

Emotional Intelligence and Teaching Competence: A Correlation Study

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ABSTRACT

The paper portrays the result of the study done to find out whether a correlation exists between the 'Emotional intelligence' and 'Teaching competency'. The study has been done on 100 school teachers from Thiruvallur district selected randomly for the purpose. The method of research employed on descriptive mode is aimed at the co-relationship between the independent variable **Emotional intelligence** and the dependent variable **Teaching competency**. Further the demographic variables considered for the study have been - a) type of institution (Govt./Govt.aided/Private), b) teaching experience of the teachers (10 years and below & 11 years and above). The tools used for the study are Emotional Intelligence Questionnaire for school teachers (EIQT) and Pranay Pandey's Teachers' Competencies Measurement scale. Results at the end have revealed that there is a positive and significant correlation between Emotional Intelligence and Teachers' Competency of the school teachers.

Keywords: Intelligence, Emotional Intelligence, Teaching competence, School Teachers

INTRODUCTION

Emotional intelligence is one important aspect of every individual which determines the life-quality and this subject has attracted the interested attention of people from all disciplines – be it psychology, neuroscience, etc.; the focus here and now is on the educational setting

An individual is considered as a valuable national resource and hence it becomes important for the societal ecosystem to preserve, cherish and further develop the capacities of the individual. Education has a great role to play and it is considered a primary need, since it equips individuals with knowledge and skills, as also, other attributes that enhance the individual capabilities to adapt to the continuously changing environment.

Skinner (1954) said that "teaching is an art and learning is a science". [Ref.01] Teaching is an activity which includes organization, direction, stimulation, motivation and formulation of learning. Teacher's weakness and ineffectiveness shakes the whole edifice of education. An effective teacher is an important requisite for affecting the educational achievement. Importance of qualified and competent teachers would have cognitive and also emotional intelligence.

Additionally, emotional intelligence as measured by the **Bar-On Emotional Quotient Inventory (EQ-i)** (Bar-On, 1997) [Ref.06] plays a critical role in teachers' success in managing various classroom situations. The **National Council for Teacher Education (NCTE, 2005)** also emphasizes the importance of preparing teachers who are both professional and humane, underlining the necessity of emotional and social competencies in education (NCTE, 2005) [Ref.03].

The components of emotional intelligence / emotional literacy need to include emotional and socially relevant skills that aid education and the act of teaching either directly or indirectly. Emotional intelligence comes handy for the teacher to tune in to the students, and connect well to communicate with them in a better and understandable way through correction and motivation. In fact, emotional intelligence is a highly effective tool for a variety of activities in the classroom. Emotional intelligence helps in reversing the ineffectiveness prevailing in education and thus adds strength to the whole process. Cultivation of emotional intelligence among the teachers therefore is the most welcome feature. Emotionally intelligent teachers are multi-talented, and emotional intelligence can lead to outstanding performance in the classroom activities. It also includes the prerequisites for the subjects to be taught by the teachers and their own teaching skills.

Emotional Intelligence - its Components

According to Daniel Goleman emotional intelligence has five distinct pillars of supporting it: [Ref.04]

1. **Self Awareness:** Emotionally intelligent individuals understand their own strengths and weaknesses and also they know how to act in given circumstances.
2. **Self-Regulation:** Similarly emotionally intelligent people could restrain and control their feelings and emotions as per the needs of different situations.
3. **Motivation:** Motivation is one big influence on the career and life in the case of the emotionally intelligent.
4. **Empathy:** Empathy is being able to share other's feelings or experiences by one imagining to be in that person's situation.
5. **Social Skills:** One with social skills would enjoy, being with the others. The truth is that they are also liked by others.

Teacher competence

As per **Donald M. Medley (1982) [Ref.02]**. Teaching competency is defined as the Knowledge, the ability and the beliefs which the teacher possesses and brings them to the teaching situation.

It also includes the personality of the teacher, process of teaching, and the other variables getting presented during classroom teaching

Components of Teaching Competency

Pranay Pandey,(2019), (Ref.05) a significant contributor to education, apart from developing various scales for measuring competencies in education and perceptions thereof, his work had focus on many key dimensions relating to teacher competency:

Content based Knowledge:

- **Attainment of mastery** of all the concepts related subject - theories, and supporting facts.
- **Updated knowledge** about the current level of knowledge and research findings in the subject area.
- **Capability to connect the subject** matter to the real-time situations and happenings

Language and Communication skills:

- **Clarity in the expression** of ideas and concepts.
- **Usage of appropriately relevant language** to different audiences (students, parents, peers).
- **Effective Listening skills** for understanding and responding to the needs of students
- **Usage of questioning techniques** effectively for stimulating critical thinking.

Teacher Psychology:

- **Knowing the development details pertaining to child and adolescent.**
- **Strategies to motivate students and to foster positive attitude towards learning.**
- **Techniques useful to manage classroom behavior** and to promote self-regulation.
- **Having awareness of mental health and issues and also the resources for support.**

Pedagogy:

- **To develop lesson plans** that are in line with curriculum and the standards.
- **Usage of diverse strategies** of instructions to support learning styles of different types.
- **Implementing of active learning techniques** by engaging the students.
- **Consistent adaptation and steady improvement** in teaching methods responding to feedback received and the reflection.

Educational Evaluation:

- **Formulating and using of formative as well as summative assessments.**
- **Analyzing and interpreting the assessment related data** that guides instruction.
- **Being able to provide constructive feedback** to students and support their growth.
- **Corrective action on evaluation results** which helps improving teaching practices & in turn improve student outcomes.

These dimensions highlight a comprehensive approach to teacher competencies, emphasizing the interplay

between **knowledge, communication, psychology, pedagogy, and evaluation in fostering effective teaching and learning.**

The said dimensions together form teacher competencies, which speak about the interplay between **knowledge acquired, ability to communicate, understanding of psychology, pedagogy implemented and evaluation method employed** in improvement of teaching and learning.

SIGNIFICANCE OF STUDY:

Emotional intelligence is a very important tool and comes handy to carry out a variety of activities in the classroom. It can alter the aspects of educational ineffectiveness and can strengthen the process of education.

Nurturing of emotional intelligence among the teachers is very essential. Emotionally intelligent teachers often are multi-talented and they would show outstanding level of performance in the activities held in classroom. Since the teachers handle different types of students - of different personality and ability, it becomes essential that teachers have emotional Intelligence in the subject of theirs to attain competency.

While there have been past research studies corroborating the facts about the correlation between the emotional intelligence and teacher competency, **Rakesh Kumar Sharma (2014)** conducted a comparative study of emotional intelligence in teachers from government-aided and public schools, reinforcing the idea that emotional intelligence significantly influences teacher effectiveness (Sharma, 2014) [Ref.08], **Jurishmita Borah (2021)** conducted a comparative study of government and private schools, providing further insight into the role of emotional intelligence in educational settings (Borah, 2021) [Ref.09]. Research by **Wengtao Zheng (2023)** explores the relationship between emotional intelligence and teacher competence, demonstrating the importance of incorporating emotional intelligence into professional development plans (Zheng, 2023) [Ref.07], in the light of the continuous changes that keep happening with time, it has been felt meaningful to have a current study to re-establish the relevance of one variable over the other and also the magnitudinal impact of the emotional intelligence on the teacher competencies. The study thus assumes additional significance.

OBJECTIVES OF THE STUDY:

Correlation study

- To study the correlation between Emotional Intelligence and Teaching Competency of **school teachers.**
- To study the correlation between Emotional Intelligence and Teaching competency of **teachers from Govt / Govt- aided Schools.**
- To study the correlation between Emotional Intelligence and Teaching competency of **teachers from Private Schools.**
- To study the correlation between Emotional Intelligence and Teaching competency of **teachers with experience of 10 years and below.**
- To study the correlation between Emotional Intelligence and Teaching competency of **teachers with experience of 11 years and above.**

Differential study

- To study the significant difference between teachers from **Govt/ Govt-aided and Private schools, in Emotional Intelligence.**
- To study the significant difference between teachers from **Govt/ Govt-aided and Private schools, in Teaching Competency.**
- To study the significant difference between **teachers of experience 10 years and below, with teachers of experience 11 years and above, in Emotional Intelligence.**
- To study the significant difference between teachers of experience 10 years and below, with teachers of experience 11 years and above, in Teaching Competency.
- To study the significant difference in Teaching Competency across different levels of Emotional Intelligence.

VARIABLE OF THE STUDY:

Independent Variable: Emotional Intelligence

Dependent Variable: Teaching Competency

HYPOTHESES OF THE STUDY:

- H1 : There is no significant relationship between Emotional Intelligence and Teaching Competency of school teachers.
- H2 : There is no significant relationship between Emotional Intelligence and Teaching competency of teachers from Govt / Govt- aided Schools.
- H3 : There is no significant relationship between Emotional Intelligence and Teaching competency of teachers from Private Schools.
- H4 : There is no significant relationship between Emotional Intelligence and Teaching competency of teachers with experience of 10 years and below.
- H5 : There is no significant relationship between Emotional Intelligence and Teaching competency of teachers with experience of 11 years and above.
- H6 : There is no significant difference between teachers from Govt/ Govt-aided and Private schools, in Emotional Intelligence.
- H7 : There is no significant difference between teachers from Govt/ Govt-aided and Private schools, in Teaching Competency
- H8 : There is no significant difference between teachers of experience 10 years and below, with teachers of experience 11 years and above, in Emotional Intelligence
- H9 : There is no significant difference between teachers of experience 10 years and below, with teachers of experience 11 years and above, in Teaching Competency.
- H10 : There is no significant difference in Teaching Competency across different levels of Emotional Intelligence.

METHODOLOGY:

The research employed has been the descriptive method, meant to describe the relationship that exists between the two variables - independent and dependent - the co-relationship exists between Emotional Intelligence and Teaching Competency. The chosen demographic variables for the study have been, a. **Type of Institution** – Govt/Govt-aided and Private, b. **Teaching experience years** (10 yrs and below, 11 yrs and above)

Sampling:

Random sampling technique has been adopted for the present research study. The sample size for the study is 100 school teachers selected from the schools of Thiruvallur district.

Tools Used:

For the collection of data the following tools has been employed to verify the hypothesis under the present study:

- Emotional Intelligence Questionnaire for school teachers (EIQST) – has been constructed and validated by investigator. Going by the Cronbach's Alpha of 0.969, the tool - questionnaire, has been found reliable and consistent internally. The categories of word responses obtained were 5 = Strongly Agree, 4 = Agree, 3 = Undecided, 2 = Disagree and 1 = Strongly Disagree.
- Similarly the Teachers' Competencies Measurement Scale - Pranay Pandey - was used duly verified to contain the value of Cronbach's Alpha test for reliability value of 0.834, with the construct validity greater than or equal to 1.75 (Edward.L. Allen, 1957). The categories of response have been worded - 5 = Strongly Agree, 4 = Agree, 3 = Undecided, 2 = Disagree and 1 = Strongly Disagree.

Statistical Techniques used for the Analysis of Data:

The statistical techniques used for the analysis of data: **Standard deviation, Pearson Product moment coefficient of correlation ,t' value and Anova.**

RESULTS & DISCUSSION

Data Analysis and Interpretation

HYPOTHESIS NO.1

“There is no significant relationship between Emotional Intelligence and Teaching Competency of school teachers.”

TABLE – 1

Values of Result showing the relationship between Emotional Intelligence and Teaching Competency of school teachers.

S.No	Variables	N	r value	P
1	Emotional Intelligence	100	0.995	0.001
2	Teaching Competency			

From the values derived and shown in the Table No.1 it is revealed that the significance level is 0.001, and it also shows that there is a significant relationship between Emotional Intelligence and Teaching Competency of school teachers. Hence, **Hypothesis No.1 is rejected.**

Result:

There is a significant relationship between Emotional Intelligence and Teaching Competency of school teachers.

It is appropriate to quote here about the past study done using a sample of 100 teachers which had concluded that emotional intelligence was a foundational element which would influence all aspects of the educational environment. It was also found relevant as an essential precursor for enabling effective classroom management, fulfilment of meaningful connections to be made with students, best possible adaptability for learners' needs, qualitative communication, making possible of supportive classroom environs and the implementation to have most effective feedback systems. The findings thus confirmed facts about the holistic impact of the emotional intelligence on the teaching as a process. Wengtao Zheng (2023)

HYPOTHESIS NO.2

‘There is no significant relationship between Emotional Intelligence and Teaching competency of teachers from Govt / Govt- aided Schools ’

TABLE – 2

Values of Result showing the relationship between Emotional Intelligence and Teaching competency of teachers from Govt / Govt- aided Schools .

S.No	Variable	N	r value	P
1	Emotional Intelligence	27	0.608	0.001
2	Teaching Competency			

From the values derived and shown in the table No.2, it is revealed that the significance level is 0.001, and it shows that there is a significant relationship between Emotional Intelligence and Teaching competency of teachers from Govt / Govt- aided Schools, Hence, Hypothesis No.2 is rejected.

Result:

There is a significant relationship between Emotional Intelligence and Teaching competency of teachers from Govt / Govt- aided Schools.

HYPOTHESIS NO.3

‘There is no significant relationship between Emotional Intelligence and Teaching competency of teachers from Private Schools’

TABLE – 3

Values of Result showing the relationship between Emotional Intelligence and Teaching competency of teachers from Private Schools .

S.No	Variable	N	r value	P
1	Emotional Intelligence	73	0.467	0.001
2	Teaching Competency			

From the table No.3, it is revealed that the significance level is 0.001, and it shows that there is a significant relationship between Emotional Intelligence and Teaching competency of teachers from Private Schools, Hence, Hypothesis No.3 is rejected.

Result:

There is a significant relationship between Emotional Intelligence and Teaching competency of teachers from Private Schools.

HYPOTHESIS NO.4

‘There is no significant relationship between Emotional Intelligence and Teaching competency of teachers with experience of 10 years and below ’

TABLE – 4

Values of the Result showing the relationship between Emotional Intelligence and Teaching competency of teachers with experience of 10 years and below .

S.No	Variable	N	r value	P
1	Emotional Intelligence	40	0.931	0.001
2	Teaching Competency			

From the values derived and shown in the table No.4, it is revealed that the significance level is 0.001, and it shows that there is a significant relationship between Emotional Intelligence and Teaching competency of teachers with experience of 10 years and below, Hence, Hypothesis No.4 is rejected.

Result:

There is a significant relationship between Emotional Intelligence and Teaching competency of with experience of 10 years and below .

HYPOTHESIS NO.5

‘There is no significant relationship between Emotional Intelligence and Teaching competency of teachers with experience of 11 years and above ’

TABLE – 5

Values of the Result showing the relationship between Emotional Intelligence and Teaching competency of teachers with experience of 11 years and above .

S.No	Variable	N	r value	P
1	Emotional Intelligence	60	0.965	0.001
2	Teaching Competency			

From the values derived and shown in the table No.5, it is revealed that the significance level is 0.001, and it shows that there is a significant relationship between Emotional Intelligence and Teaching competency of teachers with experience of 11 years and above, Hence, Hypothesis No.5 is rejected.

Result:

There is a significant relationship between Emotional Intelligence and Teaching competency of with experience of 10 years and below .

HYPOTHESIS NO.6

“There is no significant difference between teachers from Govt/ Govt-aided and Private schools, in Emotional Intelligence”

TABLE NO.6

Values of the result showing the difference between teachers from Govt/ Govt-aided and Private schools in Emotional Intelligence.

S.No	N	Type of Institution	Mean	Std.Deviation	t value	P
1	25	Govt/Govt-aided	165	19.624.2	0.688	NS
2	75	Private	162	9.9014		

From the values derived and shown in the table No.6 it is revealed that the calculated value is less than the table value (1.96) it is not significant, null hypothesis is accepted, Hence, Hypothesis No.6 is accepted.

Result:

There is no significant difference between teachers from Govt/ Govt-aided and Private schools in Emotional Intelligence.

In the decade old Comparative Study of Emotional Intelligence and Adjustment of Secondary School Teachers Teaching in Government-Aided and Public Schools done using a sample of 30 teachers from both the types of schools revealed that the Secondary school teachers working in the public schools were found to be more resilient in the classrooms, with the students, with the colleagues than the government and aided school teachers. Also it was found from the results of the study that secondary school teachers of public schools are better (though not significant) in emotional intelligence - in regard to self-awareness, in managing relationships, integrity matters, on self-development and commitment issues than the government-aided school teachers. **Rakesh Kumar Sharma (2014)**

HYPOTHESIS NO.7

“There is no significant difference between teachers from Govt/ Govt-aided and Private schools, in Teaching Competency”

TABLE NO.7

Values of the Result showing the difference between teachers from Govt/ Govt-aided and Private schools in Teaching Competency

S.No	N	Type of Institution	Mean	Std.Deviation	t value	P
1	25	Govt/Govt-aided	175	15.7	2.86	0.005 S
2	75	Private	162	20.9		

From the values derived and shown in the table No.7 it is revealed that the calculated value is more than the table value (1.96) it is significant, null hypothesis is rejected, Hence, Hypothesis No.7 is rejected.

Result:

There is significant difference between teachers from Govt/ Govt-aided and Private schools in Teaching Competency, the Govt-aided/Govt group has a significantly higher mean teaching competency score (175) compared to the Private group (162).

In the study held on the academic performance and attainments by the students from government and private sector school, the results revealed that on more occasions, better performance and attainments were observed in the case of the private school students. The study and the findings also had scope of the educational methodologies and the evaluation processes of the respective schools. **Jurishmita Borah (2021)**

HYPOTHESIS NO.8

“There is no significant difference between teachers of experience 10 years and below, with teachers of experience 11 years and above, in Emotional Intelligence”

TABLE NO.8

Values of the Result showing the difference between teachers of experience 10 years and below, with teachers of experience 11 years and above, in Emotional Intelligence

S.No	N	Experience	Mean	Std.Deviation	t value	P
1	40	10 years below	152	22.4	1.18	NS
2	60	11 years above	157	17.9		

From the values derived and shown in the table No.8 it is revealed that the calculated value is less than the table value (1.96) it is not significant, null hypothesis is accepted.

Hence, Hypothesis No.8 is accepted.

Result:

There is no significant difference between teachers of experience 10 years and below, and teachers of experience 11 years and above, in Emotional Intelligence.

HYPOTHESIS NO.9

“There is no significant difference between teachers of experience 10 years and below, with teachers of experience 11 years and above, in Teaching Competency”

TABLE NO.9

Values of the Result showing the difference between teachers of experience 10 years and below, with teachers of experience 11 years and above, in Teaching Competency

S.No	N	Experience	Mean	Std.Deviation	t value	P
1	40	10 years below	159	21.1	1.22	NS
2	60	11 years above	164	17.5		

From the values derived and shown in the table No.9 it is revealed that the calculated value is less than the table value (1.96) it is not significant, null hypothesis is accepted, Hence, Hypothesis No.9 is accepted.

Result:

There is no significant difference between teachers of experience 10 years and below, and teachers of experience 11 years and above, in Teaching Competency.

HYPOTHESIS NO.10

“There is no significant effect of emotional intelligence on teaching competency”

TABLE NO.10

Values of the Result showing significant effect of emotional intelligence on teaching competency.

S.No	ANOVA	Sources of variance	Df	Sum of Squares	Mean Squares	F	P
1	Emotional Intelligence	Between groups	38	26,078	686	5.14	< .001
2	Residuals	Within groups	61	8,149	134		

From the values derived and shown in the table No.10 it is revealed, the F-value of 5.14 indicates that the variance between groups (attributed to differences in emotional intelligence) is substantially larger than the variance within groups. This suggests that emotional intelligence has a significant impact on teaching competency, the p-value is less than .001, which is far below the common significance level of 0.05. This means the results are statistically significant.

Result:

There is a significant effect of emotional intelligence on teaching competency; this indicates that emotional intelligence is strongly associated with variations in teaching effectiveness.

STUDY FINDINGS

Correlation study

- Significant relationship exists between Emotional Intelligence and Teaching Competency of school teachers
- Significant relationship exists between Emotional Intelligence and Teaching Competency of teachers from Govt / Govt- aided Schools.
- Significant relationship exists between Emotional Intelligence and Teaching Competency of teachers from Private Schools.
- Significant relationship exists between Emotional Intelligence and Teaching competency of with experience of 10 years and below.
- Significant relationship exists between Emotional Intelligence and Teaching competency of with experience of 10 years and below.
- Significant effect of emotional intelligence exists on teaching competency; this indicates that emotional intelligence is strongly associated with variations in teaching effectiveness.

Differential study

- No significant difference exists between teachers from Govt/ Govt-aided and Private schools in Emotional Intelligence.

- Significant difference exists between teachers from Govt/ Govt-aided and Private schools in Teaching Competency, the Govt-aided/Govt group has a significantly higher mean teaching Competency score.
- No significant difference exists between teachers of experience 10 years and below, and teachers of experience 11 years and above, in Emotional Intelligence.
- No significant difference exists between teachers of experience 10 years and below, and teachers of experience 11 years and above, in Teaching Competency.

CONCLUSION:

The study and the findings reveal that correlation exists and there is a relationship between Emotional Intelligence and Teaching Competency of school teachers, with respect to type of institution (Govt/ Govt-aided/(private) and experience of teaching years (Below 10 yrs and Above 10 yrs) and there is a significant effect of emotional intelligence on teaching competency. Also it is corroborated that emotional intelligence is strongly associated with variations in teaching effectiveness. The **t-test**, concludes that there is no significant difference between teachers from Govt/ Govt-aided and Private schools in Emotional Intelligence, but significant difference exists between teachers from Govt/ Govt-aided and Private schools in Teaching Competency, (the Govt-aided/Govt group has a significantly higher mean teaching Competency score) However, it has revealed that there is no significant difference between teachers of experience (Below 10 yrs and Above 10 yrs) in Emotional intelligence and teaching competency.

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