

A RESEARCH STUDY ON EFFECT OF TEACHERS EMOTIONAL INTELLIGENCE AND THEIR SELF EFFICACY IN RELATION TO THEIR COMPETENCY

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Abstract

The purpose of this research was to examine the relationship between teacher freeziness with mental health and personality among secondary school teachers. A total of 250 secondary school teachers (140 men and 110 women) between the ages range of 28-49 years old participated in this research. To collect data, all subject filled out a. Teacher Freeziness Scale Constructed and standardized by Taj (1996) Parmod Kumar - Mental Health check list.

Arun Kumar Singh and Ashish Singh - Differential Personality Inventory

The results of present research showed that mental Health extraversion, openness to experience, agreeableness were negatively significant correlations with teacher freeziness sub-scales ($P < 0.05$) but neuroticism was positively significant correlation with theme ($P < 0.05$). On the other hand, conscientiousness was not significant with teacher freeziness sub-scales ($P > 0.05$). Thus, the strength of the correlations obtained in the present study suggests that mental health and personality have a significant role in teacher freeziness in secondary school teachers.

Keywords: Teacher Freeziness, Personality, Mental Health, Teachers.

Introduction

Emotional intelligence is a concept first introduced by Meyer and Salovey in the early 1990s. This element is a set of linked cognitive and emotional abilities. This cognitive structure has four components: emotional self-assessment, self-expression assessment, identification of others' emotions for emotional self-regulation, and the use of emotion to facilitate performance. The findings of a study indicated that emotional intelligence had twice the power of cognitive intelligence to predict academic achievement explanation. But in another study, EI did not appear to reliably predict future academic performance. Future studies should define the role of EI in admission decisions.

Dr. Salovey and Dr. Mayer proposed a model that identified four different factors of emotional intelligence: the perception of emotion, the ability reason using emotions, the ability to understand emotion and the ability to manage emotions.

1. Perceiving Emotions: The first step in understanding emotions is to accurately perceive them. In many cases, this might involve understanding nonverbal signals such as body language and facial expressions.

2. Reasoning with Emotions: The next step involves using emotions to promote thinking and cognitive activity. Emotions help prioritize what we pay attention and react to; we respond emotionally to things that garner our attention.

3. Understanding Emotions: The emotions that we perceive can carry a wide variety of meanings. If someone is expressing angry emotions, the observer must interpret the cause of their anger and what it might mean. For example, if your boss is acting angry, it might mean that he is dissatisfied with your work; or it could be because he got a speeding ticket on his way to work that morning or that he's been fighting with his wife.

4. Managing Emotions: The ability to manage emotions effectively is a key part of emotional intelligence. Regulating emotions, responding appropriately and responding to the emotions of others are all important aspect of emotional management.

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Teaching Competencies

A competency is more than just knowledge and skills; it involves the ability to meet complex demands by drawing on and mobilizing psychosocial resources (including skills and attitudes) in a particular context. Competency is essential to an educator's pursuit of excellence.

Teachers need a wide range of competencies in order to face the complex challenges of today's world. Teaching competency is an inherent element of an effective training process, one that aspires to contribute to the welfare of a particular country or the world, itself.

The central figures in the educational process are teachers. The success of training and education depends on their preparation, erudition and performance quality.

The teaching skills and life-long learning competencies of professional teachers comprise the following: to perform complex pedagogical duties; to be well-spoken, in good mental and physical health, stable and tolerant; to have a propensity to work with the younger generation, good communicative and observational skills, tact, a vivid imagination, and leadership.

During their professional careers, teachers pass through the following levels of professional growth to achieve the acme of professional competency.

1st level: pedagogical ability – characterized by detailed knowledge of the subject;

2nd level: pedagogical skill – perfected teaching skill;

3rd level: pedagogical creativity – marked by implementation of new methods and techniques into educational activities;

4th level: pedagogical innovation – distinguished by the incorporation of essentially new, progressive theoretical ideas, principles and methods of training and education.

SELF-EFFICACY

Bandura introduced self-efficacy as a key component in social cognitive theory, he discussed human motivation primarily in terms of outcome expectations. However, during the treatment of phobic individuals with mastery modeling techniques, individual differences in generalization were found regardless of the fact that all subjects could successfully interact with the target of their fear (e.g., touch a snake or dog) without adverse consequences at the end of therapy. Although the

subjects developed a strong outcome expectancy that proper techniques (e.g., for handling a snake or dog) would protect them from adverse consequences (such as biting), they still differed in their perceived capabilities to use the techniques outside the therapeutic setting. Bandura labeled this individual difference self-efficacy and sought to measure it using task-specific scales. Although self-efficacy and outcome expectations were both hypothesized to affect motivation, he suggested that self-efficacy would play a larger role because “the types of outcomes people anticipate depend largely on their judgments of how well they will be able to perform in given situations”.

Review of literature

M. C., Cloninger, C. R., et al. (2006) [2]: This review integrates 12 years of research on the relationship between academic self-efficacy and university student's academic performance, and known cognitive and motivational variables that explain this relationship. Previous reviews report moderate correlations between these variables, but few discuss mediating and moderating factors that impact this relationship. Systematic searches were conducted in April 2015 of psychological, educational, and relevant online databases for studies investigating academic self-efficacy and performance in university populations published between September 2003 and April 2015. Fifty-nine papers were eligible. Academic self-efficacy moderately correlated with academic performance. Several mediating and moderating factors were identified, including effort regulation, deep processing strategies and goal orientations. Given the paucity of longitudinal studies identified in this review, further research into how these variables relate over time is necessary in order to establish causality and uncover the complex interaction between academic self-efficacy, performance, and motivational and cognitive variables that impact it. Ando, M., Asakura, T. (2007)[3]: This paper investigate the levels of students' academic self-efficacy beliefs and relationship between academic self-efficacy with students' academic performance among final year students' in one of Nigerian Colleges of education. Questionnaire was used as the means of data collection. A total sample of 339 respondents who were stratified and randomly selected from five faculties of the College participated in the research. The respondents were between the age of 19 to 34 years old with mean age equals 23.19 (SD= 2.64). The findings revealed that, 80.82% of the respondents have higher levels of academic self-efficacy in the College. Also positive and significant relationship between academic self-efficacy beliefs with students' academic performance ($r=0.342$, $p<0.01$) were recorded. Therefore, it is recommended that students' should be exposing to the kind of self-

efficacy intervention program in order for the students' to be having a kind of confidence to feel that, they can really perform well and deal with all academic related task positively, which in turn improve academic achievement of students' positively.

Conclusion

Teachers high in emotional intelligence tend to be more caring of their students. They can better recognize student needs and they respond to these needs accordingly. They are also aware of their difficulties and their general emotions and they can promote them to make advances. Emotional intelligence seems to be the key factor in understanding the students, regarding what motivates them, what they desire and how teachers can work better with them. The students notice this and endeavor to work hard, in order to achieve their academic goals. They are, therefore, less likely to behave unacceptably. It seems that the more attention given by the teachers to the needs of their students, the less misconduct arises from their students. Emotional intelligence contributes to creating lower levels of misconduct from the students directly and through attention to student needs, which acts as a mediator.

The findings of the present study showed that emotional intelligence and self-efficacy play an important role in achieving academic success, and emotional intelligence can explain self-efficacy. Moreover, it is predicted that the feeling of self-efficacy in students will be increased by the rise in emotional intelligence. Therefore, it is recommended to teach emotional intelligence skills to students, especially those with low academic achievement in training workshops.

The findings of the study indicated that there is a strong, positive, and significant correlation between the emotional intelligence and self-efficacy of teachers. The results of the current study lead to the

conclusion that enhancing teachers' EI tends to have a positive influence on their sense of efficacy. This in turn may lead to effective teaching and accordingly to successful student achievement since a strong sense of teacher efficacy has been found to be associated with teachers' pedagogical success (Moafian & Ghanizadeh, 2009) and student characteristics such as motivation, achievement, and efficacy (Tschannen-Moran et al., 2001). Previous studies have also pointed to the role of teacher efficacy in shaping students' attitudes toward school and subject matter, i.e., the higher the teaching efficacy of a teacher, the greater the students' interest in school and learning materials.

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