A Study of Emotional Intelligence, Self Concept and Teaching Competence of Secondary School Teachers.

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Abstract

The role of teachers and schools are changing, and so are expectations about them: teachers are asked to teach in increasingly multicultural class rooms, integrate students with special needs, use ICT for teaching effectively, engage in evaluation and accountability process, and involve parents in school. Teaching is a complex process. It requires how a teacher controls his emotions. Those teachers who control their emotion in the class room are better teachers. These teachers are intelligent in solving various problems of the school as well as of surrounding. They know better about their abilities, potential and capabilities. Those teachers who score higher on emotional and self concept scale have higher teaching competence. The present study was conducted on 200 teachers (100 private school teachers and 100 government school teachers) from urban area of Haryana. Data were analyzed by t test. It was concluded that private school teachers scored more on emotional intelligence, self concept and teaching competence as compare to government school teachers.

Keywords: *Emotional Intelligence, self concept, teaching competence, secondary school.*

Life of every human being is very complex. It is full of fear, pleasure, excitement and curiosity. Everyday the teacher comes across with several problems and comfort. Each teacher has to face his family problems, school problems and all other problems in his surroundings. He has to face the challenging world everyday in all sphere of his life. Emotion represents complex reaction of organism to any subject. It represents the physiological and mental state of an organism. It is

expressed in the form of feeling, behaviour and ideas. Emotion changes with feeling, mood and temperament.

Emotion as a signal: Emotions are related with self. Self represents the inner ideas and thinking. We reflect these on our face. Other person perceives our impression from our face and tells about our internal feeling to some extent. These signals help the individual to adjust with the emotion of society. Emotion is logical in nature. It helps to take decision in right direction at appropriate time as it is related with feeling, experience and behavior. The logical part of the brain where we make decision is called emotional intelligence. Emotional intelligence helps one to know and understand the feeling in one self and also help in understanding the emotions in the others. Emotional Intelligence helps to understand the feeling of others and utilizes the same in performing daily life work and office work. Emotional intelligence is measured in the form of emotional intelligence Quotient.

 measures the ability, potential, skill of self or others and tendency to use and apply in life and in business. It helps to make our life systematic because it helps us to learn to control our emotions and help us how to control and mange the emotion of other i.e represent our success in our daily life.

Self Concept: It represents the image that we have of ourselves. This image is formed when we interact with distinctive persons. "Self-concept is our perception of our abilities and our uniqueness. At first one's self concept is very general and changeable……As we grow older, these perceptions become much more organized, detailed, and specific." (Pastorino & Doyle-Portillo, 2013)."A self concept is a collection of beliefs about one's own nature, unique qualities, and typical behavior. Your self concept is your mental picture of yourself. It is a collection of self perceptions.(Weiten,Dunn & Hammer,2012).

"The individual self consists of attributes and personality traits that differentiate us from other individuals (Crisp,R.J &Turner,R.N., 2007).

Teaching Competence: A competence is best described as ' a complex combination of knowledge, skills, understanding, values, attitudes and desire which lead to effective, embodied human action in the world (Deakin Crick,2008).Teaching is, of course, much more than a ' task '. As Conway and Colleagues (2009) point out, discussions about the competence needed by teachers, how they develop overtime, and how they are evidenced and recorded. Teaching competence involves tacit and explicit knowledge, cognitive and practical skill as well as

dispositions (Rychen & Salganik 2003). It empowers the teacher to act professionally and appropriately in a situation. (Koster & Dengerink, 2008). It can be demonstrated to a certain level of achievement along a continuum (Gonzales & Wagenaar, 2005).

The role of teachers and schools are changing, and so are expectations about them: teachers are asked to teach in increasingly multicultural classrooms, integrate students with special needs, use ICT for teaching effectively, engage in evaluation and accountability processes, and involve parents in school.(OECD 2009). So teaching staff nowadays also need the competences to constantly innovate and adapt.

Therefore the objective of the present study was to compare the mental health status of the private and Govt. secondary school teachers in regard to their emotional intelligence and self concept.

Hypotheses

(i) Emotional intelligence of Govt. and private secondary school teachers would differ significantly irrespective of age and qualifications.

(ii) Self concept of Govt. and private secondary school teachers would differ significantly irrespective of age and qualifications.

(iii)Teaching competence of Govt. and private secondary school teachers would differ significantly irrespective of age and qualifications.

Method

Sample

A group of 200 teachers (100 private and 100 Govt. secondary school teachers) we selected purposely from urban school. In order to measure emotional intelligence, scale prepared by Hyde,Pethe and Dhar,(2002) was used to measure the emotional intelligence of the teacher. It has 34 items in it and contains 10 different aspects like: self awareness, empathy, self motivation, emotional stability, managing relation, integrity, self development, value orientation, commitment and altruistic behavior.

In order to study the self concept, self concept scale prepared by Mukta Rani Rostogi(1979) was used. It contains 50 items -25 negative and 25 positive items. It is a likert type of scale and minimum score is 50 and maximum score is 250. Those teacher who score high in scale, have high self concept and those getting low indicate low self concept.

Teaching competence scale by Passi & Lalita was used to measure the general teaching competence of teachers. It contains 21 items. Each item has 7 marks and maximum score is 147 and minimum scores is 21. This scale consists of 5 factors like planning, presentation, closing, evaluation and managerial.

Procedure: Ten schools (5 private and 5 Govt) were selected, contacted and permission was sought from the Principals to collect data. 20 secondary school teachers (PGT & TGT) were taken from each school. They were informed about the aim and purpose of conducting the study. All three booklets were distributed to each teacher and all the instructions which are printed on booklets were explained. There is no time limit to fill all the three booklets. Researcher requested to fill the columns and answer all the items in all the three booklets. These booklets and answer sheets were collected to get mean, standard deviation and t- test were computed.

Results and Discussion: As per the information given by the teachers, it is found that these teachers are mostly in the age group of 30 and 45 and their qualification is B.A/ M.A and B.Ed. Teachers working in private schools are teaching in both in English and Hindi medium while Govt. school teachers are teaching in Hindi medium.

Emotional Intelligence: Table 01 indicates that mean score of private school teachers(128.68) is higher than Govt. school teachers (114.72). The t- value is 8.26 which is significant at .05 level (1.97) and at .01 level (2.60). Hence, the hypothesis that there is significant difference between the emotional intelligence of private and government secondary school teacher was confirmed.

Table 01: Showing Mean scores, S.D and t value of private and government secondary school teachers with regard to their level of emotional intelligence (df =198)

	N	Mean	S.D	t
Private teachers	100	128.68	8.7	
Govt teachers	100	114.72	14.5	8.260

Private school teachers are more hard working as each class room is generally fitted with camera. All the activities of a teacher are under the direct supervision of school Principal or management. Teachers in private school remain busy throughout the day and interact with students, teachers, principal and parents. They have to answer the various problems in a balanced form. They try to control their emotions and show them at right place, at right time and in right direction. They become more tolerant at the time of frustration and anger. They do not have support as government teachers have the support of teachers unions and higher authorities, so they are self

motivated and have the power to take the right decision even in frustration, anger and anxiety. Therefore, private school teachers have higher level of emotional intelligence as compare to government school teachers to get more opportunities for self development.

Self Concept

Table 02: Showing mean scores,S.D and t value.

	N	Mean	S.D	t
Pvt School teachers	100	192.3	16.95	3.52
Govt School teachers	100	184.5	14.27	

Second hypothesis of the study was that the private school teachers will have higher level of self – concept as compared to the government school teachers. Table 02 revealed that mean score of private school teachers was 192.3 whereas the mean score of government school teachers was 184.5. The t-value is 3.52 is significant at both .05 level (1.97) and at .01 (2.60). Thus, the hypothesis that there will be significant difference between the self concept level of private and government school teachers was confirmed.

Self concept is the sum of values and perceptions that one believes to be true of one's self (Bukatko & Daehler). Self concept represent personality attributes knowledge, skills, one's occupation and hobbies and awareness about one's own physical characteristics. Private school teachers come in proper dress in school and maintain themselves in proper way.These teachers have to wear proper dress and they interact with the students belonging to high profile. They have latest knowledge of technology, fashion and movies and books. Teachers with negative self concept may view themselves negatively. Negative self concept in teaching/physical appearance may affect the entire self concept and make them prone to mental problem.

Teaching Competence

Table 03: Showing mean score, S.D and t value of private and govt school teachers with regard to their teaching competence (df = 198).

	N	Mean	S.D	t
Private school teachers	100	117.50	10.78	9.77
Govt school teachers	100	104.20	8.52	

It is clear from the table 03 that mean scores of private school teachers (117.5) is higher than government school teachers (104.20). The t value was 9.77 which is significant at both .05 level (1.97) and .01 level (2.60). Hence, the hypothesis that there will be significant difference between the teaching competence of private and government school teachers was confirmed.

As the private school teachers have more basic infrastructure in the school and are generally equipped with smart class rooms. Teachers teach the students through power point presentation. For this, teacher has to prepare each and every thing before hand. Content, method, pedagogy and instruction devices, techniques, teaching aids etc can be visualized easily in power point presentation. On the other hand, Govt School teachers do not have black board and chalk. Teachers don't take pain in teaching, they even bunk classes. There are no smart classes in govt schools. These teachers deliver their lessons without preparation. They do not integrate student with special needs, use ICT for teaching effectively, engage in evaluation and accountability processes, and involve parents in school. Therefore, private school teachers have better teaching competence as compared to government school teachers.

Conclusions: It is concluded that private school teachers scored more on emotional intelligence, self concept and teaching competence. Self concept and emotional intelligence are the important criteria for a teacher to teach effectively in classroom and behave intelligently in the school with students, teachers, parents and management.

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