and female secondary school teachers in relation to their (a) teaching competency and (b) emotional intelligence.
3. There exists no significant correlation between teaching competency and emotional intelligence of secondary school teachers.

Methodology

Research Design

Quantitative approach is applied in this study. This study used a descriptive correlational design to examine the relationship between teaching competency and emotional intelligence of secondary school teachers.

Sample

Adopting the non probability sampling technique, a sample of 100 teachers (Male and Female) from government and private secondary schools (100 from government schools and 50 from private schools) of Amritsar district was selected for the purpose of the present investigation.

Tools Used

In the present study the following tools were used:

1. General Teaching Competency Scale (Passi and Lalita, 2011)
2. Emotional Intelligence Scale (Ayde, Pethe and Dhar, 2002)

Procedure

After finalizing the tools and receiving the consent of the principals, the teachers of the government and private secondary schools were requested to fill the GTC scale and EI 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

Comparison of Means

Hypothesis I

In order to test Hypothesis I, difference in the mean scores on the teaching competency and emotional intelligence of teachers teaching in government and private schools were calculated. The results are presented in table 1.

Table1: Difference in mean scores of different variables of teachers teaching in government and private schools

Variables	Type of School	N	Mean	S.D.	t-value
Teaching Competency	Government	50	72.22	11.46	1.124
	Private	50	75.48	17.01	
Emotional Intelligence	Government	50	132.20	10.595	1.664
	Private	50	127.80	15.413	

Table 1 depicts that the values of Mean and SD of teaching competency of secondary school teachers teaching in government schools were 72.22 and 11.46 respectively and those of teachers teaching in private schools were 75.48 and 17.01 respectively. The t-value came out to be 1.124, which is insignificant. It means that there exists no significant difference in the teaching competency of

teachers teaching in government and private schools. This means that the teachers of both government and private schools are equally competent. Both use new methods and techniques in the classrooms to enhance the teaching and learning process. Thus the Hypothesis I (a) which states, "There exists no significant difference between teaching competency of secondary school teachers teaching in different type of schools (government and private)" is accepted.

Table 1 reveals the values of Mean and SD of emotional intelligence of teachers teaching in government schools 132.20 and 10.60 respectively and those of teachers teaching in private schools 127.80 and 15.41 respectively. The t-value came out to be 1.664, which is insignificant, indicating that the type of school does not play a defining role in the emotional intelligence of secondary school teachers towards their job. The reason may be that the quality of any educational institution depends mainly on the professional competence and emotional stability of teachers. Unhappy, frustrated, dissatisfied teachers cannot help their pupils to become happy and well adjusted young people. Emotionally stable teachers are able to find out their own shortcomings and try to remove them so that the students may be saved from the adverse influence of their unbalanced personality.

Thus the null hypothesis, I (b) which states "There exists no significant difference between emotional intelligence of secondary school teachers teaching in different type of schools (government and private)" is accepted.

Hypothesis 2

Difference in the mean scores on the teaching competency and emotional intelligence of male and female secondary school teachers was calculated. The results are presented in table 2.

Table 2: Difference in mean scores of male and female secondary school teachers on different variables

Variables	Gender	N	Mean	S.D.	t-value
Teaching Competency	Male	50	76.60	16.57	1.80
	Female	50	82.46	15.99	
Emotional Intelligence	Male	50	127.48	11.89	1.66
	Female	50	131.54	12.52	

Table 2 depicts that the values of Mean and SD of the scores of teaching competency of male secondary school teachers were 76.60 and 16.57 respectively and those of female teachers were 82.46 and 15.99

respectively. The t-value came out to be 1.799, which is insignificant. It means that there exists no difference in teaching competency of male and female secondary school teachers. This means that secondary school male and female teachers do not differ significantly in terms of their teaching competency.

Table 2 depicts that the values of Mean and SD of the scores of emotional intelligence of male secondary school teachers were 127.48 and 11.89 respectively and those of female teachers were 131.54 and 12.52 respectively. The t-value came out to be 1.663, which is insignificant. It means that there exists no significant difference in emotional intelligence of male and female secondary school teachers.

The above findings suggest that there is no gender influence on the teaching competency and emotional intelligence of secondary school teachers. Thus Hypothesis 2 which states that " There exists no significant difference between male and female secondary school teachers in relation to their (a) teaching competency and (b) emotional intelligence" is accepted.

Correlational Analysis

Hypothesis 3

To find out correlation between teaching competency and emotional intelligence of secondary school teachers, correlational analysis was employed. The results are presented in table 3.

Table 3: Relationship between Teaching Competency and Emotional Intelligence of Secondary School Teachers

Variables	Correlation value of 'r'	Df	Inference
Teaching Competency Emotional Intelligence	0.885	98	Significant

* Significant at 0.01 level.

From table 3, the value of coefficient of correlation (r) came out to be 0.885 which is significant at 0.01 level of confidence, indicating that there is a positive correlation between teaching competency and emotional intelligence of secondary school teachers, Thus the null hypothesis III which states" There exists no significant correlation between teaching competency and emotional intelligence of secondary school teachers" is rejected. This is due to the reason that the success of teachers depends both on their emotional intelligence and teaching competency. Emotional intelligence has been an important factor in

teaching learning process which demand teaching competency on the part of the teacher. Teachers who are emotionally balanced and intelligent have the capacity to generate new ideas and adopt new methods of teaching.

Conclusions

The major findings of the present study are:

- i. There is insignificant difference in the teaching competency and emotional intelligence of government and private secondary school teachers.
- ii. There is insignificant difference in the teaching competency and emotional intelligence of government and private secondary school teachers with respect to their gender.
- iii. There is significant relationship between teaching competency and emotional intelligence of secondary school teachers

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