



ISSN: 2249-894X

IMPACT FACTOR : 5.7631 (UIF)

UGC APPROVED JOURNAL NO. 48514

VOLUME - 8 | ISSUE - 8 | MAY - 2019



## TEACHING COMPETENCY OF SECONDARY SCHOOL TEACHERS IN RELATION TO EMOTIONAL INTELLIGENCE

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### ABSTRACT:

The study was designed to look at the connection between teaching competence and emotional intelligence of school lecturers. Participants were a hundred school lecturers UN agency completed the final Teaching competence Scale (GTCS), and Emotional Intelligence Scale (EIS). The findings of the study reveal a big positive relationship between teachers' teaching competence and their emotional intelligence. however insignificant distinction is found between teaching

competence in addition as between emotional intelligence of school lecturers teaching in government and personal colleges. The study conjointly indicated that teaching competence and emotional intelligence don't seem to be influenced by gender.

**KEYWORDS:** teaching competency; emotional intelligence.

### INTRODUCTION:

Little doubt intellectual ability is a vital consider predicting teacher's success. however recent studies, however, have shown that a intelligence and teaching expertise isn't entirely indicative of the teacher's success in teaching profession. Rather skills and teaching competence square measure essential ingredients to be skilled teacher. In today's world, teacher should develop the essential twenty first Century competencies. A teacher's competence in twenty first century in keeping with United Nations agency (2008) is that a competent teacher ought to have firm

information of the syllabus of his/her subject and to use technology into the syllabus. Formal system of education depends on 3 parts that square measure syllabus, student and teacher. Teaching competence refers to the information, attitude, skills and self perception or the product that comes from by intermixture these behaviors and leading to consistent pattern of behavior resulting in the attainment of expected outcomes. Teaching competence is that the ability of a tutor manifested through a collection of open teacher room behaviours that is resultant of the interaction between the presage and also the product variables of teaching among a social setting (Rama, 1979).

Teaching competence has totally

different dimensions like mastery of subject material, sweetening of motivation of scholars, planning, presentation and analysis skills and room social control skills. Teacher possessing of these skills to cheap extent will be a competent teacher. Teachers' competence seems to be a big contributor to high school effectiveness. As advised by Ornstein (1991), effective lecturers square measure those with high competence in information and skills. Wilson, Shulman and Richet (1987) note that teachers' profound

information in syllabus content and pedagogy enhance students' performance. opus (1982) states that teachers' competence like behavior, skills and information associated with faculty performance.

Every teacher has totally different levels of skills, skills and competencies owing to their {different|totally totally different|completely different} levels of teaching experiences and different academic background. supported these variations, they'll show totally different sets of motivation, commitment and engagement. Burgoyue (1993) utilized a useful perspective to outline a competence as however the goals of organizations were best achieved by rising members' performance. Internationally and across the nation, totally different organizations need differing types of competencies. in keeping with the Land of Enchantment (USA) (2012) Public Education there square measure 9 indicators/competencies of lecturers. National Council of Teacher Education (1998) has known 10 competencies for creating the lecturers professionally competent.

Quinn, Faerman, Thompson and McGrath (1996) indicated that competencies were related to information and skills for implementing sure assignments or comes effectively. To be effective in a very explicit competence, one should be ready to accomplish the specified results of employment with specific qualifications and private attributes. therefore besides teaching competence, temperament, leadership and perspective square measure the vital attributes that square measure indicative of the capabilities usually referred to as —emotional intelligence||—are equally essential in teaching-learning method. the one most vital issue for eminent leader within the work is emotional intelligence. As advised by Wright (2008), the skills, skills and competencies as well as the amount of motivation, commitment and engagement act as drivers in terms of the employees' actions. Emotions square measure expected to be assimilated into an inspiration that square measure influenced by cultural and environmental factors. These factors would come with the place wherever the individual lives and add. Emotional intelligence is that the ability to sense, perceive and effectively apply the ability and acumen of emotions as a supply of human energy, data, affiliation and influence (Cooper and Sawaf, 1998).

According to the Genos EI (Emotional Intelligence form developed by Arnold Palmer and Stough, 2001), there square measure 5 key emotional competencies that square measure applicable to the work situation- Emotional Recognition and Expression, Understanding Others Emotions, Emotions Direct psychological feature, Emotional Management and Emotional management. Emotional intelligence helps someone altogether spheres of his life through its varied Components- Self Awareness, Managing Emotions, Motivating Oneself, fellow feeling and Handling Relationships (Goleman, 1995).

Once applied to the work, emotional intelligence involves the capability to effectively understand, express, perceive and manage emotions in a very skilled and effective manner at work (Palmer and Stough 2001). EI has been recognized as vital for fulfillment within the work (Goleman, 1998b; Kirch, Tucker and Kirch, 2001; Rozell, Pettijohn and Parker, 2002) that has resulted in requires the incorporation of EI skills in university curricula (Chia 2005; Holt and Jones 2005; Low and Nelson 2005). Pradhan, Mathur and Mishra (2001) reportable that emotional attainment is completely associated with general health and quality of life. folks high on emotional attainment skills maintain higher health and have a positive quality of life. although the event of emotional intelligence could be a action, nonetheless it will be increased because it has been all over that emotional intelligence will be learned and it ought to be a element of leadership coaching (Weisinger 1998). Further, new researches by Goad (2005) and Justice (2005) have indicated the importance and worth of emotional intelligence in teacher preparation programs. in keeping with them pre-service teacher education, induction experiences with mentoring, and different certification programs may well be reinforced by providing emotional intelligence coaching in making ready new lecturers. Dhull, Mangal, Goad and Justice (2005) UN agency opined that success of programme depends plenty on the amount of emotional intelligence and teaching competence of lecturers.

Supported the literature review, teaching competence and emotional intelligence square measure found to be essential for a tutor to be competent. So, a necessity was felt to check teaching competence in relevance emotional intelligence of school lecturers.

From the higher than literature review, following hypotheses square measure developed

1. There exists no important distinction between school lecturers teaching in numerous form of colleges (government and private) in relevance their (a) teaching competence and (b) emotional intelligence.
2. There exists no important distinction between male and feminine school lecturers in relevance their (a) teaching competence and (b) emotional intelligence.
3. There exists no important correlation between teaching competence and emotional intelligence of school lecturers.

## METHODOLOGY

### Research style

Quantitative approach is applied during this study. This study used a descriptive reciprocity style to look at the connection between teaching competence and emotional intelligence of school lecturers.

### Sample

Adopting the non chance sampling technique, a sample of a hundred lecturers (Male and Female) from government personal and personal secondary colleges (100 from government colleges and fifty from private schools) of Belgaum, Karnataka district was elect for the aim of the current investigation.

### Tools Used

Within the gift study the subsequent tools were used:

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

### Procedure

Once finalizing the tools and receiving the consent of the principals, the lecturers of the govt and personal secondary colleges were requested to fill the GTC scale and EI scale while not omitting any item. All the finished tests were used for knowledge analysis victimization applied mathematics measures like mean, standard-deviation, ttest and Pearson's product moment correlation.

## ANALYSIS AND INTERPRETATION

### Comparison of Means

Hypothesis I so as to check Hypothesis I, distinction within the mean scores on the teaching competence and emotional intelligence of lecturers teaching in government and personal colleges were calculated. The results square measure conferred in table.

### 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 depicts that the values of Mean and Mount Rushmore State of teaching competence of middle school academics teaching in government colleges were seventy two.22 and 11.46 severally and people of academics teaching privately colleges were seventy five.48 and 17.01 severally. The t-value

came bent on be one.124 that is insignificant. It means there exists no vital distinction within the teaching competence of academics teaching in government and personal colleges. this implies that the academics of each government and personal colleges ar equally competent. each use new strategies and techniques within the school rooms to boost the teaching and learning method. therefore the Hypothesis I (a) that states, —There exists no vital distinction between teaching competence of middle school academics teaching in several kind of colleges (government and private)|| is accepted. Table one reveals the values of Mean and Mount Rushmore State of emotional intelligence of academics teaching in government colleges 132.20 and 10.60 severally and people of academics teaching privately colleges 127.80 and 15.41 severally. The t-value came bent on be one.664 that is insignificant, indicating that the sort of college doesn't play a process role within the emotional intelligence of middle school academics towards their job. the rationale could also be that the standard of any institution depends primarily on the skilled ability and emotional stability of academics. Unhappy, frustrated, disgruntled academics cannot facilitate their pupils to become happy and well adjusted teens. Showing emotion stable academics ar able to establish their own short comings and take a look at to get rid of them in order that the scholars could also be saved from the adverse influence of their unbalanced temperament.

### CONCLUSIONS

The key findings of the current study are:

- i. there's insignificant distinction within the teaching competence and emotional intelligence of state and personal middle school academics.
- ii. there's insignificant distinction within the teaching competence and emotional intelligence of state and personal middle school academics with reference to their gender.
- iii. there's vital relationship between teaching competence and emotional intelligence of middle school academics

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