

EMOTIONAL INTELLIGENCE IN RELATION TO OCCUPATIONAL SELF-EFFICACY OF SECONDARY SCHOOL TEACHERS

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ABSTRACT:

Emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships. Occupational self-efficacy as the competence that a person feels concerning the ability to successfully fulfill the tasks involved in his or her job. Present investigation was conducted to study the relationship between emotional intelligence and occupational self-efficacy of secondary school teachers and to study the difference between emotional intelligence and occupational self-efficacy of male and female secondary school teachers. For this purpose a sample of two hundred secondary school teachers were selected through simple random sampling technique. The result of the study showed significant relationship between emotional intelligence and occupational self-efficacy. Furthermore, findings reported no significant difference between emotional intelligence social skills and occupational self-efficacy of male and female secondary school teachers.

Key words: Emotional Intelligence, Occupational Self-efficacy, Secondary School Teachers

1.0 Emotional Intelligence

Researchers pointed out that emotions always work together with cognition and motivation to help the person act appropriately in relation to the social context, or self-regulate. Mayer and Salovey (1997) have defined emotional intelligence (EI) as the ability to regulate emotions and intellectual growth. The domain concepts of emotional intelligence originally propounded by Goleman (1998) have influenced the definition given by Salovey and Mayer. Goleman defines emotional intelligence as, “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. Furthermore, he suggested that EI consisted of five general components viz. self-awareness, self-regulation, motivation, empathy, and social skills. Emotionally matured people are mentally healthy, well-adjusted and high on emotional intelligence. Emotional maturity is the acquisition of adoptive behavior that reduces escapes and avoids emotional disturbance of an individual.

Therefore an emotionally mature individual is one who sees in clearer perspective and is continually involved in a struggle to gain healthy integration of feeling, thinking and action.

Madhar, (2010) notes, that, the emotionally sound lecturers are really a source of inspiration for the pupils, to be effective learners. The teacher should be able to tolerate difficult and somewhat ambitious questions, from the students and also should be able to provide relevant and satisfactory answers, to facilitate learning among the students. In the literature relevant to leadership, this construct is not neglected, because of its profound role, therefore, Guillen, (2011), points, that emotional intelligence plays an important role in the recognition of the leader among people, because the leader faces the insulting behavior of others in the introductory stage of his or her career, thus placing a premium on EI of leaders, which becomes an essential for forging through immense resistance for the leaders.

1.1 Occupational Self-Efficacy

According to Albert Bandura, self-efficacy is the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations. In other words, Self-efficacy is a person's belief in his or her ability to succeed in a particular situation. Bandura (1994) described these beliefs as determinants of how people think, behave and feel.

Juárez & Contreras, (2008), define self-efficacy as one's determination to face various challenges, difficulties and conditions in life. On the other side, (Gist & Mitcell), (1992), mentioned it as, one's belief, to get the things right regarding a particular job, this concept depends upon the various other factors, such as the qualification, competency, ability and experience of an individual under consideration.

The concept of self-efficacy, in relation to other constructs, such as, there is a significantly positive link, discovered between the belief of a person, that he could resolve a particular interpersonal dispute and his actions to pursue the matter proactively, thus attempting to uproot the cause of the disturbance, to nullify the possibility of serious ramifications. (Eizen & Desivilya, 2005), this concept under consideration, has a close relation with entrepreneurship, because, often successful entrepreneurs, tend to be uncomfortable with their work in some organization and them, therefore search for greater challenges in their lives. The major motivating factor is their self-belief, that they could run their own business more successfully. Thus this vary belief compels them to start a new venture.

Occupational self-efficacy is specific in affecting the belief systems of different areas of occupation to a different extent. As we know, teacher holds the most crucial position in the education system. A teacher is responsible for the destiny of our children. He should possess certain qualities, capacities, competencies, capabilities in order to modify and shape the behaviour of the students in a certain specific direction. He should also have beliefs in his capabilities. This will enhance his efficacy in the classroom situations. In fact, teacher efficacy is the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context.

There is significantly positive relation, between EI and other relevant constructs, such as job performance, time management and so on. Similar relations, with self-efficacy are observed, throughout the previous section, for example, choice of conflict management strategies and entrepreneurship and so forth.

2.0 Justification of the Study

Researchers observed that emotions always work together with cognition and motivation to help the person act appropriately in relation to the social context, or self-regulate. There is no denying the fact that one's emotional make up counts quite substantially towards one's ability to live, progress and adjust to others. In all sense, emotional intelligence essentially reflects our ability to deal successfully with other people and with our own feelings. Since these qualities count significantly towards a person's success in his area of achievement, it may induce him likewise to achieve the required success. If proper efforts are made for training the emotions and developing proper emotional intelligence potential, it will surely help in bringing mutual understanding, empathy, right actions, right behavior on the part of individual and groups, to live a better life in peace and cooperation.

Teacher education in our country has to face the challenge of producing teachers for a new society. However, in order to meet the challenge successfully, it is necessary to improve the quality of teacher educators. The part played by the teacher educator is most vital as he is the one who carefully produces teachers. The success of education is also based on the capabilities and competence of the teacher educator. His wisdom, knowledge and management of the class will depend upon so many factors. If a teacher educator has high level of occupational self-efficacy i.e. beliefs in one's capabilities, his effectiveness in the classroom situations will be helpful to produce good teachers. Occupational self-efficacy can be different, in different areas of life as it is task specific. It is not only important to build in students and teachers as well. The teacher who has positive attitude, confidence and the belief that he can handle all of the classroom challenges makes a huge difference in his effectiveness as a teacher.

Emotional intelligence is not learned in a standard intellectual way; it must be learned and understood on an emotional level. Intellectual understanding is the first important step, but the development of emotional intelligence depends on sensory, nonverbal learning and real-life practice. Emotional intelligence can lead to a pervasive sense to excel in life irrespective of age, caste, gender, creed or profession. It is found that people who are emotionally adapted, who know and manage their own feelings well and who read and deals effectively with other people's feelings are at an advantage in any domain of life. People with well-developed emotional skills are also more likely to be content and effective in their lives, mastering that habits of mind that foster their own productivity whereas people who cannot marshal some control over their emotional life, fight inner battles that sabotage their ability for focused work and clear thought (Mayer, Salovey, and Caruso, 2000). But having a high emotional intelligence doesn't mean that the person never panics or loses his / her temper. Rather it means that he/she brings own feelings under control and channels them into productive behaviors. The ability to bring out-of control emotions back into line results in what earlier generations called emotional maturity.

Vaughn and colleagues (1993) viewed social competence much like intelligence, which is seen as a higher order construct. The authors stated that effective social interactions are achieved by producing socially competent behaviour which comprising many interacting components including positive relationships with others, accurate/age appropriate social cognition, absence of maladaptive behaviour, and effective social skills (Vaughn, Zaragoza, Hogan, & Walker, 1993).

Self-efficacy expectations, when viewed in relation to career, refer to a person's beliefs regarding career-related behaviours performance and persistence in the implementation of those choices. When individuals have low self-efficacy expectation regarding their behaviour, they limit the extent to which they participate in an endeavour and are more apt to give up at the first sign of

difficulty.

Occupational self-efficacy is specific in affecting the belief systems of different areas of occupation to a different extent. As we know, teacher holds the most crucial position in the education system. A teacher is responsible for the destiny of our children. He should possess certain qualities, capacities, competencies, capabilities in order to modify and shape the behaviour of the students in a certain specific direction. He should also have beliefs in his capabilities. This will enhance his efficacy in the classroom situations. In fact, teacher efficacy is the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context. Employees with high occupational self-efficacy are often characterised by their tenacity and determination and driven by their belief in future success (Breso, Schaufeli, & Salanova, 2011). Empirical research has linked occupational self-efficacy with a wide range of attitudes, behaviours and work performance measures such as commitment (Schyns & Collani, 2002), job satisfaction (Rigotti et al., 2008).

Research review says that emotional competence is related to the demonstration of self-efficacy in emotion eliciting social interactions. So, justification for the study is derived from the limitation of past researches which suggests needs for additional research on the study of these variables.

3.0 Objectives of the study

Following were the objectives of present study:

1. To study emotional intelligence and occupational self-efficacy of secondary school teachers.
2. To study the relationship between emotional intelligence and occupational self-efficacy of secondary school teachers.
3. To study the difference between emotional intelligence of male and female secondary school teachers.
4. To study the difference between occupational self-efficacy of male and female secondary school teachers.

4.0 Hypotheses

- There exists no significant relationship between emotional intelligence and occupational self-efficacy of secondary school teachers.
- There exists no significant difference between emotional intelligence of male and female secondary school teachers.
- There exists no significant difference between occupational self-efficacy of male and female secondary school teachers.

5.0 Research Method

For the present study, the investigator adopted the descriptive survey method for the collection of data because this method was considered to be more suitable for the present problem.

5.1 Population and Sample

The target population for the study was all the secondary school teachers working in secondary school teachers of Haryana.

In the present study a sample of 200 secondary school teachers (100 male and 100 female) was drawn through random sampling method.

5.2 Tools used

In the present study the tools used for collecting data were:

1. Emotional intelligence scale by Ankool Hyde, Sanjay Pethe and Upender Dhar.
2. Adapted Hindi version of Matson's Evaluation of Social Skills with Youngsters by Sharma (2000).
3. Occupational self-efficacy scale by Sanjay Pethe, Sushma Chaudhary and Upender Dhar.

5.3 Statistical Techniques Used

Following statistical techniques were used to analyze the data:

- i. Mean and Standard Deviation (S.D.);
- ii. Pearson's product-moment coefficient of correlation 'r';
- iii. t-test for significance of difference between mean scores.

6.0 Results

6.1 Analysis and interpretation based on descriptive statistics

In order to calculate the values of the measure of central tendency (mean), standard deviation, skewness, kurtosis and frequency distribution emotional intelligence, social skills and occupational self-efficacy total scores of primary school teachers of the total sample-descriptive statistics were used. Further, C.I. denotes Class-Intervals; mid-pts denotes mid points and F denotes Frequency. The detail analysis and interpretation have been given in tables 1-2 (a) & (b):

Table-1(a)

Descriptive statistics of emotional intelligence total scores of secondary school teachers

N	200
Mean	140.7
Median	139.0
Mode	129.0
S.D.	21.83
Variance	476.34
Sk	-1.04
Ku	2.81
Range	129.0
P ₂₅	129.0
P ₇₅	161.0

Table 1(a) depicts the values of mean, median and mode value of emotional intelligence total scores of secondary school teachers. The mean value comes out to be 140.7, median 139.0 and mode 129.0 respectively. The values of standard deviation (S.D.) and variance are 21.83 and 476.34 respectively which represent the centered scores from the mean position. The value of skewness is -1.036 which shows the distribution is negatively skewed and scores are normally distributed. The value of kurtosis is 2.81 which is greater than the kurtosis value i.e. 0.263. Thus, the curve is platokurtic.

Table-1(b)

Frequency distribution of emotional intelligence total scores of secondary school teachers

Class Interval (C.I.)	Mid-Point (mid-pts)	Frequency (F)	Cumulative Frequency
170-179	174.5	11	200
160-169	164.5	42	189
150-159	154.5	16	147
140-149	144.5	31	131
130-139	134.5	35	100

120-129	124.5	33	65
110-119	114.5	17	32
100-109	104.5	14	15
90-99	94.5	0	1
80-89	84.5	0	1
70-79	74.5	0	1
60-69	64.5	0	1
50-59	54.5	0	1
40-49	44.5	1	1

Table 1 (b) shows the frequency distribution of emotional intelligence total scores of secondary school teachers. The maximum frequency is 42 and falls under class interval; 160-169. Frequency distribution of emotional intelligence total scores of secondary school teachers is being shown below in figure 1:

Figure-1

Showing the frequency distribution emotional intelligence total scores of secondary school teachers

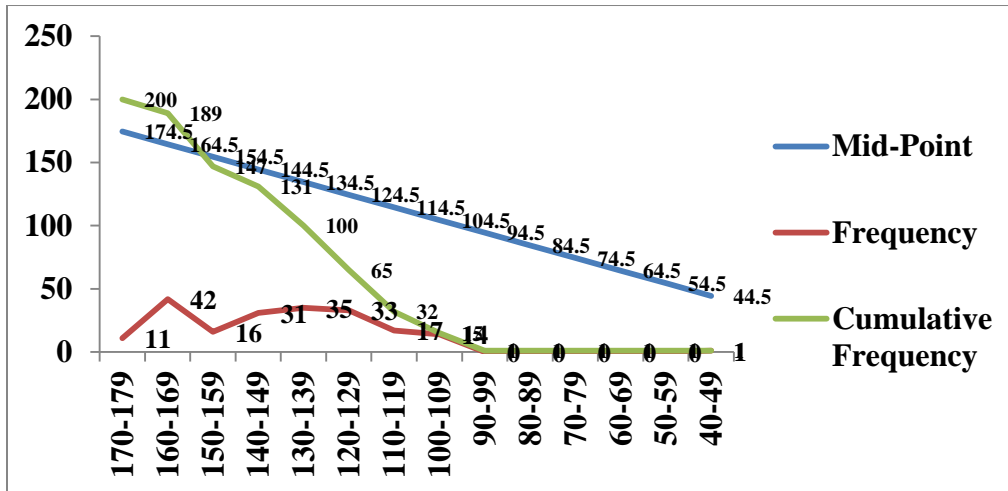


Table-2(a)

Descriptive statistics of occupational-self-efficacy total scores of secondary school teachers

N	200
Mean	75.96
Median	77.0
Mode	58.0
S.D.	14.77
Variance	218.26
Sk	-0.529
Ku	-0.22
Range	714.00
P ₂₅	65.25
P ₇₅	89.00

Table 2 (a) depicts the values of mean, median and mode value of occupational self-efficacy total scores of secondary school teachers. The mean value comes out to be 75.96, median 77.0 and

mode 58.0 respectively. The values of standard deviation (S.D.) and variance are 14.77 and 218.26 respectively which represent the centered scores from the mean position. The value of skewness is -0.53 which shows the distribution is negatively skewed and scores are normally distributed. The value of kurtosis is -0.22 which is lesser than the kurtosis value i.e. 0.263. Thus, the curve is leptokurtic.

Table-2(b)

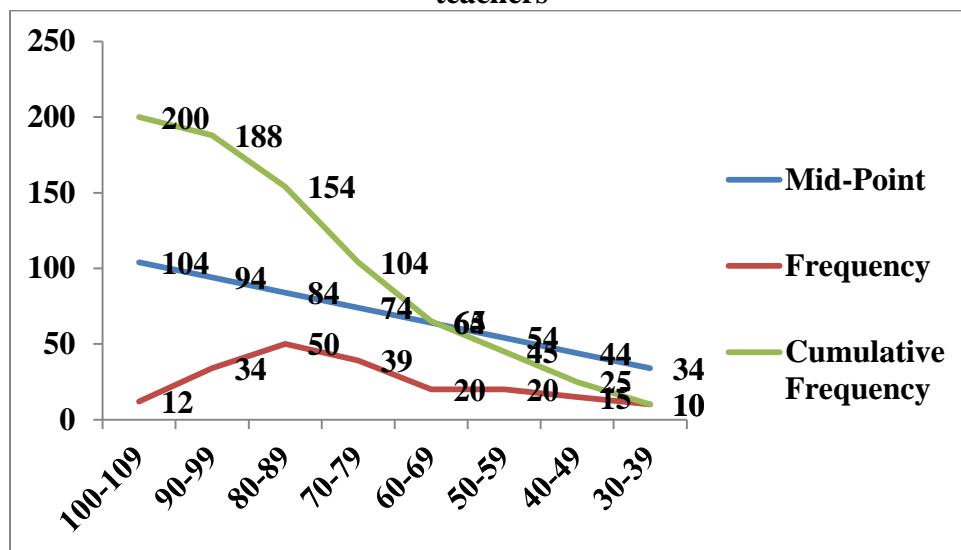
Frequency distribution of occupational self-efficacy total scores secondary school teachers

Class Interval (C.I.)	Mid-Point (mid-pts)	Frequency (F)	Cumulative Frequency
100-109	104	12	200
90-99	94	34	188
80-89	84	50	154
70-79	74	39	104
60-69	64	20	65
50-59	54	20	45
40-49	44	15	25
30-39	34	10	10

Table 2 (b) shows the frequency distribution of occupational self-efficacy total scores of secondary school teachers. The maximum frequency is 50 and falls under class interval; 80-89. Frequency distribution occupational self-efficacy total scores of secondary school teachers total scores are being shown below in figure 2:

Figure-2

Showing the frequency distribution occupational self-efficacy total scores secondary school teachers



6.2 Analysis and interpretation based on coefficient of correlation

The analysis and interpretation based on the data to find out the relationship between emotional intelligence and occupational self-efficacy of secondary school teachers. For this purpose, the data were collected from two hundred secondary school teachers and were analyzed through product moment co-efficient of co-relation 'r'. The details of the same have been presented in table 3:

Table-3

Co-efficient of correlation between emotional intelligence and occupational self-self-efficacy of secondary school teachers

Variables	df	Co-efficient of correlation “r”	Level of significance
Emotional intelligence	198	0.612*	P>0.01
Occupational self-efficacy			

***Significant at 0.01 level of significance at T.V. =0.117**

Table 3 shows that the calculated “r” value is 0.612 between emotional intelligence and occupational self-Self-efficacy of secondary school teachers is significant at 0.01 level of significance. This shows that there exist significant relationship between emotional intelligence and occupational self-efficacy of secondary school teachers.

Hence, the Null hypothesis No. 1 which is stated earlier that there exist no significant relationship between emotional intelligence and occupational self-efficacy of secondary school teachers is retained.

6.3 Analysis and interpretation based on t-test (differentials)

Analysis and interpretation based on the data pertaining to find out the significance of difference between mean scores of emotional intelligence and occupational self-efficacy of male and female secondary school teachers. For this purpose, the data were collected from two hundred secondary school teachers and were analyzed through t-test. The details of the same have been presented in table 4 and 5:

Table-4

Significance of difference between emotional intelligence scores of male and female secondary school teachers

Group	N	Mean	S.D.	S. Ed.	t-ratio	Level of significance
Male	100	142.9	18.24	4.89	0.91**	P<0.05
Female	100	138.5	24.95			

****Not Significant at df/198 at 0.05 level of significance=1.65**

Table 4 depicts that the mean emotional intelligence scores of male and female secondary school teachers are 142.9 and 138.5 with S.D.’s 18.24 and 24.95 respectively. The calculated t-value comes out to be 0.91 is not significant at 0.05 level of significance. It means that the emotional intelligence of male secondary school teachers did not differ significantly as compared to female secondary teachers.

Hence, the Null hypothesis (2) which is stated earlier that there exists no significant difference between emotional intelligence of male and female secondary school teachers is retained. Difference between mean and S.D. scores of male and female secondary school teachers on emotional intelligence are shown below in figure-3:

Figure-3
 Showing mean and S.D. scores of male and female secondary school teachers on emotional intelligence

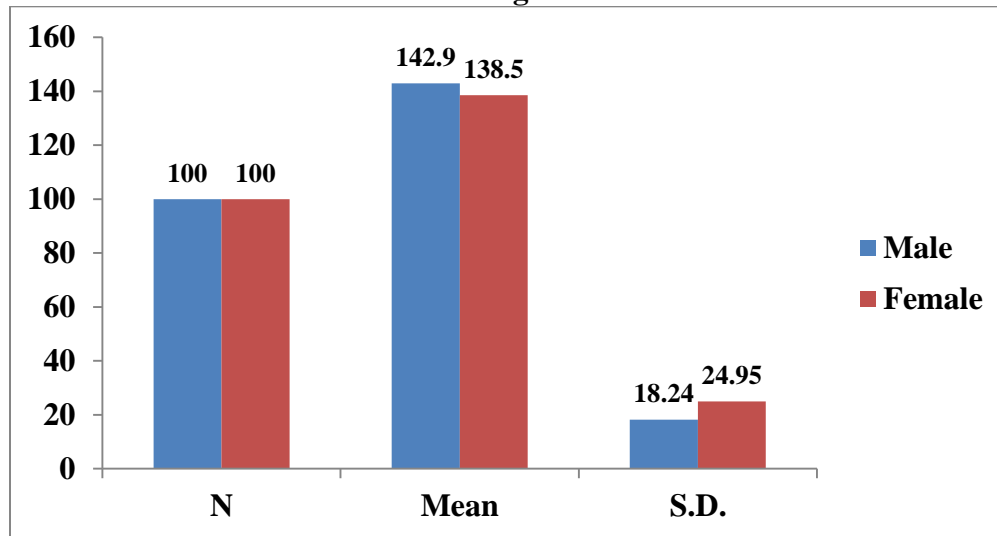


Table-5
 Significance of difference between occupational self-efficacy scores of male and female secondary school teachers

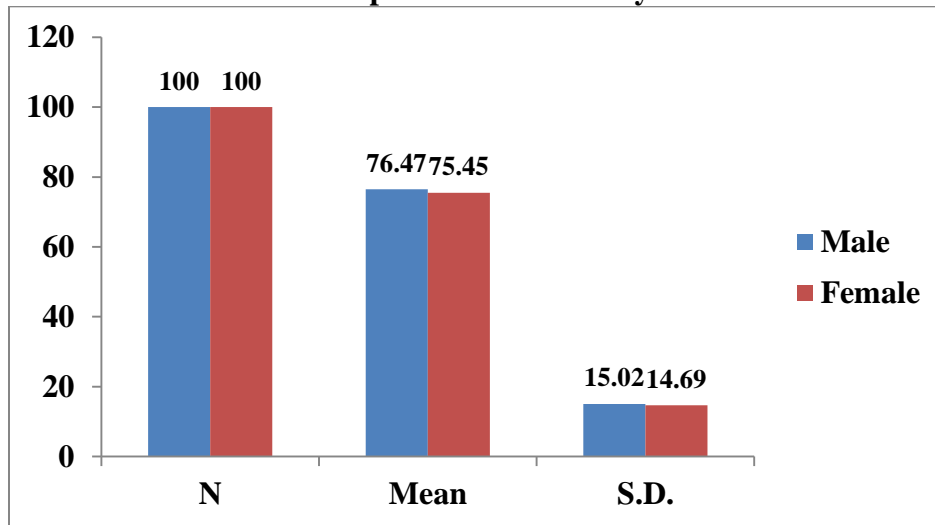
Group	N	Mean	S.D.	S.Ed.	t-ratio	Level of significance
Male	100	76.47	15.02	3.32	0.31**	P<0.05
Female	100	75.45	14.69			

****Not Significant at df/198 at 0.05 level of significance=1.65**

Table 5 shows that the mean occupational self-efficacy scores of male and female secondary school teachers are 76.47 and 75.45 with S.D.'s 15.02 and 14.69 respectively. The calculated t-value comes out to be 0.31 is not significant at 0.05 level of significance. It means that the occupational self-efficacy of male secondary school teachers did not differ significantly as compared to female secondary school teachers.

Hence, the Null hypothesis (3) which is stated earlier that there exists no significant difference between occupational self-efficacy male and female secondary school teachers is retained. Difference between mean and S.D. scores of male and female secondary school teachers on occupational self-efficacy is shown below in figure-4:

Figure-4
Showing mean and S.D. scores of male and female secondary school teachers on occupational self-efficacy



7.0 Main Findings

In the light of the analysis of the data and interpretation of results of the present investigation as already discussed in the previous chapter, the following main findings are stated:-

1. Most of the secondary school teachers are likely to have high emotional intelligence.
2. Occupational self-efficiency of secondary school teachers were found to be in normal range.
3. There exist significant relationship between emotional intelligence and occupational self-efficacy of secondary school teachers.
4. Emotional intelligence of male secondary school teachers did not differ significantly as compared to female secondary teachers.
5. Occupational self-efficacy of male secondary school teachers did not differ significantly as compared to female secondary school teachers.

8.1 Educational Implications

The educational implications of the present study were not difficult to discern. The subject of the study was of much important in the present context as secondary school teachers' emotional intelligence and occupational self- efficacy is very important for their management of teaching and learning as well as dealing with student in an effective and efficient ways.

The present study point out the importance of emotional intelligence and the integration of it in the classroom which would result in the better teacher. The importance of these skills, which contribute to success in life and as result help an individual to know him and others better is discussed and presented here. Emotional intelligence can be thought of as a set of skills that help teachers to be successful in school, at work and in relationships.

The present study point out that emotional intelligence was positively correlated with occupational self-efficacy of secondary school teachers. Thus, secondary school teachers' occupational self-efficacy was affected by emotional intelligence in educational settings.

Emotional intelligence essentially reflects our ability to deal successfully with other people and with our own feelings and thus ensures that an individual be able to attain heights in his personal

as well as professional life. It is thus learned that Emotional Intelligence is required to be possessed at least to a moderate level for better commitment towards one's organization and also to perform extra role behaviors.

The present study point out that self-efficacy is the measure of one's own abilities to complete tasks and reach goals and Self-efficacy plays an important role in the occupation. Because it is related to the person's attitudes, abilities, and cognitive skills comprise what is known as self-system and in the occupation of teaching, a teacher is responsible for the destiny of our children. Teacher efficacy is the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context.

Finding of the study corresponds to the study conducted by Rathi and Rastogi (2009) they assessed the relationship between emotional intelligence, occupational self-efficacy and organizational commitment. The research implies that EI and occupational self-efficacy are related with a variety of organizationally desirable outcomes. Therefore an understanding of the levels of EI and occupational self-efficacy will be helpful in taking suitable steps to enhance these competencies among the employees.

In explaining the relationship between emotional intelligence and self-efficacy it must be stated that individuals who can perceive and regulate their emotions and that of others could create stronger social support networks and would have a higher sense of empowerment given that emotional intelligence includes a set of inter-related skills to perceive assessment and expression of emotions precisely, have access to emotions or create them for emotional and rational growth (Mayer and Salovey, 1997) and that self-efficacy beliefs affect manner of thinking, how to deal with emotional health problems, decision-making and confronting with stress and depression (Bandura and Locke, 2003).

Generally, it must be stated that emotional intelligence has an important role in fostering self-efficacy beliefs and positive self-concept among medical staff and given that it is relatively fixed unlike intelligence quotient it is possible to enhance emotional intelligence through education. By growing emotional intelligence of employees they obtain necessary interpersonal skills and are converted into knowledgeable employees and such positive changes enable them to be productive and efficient, enhance their skills, be satisfied with their function and obtain more successes.

9.0 References

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