



EMOTIONAL COMPETENCE AND SELF-EFFICACY OF PUPIL TEACHERS OF SAMASTIPUR DISTRICT (BIHAR)

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Paper Received On: 20 July 2024

Peer Reviewed On: 24 August 2024

Published On: 01 September 2024

Abstract

This study investigated the correlation between emotional competence and teacher self-efficacy among pupil teachers. Emotional competence, which encompasses the ability to understand and manage one's own emotions, empathize with others, and foster motivation and confidence, is crucial in educational settings that emphasize collaboration. Self-efficacy, defined as an individual's belief in their ability to successfully handle future situations, is also essential for effective teaching. The study involved 200 pupil teachers from both government and private training colleges in Samastipur District, selected through stratified random sampling. Data on emotional competence and self-efficacy were collected using standardized tools. Results indicated significant differences between pupil teachers from government and private institutions in emotional competence. However, no significant differences were observed in their levels of self-efficacy. Furthermore, a moderate positive correlation was found between emotional competence and self-efficacy. This article discusses the implications of these findings for pupil teacher training and development.

Keywords: Emotional Competence, Self-Efficacy, Pupil Teachers, Government and Private training College.

1. Introduction

Emotional competence plays a crucial role in fostering teacher effectiveness. Studies indicate that specific aspects of emotional competence, including self-awareness, interpersonal skills, and problem-solving abilities, are strong predictors of teacher self-efficacy (Moafian & Ghanizadeh, 2009). This suggests that pupil teachers who possess these qualities are more likely to exhibit higher levels of confidence in their teaching abilities.

Furthermore, emotional competence is fundamental for building healthy relationships. Yeilyaprak et al. (2008) argue that it contributes to individual growth and development, fostering both intellectual capacity and a broader perspective. Consequently, emotional competence is essential not only for effective communication but also for promoting responsibility, efficacy, and productivity. This makes it a vital factor influencing performance, particularly in collaborative settings such as educational institutions and organizations. Studies demonstrate the significant impact teachers have on pupil achievement (Anderson, 2004). This highlights the crucial role of emotional competence in fostering effective relationships between teachers and pupils, as well as among colleagues. Ultimately, it contributes to academic success, underscoring the necessity for cultivating emotional competence within the teaching profession.

Self-efficacy, defined as an individual's belief in their ability to achieve specific goals through their actions, plays a vital role in this process. Individuals with high self-efficacy perceive challenges as opportunities for growth, demonstrate greater engagement in their pursuits, maintain strong commitment, and exhibit resilience in the face of adversity. Research conducted by Moafian (2009) identified three key dimensions of emotional competence – emotional self-awareness, interpersonal relationships, and problem-solving – as strong predictors of teacher self-efficacy.

II. Rationale for The Study

Pupil teachers play a crucial role in national development. They are responsible for fostering strong relationships with their pupils, nurturing their growth, and guiding them toward academic achievement. However, the pressure on pupil teachers to achieve 100% success rates, often emphasized by training institutions, can negatively impact their teaching effectiveness, job satisfaction, and interpersonal connections. Emotional competence equips teachers to better navigate these challenging circumstances. It enhances their self-efficacy, leading to a more humanistic approach in interacting with pupils and effective classroom management. Therefore, investigating the emotional competence and self-efficacy of pupil teachers is essential.

III. Objectives

1. To find out differences in emotional Competence of government and private training college pupil teachers.
2. To find out differences in self-efficacy of government and private training college pupil teachers.

3. To find out relationship between Emotional Competence and self-efficacy of pupil teachers.

IV. Hypotheses

1. There is a significant difference in emotional Competence of government and private training college pupil teachers.
2. There is a significant difference in self-efficacy of government and private training college pupil teachers.
3. Emotional Competence and self-efficacy of pupil teachers are significantly related to each other.

V. Research Method

This research investigates the emotional competence and self-efficacy of pupil teachers enrolled in both private and government colleges within Samastipur District. A stratified random sampling method was employed to select 200 participants from various colleges across the district. Data collection utilized the Emotional Competency Inventory (Bar-On, 2004) and the Teacher Self-efficacy scale (Schwarzer, Schmitz & Daytner, 1999). Statistical analysis involved correlation techniques and t-tests to examine the relationships and differences between the variables.

A. Description of the Tools

The Emotional Competence Inventory is a self-administered questionnaire designed to assess ten key dimensions of emotional competence. These dimensions include:

1. Self-Regard: An individual's value placed on their physical and mental well-being.
2. Interpersonal Relationships: The quality and nature of an individual's social connections.
3. Impulse Control: The ability to regulate one's emotional responses.
4. Problem Solving: The capacity to generate and evaluate solutions to challenges.
5. Emotional Self-Awareness: The understanding and management of one's own emotions.
6. Flexibility: Adaptability and openness to change in different situations.
7. Reality Testing: The ability to accurately perceive and interpret reality.
8. Stress Tolerance: Maintaining effectiveness under pressure and adhering to personal values during adversity.
9. Assertiveness: The ability to express oneself clearly and stand up for one's rights while respecting others.
10. Empathy: The capacity to understand and share the feelings of others.

The inventory utilizes a five-point Likert scale ranging from "not true" to "true". Both positive and negative items are included, and the total score across all 66 items provides an overall

emotional quotient. Reliability analysis using Cronbach's alpha coefficients demonstrated strong internal consistency for each subscale (ranging from 0.69 to 0.86). The inventory also exhibits good criterion-related validity (0.819).

Additionally, the Teacher Self-Efficacy Scale, a four-point scale with ten items, measures teachers' belief in their ability to effectively teach and manage their classrooms. Response options range from "not at all true" to "exactly true". This scale demonstrates acceptable test-retest reliability (0.67) and good discriminant validity.

VI. Results and Discussion

Table I: Emotional Competence of Government and Private training college pupil teachers

Variable	Pupil Teachers	N	Mean	SD	t-value
Emotional Competence	Government	100	32.51	3.99	10.89*
	Private	100	29.35	2.78	

*Significant at 0.05 level

An analysis of Table I reveals a statistically significant disparity in the emotional competence demonstrated by pupil teachers from private and government colleges. While pupil teachers from government colleges tend to manage conflicts and disagreements in a more objective manner, those from private colleges exhibit a tendency towards overt emotional expression, which can negatively impact interpersonal relationships.

Table II: Self-Efficacy of Government and Private college pupil Teachers

Variable	Pupil Teachers	N	Mean	SD	t-value
Self-Efficacy	Government	100	28.51	3.59	0.11*
	Private	100	30.35	3.98	

*NS- Not significant at 0.05 levels.

The data presented in Table II reveals no statistically significant difference in self-efficacy levels between pupil teachers from government and private colleges. This suggests that aspiring pupil teachers from both sectors possess a strong belief in their abilities, indicating their confidence in performing well and achieving success in their chosen profession. This high level of self-efficacy is crucial as it empowers pupil teachers to persevere when faced with challenging pupils and to engage in less criticism in errors (Gibson & Dembo, 1984).

Table III: Emotional Competence and Self Efficacy of pupil teachers- Correlational Analysis

		Emotional Competence	Self-Efficacy
Emotional Competence	Pearson Correlation	1	.478**
	Sig. (2-tailed)		.000
	N	100	100
Self-Efficacy	Pearson Correlation	.478**	1
	Sig. (2-tailed)	.000	
	N	100	100

*Significant at 0.05 level

The Pearson correlation coefficient measures the strength and direction of a linear relationship between two variables. A coefficient value of 0.478 indicates a moderate positive correlation between emotional competence and self-efficacy among pupil teachers, as shown in Table III. This suggests that pupil teachers with higher emotional competence tend to also demonstrate higher levels of self-efficacy, and conversely. In other words, pupil teachers who are more adept at understanding and managing their own emotions and those of others may also possess greater confidence in their teaching abilities.

VII. Implications

This study reveals a notable disparity in emotional competence between pupil teachers enrolled in government and private colleges. The research further demonstrates a strong correlation between emotional competence and self-efficacy among these individuals. In contemporary society, parents prioritize not only academic excellence but also pupil teachers' interpersonal skills and pedagogical approaches. This emphasis on holistic education has contributed to a decline in enrollment at government colleges. To address this issue, the government should implement training programs designed to cultivate emotional competence in pupil teachers. By enhancing their emotional competence, these aspiring educators can develop a stronger sense of self-efficacy. Given the established link between self-efficacy and pupil achievement, fostering emotional competence in pupil teachers holds promise for improving both academic and extracurricular outcomes. Emotionally competent pupil teachers possess the ability to recognize and manage their own emotions effectively. This, in turn, empowers them to navigate interpersonal conflicts constructively and contribute to the emotional and social development of their pupils. Furthermore, emotionally intelligent educators are better equipped to cope with workplace demands, potentially leading to increased engagement and reduced burnout.

Therefore, prioritizing the development of emotional competence among pupil teachers is essential for enhancing the quality of education.

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