A STUDY OF EMOTIONAL COMPETENCE OF TEACHER EDUCATORS IN RELATION TO THEIR SELF-CONFIDENCE, ADJUSTMENT AND LIFE SATISFACTION

ABSTRACT

The emotional competence describes both awareness of others’ feelings, needs, and concerns, and a willingness to adjust one’s own behavior in light of them. An empathetic person can sense others’ feelings and appreciate their perspectives. In the teaching context, an active interest in students enhances job orientation, particularly with respect to the ability to anticipate, recognize and meet pupil teachers needs (learner centered approach). It is well known that Emotional competence exerts a positive influence on student learning. Teacher Educators should be emotional managers i.e. able to manage self and pupil’s emotions which will ultimately affect teaching and learning as well. It has been reported that prospects of success can be enhanced through the development of specific areas of emotional competence, therefore, to find out the emotional competence of teacher educators and effect of various demographic variables on it, the present research study was undertaken. The findings of the research will be helpful in knowing the level of life satisfaction among the teacher educators which is the sole aim of education in the past, present and will be in future too. Life satisfaction is obviously influenced by job satisfaction. The job of teacher educators is mainly training the pupil teachers while in broader sense they should be efficient managers. So the investigator decided to study the emotional competence of teacher educators in relation to their self confidence, adjustment, and life satisfaction. A serious attempt has been made by the investigator to review the related research and non-research literature to broaden the understanding and to gain an insight into the selected problem under study. The present study was conducted on a random sample of 300 teacher educators of teacher education colleges of Haryana, by using four standardized tools- Emotional competence scale by Sharma and Bhardwaj (2007); Self confidence inventory by Gupta (1987); Teacher’s Adjustment Inventory by Mangal (1996) and Life satisfaction scale by Singh
and Joseph (1996). After the selection of the tools, the data was collected. Descriptive statistical techniques mean, standard deviation, and t-value were used. To check out the relation the coefficient of correlation were also found out.

The findings of the study indicate that male teacher educators have high emotional competence and life satisfaction than their female counterparts while it was found vice versa on self confidence and adjustment patterns. It was also found that teacher educators working in rural colleges did not differ significantly than urban college teacher educators on emotional competence whereas they were found less self confident, less adjusted but having better life satisfaction. Other findings state that teacher educators above 35 years in age, above 3 years experience and getting salary above 20000 per month were more emotionally competent, better adjusted and have high life satisfaction than their counterparts but less in self confidence. The teacher educators of aided colleges found better in emotional competence, adjustment and life satisfaction than those working in self financing colleges but less self confident than their counterparts.

This study can provide assistance to both policy makers and administrators in understanding the degree of influencing factors like self confidence, adjustment, life satisfaction, gender, age and experience, type of management, locale of the teacher education colleges and salary on emotional competence of teacher educators. Hence this study also signifies that teacher educators working in private institution must be given due attention by the Government of India, to raise the quality of teacher education institutions.

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