

CONCEPTION AND VALIDATION OF “EMOTIONAL INTELLIGENCE TEACHING COMPETENCY (EITEC)” MODEL

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Introduction

Education provided by the schools generally centered upon cognitive aspect of the child only and not on affective and psychological aspects. Even in the cognitive domain only knowledge and comprehension components are stressed. Teachers have cognitive and as well psychomotor related competencies but many teachers lack in emotion related competencies. This can be proved from the following emotional outbursts which have happened in educational institutions across india.

Anooj (16), a standard ix student of a matriculation school in udumalpet, committed suicide in the school hostel on 15th feb 2012, leaving behind suicide notes accusing his economics teacher p. Maheswaran of driving him to take the extreme step. (P1, The Hindu, 16 Feb 2012)

P. Jagadtheeswaran, a teacher of chennai corporation run school attempted to commit suicide due to work stress. (P5, The Hindu, 5 Mar 2012)

The above mentioned emotional outbursts are like a tip of iceberg. Many such incidents are happening across the length and breadth of india. Some of the incidents are reported in media like above and rests are buried. These incidents does not spare even apex institute such as indian institute of technology. These incidents show that the teachers too have to be trained in emotional capabilities' and therefore such outbursts do not occur in future.

Emotional intelligence: Emotional intelligence is the art of managing emotions, understanding them and doing worthwhile activities. The success of a person entirely depends on the art of managing emotions which includes practical skills and the ability to handle people. Salovey and mayer (1990) conceptualized the term emotional intelligence as the subset of social intelligence that involves the ability to monitor one's own and others feelings and emotions, discriminate among them and to use information to guide one's thinking and action.

Teaching competency: Competence (plural competences) refers to cluster of related abilities, commitments, knowledge, and skills that enable a person (or an organization) to act effectively in a job or situation.

Teacher competence is a comprehensive term which includes teacher's personalities, presage, process and product variables while teaching competence is restricted to the teaching behaviour during class room teaching.

Balasubramanian (2003) studied, “emotional intelligence and achievement of teacher trainees at primary level” and reported that there is significant low positive correlation between emotional intelligence and academic achievement of teacher trainees.

Pareek (2005) has done an experimental study on, “enhancing emotional intelligence and enriching meaning in life”. The t value was found to be significant for all the measures except the two dimensions of emotional intelligence, which is, motivation and social skills.

Alavandar (2006) studied “emotional intelligence of elementary school teachers” and reported further educational qualification does not significantly influence the emotional intelligence of teachers.

Most of the studies on emotional intelligence were of descriptive analysis which used survey as a technique. Only very few studies on emotional intelligence are of empirical nature which provides intervention for enhancing emotional intelligence. Hence, the investigators have made an attempt to design a model to enhance emotional intelligence of b.ed. Teacher trainees through emotional intelligence strategy and to find its effect on teaching competency.

Methodology

The investigators have adopted “pre-test post-test control group” design for the present investigation.

The investigators has designed eitec (emotional intelligence teaching competency) model for enhancing teaching competency through emotional intelligence strategy. ‘strategy’ refers to a series of well-planned actions for achieving an aim. Using strategy instruction b.ed. Teacher trainees could be taught components of emotional intelligence.

The following tools were used in the study.

- “emotional intelligence scale” to assess the emotional intelligence of trainees of b.ed. Degree course. It was constructed and validated by the investigators.
- “science teaching competency scale” to assess the competence in teaching science of trainees of b.ed. Degree course. It was constructed and validated by the investigators.

Discussion and Conclusion

Descriptive, differential, correlational & multiple regression analysis have been used in this study. Following table shows ‘t’ tests across control group and experimental groups.

S.no.	Scores	Groups	N	M	SD	T * 0.05 **0.01
1	STC	Control	99.00	15.86	40	24.59**
		Expt.	167.75	7.81	40	
2	EI	Control	14.75	2.86	40	29.15**
		Expt.	30.25	1.77	40	

The correlation between emotional intelligence and science teaching competency was calculated using pearson product moment method and it is shown in table.

S.No	Category	N	M	Sd	'r'
1	Emotional intelligence	40	30.25	1.77	0.626**
2	Science teaching competency	40	167.75	7.81	

Regression analysis is given in the table.

Dependent variable

- science teaching competency (y)

Independent variable

- self awareness (x1)

- self management (x2)

- social awareness (x3)

- relationship management (x4)

S.No	Variable	Unstandardised coeff. (B)	Standard error of B	Beta coeff. (B)	't' value	'p' value
1	Self awareness	1.160	1.220	0.134	0.951	0.348
2	Self management	3.474	0.790	0.675	4.40	0.000
3	Social awareness	3.092	1.759	0.257	1.758	0.088
4	Relationship management	3.188	1.223	0.427	2.608	0.013
5	Constant	79.775	19.899		4.009	0.000

Through statistical analysis, it can be concluded that emotional intelligence strategy has enhanced emotional intelligence for the experimental group. This shows that treatment is effective. This enhanced emotional intelligence increases teaching competency. There is a significant and positive correlation between emotional intelligence and competence in teaching science of b.ed. Teacher trainees. This shows there is strong association between emotional intelligence and science teaching competency. If there is an increase in emotional intelligence, it will be accompanied by the increase in science teaching competency.

The present research shows that teachers with emotional intelligence can handle the class effectively. The teachers might have already known the teaching skills. But practicing them in classroom setting, demands different emotional competencies from the teachers.

This study has revealed that emotional intelligence can be increased by a strategy. Therefore appropriate strategies can be designed to enhance emotional intelligence. All over the world there are programmes on emotional intelligence to enhance emotional competence. But most of the studies concentrate on business field. The investigators, being a teacher educators, designed this programme for prospective teachers, since teachers are the backbone of the country.

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