

The Impact of Competencies of Emotional Intelligence on the Level of Agreeability towards Teaching Performance of the Respondents

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ABSTRACT

Emotional Intelligence has to mix up two of the three states of mind, cognition and affect, or intelligence and emotion. EI means the potential to understand, manage and evaluates emotions. It is the opinion of many researchers that EI can be developed through practice; however, many other researchers say that it is an inborn characteristic. EI is being measured using different testing instruments but their approaches vary. The EI of a worker is reflected in maintaining the relationship with other employees. If the EI is high, then the employee tends to express his feelings in a healthy way and understand others emotions as well. This, in turn, enhances the work performance and relationships. Emotional Intelligence does not refer to being soft. It is another fashion of being smart having the ability to use ones emotions to help them make choices in the current moment and have effective control over the self and its impact on others. Emotional Intelligence probably lies over the edge to some extent of general intelligence. An emotionally intelligent person is good at four areas: Identifying emotions, using emotions, understanding emotions, and regulating emotions. Study helps to know the impact of the independent variables on the level of agreeability towards teaching performance of the respondents. The independent variables taken for the study were the five competencies namely Competency 1-Self Awareness, Competency 2-Managing Emotions, Competency 3-Motivating Oneself, Competency 4-Empathy and Competency 5-Social Skill.

KEYWORDS: Self Awareness, Managing Emotions, Motivating Oneself, Empathy, Social Skill

INTRODUCTION TO THE STUDY

"The capacity to reason about emotions to enhance thinking, It includes the ability to exactly observe emotions, to access and spawn emotions so as to assist thought, to know emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth" (Mayer, Salovey, & Caruso)¹ Emotional Intelligence has to mix up two of the three states of mind, cognition and affect, or intelligence and emotion. EI means the potential to understand, manage and evaluates emotions. It is the opinion of many researchers that EI can be developed through practice; however, many other researchers say that it is an inborn characteristic. EI is being measured using different testing instruments but their approaches vary. The EI of a worker is reflected in maintaining the relationship with other employees. If the EI is high, then the employee tends to express his feelings in a healthy way and understand others emotions as well. This, in turn, enhances the work performance and relationships. Emotional Intelligence does not refer to being soft. It is another fashion of being smart having the ability to use ones emotions to help them make choices in the current moment and have

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effective control over the self and its impact on others. Creativity is one of the results of emotional intelligence and it allows to use our emotions to solve problems. Emotional Intelligence probably lies over the edge to some extent of general intelligence. An emotionally intelligent person is good at four areas: Identifying emotions, using emotions, understanding emotions, and regulating emotions.

The basis of emotional intelligence is the communication between the emotional and rational 'brains'. The pathway for EI begins at the spinal cord in the brain. The primary senses have to enter here and move to the front of the brain ahead of man can think rationally about any experience. But, first they travel through the place where emotions are formed; the limbic system. So, there is an emotional reaction to happenings before the rational mind is able to engage. EI needs powerful communication between the rational and emotional centers of the brain.

The billions of microscopic neurons lining the road between the rational and emotional centers of the brain to branch off small 'arms' to reach out to the other cells is allowed by using strategies to increase emotional intelligence. 15,000 connections with neighbours can be grown by a single cell. Kicking of this new behaviour into action in the future

becomes easier by the chain reaction of growth. Training brain using new EI strategies will help you to convert EI behaviours into habits.

Understanding the five categories of emotional intelligence (EI)

1. Self Awareness

It is one's ability to identify an emotion as it happens. Tuning in to your true feelings helps self awareness. If you evaluate your feeling and emotions, you will manage them. The primary elements of self awareness are:

- **Emotional awareness:** It is your ability to recognize your own emotions, feelings and their impacts.
- **Self-confidence:** It is the confirmed feeling about your self-worth and ability.

2. Self-Regulation

Self control is limited when you experience emotions. You can, however, control your emotions using a number of techniques and alleviate negative emotions like anxiety, depression or anger. A few of these techniques include taking a long walk, meditation or prayer and recasting a situation in a more positive light. Self regulation involves

- Self control that manages disruptive impulses
- Trustworthiness that maintains one's honesty and integrity standards
- Conscientiousness that takes responsibility for own performance
- Adaptability that handles change with flexibility
- Innovation that is open to new ideas

3. Motivation

Clear goals and a positive frame of mind are necessary to motivate an individual for any achievement. Any inclination towards positive or negative attitude may be present; but you can practice to think more positively with effort. If you get negative thoughts as they occur, they can still be reframed in to positive terms- which will support your endeavours to achieve you goals. Motivation constitutes of

- **Achievement drive-** it is the stable striving to grow to a standard of excellence
- **Commitment-** it is the ability to align with the goals of the group or organization
- **Initiation-** it is you ability to be the forerunner when opportunities are available
- **Optimism-** it is the positive frame of mind that helps to pursue a goal constantly

4. Empathy

It becomes necessary for an individual to have the potential to recognize how people feel to attain success in life and career. You can better control the signals you send, if you are skillful at discerning the feeling behind others' signals. An empathetic person is good at:

- **Service orientation:** Expecting, identifying and meeting clients' requirements
- **Developing other:** Finding out what others need to develop and helping bolstering their abilities
- **Leveraging diversity:** Cultivating opportunities through diverse society
- **Political awareness:** Analysing a group's emotional flow and power relationships
- **Understanding other:** Discerning the emotions behind the needs and wants of others

5. Social Skills

The success of your life and career is tantamount to the development of good interpersonal skills. We have instantaneous access to technical knowledge in today's incessantly connected world. Possessing 'people skills' is important as you need to have high EQ to better understand, empathize and negotiate with others in a global economy. The following are some useful skills.

- Influencing which is wielding impactful persuasion tactics
- Communicating which is important to send clear messages
- Leadership to inspire and guide groups and people
- Being a change catalyst to initiate and manage change
- Conflict managing is to understand, negotiate and resolve disagreements
- Building bond is to nurture instrumental relationships
- Collaborating and cooperating skills to work with others toward shared goals
- Team working and wiring capabilities to create synergy in pursuing common goals.

REVIEW OF LITERATURE

Jamilya et al (2014), in her article has examined the extent to which the competence-based approach was implemented in the education system of Kazakhstan through of mixed methods research approach. The design of a study on emotional intelligence and teaching competencies is outlined by this paper. The combination of quantitative data (Emotional Intelligence and Teaching Competencies measurements) and qualitative data (Emotional Intelligence and Teaching Competencies qualities, descriptions) issues improved understanding of a research question. The embedded mixed methods design was employed to explore to what extent the emotional intelligence subscales were correlated with the teaching competencies.

Dhilsath Begam (2014), in her study has examined the level of Emotional Intelligence among teachers working in the private institutions in Erode District. It also stresses on the significance of Emotional Intelligence in personal, academic and career success. Descriptive research design was used and proportionate stratified random sampling was adopted for study. Sampling fraction of 25% was taken to categorize the population into a homogeneous subgroup. The study found the phenomena related to Emotional Intelligence among private institutions teachers in Erode District. Demographic factors influencing on Emotional Intelligence were also spotted and reported using descriptive statistics. Result indicated that the private educational institutions teachers in Erode District had fairly high level of Emotional Intelligence.

Mehdi Sarkosh and Abbas Ali Rezaee (2014), in their study investigated the association among university teachers. 105 university teachers were made to participate in the present study. The participants were needed to finish the "Teachers' Sense of Efficacy Scale" and the "Emotional Intelligence Questionnaire". Correlation and regression analysis were conducted on the data. The outcome of data analysis showed that there was a strong positive relationship between EI and self-efficacy beliefs. Furthermore, the study identified that among the 15 components of EI, three subscales of Flexibility, Optimism and Interpersonal Relationship were positive predictors of Efficacy beliefs.

TurkayNuriTok, SükranTok and SevdadoganDolapçioğlu (2014), in their study examined if there was significant relationship between classroom teachers' EI and their classroom management approaches, and if EI significantly predicted classroom management approaches. Correlational model was adopted in the study. The sample of the study had 233 primary school teachers working at 22 primary schools in Hatay city's Central Province Antakya (Turkey). The data was collected by administering the "The Emotional Intelligence Scale", and the "The Classroom Management Inventory". The result showed that EI was positive predictor of teacher-centered classroom management with weak predictive power. There was a low-level, hopeful, and significant relationship between primary school teachers' EI levels and teacher-centered classroom education approach.

NishaMaharana (2013), in their study tried to study the emotional intelligence of the higher secondary school teachers. The stratified random sampling method was used.

ANALYSIS AND INTERPRETATION

Regression analysis was carried out to know the impact of the independent variables on the level of agreeability towards teaching performance of the respondents. The independent variables taken for the study were the five competencies namely Competency 1-Self Awareness, Competency 2-Managing Emotions, Competency 3-Motivating Oneself, Competency 4-Empathy and Competency 5-SocialSkill.

The following table (a), (b) and (c) highlights the results

The following hypothesis was framed to find the significant relationship/impact of the independent variables over the dependent variable i.e., level of agreeability towards teaching performance

Hypothesis: "There is no significant relationship/impact of the independent variables over the level of agreeability towards teaching performance of the respondents".

Table (a) Model Summary- Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.704 ^a	.695	.690	8.70612
a. Predictors: (Constant), , Competency 1- Self Awareness, Competency 2- Managing Emotions, Competency 3- Motivating Oneself, , Competency 4- Empathy, Competency 5- Social Skill				

From the above table (a), it was clear that with the R² value of 0.695 the independent variables namely Competency 1-Self Awareness, Competency 2-Managing Emotions, Competency 3-Motivating Oneself, Competency 4-Empathy and Competency 5-Social Skill had an overall impact of 69.5% over the dependent variable ie, level of agreeability towards teaching performance of the respondents

Table (b) ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	36708.885	5	7341.777	96.862	.000 ^a
Residual	37443.457	494	75.796		
Total	74152.342	499			
a. Predictors: (Constant), , Competency 1- Self Awareness, Competency 2- Managing Emotions , Competency 3- Motivating Oneself, , Competency 4- Empathy, Competency 5- Social Skill					
b. Dependent Variable: Teaching Performance					

From the table (b) it was clear that with the significant value of 0.000, all the independent variables taken for the study had an overall significant relationship with the dependent variable i.e., level of agreeability towards teaching performance.

The sample constituted of 100 teachers. Data collection was done by the emotional intelligence scale developed and standardized by Hyde and Pethe (2001).data analysis was carried out using independent t-test. The result showed that emotional intelligence was not dependent of sex, type of school, age and length of experience.

OBJECTIVES OF THE STUDY

- To know the impact of competencies of emotional intelligence on the level of agreeability towards teaching performance of the respondents

RESEARCH METHODOLOGY

- Area of the Study - Coimbatore District.
- Sources of Information - Primary Data through questionnaire.
- Sample Size - 500 respondents.
- Sampling Technique - Random sampling method.
- Tools and Techniques - Multiple Regression Analysis.

Table (c) Co-efficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	7.705	1.451		5.308	.000
Competency 1- Self Awareness	-.087	.078	-.053	-1.115	.265
Competency 2- Managing Emotions	-.217	.107	-.138	-2.034	.042
Competency 3- Motivating oneself	.499	.094	.308	5.310	.000
Competency 4- Empathy	.019	.094	.015	.202	.840
Competency 5- Social skill	.766	.095	.589	8.077	.000

a. Dependent Variable: Teaching Performance

FINDINGS OF THE STUDY

The significant values of Competency2- Managing Emotions, Competency 3- Motivating Oneself and Competency 5- Social Skill are .042 and .000. As the significant values are less than .05 the null hypothesis was rejected. It was clear that the independent variables i.e., namely Competency 2- Managing Emotions, Competency 3- Motivating Oneself and Competency 5- Social Skill have influenced the level of the agreeability of the respondents towards teaching performance at 5% level of significance.

CONCLUSION OF THE STUDY

The results of the study revealed that the teachers who achieved overall Emotional Intelligence skills were found to score high on teaching effectiveness. Hence, it was concluded that Emotional Intelligence skills played an important role in teaching effectiveness and increase job performance of the teachers. By acquiring Emotional Intelligence, teachers would undoubtedly enhance job performance as well as organizational performance, academic achievement and personal career excellence. In addition, Emotional Intelligence helped teachers to communicate clearly, lead others, and build great relationship at work and personal life. Therefore, teachers who successfully developed emotional skills and form emotionally intelligent behavior on a daily basis experience greater success and satisfaction in their professional career and life.

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