



A STUDY ON THE EMOTIONAL INTELLIGENCE OF ELEMENTARY SCHOOL TEACHERS IN RELATION TO THEIR PROFESSIONAL COMPETENCY IN VISAKHAPATNAM DISTRICT

CH. RAJA KUMAR

Research Scholar, Department of Education, Andhra University,
Visakhapatnam, Andhra Pradesh

Prof. R. SIVA PRASADH

Institute of Advanced Studies in Education (IASE),
Andhra University, Visakhapatnam, Andhra Pradesh

Abstract

This study wants to examine the Emotional Intelligence of Primary School Teachers in Relation to their Professional Competency that held by teachers to increase the teacher performance in Visakhapatnam district. Various Indian and foreign studies were reviewed. Descriptive Survey method has been used in this study. The sample consists of 100 teachers working in Primary Schools of Visakhapatnam district. The investigator used stratified random sampling technique for selecting the sample. Questionnaire was constructed for the teachers to find out the opinions on Emotional Intelligence of Primary School Teachers in Relation to their Professional Competency. The data were analyzed using various statistical methods like mean, SD, correlation, 't' test and F-test were the statistical techniques used. The score obtained by different groups are compared across the variables like Gender, Age, General Qualification, Professional Qualification, Teaching Experience and locality. The results showed that, there is a significant relationship between Emotional Intelligence and Professional Competency of Primary School Teachers in Visakhapatnam District. The results are discussed in light of previous research studied; suggestions and Recommendations for further research were also suggested.

5273

Key Words: emotional intelligence, personality, primary school teachers, professional

DOI Number: 10.48047/nq.2022.20.19.nq99499

Neuroquantology 2022; 20(19):5273-5280

Introduction:

Education is a constructive process which drags a person from darkness, poverty and misery and leads him to the pool of prosperity and happiness by developing his personality in the entire aspects i.e. physical, mental social, emotional & spiritual. It is a lifelong process that starts from the birth of the individual and continues till death (Anderson, 2004). The whole process of education is shaped and moulded by the human personality called

teacher who plays a pivotal role in any system of education. Education in the present day context is perhaps the single most important means for individuals to improve personal endowments, build capability levels, overcome constraints and in the process, and enlarge their available set of opportunities and choices for a sustained improvement in wellbeing. Teachers are one of the main pillars of a sound and progressive society. They bear the weight and responsibility of teaching and



are the main source of knowledge and values for student. Great teachers help create great students. In fact, research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement.

Emotional Intelligence plays a vital role in social sciences; it has direct impact on the teacher's behaviour working in an organization and it is important for the success of their profession. Emotional Intelligence means the ability to retain emotional impulses, to read other persons innermost feeling and to handle relationships smoothly. The ability to control impulses is the base of character. Goleman (1995) says that Emotional Intelligence represents Character. Teachers play the central role in cultivating character by inculcating self-discipline and empathy. For this, teachers should be aware of the importance of Emotional Intelligence.

Teaching competency refers to the knowledge, attitude, skills and self-perception or the products that comes from by mixing these behaviours and resulting in consistent pattern of behaviour 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).

Emotional Intelligence:

The concept of emotional intelligence began to appear in the early 1990 and it was popularized in 1995 by Daniel Goleman's book, Emotional Intelligence. The book captured the attention of the general public, media, and researchers by claiming that emotional intelligence can be "as powerful, and at times more powerful, than IQ" in predicting how successful one is in life (Goleman, 1995). Salovey and Mayer (1990) defined emotional intelligence as a form of intelligence that involves the ability to monitor one's own and others feelings and emotions, to discriminate among them and to use this information to guide one's thinking and

actions. It is the ability to perceive emotions, integrate emotions, to facilitate thoughts, understand emotions, and to regulate emotions to promote personal growth. Thus, Emotional Intelligence can be described as having four branches: the ability to accurately perceive and express emotion, assimilate emotion into thought, understand emotion, and regulate emotions in the self and others. Bar-On (1997), defined emotional intelligence as being concerned with understanding oneself and others, relating to students, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands.

Teaching Competence:

The term 'Teaching' can be defined as a set of observable teacher behaviors that facilitate or support learning among students. Based on the micro-criteria approach to study teaching (Gage, 1963), teaching is perceived as a set of teaching skills where in a teaching skill is a set of teaching behaviors that facilitate or bring about a specific instructional objective. Whereas 'teaching competency' means an effective performance of all the observable teacher behaviors that bring about desired pupil outcomes. Precisely, teaching competence involves effective use of various teaching skills.

Need and significance of the study:

Teachers are the role models as educators and as learners. They evaluate their role, behavior and performance by setting goals and actively working towards their attainment. They show evidence of research, reflection, collaboration and accountability through their work. The main aim of the teachers is to make students learn effectively. For doing so, a teacher has to do several activities such as plan properly, provide effective instruction and evaluating learning using appropriate methods and techniques. That means a teacher has to perform a host of activities inside and outside the classroom. The effectiveness or ineffectiveness of teaching is closely linked to teacher competence. Competent teacher would also create conditions and climate which are conducive

5274

for student learning. Teacher emotional intelligence has a significant impact on their Professional Competency, and teacher emotional intelligence has been shown to influence student learning behaviors, engagement, and academic performance (Corcoran and Tormey, 2013; Latif et al., 2017). Previous research has found that teachers' EI is closely related to student learning, and teachers with high emotional intelligence are able to focus on the emotional aspects of learning and teaching interactions (Mortiboys, 2005), which can directly create a positive atmosphere in the classroom to make the course more interesting and enjoyable (Miri and Pishghadam, 2021). Hence, the researcher intend to study the Emotional Intelligence of Primary School Teachers in relation to their Professional Competency in Visakhapatnam district.

Objectives of the study:

1. To study the relationship between Emotional Intelligence and Professional competency of Primary School teachers in Visakhapatnam District.
2. To study the significant difference among the perceptions of teachers based on their demographic variables i.e., Gender, Age, General Qualification, Professional Qualification, Teaching Experience and locality towards Emotional Intelligence of Primary School Teachers in Visakhapatnam district.
3. To study the significant difference among the perceptions of teachers based on their demographic variables i.e., Gender, Age, General Qualification, Professional Qualification, Teaching Experience and locality towards Professional Competency of Primary School Teachers in Visakhapatnam district.

Hypotheses of the present study

1. There is no significant relationship between Emotional Intelligence and Professional competency of Primary School teachers in Visakhapatnam District.
2. There is no significant difference among the perceptions of teachers based on their demographic variables i.e., Gender, Age,

General Qualification, Professional Qualification, Teaching Experience and locality towards Emotional Intelligence of Primary School Teachers in Visakhapatnam district.

3. There is no significant difference among the perceptions of teachers based on their demographic variables i.e., Gender, Age, General Qualification, Professional Qualification, Teaching Experience and locality towards Professional Competency of Primary School Teachers in Visakhapatnam district.

Review of Related Literature:

Huili Su et al., (2022) studied on "The relationship between teachers' emotional intelligence and teaching for creativity: The mediating role of working engagement". The study is a cross-sectional design. The sample of the study is 3,307 secondary school English teachers working in Jilin Province, China. The findings show that the teachers' perceptions of emotional intelligence, work engagement and teaching for creativity are relatively high. The findings confirm the hypotheses. The results of structural equation modeling and bootstrapping show that teachers' emotional intelligence is positively correlated with work engagement and teaching for creativity, and teachers' work engagement mediates the relationship between emotional intelligence and teaching for creativity.

Li Wang (2022) studied on "Emotional Intelligence, Work Engagement, Teacher Self-Efficacy, and Student Academic Achievement: A Moderated Mediation Model". A sample of 365 Chinese teachers from 25 public middle schools participated in this study by completing measurements of teacher EI, teacher work engagement, and teacher self-efficacy. The student academic achievement was assessed by the grades of the previous term (February to June 2020) reported by the students. The results indicated that teacher work engagement partially mediated the path from teacher EI and student academic achievement.

Pachaiyappan (2022) studied on "A Study

On Professional Competency Among Higher Secondary Teachers". Survey method of research has been used in the present study. Professional Competency scale constructed and Standardized by Udayagiri Nageshwara Rao(2002) was used for data collection. The investigator randomly selected three hundred and fifteen higher secondary teachers in and around Chennai and Kanchipuram Districts of Tamilnadu. The data was analyzed using mean, standard deviation, 't'- test and F-test. The result of the study reveals that there is a significant difference between the male and female higher secondary teachers with respect to their Professional Competency. The finding reveals that there is no significant difference between the rural and urban higher secondary teachers with respect to their Professional Competency. The study reveals that there is a significant difference in Teaching Competency among higher secondary teachers with respect to type of management.

Kishwar Naz (2017) presented "Effects of Teachers' Professional Competence on Students' Academic Achievements at Secondary School level in Muzaffarabad District". There was significant difference between male and female teachers in scores of professional competencies.

Design of the Study

The researcher followed the survey method of the descriptive research. For this investigation the questionnaire had been considered as a suitable tool for the collection of data. The

questionnaire consisted of 34 statements for Professional Competency and 20 statements for Emotional Intelligence of teachers as perceived by the Teachers.

Reliability and Validity:

For the purpose of the present study the split-half method was adopted. The split-half reliability co-efficient for the Professional competency of Teachers was 0.82 and the Emotional Intelligence of teachers was 0.90 as perceived by teachers and for the validity of the scale it is based on the content and construct validity.

Administration of Tool:

The tool was administered among primary school teachers , necessary instructions were given in filling the tool. All the respondents followed the instructions and filled the tool by reading the all the items carefully.

Data Collection:

The investigator personally visited the sampled schools and administered the tool among the sampled respondents. The data collected through questionnaire was used for analytical purposes.

Statistical Techniques Used:

The statistical techniques used mainly for analytical purposes were means, standard deviations correlation, 't'-test and 'F'-test (ANOVA) have been used by the investigator with the help of Statistical Package for Social Sciences (SPSS).

Table 1: Correlation between teacher professional competency and emotional intelligence

N	'r' – value	p-value
100	0.48	0.00

Table 1. revealed that, there is high significant correlation established between Teacher Professional Competency and Teacher Emotional Intelligence. The 'r'-value was found to be 0.48 and the p-values was 0.00 which is significant at 0.01 level. Hence, the null hypothesis is rejected.



Table 2: Overall perceptions of teachers towards Teacher professional competency

Area	N	Min. Score	Max. Score	Mean	Mean Percent	Std. Dev.
Teacher Professional Competency	100	34	170	141.54	83.26	18.65

Table 2 shows that the, teachers expressed high perceptions towards Teacher Professional Competency. The mean and percentages are 141.54 and 83.26% on their total score.

Table 3: Significant difference among the perceptions of teachers based on their demographic variables towards Teacher Professional Competency

5277

Variable	Category	Mean	SD	t/F-value	p-value
Gender	Male	141.43	19.70	0.85 ^{NS}	0.20
	Female	138.20	21.97		
Age	Below 35 Years	128.56	23.08	8.12**	0.00
	36 to 50m Years	139.18	21.41		
	Above 50 Years	148.07	18.60		
General Qualification	Inter	132.80	24.05	4.68**	0.00
	B.A.,	135.40	19.97		
	B.Sc.	139.85	22.04		
	M.A.	143.29	18.05		
	M.Sc.	142.00	16.97		
	M.Com.	124.07	18.39		
Professional Qualification	D.Ed.	131.04	24.86	5.13*	0.02
	B.Ed.	136.65	19.64		
	M.Ed.	134.18	18.50		
Professional Experience	Below 10 Years	142.61	20.76	6.20**	0.00
	10-20 Years	135.79	23.63		
	Above 20 Years	139.45	25.52		
Locality	Rural	139.61	20.55	1.02 ^{NS}	0.44
	Urban	140.74	23.73		

N=100

Table 3 it was observed that, there is no significant difference between the perceptions of teachers based on their gender and locality and they perceived similar opinion towards Teacher Professional Competency.

There is a significant difference among the perceptions of teachers according to their demographic variables i.e., age, general and professional qualification and professional experience towards Teacher Professional

Competency. According to their age group, above 50 years age group teachers perceived high than that of the rest. According to their General qualification, M.A. qualified teachers perceived high and according to their professional qualification, B.Ed., qualified teachers perceived high than that of the rest. According to their Professional experience, below 10 years experienced teachers perceived high towards Teacher Professional Competency than that of the rest.



Table 4: Overall perceptions of teachers towards Emotional Intelligence

Area	N	Min.Score	Max.Score	Mean	Mean Percent	Std. Dev.
Emotional Intelligence	100	20	100	63.54	63.54	9.18

Table 4 shows that the, teachers expressed average perceptions towards Teacher Emotional Intelligence. The mean and percentages are 63.54 and 63.54% on their total score.

Table 5: Significant difference among the perceptions of teachers based on their demographic variables towards Emotional Intelligence

Variable	Category	N	Mean	SD	t/F-value	p-value
Gender	Male	170	68.94	10.76	1.14 ^{NS}	0.25
	Female	130	67.57	9.57		
Age	Below 35 Years	55	65.78	11.12	3.21*	0.04
	36 to 50m Years	163	68.24	10.33		
	Above 50 Years	82	70.27	9.22		
General Qualification	Inter	5	72.60	10.11	4.38**	0.00
	B.A.,	65	66.20	10.39		
	B.Sc.	81	69.33	10.99		
	M.A.	85	68.88	9.43		
	M.Sc.	49	71.06	9.89		
Professional Qualification	D.Ed.	26	70.77	12.12	6.36**	0.00
	B.Ed.	224	69.07	10.44		
	M.Ed.	50	63.82	6.75		

5278

Variable	Category	N	Mean	SD	t/F-value	p-value
Professional Experience	Below 10 Years	49	72.04	12.29	6.52**	0.00
	10-20 Years	163	66.56	9.90		
	Above 20 Years	88	69.59	9.01		
Locality	Rural	106	64.66	6.70	4.76**	0.00
	Urban	194	70.36	11.29		

Table 5 it was observed that, there is no significant difference between the perceptions of male and female category teachers and they perceived similar opinion towards Emotional Intelligence.

There is a significant difference among the perceptions of teachers according to their demographic variables i.e., age, general and professional qualification, professional experience and locality towards Emotional

Intelligence. According to their age group, above 50 years age group teachers perceived high than that of the rest. According to their General qualification, M.Sc. qualified teachers perceived high and according to their professional qualification, D.Ed., qualified teachers perceived high than that of the rest. According to their Professional experience, below 10 years experienced teachers perceived high and also according to their locality, urban area teachers perceived high



towards Emotional Intelligence than that of the rest.

Findings and Conclusion of the study:

There is high significant correlation established between Teacher Professional Competency and Teacher Emotional Intelligence. The 'r'-value was found to be 0.48 and the p-values was 0.00 which is significant at 0.01 level. Hence, the null hypothesis is rejected.

Teachers expressed high perceptions towards Teacher Professional Competency. The mean and percentages are 141.54 and 83.26% on their total score.

There is no significant difference between the perceptions of teachers based on their gender and locality and they perceived similar opinion towards Teacher Professional Competency.

There is a significant difference among the perceptions of teachers according to their demographic variables i.e., age, general and professional qualification and professional experience towards Teacher Professional Competency. According to their age group, above 50 years age group teachers perceived high than that of the rest. According to their General qualification, M.A. qualified teachers perceived high and according to their professional qualification, B.Ed., qualified teachers perceived high than that of the rest. According to their Professional experience, below 10 years experienced teachers perceived high towards Teacher Professional Competency than that of the rest.

Teachers expressed average perceptions towards Teacher Emotional Intelligence. The mean and percentages are 63.54 and 63.54% on their total score.

There is no significant difference between the perceptions of male and female category teachers and they perceived similar opinion towards Emotional Intelligence.

There is a significant difference among the perceptions of teachers according to their demographic variables i.e., age, general and professional qualification, professional experience and locality towards Emotional

Intelligence. According to their age group, above 50 years age group teachers perceived high than that of the rest. According to their General qualification, M.Sc. qualified teachers perceived high and according to their professional qualification, D.Ed., qualified teachers perceived high than that of the rest. According to their Professional experience, below 10 years experienced teachers perceived high and also according to their locality, urban area teachers perceived high towards Emotional Intelligence than that of the rest.

Conclusion:

The present study has explored that statistically significant positive relationship exists between emotional intelligence and professional competency of primary school teachers. It was also measured that statistically significant positive relationship existed between secondary school teachers on the basis of age, general and professional qualification, professional experience and locality. In totality it was concluded that excellence in the level of emotional intelligence brings enhancement in the performance of teacher at high school level.

Suggestions:

1. Emotional Intelligence is relatively new in under developing areas, Administrators must planned to conduct number of programs, seminars, workshops and conferences for the purpose of awareness and importance of emotional intelligence at mandal and district level.
2. For the purpose of comparison similar research studies should be conducted to gain information about emotional intelligence of teachers.
3. For more understanding of emotional intelligence a number of training programs specially for teachers working in rural areas and also for the female teachers should be arranged at mandal and district level.

References:

Austin, E. J., Saklofske, D. H., & Egan, V. (2005). Personality, well-being and health correlates of trait emotional intelligence.

Personality and Individual differences, 38(3), 547-558.

Ciarrochi, J., Deane, F. P., & Anderson, S. (2002). Emotional intelligence moderates the relationship between stress and mental health. *Personality and individual differences, 32(2), 197-209*

Frost, D., & Harris, A. (2003). Teacher leadership: Towards a research agenda. *Cambridge Journal of Education, 33(3), 479-498.*

Hawkey, K. (2006). Emotional intelligence and mentoring in pre-service teacher education: A literature review. *Mentoring & Tutoring, 14(2), 137-147.*

Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research, 79(1), 491-525.*

Penrose, A., Perry, C., & Ball, I. (2007). Emotional intelligence and teacher self efficacy: the contribution of teacher status and length of experience. *Issues in educational research, 17(1), 107-126.*

Thorndike, R. L. (1936). Factor analysis of social and abstract intelligence. *Journal of educational psychology, 27(3), 231-233.*