

A Study On Relationship Between Emotional Intelligence And Teaching Efficacy Among Teacher Educators In Tirunelveli District

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Abstract

The level of Emotional Intelligence and Teaching Efficacy of Teaching Educators have been analyzed. The relationship between Emotional Intelligence and Teaching Efficacy of Teaching Educators is investigated. 194 data's are taken from various colleges of education in Tirunelveli district. During the data collection Emotional Intelligence and Teaching Efficacy scale is used. From this investigation, Teachers Educators have moderate level of Emotional Intelligence and Teaching Efficacy in Tirunelveli district. The relationship between Emotional Intelligence and Teaching Efficacy of Teacher Educators is significant.

Keywords: Emotional Intelligence, Teaching Efficacy, Teacher Educators, Tirunelveli District

Introduction

According to John Mayer and Peter Salovey, “The Emotionally Intelligent (EI) person is skilled in four areas: identifying emotions, using emotions, understanding emotions, and regulating emotions.” (Obi, 2022). Physical, Spiritual, Psychological, Intellectual, Emotional and Social development of the learners are important in every human being.

The EI will help to handle the any feelings and to be attentive at any time. In this EI have comprises intrapersonal and interpersonal functions and it is main role to communicate with others such as: apply emotions to thinking, problem solving and control desires. For the improvement of students EI needs support and education (Petrovici & Dobrescu, 2014).

From the EI we can understand our own emotions and our neighbor people emotions and feelings. The main role of EI is the self-awareness to control or recognize our feelings and emotions (Serrat, 2017). EI had a very popular after the success of Daniel Goleman's book in 1995, Emotional Intelligence, Why It Can Matter More Than IQ. Teachers can provide the emotional framework necessary to help students feel more secure about themselves and the world. It is not optional or supplemental but rather an integral facet of education.

Normally, EI students have better knowledge to handle the negative emotions.

Gibson et al. (1984) defined the Teaching Efficacy as follows: It is personal belief of relationship between his/her teaching and pupils learning. From the Bandura it is called as outcome expectancy. Main role of teacher is to educate the student for his knowledge improvement and involve the school/college formal education development. Nation growth is depends on the technology development and this growth mainly depends on the human developments. In the all professional expert made by the good teacher. Education is the essential one for living with the individuality. From this key point the education is very important on for the every human being. The good education will be given by the quality teachers. The teachers are the crucial role in the implementation of human being aim and their own ideas (Usman, 2016). Conventional teaching method is only for the improvement of his/her knowledge. In the now-a-day teaching methods fulfil to manage the emotions and face the problem, resolve conflict non-violently and responsible for the decisions of the student (Madhar, n.d). From the education we need to be educating the personality development also, it will implement through only Emotional Intelligence and Efficacy.

Significance of the study

Emotional intelligence is almost as important as Cognitive Intelligence and having a conscientious attitude. This is because Emotionally Intelligent

students are better equipped to deal with negative emotions that might disrupt learning. EI can also help to build strong relationships with teachers and classmates. EI can give an edge in academics now and set up for success in future career.

EI children and teenagers have better relationship, and they achieve academic success.

Schools are the platform of the transition of students in childhood to adulthood. In that time they may have very emotional, social helping mind, deals with stress and build relationships based on their environment. From the experience evidence EI teens have suggested to make form high school to higher education.

A person who wants to be a teacher has to gain specified professional qualification or credentials from a university. The teacher must possess the knowledge, skills and abilities which account for his/her adequate performance in a task. The teacher has to satisfy the changed needs of the learner and the society. Teaching being the noblest profession in the world, a teacher has to experiment with her strategies and tactics in order to produce best citizens out of the ‘raw’ children she is receiving. Teachers are entrusted to develop affective, psychomotor and cognitive domains of students for their overall development. In addition, teachers must handle myriad routine tasks. Content expertise alone will not guarantee effective teaching. Teachers must be able to perform their skills well to achieve the goals of teaching.

Education is a powerful instrument which provides intensive knowledge, better adjustment to the environment, better abilities and development of certain competencies. In every society quality of life depends on the quality of education which in turn depends upon the quality, character and competency of its teachers. Education is a continuous process of implementing knowledge, developing skills, inculcating values and more importantly, promoting the overall personality of human beings. This in turn depends upon the quality of sufficient competencies that can render effective service and help in the all-round development of young generation.

Objectives

Following factors to be find:

1. Level of EI of Teacher Educators.
2. Level of Teaching Efficacy of Teacher Educators.
3. Relationship between EI and Teaching Efficacy of Teacher Educators.

Hypotheses

1. Up to now nobody investigate the relationship between EI and Teaching Efficacy of Teacher Educators.

Methodology

Survey method is followed to investigate the relationship between EI and Teaching efficacy among teacher educators.

Population and Sample

This study has been carried out in the Tirunelveli district teaching educators. They are working in college of education in Tirunelveli district. Around 194 samples are collected based on the random sampling technique.

Tool Used

1. EI Scale and Teaching Efficacy Scale is used for this investigation. EI scale is developed by Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2001). It is revalidated by Selvakumar and Ramesh (2014). Teaching Efficacy Scale was developed and validated in 2021 by the investigator. It is used for this study. Totally 34 statements in EI and 61 statements in Teaching Efficacy tool.

Data Analysis

In this study the percentage analysis and correlation analysis is performed. Data analysis details are listed in Table.1 and 2.

Table. 1. Levels of Emotional Intelligence of Teacher Educators

Category	Low		Moderate		High	
	N	%	N	%	N	%
Emotional Intelligence	27	13.9	137	70.6	30	15.5

From the analysis, the majority of Teacher Educators have moderate Emotional Intelligence (70.6%). 13.9% of the Teacher Educators have low, 70.6% of them have moderate and 15.5% of them have high level of Emotional Intelligence.

Table 2. Levels of Teaching Efficacy of Teacher Educators

Category	Low		Moderate		High	
	N	%	N	%	N	%
Teaching Efficacy	32	16.5	126	64.9	36	18.6

From the analysis, the major of Teacher Educators have moderate Emotional Intelligence (64.9%). 16.5% of the Teacher Educators have low, 64.9%

of them have moderate and 18.6% of them have high level of Teaching Efficacy.

H₀1: Emotional Intelligence and Teaching Efficacy of Teacher Educators don't have significant relationship.

Table 3. Significant Relationship between Emotional Intelligence and Teaching Efficacy of Teacher Educators

Emotional Intelligence X	Teaching Efficacy Y	$\sum X^2$	$\sum Y^2$	$\sum XY$	N	Calculated value	Remarks at 5% level
53698	51823	14959404	13943025	14422793	194	0.709	S

The calculated value is greater than the table value. Calculated value is 0.709 and table value is 0.138 at 5% level. Due to the higher value the hypothesis is rejected. From this the relationship between Emotional Intelligence and Teaching Efficacy of Teacher Educators is proved.

Findings

1. In Tirunelveli district, 13.9% of the Teacher Educators have low, 70.6% of them have moderate and 15.5% of them have high level of Emotional Intelligence and 16.5% of the Teacher Educators have low, 64.9% of them have moderate and 18.6% of them have high level of Teaching Efficacy.
2. Relationship between Emotional intelligence and Teaching Efficacy of Teacher Educators is proved. Calculated value is 0.709 and table value is 0.138 at 5% level.

Conclusion

This study reveals that, in Tirunelveli District, the Teacher Educators have moderate level of Emotional Intelligence and Teaching Efficacy. There is significant relationship found between Emotional Intelligence and Teaching Efficacy of Teacher Educators. Therefore by improving the Emotional Intelligence, the Teaching Efficacy of the Teacher Educator can be improved in a positive manner. Emotional Intelligence of the Teacher Educators should be developed by psychological trainings in a regular intervals conducted by the educational institutions. Meditation, yoga practices can be used as a source for developing Emotional Intelligence among Teacher Educators.

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