

Vol 6 Issue 2 Nov 2016

ISSN No : 2249-894X

*Monthly Multidisciplinary
Research Journal*

*Review Of
Research Journal*

Chief Editors

Ashok Yakkaldevi
A R Burla College, India

Ecaterina Patrascu
Spiru Haret University, Bucharest

Kamani Perera
Regional Centre For Strategic Studies,
Sri Lanka

Review Of Research Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial Board readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

Regional Editor

Dr. T. Manichander

Advisory Board

Kamani Perera Regional Centre For Strategic Studies, Sri Lanka	Delia Serbescu Spiru Haret University, Bucharest, Romania	Mabel Miao Center for China and Globalization, China
Ecaterina Patrascu Spiru Haret University, Bucharest	Xiaohua Yang University of San Francisco, San Francisco	Ruth Wolf University Walla, Israel
Fabricio Moraes de Almeida Federal University of Rondonia, Brazil	Karina Xavier Massachusetts Institute of Technology (MIT), USA	Jie Hao University of Sydney, Australia
Anna Maria Constantinovici AL. I. Cuza University, Romania	May Hongmei Gao Kennesaw State University, USA	Pei-Shan Kao Andrea University of Essex, United Kingdom
Romona Mihaila Spiru Haret University, Romania	Marc Fetscherin Rollins College, USA	Loredana Bosca Spiru Haret University, Romania
	Liu Chen Beijing Foreign Studies University, China	Ilie Pinte Spiru Haret University, Romania
Mahdi Moharrampour Islamic Azad University buinzahra Branch, Qazvin, Iran	Nimita Khanna Director, Isara Institute of Management, New Delhi	Govind P. Shinde Bharati Vidyapeeth School of Distance Education Center, Navi Mumbai
Titus Pop PhD, Partium Christian University, Oradea, Romania	Salve R. N. Department of Sociology, Shivaji University, Kolhapur	Sonal Singh Vikram University, Ujjain
J. K. VIJAYAKUMAR King Abdullah University of Science & Technology, Saudi Arabia.	P. Malyadri Government Degree College, Tandur, A.P.	Jayashree Patil-Dake MBA Department of Badruka College Commerce and Arts Post Graduate Centre (BCCAPGC), Kachiguda, Hyderabad
George - Calin SERITAN Postdoctoral Researcher Faculty of Philosophy and Socio-Political Sciences Al. I. Cuza University, Iasi	S. D. Sindkhedkar PSGVP Mandal's Arts, Science and Commerce College, Shahada [M.S.]	Maj. Dr. S. Bakhtiar Choudhary Director, Hyderabad AP India.
REZA KAFIPOUR Shiraz University of Medical Sciences Shiraz, Iran	Anurag Misra DBS College, Kanpur	AR. SARAVANAKUMARALAGAPPA UNIVERSITY, KARAIKUDI, TN
Rajendra Shendge Director, B.C.U.D. Solapur University, Solapur	C. D. Balaji Panimalar Engineering College, Chennai	V.MAHALAKSHMI Dean, Panimalar Engineering College
	Bhavana vivek patole PhD, Elphinstone college mumbai-32	S.KANNAN Ph.D , Annamalai University
	Awadhesh Kumar Shirotriya Secretary, Play India Play (Trust), Meerut (U.P.)	Kanwar Dinesh Singh Dept.English, Government Postgraduate College , solan

More.....



IMPACT OF EMOTIONAL COMPETENCE ON WORK MOTIVATION: A STEP TOWARDS QUALITY ENHANCEMENT

M. Lavanya¹ and Dr. Mumtaz Begum²

¹Research Scholar in Education, Manonmaniam Sundaranar University, Tirunelveli, Tamil Nadu.

²Associate Professor, School of Education, Pondicherry University, Puducherry.

ABSTRACT

This article explains the crisis of student teachers by means of proper training where he/she could imbibe values, build up personality and realize the inner qualities to tackle the challenges in educating student. Teacher's have a great role in moulding future generation. As they aspire to be better teachers, they need to be emotionally intelligent and competent enough to settle down in the society. Work motivation is another factor which affects the performance of teachers. It is the basic psychological process that refers to the force within the person which affects the direction, intensity and persistence of voluntary behaviour. For quality enhancement in teaching-learning process, Emotional Competence and Work motivation plays an important role among student teachers, since it has occupied key position in almost all system of education either in the present or past leads. The investigators hence felt the need to study the impact of emotional competence on work motivation of B.Ed teacher trainees of Puducherry. Using the normative survey method and simple random sampling technique a total number of 800 B.Ed. teacher trainees were selected as the sample. The research tools Work

Motivation Scale (WMS) was constructed and standardized by the investigators and a standardised tool Emotional Competence Scale (ECS) by Dr. Harish & Dr. Rajeev Lochan Bhardwaj (1998) was used to collect data. The findings revealed that emotional competence had a greater influence on their work motivation towards their teaching with respect to background variables viz., gender, locality and qualification.

KEYWORDS : Emotional Competence, Work Motivation, B.Ed. Teacher Trainees.

INTRODUCTION

The quality aspect of education depends entirely on character and personality of the teacher. A good quality of life can be attained only through a good quality of education. Education is a conductive process, which leads a person from darkness, poverty and misery by developing his/her individuality in all its mental, emotional, physical and social aspects. According to Kothari Commission (1966), "of all the different factors which influence the quality of education and its contribution to national development, the quality, competency and character of teachers are undoubtedly the most significant". Therefore a sound programme of professional education of teachers is essential for the qualitative improvement of



education. An emotional competence is a learned capability based on emotional intelligence that results in outstanding at work. Emotion work has defined as the management of one's own feelings or as "work done in a conscious effort to maintain the well being of a relationship". Our emotional Competency determines our potential for learning the practical skills. The teacher work motivation is the willingness and strength both internally and externally in any action or activity directed and diligently in order to achieve the teacher job satisfaction and organizational goals that have been set, with the dimensions and indicators: tenacity, the level of presence, responsibility, achievement, and encouragement to achieve the goals of teachers in the works. Thus, the results of review of related studies revealed that the sources of emotional competence seem to have a greater impact on work motivation of the teachers. Hence, the investigators attempted to study the impact of emotional competence on work motivation of B.Ed. teacher trainees where they are the future teachers to mould the younger generations.

OBJECTIVES

- To find out the level of Emotional Competence and Work Motivation of B.Ed. Teacher Trainees of Puducherry.
- To find out the Emotional Competence and Work Motivation of B.Ed. Teacher Trainees of Puducherry with respect to the background variables viz., Gender, Locality and Pre-Qualification.
- To find out the relationship among Emotional Competence and Work Motivation of B.Ed. Teacher Trainees of Puducherry.

HYPOTHESES

- There is no significant difference in the emotional competence of B.Ed. Teacher trainees of Puducherry with respect to the background variables viz., gender, locality and pre-qualification.
- There is no significant difference in the work motivation of B.Ed. Teacher trainees of Puducherry with respect to the background variables viz., gender, locality and pre-qualification.
- There is no significant relationship among emotional competence and work motivation of B.Ed. Teacher trainees of Puducherry.

METHODOLOGY

Normative Survey method was used to collect the data from the selected B.Ed Teacher Trainees belonging to the colleges of education in Puducherry. Random Sampling technique was employed in the selection of 800 B.Ed teacher trainees who constituted the sample.

RESEARCH TOOLS

In order to perceive the above-stated objectives, Work Motivation Scale (WMS) constructed and standardized by the Investigators (2014) and Emotional Competence Scale (ECS) developed and standardised by Dr. Harish & Dr. Rajeev Lochan Bhardwaj (1998) were used to collect data. WMS consists of 48 statements and each statement has seven options namely Not well at all, Very little, A little, Moderately, Strongly, Very strongly and Completely and the responses of the subjects were scored by assigning numerical value of arbitrary weight ages to each item. ECS consists of 30 items under five different dimensions of competencies with five point Likert scale and the score is assigned as 1, 2, 3, 4 and 5 from upper to lower end for each item. Each dimension consists of 6 items where six items classified under the dimension of Adequate depth of Feeling (ADF), six items classified under the dimension of Adequate Expression and Control of Emotions (AEC), six items classified under the dimension of Ability to Function with Emotions (AFE), six items classified under the dimension of Ability to Cope with Problem Emotions (ACPE), six items classified under the dimension of Enhancement of Positive Emotions (EPE). An individual score is the sum of the all scores 48 items in WMS and 30 items in ECS. The score ranges from 48 to 336 in WMS and 30 to 150 in ECS. Content Validity was checked by the experts for WMS and the Reliability Coefficient was established by Guttman Split Half Method where (WMS - 0.72 and ECS - 0.76).

TESTING OF HYPOTHESES

Table 1: Level of Emotional Competence and Work Motivation of B.Ed. Teacher Trainees

Variable	Low	Average	High
Emotional Competence	17.5%	69.4%	13.1 %
Work Motivation	13.1%	68.8%	18.1%

Table 2: Emotional Competence of B.Ed. Teacher Trainees with respect to Gender, Locality and Pre-Qualification

Variable	Category	N	Mean	SD	t-value (p-value)	Remark
Gender	Male	324	96.16	10.00	2.304 (0.022)	Significant at 0.05 Level
	Female	476	94.57	9.193		
Locality	Rural	448	96.67	9.849	3.866 (0.000)	Significant at 0.01 Level
	Urban	352	94.04	9.338		
Pre-Qualification	Undergraduate	647	95.57	9.515	0.331 (0.741)	Not Significant
	Postgraduate	153	95.28	10.52		

Table 3: Work Motivation of B.Ed. Teacher Trainees with respect to Gender, Locality and Pre-Qualification

Variable	Category	Category	Mean	SD	t-value (p-value)	Remark
Gender	Male	324	208.37	43.50	4.149 (0.000)	Significant at 0.01 Level
	Female	476	195.69	41.70		
Locality	Rural	448	204.95	44.87	3.129 (0.002)	Significant at 0.01 Level
	Urban	352	195.58	39.63		
Pre-Qualification	Undergraduate	647	202.50	43.63	2.452 (0.015)	Significant at 0.05 Level
	Postgraduate	153	193.73	38.84		

Table 4: Relationship between Emotional Competence and Work Motivation of B.Ed. Teacher Trainees

Variables	N	Mean	SD	Emotional Competence	Work Motivation
Emotional Competence	800	95.52	9.71	1	0.730
Work Motivation	800	200.8	42.87	0.730	1

FINDINGS OF THE STUDY

- 13.1% of B.Ed. teacher trainees are highly competent and 17.5% of them are incompetent in their emotional competence where 69.4% of B.Ed. teacher trainees are average in their emotional competence.
- 18.1% of B.Ed. teacher trainees show high level and 68.8% shows average level of work motivation towards their teaching and 13.1% of them show low level of work motivation in their teaching.
- B.Ed. Teacher Trainees of Puducherry with respect to the background variables viz., gender and locality differ significantly on their emotional competence where pre-qualification have no influence on it.
- B.Ed. Teacher Trainees of Puducherry with respect to the background variables viz., gender, locality and pre-qualification differ significantly on their work motivation towards teaching.
- The mean of female teacher trainees was high in comparison to male teacher trainees; female teacher trainee’s emotional competence and work motivation are more significant than male teacher trainees.
- There exists a positive correlation between emotional competence and work motivation. It shows that increase in emotional competence increases work motivation also.

DELIMITATIONS

- The present study was constrained to B.Ed. teacher trainees only.
- The data collection was constrained to Puducherry region only.
- The present study was constrained to B.Ed. teacher training colleges affiliated to Pondicherry University only.
- The present study was constrained to the following background variables viz., gender, locality and pre-qualification.

CONCLUSION

According to Daulat Singh Kothari (1988), the message of the teacher to the students is not merely to impart knowledge content of books which is largely information fast getting out of date. But more than that it should be inspiration, by his/her example, towards the process of character building and the use of knowledge for welfare of the community. The total message to the students, and to the community, is the total life of the teacher." The role of the classroom manager is none other than the teacher. Therefore, the teacher's emotional competence and work motivation gain significance these days, in order to provide quality education to all. The present investigation revealed that the B.Ed teacher trainees show average level of emotional competence and work motivation in their teaching .With respect to gender and locality they differ significantly in their emotional competence where as with respect to pre-qualification has no influence on it and work motivation of them differs significantly with respect to gender, locality and pre-qualification. It is thus concluded from the investigation that the female teacher trainees are more significant than male teacher trainees in their teaching aspects. Thus the emotional competence and work motivation of teachers with respect to background variables differ as per the changing needs of time. They are very essential to the growth of educational system in an overall manner.

BIBLIOGRAPHY

1. Abbas Omolbanin Banimohamadi, & Ali Poordaryaienejad. (2014). The Relationship between Emotional Intelligence ad Self-Efficacy among Iranian University Students in Bandar. *Journal of Social Issues & Humanities*, 2(1), ISSN 2345-263.
2. Badri Shahtalebi & Hassan Javadi. (2014). Relationship between Emotional Intelligence and Learning Styles of Students. *J. Appl. Environ. Biol. Sci*, 4(2), 245-251. ISSN 2090-4274.
3. Baleghizadeh, Sasan & Gordani, Yahya. (2012). Motivation and quality of work life among secondary school EFL teachers. *Australian Journal of Teacher Education*, 37(7).
4. Brown, L. V. (2007). *Psychology of motivation*. New York: Nova Science Publisher.
5. Houkes, I. & Nijhuis, F.J.N. (2001). Work and individual determinates of intrinsic work motivation, Emotional Exhaustion and turn over intention: A multi sample analysis, *International Journal of Stress Management*, 8(4), 257-283.
6. Inayatullah, Atiya & Jehangir, Palwasha. (2011). Teachers job performance: The role of motivation. *Abasyn Journal of Social Sciences*, 5(2), 78-99.
7. Jena Prakash Chandra. (2011). Managerial creativity and work motivation of secondary school tribal teachers in relation to their occupational self efficacy. *International Journal of Research in Commerce and Management*, 2(10), 67-71.
8. Khan, W.A. (2001). A study of work motivation among teachers and teacher's performance in senior secondary schools of Delhi, *Indian Educational Abstracts*, 4(1), 77-78.
9. Khatoon, Saliha & Humiera, Sultana (2013). Emotional intelligence and self-concept as correlates of academic achievement of student-teachers. *CTE National Journal*, XI(1), 110-113.
10. Saarni, C. (1999). *The Development of Emotional Competence*. New York, NY, USA: Guilford Press.
11. <http://www.aessweb.com/journal>.
12. <http://psychological-musings.blogspot.in/2012/10/emotional-intelligence-and-emotional.html>
13. <http://scholarsresearchlibrary.com/ABR-vol3-iss2/ABR-2012-3-2-780-788.pdf>
<http://inspirebusinesssolutions.com/blog/5-main-components-of-emotional-intelligence>
14. <http://iosrjournals.org/iosr-jhss/papers/Vol19-issue12/Version-5/H0191254349.pdf>

Publish Research Article

International Level Multidisciplinary Research Journal For All Subjects

Dear Sir/Mam,

We invite unpublished Research Paper, Summary of Research Project, Theses, Books and Books Review for publication, you will be pleased to know that our journals are

Associated and Indexed, India

- ★ Directory Of Research Journal Indexing
- ★ International Scientific Journal Consortium Scientific
- ★ OPEN J-GATE

Associated and Indexed, USA

- DOAJ
- EBSCO
- Crossref DOI
- Index Copernicus
- Publication Index
- Academic Journal Database
- Contemporary Research Index
- Academic Paper Database
- Digital Journals Database
- Current Index to Scholarly Journals
- Elite Scientific Journal Archive
- Directory Of Academic Resources
- Scholar Journal Index
- Recent Science Index
- Scientific Resources Database

Review Of Research Journal
258/34 Raviwar Peth Solapur-
413005, Maharashtra
Contact-9595359435

E-Mail-ayisrj@yahoo.in/ayisrj2011@gmail.com