

Relationship of Emotional Intelligence and the Professional Competency of the University Teachers: An Investigative Survey

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Abstract

A paramount factor in the education system is the teacher. Emotional Intelligence is a significant aspect and growing concerns are now remunerating attention towards its role in teacher's potential for competency and professional excellence. Emotional Intelligence (EI) is an important trouser and core component of professional success in teaching at higher level of education but, it has been overlooked in past and sufficient information isn't available. This research examine the influence of various dimensions of emotional intelligence on professional teaching competencies of the university faculty. The results of the study analyzed and describe by using standard deviation, mean and t-test through SPSS. The result shows that there is a significant positive relationship exist in emotional intelligence and professional competence.

Keywords: Emotional Intelligence, Professional Competence

1. INTRODUCTION

Emotional intelligence is psychologically derived term from the interrelationship between cognition and emotion (Mayer and Salovey, 1997). Awareness about Emotional intelligence (EI) in academic and public community, increased following the release of book named as Goleman's in year 1995 (Mayer et al., 2001). This term included in list of American Dialect Society in the same year (Mayer, Salovey and Caruso, 2000).

Considering the importance of EI, research studies investigated and linked it with various aspects of life such as personal behavior and well-being, quality of life, social and professional relationships and respective success or effectiveness (Goleman, 1998a; Cavins, 2005; Bar-On, 2006). Similarly, it has also been evaluated in the field of education, particularly its importance and role in professional achievements of the faculty and their operational teaching approaches (Drew, 2006). Teaching profession has been rated among the top ten professions where success requires high emotional intelligence (Yate, 1997). It is a valuable quality that plays an important role in selection of teaching faculty and their training (Maree and Mokhuane, 2007; Palomera et al., 2008). Based upon these studies it has been recommended in 2004 that EI should be included in professional teaching standards of University of Illinois (Fleming and Bay, 2004). Emotional intelligence has also been described in the term of Emotional Capital (Gendron, 2008).

Similarly, universities in Pakistan also emphasize the professional competency (Tal, 2005; Bar-On, 2007 respectively) although it is at an early stage (Lior, 2008; Yogev, 2008) and facing disciplinary and behavioral issues, which are increasing day by day. There are reports of violence in universities (Kfir and Ariav, 2008; Benbenishti, Astor and Marachi, 2003; Gottlieb, 2009). These issues affect the focus upon the professional outputs in the field of education, because behavioral aspects are important in for leaning aptitude (Day, Sammons, Stobard, Kington, & Gu, 2007). University environment should strive for healthy and successful teachers which can meet the challenges effectively and realistically Pakistani teachers are facing these concerns (Smith & Pniel, 2003).

Social and emotional potential are now gaining importance and recognition in teaching faculty in term of competency and accomplishment (Brackett, Alster, Barkhordari and Ahmadi, 2015) well-being and optimistic interpersonal in professional working environment (Brackett and Katulak, 2006). Societal behaviors dismay involvement of vicious, addictive or disruptive behaviors.

Owing to the positive effects of Emotional intelligence on students and teachers, social emotional learning programs are being implemented increasingly (Freedman and Jensen, 2008; Durlak, Weissberg and Pachan, 2010).

Self-awareness including emotional competencies and interpersonal skills are the key essentials for successful and challenging profession of teaching (Stein & Book, 2000; Hargreaves, 2001b). Generally,

emotions affect the well-being, motivation, creativity, social behavior, job satisfaction, efficiency, learning process and energy level of the teachers (Nias, 1996; Morris & Casey, 2006; Hargreaves, 2001a; Pianta, 2006; Perry and Ball, 2007; Palomera, Fernandez-Berrocal, and Brackett, 2008; Hargreaves, 2001b). All of these key factors ultimately affect the class environment, students and their achievements (Hargreaves, 1998).

There is one study which recommends that there is requirement of comprehensive understanding and practicing the importance of work life balance particularly in the profession of teaching. As this profession deals with involvement of emotional energy comparatively more as compare to the other fields. So teachers should be aware of emotional well-being and capable to deal successfully with respective challenges (Day et al, 2007).

In general emotions remain neglected field in teaching and therefore there is lack of sufficient background about its impact on the behavior and practices specifically in Pakistan. Hence, this study aimed to examine the effect of Emotional intelligence upon professional competency of university teachers and its relationship with classroom effectiveness. This research can aid the universities to use the competencies identified in this study for recruitment & selection, training & development and enactment appraisal.

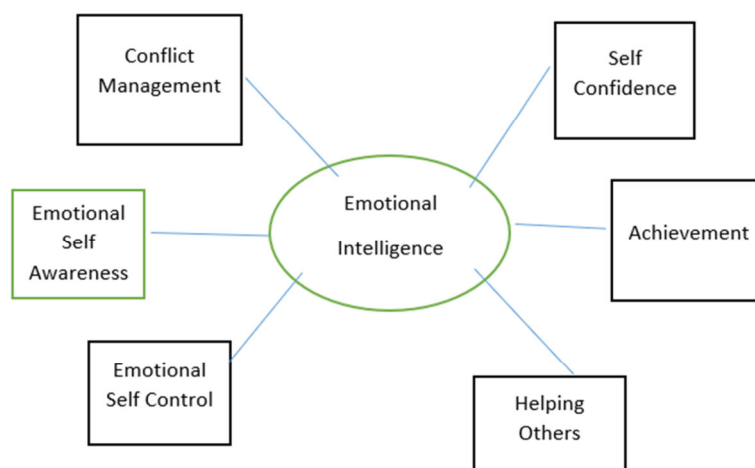
2. REVIEW OF LITERATURE

Emotional intelligence (EI) deeply connected with emotions and cognition and revealed their importance and interdependence for execution and processing of EI. The term of EI has been described by Mayer and Salovey as “the ability to monitor one's own and other feelings and emotions, discriminate among them and use this information to guide one's thinking and actions”. It has been suggested that EI is comprised of the capability to recognize, use, comprehend, process and regulate the emotional thoughts (Mayer & Salovey, 1997). EI has also been defined as “a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands” by Bar-On in 2006. According to this definition, it has been suggested that EI is comprises of six important areas based upon competencies, these areas include (i) intra-personal (self-actualization, confidence, self-regard, emotional self-awareness) (ii) Inter-personal (inter-personal relations, social responsibility, empathy) (iii) independence (iv) Adaptability (problem-solving, challenging, suppleness, reality) (v) Strain management (impulse control and stress lenience) and (vi) mood (optimism and happiness) (Bar-On, 2006).

Earlier investigation have interrelated EI to the life and work in term of effectiveness in various kinds of occupations and at different organizational levels by employing EI frameworks and respective measuring parameters as the Mayer-Salovey-Caruso aptitude measure and the Bar-On EQ-i self-report measure (Bar-On, 2006; Mayer and Salovey, 1997; Jennings and Palmer, 2007; Siegling, 2014).

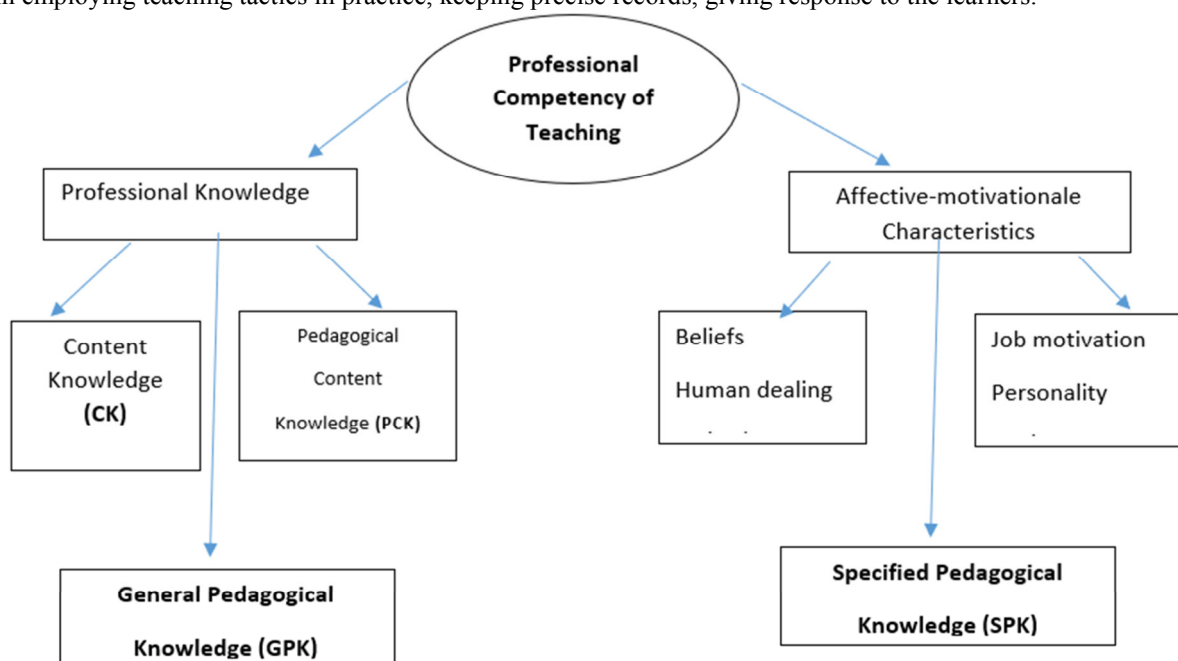
Studies reported that increasing number of students directly related to the importance of EI competences of the respective teachers in term of usefulness (Hassan et al., 2015 Sutton & Wheatley, 2003). Emotionally intelligent teachers generally are more caring and creative in term of setting an emotionally stable climate that improve learning, that ultimately helps to achieve the professional goals (Cotezee and Jensen, 2007; Ramana, 2013).

Stein and Book conducted a study in an elementary school teachers (n=257) and secondary school teachers (n=158). Results of this study designated the teachers as most effective and having high EI level. Studies have found substantial associations between emotional intellect competencies and effective teaching (Haskett, 2003; Hwang, 2007; Drew, 2006). As teaching is an emotional profession (Hargreaves, 2001b). It has been described that intrapersonal EI constructs and emotional self-awareness are significant features for effective teaching that make teacher capable enough to overcome the challenges (Stein and Book, 2000). Conceptual details of EI can be traced back to distinguish research published by Thorndike in year 1920, which was followed by the Moss and Hunt in year 1927 and Gardner in year 1983.



2.1 Teachers' Professional Competences

Professional teaching competences includes the policies of planning, teaching methods and mechanisms for their. Teachers' competencies have been imprecisely categorized into emotive, intellectual and practical groups (Seif, 2003). In alternative study teacher's competencies divided into two categories (a) General competencies includes: understanding of development and Knowledge of psychology, sentience of the whole educational process, class controlling, teaching approaches, controlling and assessment. (b) Specific competencies of a teacher in this research include: subject mastery, providing the knowledge in a proper order, consolidating the content, mastery in employing teaching tactics in practice, keeping precise records, giving response to the learners.



2.2 Emotional Intelligence and Professional Competency of University Teachers

Despite of the fact that there is great progress and progression in technology and scholastic system that introduce reforms in the field of teaching, but the universities still encounter some challenges and problems associated with higher education coordination. Therefore, emotional intelligence plays as a momentous role that aids the teachers to alter their feelings and meet the social challenges that distracts the stability of their emotions (Beilock and Ramirez, 2011). The competence to aware and control emotions in social contexts is vigorous for efficacious inter-personal and career domain (Zeidner, Matthews and Roberts, 2004).

Emotional tidings is a significant psychosomatic aspect that has a profound influence on the capableness and portrayal of personnel department (Van Rooy & Viswesvaran, 2004). In this age of enmity and improbability, the part of teachers is substantial in determining the performances of learner. Even though, technological rotation and reforms in educational sector has upgraded the university system of Pakistan, but still

faculty is having fear and problems while recognize their character as reader towards the public share. Furthermore, these public stress are also devising a tough task for them to keep stability of their emotions at university and personal lifespan. Consequently, there is requisite to increase their emotional word so that the professional competency could be augmented and constructive pedagogy and learning effect could be accomplished.

3. RESEARCH METHODOLOGY

The aim of this research is to find out the effect of different dimensions of Emotional Intelligence on university teachers professional competency. The study was descriptive in its nature and non-probability sampling technique was adopted to conduct the survey for data collection. Questionnaires (Professional Competency Scale, Emotional Intelligence Inventory) were developed as a tool. The composed data was investigated and interpreted by using mean, standard deviation and T-test through SPSS.

4. POPULATION AND SAMPLE

The focus of the study was to investigate the effect of EI on professional competence of the university teachers. The population was the all teachers of the universities of Pakistan. Therefore the Sample of the study was the 158 teachers of various universities of Islamabad selected through convenient sampling technique.

5. RESULT

Table.1 Relations between different dimensions of Emotional Intelligence on teachers’ professional competency N=158.

Constructs of EI with Professional Competency	Sample mean	SD	T-test	Sig.
Achievements has positive and significant impact on teachers’ professional competency	0.163	0.085	1.56	0.001
Conflict management has positive degree interaction with professional competency	0.13	0.061	1.82	0.000
Helping others has positive interaction with professional competency	0.17	0.081	2.41	0.000
Emotional self-awareness has positive correlation with Teachers’ professional competency	0.26	0.073	3.64	0.000
Self-confidence has positive impact on teacher’s professional competency	0.21	0.105	2.06	0.000

Significance value is $P < 0.005$

Table 2: Relationship of Emotional Intelligence on teachers’ professional competency N=158.

Emotional Intelligence	Achievement	Conflict management	Developing others	Emotional self-awareness	Self-confidence
Teachers Competence					
Pedagogical Competence	-.408**	.135	.010	.099	-.059
Intra-personal Competence	-.222**	.135	-.252**	-.123	.086
Psychological Competence	-.068	.261**	-.263**	-.107	-.094
Inter-Personal Competence	.141	.043	.240**	.113	.243**
Professional Competence	-.307**	.291**	-.136	-.007	-.024

6. DISCUSSION

Table .1. Results show that t-value is 1.56 which is near to 2 which indicates that emotional self-awareness has positive impact to teacher’s professional competency. Emotional Self-cognisance is related to the getting deep into the emotion and apprehension them thoroughly and having emotional knowledge which would ultimately lead to the strength of individual professional competence (Malik & Shahid, 2016). In the second construct, self-self-assurance has positive degree and significant family relationship with the teachers’ professional competency .As the effects showed that the T-value is 2.06 and it is momentous.

Table 2. it revealed that there are influential and significate correlation at the < 0.05 level between the pedagogical teaching competence and Emotional intelligence can show from the percentage aspect of correlation

pedagogical competence and facet of achievements ($r = -0.408$), the facet of interpersonal competence and facet of achievement ($r = -0.222$), the dimension of intra-personal competence and facet of developing others ($r = -0.252$), the dimension of psychological competence and facet of conflict management ($r = 0.261$), the dimension of psychological competence and dimension of environmental ($r = -0.263$), the dimension of personal competence and dimension of developing others ($r = 0.240$), the dimension of inter-personal competence and the self-confidence ($r = 0.243$), the entire of the constructs of teachers professional competence aspect and achievements ($r = -0.307$), and dissimilar with conflict management ($r = 0.291$). In adding additional aspects of teaching competence has low and weak association with the teacher emotional intelligence constructs.

7. CONCLUSION

The major objective of the research study was to identify the effect of emotional intelligence on teaching competencies for faculties teaching at university level. The study identifies six areas of professional teaching competencies and five major constructs of EI after extensive literature survey carried out by national and international researchers. Thus the results of the study shows the significant positive relation of EI and professional Competence of the teachers teaching at university level.

8. RECOMMENDATIONS

To increase the generalizability of the results, the researcher recommends:

- 1) The duplication of the study with a more diverse demographical sample;
- 2) The replication of the study by applying different measures for emotional intelligence and professional competence of the teachers.

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