

Utility of Socio-emotional Intelligence for Teacher's Performance

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Abstract

The objective of this study was to investigate the impact of emotional intelligence training on the teacher performance with the hypothesis based on the literature of emotional intelligence that it promotes academic performance. Quantitative method based on questionnaire was used to measure the impact of emotional intelligence training the academic performance and enhancement of the workers. Collected data was analyzed using SPSS and results show strong correlation and relationship between the emotional intelligence and teacher academic performance and it improves teacher's effectiveness and performance in raising a socially and emotionally intelligent child. Therefore, it is highly recommended for the educational managers and trainers to design courses and training sessions on emotional intelligence for the educational programs and projects effectiveness.

Keywords: *Performance and Productivity, Teachers performance, Socio-emotional Intelligence, Training and development*

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Introduction

Every organization wishes to develop its human resources and keep them engaged in different training and developmental programs to enhance their proficiency in their domains (Chauhan, 2011; Barchard, Does Emotional Intelligence Assist in the Prediction of Academic Success?, 2003). An organization believes on the philosophy of Sharif (2002), to develop a training management system and arrange need based skill development sessions to develop hard and soft skills of their workers. Education sector in Pakistan has gone through many reforms, have practiced different policies, projects and programs to enhance teacher performance. Pre-service and in-service training, workshops, refresher courses, field visits are the evidences in which public and private sector have a keen interest to develop teacher's proficiencies (Bandura, 1991; Borah, 2013; Bhadouria Preeti, Role of Emotional Intelligence for Academic Achievement for Students, 2013). Different governmental and non-governmental organizations are putting their hearts and minds to bring up the hidden potentials of the teachers for its best utilization.

Training in its origin and meaning carries a big value and message. The

Problem Statement

New age and century brings new demands for incorporation of new teaching hard and soft skills and methodologies. Generations are built in the hands of the teacher and socio-emotionally and socially charged

teachers can give better direction,

biggest philosophy behind this is 'Nothing is still and constant but change itself'. Therefore, trainings are arranged to meet the changing demand of the sector (Cestone, Levine, & Lane, 2008). It is a planned, organized and scheduled activity, designed to enhance individual and organizational performance. Performance means to improve workers' working capacities, capabilities, effectiveness and efficiency in the required domain. To maintain good even best image in the market, in the eyes of customer, organization has to equip its workers with the latest models, methods and techniques (Dolev & Leshem, Teachers' emotional intelligence: The impact of training, 2016). Training and development is a tool to reshape the lives of the workers, give them strength and hope, increase the efficacy and effectiveness, give those new horizons, resolution and determination. Major firms of the world spent huge financial resources on research, training and development activities of their workers. According to one research findings, 1\$ billion dollars is spent on human assets development program by big firms of the world (Chaudhry, Ja, Sajjad, & Ali, 2013; Hariharan, 2011).

hope, enthusiasm, philosophy and resolution to the whole nation. This vital component in learning processes is lacking which is one of the fundamental capacities in the contemporary world for a teacher. Different researchers and practitioners suggest acquisition of socio-emotional intelligence skills and competences for the teacher in age of stresses,

individualisms and materialisms; to improve teacher's effectiveness and students' performance (Hena & Sharabi, Teaching the teachers: emotional intelligence training for teachers, 2014; Dolev & Leshem, Teachers' emotional intelligence: The impact of training, 2016).

Objectives of the Study

The main objective of this study was to evaluate the workshop which focused on fostering socio-emotional intelligence skills in the teacher teaching in school and college level and to investigate the impact of socio-emotional intelligence training on teacher's Performance in Abbottabad, KPK; Pakistan. Main focus was identifying perception and need of socio-emotional intelligence's benefits in educational settings, how teacher's and organizational competencies and performance can be increased by giving them socio-emotional intelligence training.

Delimitations of The Study

The study is limited on the elements of human resource management, particularly in the area of training and development. This study was carried out in Teacher training workshop conducted in Army Burn Hall College, in which 255 teacher and lectures at school and college level participated.

Literature Review

Training and development is a best tool for acquisition of new knowledge, skills and technique to enhance worker's capacities and capabilities (Masadeh, Training, education, development and learning:

what is the difference?, 2003; Noe, 2010; Virtual University of Pakistan, 2015). It has become an integral part of individual and organization's lives in knowledge economy to at least maintain their position in the market and in the eyes of customers. As with the passage of time demands and requirement changes, testes and wishes of the population changes in every walk of life, therefore it is indispensable for every organization to equip their workers with the latest skill, knowledge and techniques, which are only possible via skill development training workshops, tours, field visits, focus grouped discussion and seminars. It carries equal value for individuals, groups and organizations (The World Bank, 2007; Kessels J. , The knowledge revolution and the knowledge economy: the challenge for HRD, 2004). Sims (2002) proclaimed that training is designed to meet the present jobs' demands, always futuristic, preparing their workers for the fourth coming challenges, problems, projects and opportunities. Individual are the building blocks of the organizations; their skills enhancement means overall organizational grooming in productivity. There are certain informal ways also of workers grooming like deputations, job rotation, and transfer and among these training is considering highly planned, organized, scheduled and structured approach for workers' development (UN, 2013; Kessels J. W., Learning in organisations: a corporate curriculum for the knowledge economy, 2001). Organizations have made their HR departments whose major functions are to give orientation to the new

workers, do survey needed for soft and hard skills and accordingly designed professional training programs. Such training programs give superior logic, evidences, understanding, cognition and develop human assets of the organization. Skilled human asset is the main capital of any organization which is better possible through formal training.

Training gives a sense of belongingness, ownership and association to the worker. It has been noticed quiet often that workers with bigger salaries moved to multi-culture and multi-national organization just for the sack of their personal development. Because they know that training can bring out the hidden skills and potentials and make them more productive in future. In the age of knowledge economy, where life-long learning has become a slogan of almost every organization, operating in any domain, is not possible without training and refresher courses (The World Bank, 2007; Masadeh, Training, education, development and learning: what is the difference?, 2003). Both active and over-learning need should be catering for in training. So that it can be repeated and replicated in desired way and new scenario also.

Training And Development In Educational Settings

Education is the most rapidly changing profession of life. On daily basis new techniques, models and theories are presented by different theorists and scientists. To equip better our younger generation with up to date skills and techniques, we have to focus on the inclusion of latest materials in curriculum's and teacher

training's workshops. Innovative strategies need to incorporate in teaching-learning processes to transfer knowledge and skill in best possible, feasible, optimal and economical way (OCED, 2014; Department of Education & Training, 2005). Teacher professional development impacts teachers and students' performance, the educational institution, society and economy (Villegas, 2003). Therefore, teacher need to be equipped with both hard and soft skills to meet the needs of the new century, to face the challenges of the new era boldly (Weert, Education of the twenty-first century: New professionalism in lifelong learning, knowledge development and knowledge sharing, 2006; Lisbeth Lundahl, Setting Things Right? Swedish Upper Secondary School Reform in a 40-Year Perspective, 2010; Mikre, The Roles of Information Communication Technologies in Education: Review Article with Emphasis to the Computer and Internet, 2011).

Need of Socio-Emotional Intelligence Training For Teachers

Among many soft skills, emotional and social intelligence is one of the major pre-requisite of teaching profession for the social, emotional and psychological development of the leaners (Dolev & Leshem, Teachers' emotional intelligence: The impact of training, 2016). Learning and importing education is a social and emotional process, therefore social and emotional teacher set the tempo of the classroom (Hen & Sharabi-Nov, 2014). It improves certain traits of the personality and behaviors of the student by inculcating civic and empathetic sense in them. Motivation,

self-recognition, social awareness, better general mood, better managing strategies for stress prepare learner for better academic achievement, and these all can be created by an socio-emotional intelligent teacher among students. Socio-emotional intelligence is considering as a predictor of performance, a pre-requisite for academic performance and achievements develop intrinsic motivations among the student not only for short term achievement but also for long term (Bhadouria Preeti, Role of Emotional Intelligence for Academic Achievement for Students, 2013). It is of equal importance for all level and age of the student, like university level (Fayombo, Relating emotional intelligence to academic achievement among university students in Barbados, 2012), more demanding and fruitful in medical sciences (Zain & Hassan, Emotional intelligence and academic performance in first and final year medical students: a cross-sectional study, 2013), need integration in engineering education (Riemer, Integrating emotional intelligence into engineering education, 2003) and similarly at primary and secondary levels, to provides better academic performance (Chamundeswari, Emotional Intelligence and Academic Achievement among Students at the Higher Secondary Level, 2013). Socio-emotional intelligence, when tested among socially advantaged and disadvantaged student, it proved it positive correlation with academic performance (Ghosh, Emotional Intelligence and Academic Achievement among Advantage and Disadvantage Children, 2014) and also helps in behavior modifications

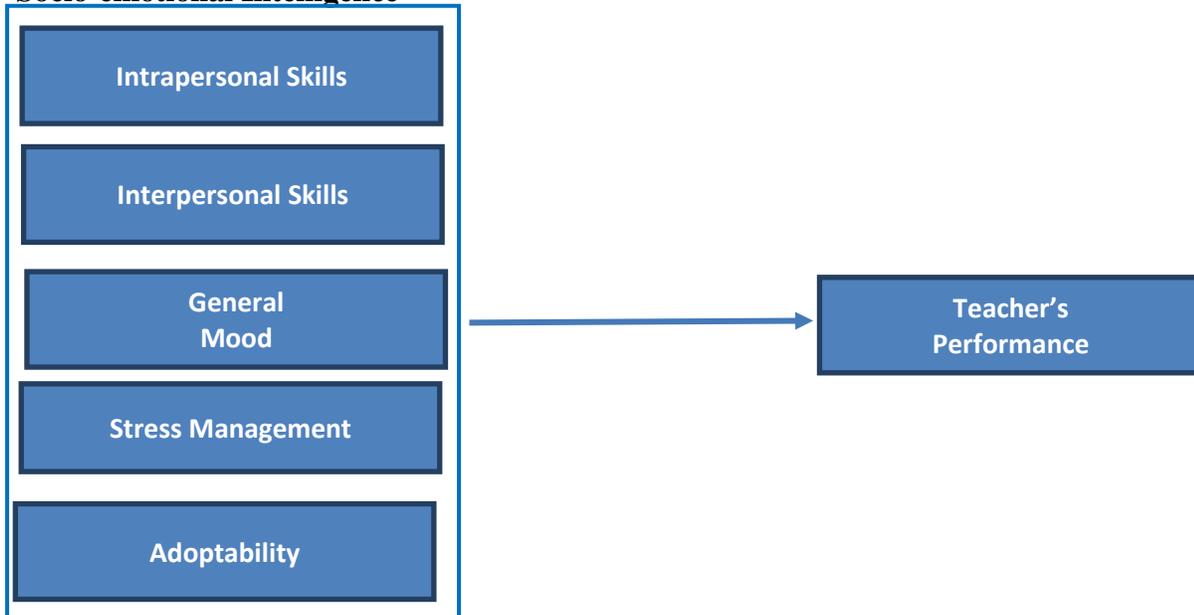
for ill-behavioral students (Petrides, Federickson, & Furnham, The role of trait emotional intelligence in academic performance and deviant behavior at school, 2004). But it does not mean that Socio-emotional Intelligence is the only and single contributor in academic performance as compared to IQ. Some are mixed in agreeing to the fact that EI contribution in academic performance (Barchard, Does Emotional Intelligence Assist in the Prediction of Academic Success?, 2003; Costa & Faria, The impact of Emotional Intelligence on academic achievement: A longitudinal study in Portuguese secondary school, 2015; Goroshit & Hen, Emotional Intelligence: A Stable Change?, 2012). Some of the research studies don't agree that SEI has no links to academic's contributions (Shipley, Jackson, & Segrest, The effects of emotional intelligence, age, work experience, and academic performance, 2003; Austina, Evansb, Goldwatera, & Pottera, A preliminary study of emotional intelligence, empathy and exam performance in first year medical students, 2005). According to other research studies, SEI contributes to the personality which further enhances their academic performances (Brackett, Rivers & Salovey, 2011). Study conducted on university students, resulted that only managing and understanding emotions had very little positive correlation with academic performance (Loise M.Ladrazo & Barchard, 2013). Hen & Goroshit (2014) concluded that SEI has indirect effect on academic performance by mediating self-efficacy. In reading comprehension, the correlation if IQ

was better than SEI in study conducted by (Ghabanchi, The Correlation of IQ and Emotional Intelligence with Reading Comprehension, 2014) and by no means SEI (EQ) can be a substitute of IQ in academics (Feinberg, IQ correlated with EQ, 1941). After

consulting research studies, it is suggested for the curriculum developers, policy makers, planners and psychologists to focus on SEI to improve performance of the students and equip them better for practical lives (Arockia & Sangeetha, 2013).

Conceptual Framework For The Study

Socio-emotional Intelligence



Source: Self Developed

Research Methodology

This study was quantitative in nature. It used questionnaire as an instrument for data collection. Data was collected from 255 respondents in a teacher training workshop conducted in Army Burn Hall College for Boys, Abbottabad. Where three sessions workshops was conducted on the role and importance of socio-emotional intelligence on teacher's performance in an academic environment. Total 255 teachers participated in survey, among them 131 were BS, 91 were

MS and 33 were PhD teachers were degree holders among them 98 (38%) were female and 157 (62%) were male. In study efforts were made to give proper proportion to all teachers with different degrees and gender Data was analyzed on 5 Linkert scale showing (1=Strongly Disagree, 2= Disagree, 3=Neutral, 4= Agree and 5=Strongly Agree). SPSS was used for data analysis.

Data Analysis

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In data analysis, first of all reliability of all constructs were checked. To proceed for data collection phase, it is The Cronbach's alpha of intrapersonal, interpersonal, general mood, adoptability and stress

necessary to check instrument reliability.

management variables are .727, .746, .735, .775 and .725 respectively.

Table 2: Descriptive Statistics:

	N	Minimum	Maximum	Mean	Std. Deviation
Class results	255	2.30	3.91	3.2751	.40518
Intrapersonal	255	2.08	4.50	3.3578	.54703
General Mood	255	2.58	4.83	3.7180	.45133
Interpersonal	255	2.31	4.13	3.1392	.37559
Stress Management	255	2.00	4.63	3.0902	.54550
SEI	255	2.44	4.30	3.3263	.34940
Valid N (list wise)	255				

Data was analyzed with 5-likert scale (1= strongly disagree, 2= Agree, 3= Neutral, 4= Agree, 5= Strongly Agree). Minimum response for class result response 2.30(showing disagree) and maximum value was 3.91(representing strongly agree) and the mean value for class result is 3.2751 represents that tendency of responses is "Agree" and standard deviation is 0.42168

which shows less variation in the data. For all constructs lies near means values and very less dispersion in responses are shown. This table clearly shows that all the respondent of the study agrees that social and emotional intelligence has greater effects and impact on the academic life of the student and teacher and it promote academic achievement.

Table 3: Correlation Analysis:

Correlations		Class Results
Class Results	Pearson Correlation	1
Age	Pearson Correlation	.265**
Intrapersonal	Pearson Correlation	.501**
General Mood	Pearson Correlation	.396**
Interpersonal	Pearson Correlation	.047
Stress Management	Pearson Correlation	.096
Adaptability	Pearson Correlation	.331**
SEI	Pearson Correlation	.398**

** . Correlation is significant at the 0.01 level (2-tailed).

Correlational analysis table depicts that all constructs were positively correlated with academic performance, which means that social and emotional intelligence has positive impact on the academic performance of the students and teachers. Intrapersonal skills, Interpersonal skills, Regression ANOVA table:

General Mood, Adoptability, Stress management and overall socio-emotional intelligence (SEI) are moderate positively correlated with academic performance, which shows influence of independent variable and their sub-variables on dependent variable.

Table 4: *Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.398 ^a	.158	.155	.37248

a. Predictors: (Constant), EI

ANOVA

Model	SOS	Df	Mean Square	F	Sig.	
1	Regression	6.598	1	6.598	47.559	.000 ^b
	Residual	35.101	253	.139		
	Total	41.699	254			

a. Dependent Variable: CLASS RESULTS

b. Predictors: (Constant), SEI, SOS= Sum of Square

Table 5: *Coefficients*

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.617	.242		6.693	.000
	SEI	.499	.072	.398	6.896	.000

Table 4 shows the fitness of the model. Residual sum of square is 35.101 which show the unexplained deviation of dependent variable i.e. academic performance (class results) from its estimate. The F-statistics is 47.559 at .000 sig level which is less than the cutoff of 0.05. This shows significant relationship

between the independent variables and dependent variable. The significance value shows that the model is fit for this study. Table 5 shows that Socio-emotional Intelligence has a significant value (.000) which means that there is a direct and positive relationship between socio-emotional intelligence and teacher

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performance. The analysis shows that independent variable has significant impact on the dependent variable academic performance.

To see the impact of socio-emotional intelligence on teacher performance on the basis of gender, ANNOVA was used,

whose results are shown in the below table 6. Significant difference is seen between socio-emotional intelligence and teacher's performance on the basis of gender on all constructs of the study. It means that impact of socio-emotional intelligence is different for male and female.

Table 6: ANOVA for Gender

		SOS	Df	MS	F	Sig.
class results	Between Groups	10.495	1	10.495	85.092	.000
	Within Groups	31.204	253	.123		
	Total	41.699	254			
Intrapersonal	Between Groups	7.612	1	7.612	28.159	.000
	Within Groups	68.394	253	.270		
	Total	76.007	254			
General Mood	Between Groups	4.542	1	4.542	24.350	.000
	Within Groups	47.196	253	.187		
	Total	51.738	254			
Interpersonal	Between Groups	.110	1	.110	.782	.377
	Within Groups	35.721	253	.141		
	Total	35.831	254			
Stress Management	Between Groups	.158	1	.158	.531	.467
	Within Groups	75.424	253	.298		
	Total	75.582	254			
SEI	Between Groups	1.082	1	1.082	9.145	.003

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Within Groups	29.927	253	.118
Total	31.009	254	

Mean comparison table. 7 shows that female teachers are having more "Intrapersonal skills" (Mean=3.57), better in managing "General Mood" (M=3.88), and overall they are having better socio-emotional skills (M=3.40) as compared to

male teachers with Mean scores 3.22, 3.61 and 3.27 respectively. In contrast Male teachers are having more interpersonal skills (M=3.15) and better able to manage stress (M=3.10) as compared to female teachers (M= 3.11) and (3.05) respectively.

Table. 7: Mean Comparison

Gender		Intrapersonal	GM	Interpersonal	SM	SEI
Female	Mean	3.5765	3.8869	3.1129	3.0587	3.4087
Male	Mean	3.2213	3.6125	3.1557	3.1099	3.2748
Total	Mean	3.3578	3.7180	3.1392	3.0902	3.3263

Notes, GM= General Mood, SM= Stress Management, SEI= Social-emotional intelligence

To see the impact of socio-emotional intelligence on teachers' performance on the basis of Academic qualification, ANNOVA was used, whose results are shown in the below table 8. Significant difference is seen in the level of socio-

emotional intelligence on teachers' performance on the basis of academic qualification on all constructs of the study. It means that impact of socio-emotional intelligence is different for the teachers with different qualifications.

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Table 8: ANOVA for Qualification

		SOS	df	MS	F	Sig.
Class	BG	8.664	2	4.332	33.046	.000
Results	WG	33.035	252	.131		
	Total	41.699	254			
Intrapersonal	BG	5.879	2	2.940	10.564	.000
	WG	70.127	252	.278		
	Total	76.007	254			
General	BG	3.934	2	1.967	10.370	.000
Mood	WG	47.804	252	.190		
	Total	51.738	254			
Interpersonal	BG	3.348	2	1.674	12.989	.000
	WG	32.483	252	.129		
	Total	35.831	254			
Stress	BG	9.122	2	4.561	17.294	.000
Management	WG	66.460	252	.264		
	Total	75.582	254			
SEI	BG	4.465	2	2.233	21.197	.000
	WG	26.543	252	.105		
	Total	31.009	254			

Notes, BG=Between Group, WG= Within Group, SOS= Sum of Square, MS=Mean Square

From the mean comparison table 9, it is shown that MS degree holder teachers are

having more intrapersonal skills, interpersonal skills and better able to

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manage mood (Mean=3.53, Mean= 3.27, & Mean=3.86) as compared to BS (Mean=3.21, Mean=3.03 & Mean=3.59) and PhD degree holder teachers (Mean=3.45, Mean=3.19 & Mean= 3.79) respectively in our study. PhD degree holder teachers are

having more stress management skills and overall better socio-emotional skills (Mean= 3.53 & Mean= 3.49) as compared to MS (Mean =3.12 & Mean=3.449) and BS degree holder teachers (Mean=2.95 & 3.19).

Table 9: *Mean Comparison*

POS		Intrapersonal	GM	Interpersonal	SM	SEI
BS	Mean	3.2118	3.5986	3.0305	2.9523	3.1983
MS	Mean	3.5321	3.8608	3.2761	3.1277	3.4492
PhD	Mean	3.4571	3.7980	3.1932	3.5341	3.4956
Total	Mean	3.3578	3.7180	3.1392	3.0902	3.3263

Notes: POS= Program of Study, GM= general Mood, SM=Stress Management, SEI= Social Emotional Skills

Conclusion

Training and professional workshops adds to individual and organizational capacities and capabilities and produce individual and organizational effectiveness and efficiency. Training provides means opportunities for self and organizational development and lead them towards self-actualization. Social and socio-emotional skills are

fundamental for empathetic profession like teaching. Therefore, besides hard and technical skills, teachers should be equipped soft skills also. Socio-emotional intelligence produces better social, socio-emotional, psychological skills in teachers and directly and indirectly develops teacher proficiencies and performance.

Recommendations

The study is unique in its nature and result. Because first time teachers were given training regarding socio-emotional intelligence and teachers found it helpful for the social, socio-emotional, psychological development, instructional and professional development. Empathetic soft human skills are the major requirement for the teaching like professions. Teaching is called human-making and human-building profession

where human are constructed. And this study is a proven record with us that emotional and social intelligence groom different aspects of student, teacher and overall organizational environment, make it emotionally and socially charged, where active and receptive teaching-learning processes can take place. Therefore, it is strongly recommended that socio-emotional intelligence should be made part of teachers' pre-service, in-service training. It is equally applicable for all levels of schooling life which

ranges from pre-school to university level.

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