INTRODUCTION

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1.1 INTRODUCTION

“It is with the heart that one sees rightly what is essential is invisible to the eye”

ANTONE DE SAINT – EXUPERY

We live in a time when our prospects for the future are increasingly depend on managing ourselves and handling our relationships more artfully. Ability to adapt oneself to the changing environment is a vital skill essential in today’s world. As a person who has to play many roles in life, one has to handle one’s own emotions as well as others, being skilled in handling one’s own feelings as well as those of others make it less stressful for a man to live in this world. So only an emotionally mature person will be skillful in performing the various roles that he has to play in life. While intelligence helps one to recognize a range of actions, it does not drive him to act, but emotions do.

Emotions play a quite significant role in guiding and directing our behavior. Emotions have traditionally been identified as a category different from cognition or reasoning. Skills such as analytic reasoning or technical expertise or problem solving are purely cognitive whereas, combination of thought and feelings are termed as emotional. Such combination of cognitive (thought), affective (emotion) and conative (motivation) domains opens a new area of intelligence called Emotional intelligence.

Through series of researches three intelligence clusters have emerged. They are Abstract intelligence (the ability to understand and manipulate with verbal and mathematical symbols), Concrete intelligence (the ability to understand and manipulate
with object) and social intelligence (ability to understand and relate to people). Further it has been realized that these different types of intelligences are not mutually exclusive and they function in an interdependent fashion.

The intelligence of a person and his success in life has been referred to his IQ in earlier times. The IQ notions of intelligence has generated plethora of research exploring mainly the cognitive domain. In fact the intrigue that some people become successful while others fail despite natural talent, gifts or intelligence has provoked inquiry into qualities that determine success. Success requires more than IQ, which has tended to be the traditional measure of intelligence, ignoring essential behavioural and character elements. Most of the social scientist that study intelligence estimate that IQ accounts for only 20 to 30% of the success. The quest to discover that accounts for the rest is undergoing.

However, learning, thinking, remembering, understanding and similar functions are not just cognitive or content matters, although they have generally been conceived of as such by traditional psychological theories of learning. When the frame of reference is common sense, Freudian psychology, modern management or brand new results of brain research, there is lot of imperative evidence that all such functions are also inseparably connected with emotions and motivation. The Austrian-American psychologist Hans Furth (1987), by combining the findings and theories of Piaget and Freud, has unraveled how cognition and emotions during the preschool years gradually separate as distinctive but never isolated functions, and the Portuguese-American neurologist Antonio Damasio
(1994) has explained how this works in our brain and what disastrous consequences it has when the connections between the two are cut by damage to the brain, even when neither of the functions in themselves have been affected. Thus the acquisition process also necessarily always has both a cognitive and an emotional side, or more broadly spoken: content and an incentive side.

1.2 ORIGIN OF THE CONCEPT

In 1920, E.L. Thorndike used the term social intelligence to describe the skill of getting along with other people. In 1950’s Humanist psychologist Abraham Maslow describe how people can build emotional strength. In 1970’s David Wechsler suggest that affective components of intelligence may be essential to success in life. In 1975, Howard Gardner began the formulation of the idea of multiple intelligence including both interpersonal and intrapersonal intelligence. The term emotional intelligence appears to have originated with Wayne Payne (1986). He used the term Emotional Intelligence in his doctoral dissertation entitled “A study emotion: developing Emotional Intelligence; Self integration; relating to fear, pain and desire (theory, structure of reality, problem solving, contraction/expansion, tuning in/coming out and letting go)”. In 1987 in an article published in Mensa magazine, Keith Beasly uses the term ‘Emotional Quotient’ it has been suggested that it was the first published use of the term although Reuven Bar-On claims to have used the term in an unpublished version of

In 1995, Danniel Goleman, New York Times Science Writer wrote a famous book called “Emotional Intelligence – why it matter more than IQ”. It was since the idea of emotional intelligence got popularized and it was the paradigm shift in American culture particularly in education and business. In 1993, Mayor and Salovey defined emotional intelligence as a type of social intelligence that involves the ability to monitor one’s and others feelings discriminate among them and to use information to guide one’s thinking and actions. In 1990, Mayor and Salovey stated emotional intelligence subsumes Gardner’s inter and intrapersonal intelligence and involves the abilities that may be categorized into five domains like self awareness, managing emotions, motivating oneself, empathy, handling relationship.

1.3 THEORY, MEANING & NATURE (THEORETICAL OVERVIEW)

The importance of emotions has been emphasised in the functionally viewed domains of rational thought. Emotions are such as organizing processes that enable individuals to think and behave adaptively. It is held that the adaptive processing of emotionally relevant information is a part of intelligence.

Thorndike (1920) conceptualized intelligence into three broad categories. Abstract/verbal, visual/spatial, and social/practical intelligence. Of the three social intelligence is sub divided into motivational intelligence and emotional intelligence. This
category of intelligence is less researched because of the difficulty in distinguishing from the other two types of intelligence both theoretically (Mayor and Salovey, 1993) and empirically (Cronbach, 1960). Mayor and Salovey defined the construct of emotional intelligence “as the ability to monitor ones own and others feelings and actions and to discriminate among them and to use this information to guide ones thinking and action”.

Emotional Intelligence involves abilities that may be categorized in to five domains. Self Awareness, Managing Emotions, Motivating Oneself, Empathy, and Handling Relationships. Emotional intelligence framework by Mayor, Salovey and Caruso (1998) listed these five domains with sub classifications, they are :-

1. **Self Awareness**

   Knowledge of one’s own emotions is the basic element of Emotional intelligence. People having the quality to know about their limitations and strengths allows them to exercise self control, a high degree of self confidence and knowledge of their abilities which are related to one’s self awareness. Self awareness is classified into accurate self assessment, emotional awareness and self confidence.

   a) **Accurate Self Assessment**

   It relates to the knowledge of one’s strengths and limitations. Ability to be aware of one’s strengths and weaknesses, to reflect one’s experiences, to be open to new perspectives of continuous learning and self development, able to show a sense of humor and develop positive perception about themselves.
b) Emotional Awareness

Emotional awareness is recognizing one’s emotions and their effect on others, ability to recognize what we are feeling, why and how our feelings affect our performance.

c) Self Confidence

Self confidence refers to strong sense of one’s self worth and capabilities, those who have this competence are self assertive to the point that they stand up for what is right even if it is unpopular.

2. Managing Emotions

People who know how to manage their emotions can divert them in useful ways. Effective management of emotions is an important aspect of leadership qualities. People who excel in managing emotions can bounce back far more quickly from life’s setbacks. Managing emotions relate to components such as self control, trustworthiness, conscientiousness, adaptability and innovation

a) Self-Control

It means keeping disruptive emotions and impulses in check, ability to manage impulsive feelings, to delay gratification and to stay composed and focused even in tiring situations.

b) Trustworthiness

Trustworthiness refers to maintaining standards of honesty and integrity, ability to act in an ethical fashion that is acting honestly and consistently regardless of the situation.
c) **Conscientiousness**

Conscientious means Taking responsibility for personal performances, meet commitments, keep promises, to be well organized and careful in work outcomes.

d) **Adaptability**

Flexibility in handling change, ability to change responses, being able to adapt to the procedures or approaches in a given situation and to be able to handle multiple demands are the key roles mentioned in flexibility.

e) **Innovation**

Characteristics of innovation are being comfortable with novel ideas, approaches and new information. Ability to seek out new ideas, to generate new approaches and to be willing to take risks to implement original solutions to problems.

3. **Motivating oneself**

   It is an important element of emotional intelligence. People having high achievement motive remain optimistic even under very unfavorable conditions. People having this skill tend to be more productive and effective. Motivating oneself composed of initiative, optimism, commitment, and achievement drive.

   a) **Initiative**

   Readiness to act on opportunities, ability to actively seize opportunities, pursues goals beyond what is required, cut through the bureaucracy to get the job done and mobilize others.
b) **Optimism**

Optimism identifies persistence in pursuing goals despite of obstacles and setbacks or barriers and be hopeful on successful outcome.

c) **Commitment**

Ability to align with the goals of the group or organization, keeping firm decisions on the task that one has to complete and ability to show stern decisions on one’s activities are regarded as the characteristics of commitment.

d) **Achievement drive**

Achievement drive means striving to improve or meet the standard of excellence, one must be result oriented, set challenging goals, take risk and pursue ways to improve.

4. **Empathy**

   Empathy is an ability to feel for other people. Persons who are empathetic in nature consider other’s feelings along with related factor in the process of making intelligent decisions. They have a deep understanding of ethnic and cultural differences. Empathy relate to understanding others, developing others, service orientation, leveraging diversity, political awareness.

a) **Understanding others**

   Sensing others feelings and perspectives by listening well and being attentive to emotional cues and to take an active interest in their concerns are the key characteristics relate to developing others.
b) **Developing others**

Developing others implies sensing others developmental needs and bolstering their abilities, rewarding others strength, offering feedback and identifying other’s needs for growth and mentoring.

c) **Service orientation**

Anticipating, recognizing, and meeting needs of others. Motivating others in their setbacks by offering unconditional support are the features of service orientation.

d) **Leveraging diversity**

Leveraging diversity means respecting, relating to and understanding people with different backgrounds and diverse world views and act on challenging bias and intolerance.

e) **Political awareness**

Reading a group’s emotional currents and power relationship, recognizing social and political situations. Understanding forces, actions and being able to read organizational and external realities behind political actions.

5. **Handling Relationship**

   Social skill is the ability to handle the relations with other people, the ability to read or sense someone’s feeling without asking or talking to, adeptness of including desirable response in others. Handling relations relate to influence, communication, conflict management, leadership, change catalyst, building bonds, collaboration & co-operation and team capabilities.
a) **Influence**

Wielding effective tactics for persuasion, ability to use persuasion to affect others to perform, and to get others mental support in all important tasks related to influence.

b) **Communication**

It is the ability to effectively give and take in a conversation; notice the emotional cues the speaker is sending and receiving, listening openly and sending convincing messages and to deal with difficult issues in a straightforward manner and foster open exchange of ideas regardless of the matter.

c) **Conflict management**

Negotiating & resolving disagreements, ability to handle difficult people & situations tactfully, to encourage debate & open discussions and to win with solutions are the key skills of conflict management.

d) **Leadership**

Leadership quality shows inspiring and guiding individuals and groups, articulate and arouse enthusiasm for a shared vision and mission, step forward to lead as needed regardless of competition and guide the performance of others while holding them accountable.

e) **Change catalyst**

Change catalyst implies initiating or managing change, ability to recognize the need for change, challenges the status quo to acknowledge the need for change and
mobilize others and to become a model for others in initiating the change for ourselves.

f) Building bonds

It means nurturing instrumental relationships, ability to cultivate interpersonal relationship through networking, building rapport and creating new opportunities.

g) Collaboration and cooperation

Ability to work with others towards shared goals, focus on the task with attention to relationship, able to collaborate in designing plans, information and resources, spot opportunities for collaboration and nurturing healthy cooperation.

h) Team capabilities

Team capability shows creating group synergy in pursuing collective goals, modeling team qualities, draw co workers for active and enthusiastic participation, build team identity, protect groups and its reputation to share credit.

1.4 THEORETICAL MODELS OF EMOTIONAL INTELLIGENCE

Defining emotional intelligence is too difficult and complex in earlier times. So there are different arguments related to the theoretical and operational definition of the term emotional intelligence. One attempt toward a definition was made by Salovey and Mayer (1990) who defined emotional intelligence as “the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions.” Despite this early definition, there has
been confusion regarding the exact meaning of this construct. Different models such as ability EI models, mixed models of EI, trait EI model explore the theoretical basis of this concept.

1.4.1 The Ability-based model

Salovey and Mayer's conception of emotional intelligence strives to define it within the confines of the standard criteria for a new intelligence. Following their continuing research, their initial definition of EI was revised to: "The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth." The ability based model views emotions as useful sources of information that help one to make sense of and navigate the social environment. The model proposes that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition. This ability is seen to manifest itself in certain adaptive behaviors. The model proposes that emotional intelligence includes 4 types of abilities:

1. **Perceiving emotions** — the ability to detect and decipher emotions in faces, pictures, voices, and cultural artifacts- including the ability to identify one’s own emotions. Perceiving emotions represents a basic aspect of emotional intelligence, as it makes all other processing of emotional information possible.

2. **Using emotions** — the ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving. The emotionally intelligent person can capitalize fully upon his or her changing moods in order to best fit the task at hand.
3. Understanding emotions — the ability to comprehend emotional language and to appreciate complicated relationships among emotions. For example, understanding emotions encompasses the ability to be sensitive to slight variations between emotions, and the ability to recognize and describe how emotions evolve over time.

4. Managing emotions — the ability to regulate emotions in both ourselves and in others. Therefore, the emotionally intelligent person can harness emotions, even negative ones, and manage them to achieve intended goals.

The ability-based model has been criticized in the research for lacking face and predictive validity in the workplace. Measurement of the ability-based model can be done through Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). The test is based on a series of emotion-based problem-solving items. Follesdal conducted a study with MSCEIT for 111 business leaders that how their employees described their leader. With respect to ability-based models of EI, contentions have been made that they may lack sufficient discrimination from intellectual intelligence (Landy, 2005). While there are a number of studies that have attempted confirm and/or disconfirm the discriminant validity of the MSCEIT.

1.4.2 Mixed models of EI

The Emotional Competencies (Goleman) model

The model introduced by Daniel Goleman focuses on emotional intelligence as a wide array of competencies and skills that drive leadership performance. Goleman's model outlines four main emotional intelligence constructs:
1. **Self-awareness** — the ability to read one's emotions and recognize their impact while using gut feelings to guide decisions.

2. **Self-management** — involves controlling one's emotions and impulses and adapting to changing circumstances.

3. **Social awareness** — the ability to sense, understand, and react to others' emotions while comprehending social networks.

4. **Relationship management** — the ability to inspire, influence, and develop others while managing conflict.

   Goleman includes a set of emotional competencies within each construct of emotional intelligence. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and developed to achieve outstanding performance. Goleman points that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies.

   Goleman's model of EI has been criticized in the research literature as it is a replica of existing theories of psychology (Mayer, Roberts, & Barsade, 2008). Measurement of the emotional competencies (Goleman) model are based on Emotional Competency Inventory (ECI-1999), Emotional and Social Competency Inventory (ESCI-2007), The Emotional Intelligence Appraisal (EIA-2001).

### 1.4.3 The Bar-On model of Emotional-Social Intelligence (ESI)

Bar-On (2006) developed one of the first measures of emotional intelligence that used the term Emotion Quotient. He defines emotional intelligence as being concerned
with effectively understanding oneself and others, relating well to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands. Bar-On posits that emotional intelligence develops over time and that it can be improved through training, programming, and therapy. Bar-On hypothesizes that those individuals with higher than average E.Q.’s are in general more successful in meeting environmental demands and pressures. He also notes that a deficiency in emotional intelligence can mean a lack of success and the existence of emotional problems. Problems in coping with one’s environment are lacking in the areas of reality testing, problem solving, stress tolerance, and impulse control. In general, Bar-On considers emotional intelligence and cognitive intelligence to contribute equally to a person’s general intelligence, which then offers an indication of one’s potential to succeed in life.

Bar-On model has been criticised in the areas of research literature in particular about the validity of self-report as an index of emotional intelligence and in scientific settings (Kluemper, 2006). The measurement of the competencies (Bar-On Model) can be done through Bar-On Emotion Quotient Inventory (EQ-i). A limitation of this model is that it claims to measure some kind of ability through self-report items (Matthews, Zeidner, & Roberts, 2001). The EQ-i has been found to be highly susceptible to faking (Day & Carroll, 2008; Grubb & McDaniel, 2007). The model is being replaced by the trait EI model discussed below.
1.4.4 The Trait EI model

Trait EI is "a constellation of emotion-related self-perceptions located at the lower levels of personality". That is trait EI refers to an individual's self-perceptions of their emotional abilities. This definition of EI encompasses behavioral dispositions and self perceived abilities and is measured by self report, as opposed to the ability based model which refers to actual abilities, which have proven highly resistant to scientific measurement. Trait EI should be investigated within a personality framework. An alternative label for the same construct is trait emotional self-efficacy.

The trait EI model is general and subsumes the Goleman and Bar-On models. Petrides et al. (2000, 2004, 2007) proposed a conceptual distinction between the ability based model and a trait based model of EI. Petrides et al. are major critics of the ability-based model and the MSCEIT arguing that they are based on "psychometrically meaningless" scoring procedures (Petrides, Furnham, & Mavroveli, 2007). The conceptualization of EI as a personality trait leads to a construct that lies outside the taxonomy of human cognitive ability. This is an important distinction in as much as it bears directly on the operationalisation of the construct and the theories and hypotheses that are formulated about it. Measurements of the Trait EI model are the Swinburne University Emotional Intelligence Test (SUEIT), the Schutte Self-Report Emotional Intelligence Test (SSEIT), a measure by Tett, Fox, and Wang (2005) but none of these test assess intelligence, abilities, or skills (Petrides, Furnham, & Mavroveli, 2007). The Trait Emotional Intelligence Questionnaire (TEIQque) is an open-access measure that
was specifically designed to measure the construct comprehensively and is currently available in 15 languages.

Discussions about the models of emotional Intelligence and the various tools to measure this concept, especially the Trait Emotional Intelligence Questionnaire (TEIQue) highlight a new term **Alexithymia**.

**1.4.5 Alexithymia and EI**

Alexithymia (literally "lack of words for emotions") is a term coined by Peter Sifneos in 1973 to describe people who appeared to have deficiencies in understanding, processing, or describing their emotions. Viewed as a spectrum between high and low emotional Intelligence, the alexithymia construct is strongly inversely related to emotional Intelligence. The individual's level of alexithymia can be measured with self-scored questionnaires such as the Toronto Alexithymia Scale (TAS-20) or the Bermond-Vorst Alexithymia Questionnaire (BVAQ) or by observer rated measures such as the Observer Alexithymia Scale (OAS).

Long before the term emotional intelligence became popular and its various relevant dimensions were investigated by measuring concepts such as social skills, interpersonal competence, psychological maturity and emotional awareness. Some of the present day concepts related to the construct emotional intelligence are Experiential Intelligence (Epstein, 1991). He persuasively argued that besides rational intelligence there is a second kind of intelligence which is not measured by IQ tests and it is known as experiential intelligence. The rational mind learns by abstracting, analyzing
reasoning etc. Whereas experiential mind learns directly from experience and operates by intellective wisdom and the experiential mind is more connected to emotions. The experiential intelligence is similar to the concept of practical intelligence by Stern Berg. Interpersonal Intelligence is the other one which involves the control of desires, recognizing and responding to others thought and feelings, knowledge to resolve conflicts, organizing one self and making group decisions. The development of interpersonal intelligence depends upon social, contextual, cultural as well as biological factors. The term Emotional Competence according to Saarni (1999) “Emotion related capacities and abilities needed by people to engage with the changing environment so as to emerge as more differentiated, better adapted effective and confident”. He integrated emotional competence with concepts such as wisdom, sympathy, self control fairness and as sense of reciprocity. Emotional Regulation & Coping Strategies are similar terms where emotions are viewed both as a product and process in social interaction. Emotional regulations depend on how to cope with stressful situations. Coping is viewed as synonym for emotional regulation. Coping strategies have external and internal dimensions which refer to altering the individuals’ behavior or internal experience.

1.5 Corner Stone’s of Emotional Intelligence

The four corner stones of Emotional Intelligence are Emotional Literacy, Emotional Fitness, Emotional Alchemy, and Emotional Depth.
Emotional Literacy

Emotional literacy’ is a related term and indeed was reported to be a Working title for Goleman’s book (Orme 2001: 23). This term was first used in the 1970s by clinical psychologist Claude Steiner. Steiner’s definition of Emotional literacy suggests that it covers very similar ground to Emotional Intelligence. He describes it as ‘the ability to understand your emotions, the ability to listen to others and empathize with their emotions and the ability to express emotions productively’ (Steiner and Perry 1997: 11).

This means developing a clear and useful vocabulary for Emotional Intelligence. i.e., recognizing, respecting and valuing the inherent wisdom of feelings, emotional honesty, emotional feedback and practical intuition contribute to emotional literacy. Emotional literacy can be improved through monitoring thoughts and feelings, self observation and paying careful attention to feelings.

Emotional Fitness

Trust is the key characteristics of emotional fitness. It includes authenticity, resilience, renewal and constructive discontent of emotions. Emotional fitness refers to those qualities that illuminate our personal values and character and the feelings that enlives and drive them.

Emotional Depth

Emotional depth calls forth one’s core character, unique potential and purpose of destiny. It is the manifestations of a person’s commitment, drive, initiative, conscience
and accountability. Emotional depth can be developed by inculcating self awareness, assertiveness, empathy, communication and by referring to role model.

**Emotional Alchemy**

It is a blending of forces that enables us to discover creative opportunities and transform lesser ideas in to greater ones, extend our creative instinct and capacity to flow with problems, pressures and to fight for the future.

Emotional Intelligence refers to the ability to set a goal in life, work towards achieving it, negotiate it and feel empathetic towards others. Emotional Intelligence throws light on range of hidden solution and untapped opportunities.

Emotional Intelligence is based on a long history of research within a variety of areas in particular social psychology. This impressive body of research continues to grow and develop. It focuses on Goleman’s corporate approach, which focuses on personality traits and implies that emotionally intelligent individuals are ambitions, enthusiastic and committed to achieve their goals. Alternately it focuses more towards Mayor and Salovey’s academic model (Hein 2003). This focuses on managing, regulating emotions, motivating and finally used for problem solving. In general individuals demonstrates optimistic attitude towards life, interpersonal experiences, which result in improved outcomes for themselves and those around them?

Emotions are viewed as integral part of individual functioning for development that is intricately and intimately related to cognition. Emotional intelligence is measured by measuring by measuring related concept such as cognitive ability, social
skills, interpersonal competency, psychological maturity, emotional awareness etc. The above-mentioned facts provide an overview of the notion of emotional intelligence.

1.6 Emotional intelligence and Teaching Competency.

Education is the most powerful instrument and from the part of teachers the effective use it requires the strength of will, dedicated work and sacrifice. Education develops desirable habits, skills and attitudes which make an individual to a good citizen. It plays an important role in laying the proper foundation of child’s cultural, social, moral, emotional, intellectual, physical and spiritual development. Article 45 of the directive principles of state policy in the constitution urges to provide free and compulsory education to all children below 14 years and now the most important Education bill- 2010 has been passed by the parliament which ensures free education to all till 8th standard. Education is the knowledge of putting one’s potentials to maximum use. One can safely say that a human being is not in the proper sense till he is educated.

The quality of a nation depends upon the quality of its citizens. The quality of the citizens rests upon the quality of their education. The quality of their education depends upon the competence, dedication and quality of teachers. Teachers are not brick and mortar of the classroom, but the dialogues rapport and interactions supported by deeds, between the learners and the teachers all the time, developing within its four walls can make or march the destiny of the youngsters and in turn that of the nation.
In this complex society the success of a teacher mainly depends on his performance in the job assigned to him. Teaching involves a conceptual understanding of how people learn and the ability to translate this understanding into constructive learning opportunities to diverse audiences and one who can perform all these things in a better way is said to be a competent teacher.

Competency does not result from a possession of knowledge. It must be functionally operative at the appropriate time. As far as teachers are concerned it means the right way of conveying knowledge, application and skills to the learners i.e., the right way of doing things.

According to Pearson (1980), three judgments must be made to identify a person as a competent teacher.

- What standards must a teacher meet to teach satisfactorily rather than minimally?
- What skills are required in general for a person to perform at this level?
- Does the person in question have these requisite skills?

Teaching competency is defined as the “effective performances of all observable teacher behaviors that bring about desired pupil outcomes”. Teaching Competency are the skills, knowledge, values which a teacher posses, they are the tools of teaching.

A competent teacher should possess qualities such as self awareness, building rapport, co-operative, motivating, empathetic and to keep balanced on disruptive emotions besides the knowledge and a wide repertoire of teaching skills they possess in their subject. All these attribute to their emotional intelligence. An essential attribute of
good teaching is therefore a sound judgment and good sense-qualities that cannot be reduced to finite, measurable skills i.e. It is with the heart that the teacher sees rightly what is essential is invisible to the eye.

1.7 Defining Teaching Competency

Teachers must perform to a satisfactory level of competency to implement the curriculum. This means demonstrating a sufficient level of knowledge, skill and motivation to meet the demands and requirements of the teaching job satisfactorily. Teaching competency can be defined “as a set of abilities, knowledge and belief which a teacher possess and also uses for an effective teaching and learning process”.

There are two sets of qualities that characterise a successful professional teacher: Professional characteristics and professional competences (Whitty 1996). Professional characteristics include Professional values, personal and professional development, communication and relationships as well as synthesis and application. Professional competences include knowledge and understanding of children and their learning, subject knowledge, curriculum, the education system, and the teacher’s role. On the other hand, Medley and Shannon (1994) hold that there are three dimensions of teacher quality instead of two. Teacher competence includes three main components: interpersonal skills, classroom procedures and subject knowledge. The first component includes parts that can be associated with social competence. This concept has, as its consequence, the teacher’s ability to communicate with the student, a positive student
approach, understanding students’ learning difficulties, acknowledging the individual student, being someone the students can trust.

The second component relate to teaching skills, i.e. the ability to organise and teach in interesting and flexible ways, using good teaching methods. Although students’ self confidence and self-conceptions are dependent on many background conditions as well as on earlier school experiences, our understanding is that high teacher competence can lead to positive individual student development. Conversely, an incompetent teacher can adversely affect students’ attitudes towards learning and lower their self-conceptions.

The third component is related to the teachers’ subject knowledge and their ability to plan and structure the content. These different components are naturally assumed to be interrelated in situations where the teachers are interpersonally oriented, attentive, empathic and fully devoted to work. Hyland (1995) states “competence implies to the satisfaction of basic minimum standards”. Teaching competence is a set of abilities, knowledge and belief, which a teacher posses and also uses for an effective teaching learning process. In other words, competence is the possession of sufficient skills and undertaking to do a certain kind of work satisfactorily. Competence does not equate with excellence, it does not imply a level of proficiency that has been judged to be sufficient for the purpose of the activity in question.

Houston (1974) describes competencies in the sense of basic requirements for the successful completion of a teacher education programme. He classified competencies
in to five classes. Cognitive based, performance based, consequence based, affective
based and exploratory based. Rama (1979) defines teacher competence “as the ability of
a teacher manifested through a set of overt teacher classroom behaviours which is a
result of the interaction between the process and product variables of teaching with in a
social setting”.

Considering the research studies done in the area of teaching competency, and
the components specified for the concept it is essential that some of the core components
are definitely needed when we are going to define teaching competency. They are
knowledge competency, performance competency, communication competency,
personal competency, social competency, innovativeness competency, management
competency and evaluation competency.

The Knowledge competency involves subject matter knowledge, curriculum and
pedagogical content knowledge and knowledge of teaching strategies and skills. The
subject matter knowledge implies the command over the subject matter, sharing and
exchange of subject knowledge, updating of subject knowledge and search for new
subject knowledge,. The curriculum and pedagogical content knowledge implies the
command and application of pedagogical content, curriculum implementation and
improvement, updating and sharing of pedagogical content knowledge. The teaching
strategies and skills imply knowledge and application of teaching strategies, skills to be
used for content and motivation of student’s learning through different teaching
methods.
The **Performance competency** involves the actual performance in the classroom instruction. It is the planning and delivery of work, nature of presentation, analysis, use and organization of information, the style of explanation and the ability to connect the subject matter with the life situations.

The **Communication competency** describes the way they communicate the ideas and information, the type of communication that is going between the instruction, involves the language proficiency, the clarity of speech, use of unambiguous statements and the different styles used for communication.

The **Personal competency** includes the acceptance of mistakes pointed out by others, toleration to student’s questions, handling different situations with calm mind, identifying, understanding and supporting student’s diverse needs. This also involves the intrinsic interest the teacher demonstrates for the variety of opportunity for learning, chance for success, control over work, recognition rewards etc.

The **Social competency** involves the awareness of the importance of establishing rapport with students and co-teachers and building trust with students, try to understand the students individually, discuss the progress & problems of pupil with parents, personal support to co-workers and proper communication with every one involved in this area.

The **Innovativeness competency** includes the use of technology in classroom instruction. Here comes the proper use of blackboard, preparation of new teaching models, developing new teaching methods, utilization of different AV instruments for
class room instruction and introduction of new and innovative ideas in the class.

The **Management competency** includes how a teacher effectively manages the things inside and outside the class. Here comes the proper management of things while instructing, the proper control over the students while instructing and proper time management. Other than this, it involves coordination and management of co-curricular activities. Recognizing that learning takes place both inside and outside the classroom, student’s all-round development besides academic performance. So it includes planning, organization and implementation of students’ learning cum co-curricular and extracurricular activities.

The **Evaluation competency** includes student assessment methods and procedures. It involves the type of evaluation used between and after the instruction, the type of questions formulated and used, and use of student assessment results, evaluation and review of teaching-learning programs.

Based on the components of teaching competency discussed above investigator with the help of his supervising teacher has developed teaching competency framework as given below.

The great current interest in learning in working life is thus not as unambiguous as it often purports to be. But on the other hand there is clearly also some current matters regard to competency development in Education, and there is good reason to expect competency development in working life to play a greater role in the educational scene in the future. The competency development in the teaching profession can lead to the all-
round development of the teachers which makes them fit to deal effectively with the aspirations of the today’s society. The recurring competitions in the field makes one fit for a day and unfit on the other day. Competency development can maximize your effectiveness and contribute positively in the professional and personal life.

The teaching competency framework for the Prospective teachers is given below.

**Figure.No.1.1**

**TEACHING COMPETENCY COMPONENTS MODEL- SUJATHA MALINI & JOSHITH 2010**
7.8 Need for Enhancing Emotional Intelligence and its Relation to Teaching Competency

The complexity of contemporary life confronts an individual with many critical crises. So it often becomes for an individual to cope up with the problems of life, here the concept of emotional intelligence plays a significant role. Emotional intelligence is a type of social intelligence, which refers to the ability to set a goal in life, works towards achieving it, negotiates it and feels empathetic towards others. Though emotional intelligence gained popularity towards the end of twentieth century its origin can be traced to be discourse on Emotional Intelligence during the late seventeenth century. Spinoza (1677) believed that emotion and intelligent together contributed to the ultimate cognitive tool. Ellis (1962) talked of an overlap between human emotion and thinking. Mowrer (1960) considered emotion themselves as a higher order of intelligence. In his early writings Piaget talked about affect and intelligence. Tomkins (1962) believed that “reason without affect would be important, affect without reason would be blind”.

The concept of emotional intelligence in the Indian context is embedded in its highly valued social concerns, virtues, religious traditions and cultural practices. Indians often treat individual inclination as consistent with duty or dharma. The Indian tradition has from time to time and through different system of beliefs and practices emphasized certain interdependent but interrelated concepts with stress and suffering. In order to survive in a fast changing and competitive world every person needs to develop and nurture emotional intelligence. Emotional intelligence enlarges and enlightens the mind of the individual to be effective and successful profession and in personal in life.
The first point of call of teaching emotional intelligence is undoubtedly at home. How parents treat their children has deep and lasting consequences for their emotional life. In order to help children deal constructively with their emotions. As far as teaching as a profession is concerned the primary function of teachers is imparting academic skills and it is a fact beyond doubt. Research on this area have given clear idea that teaching has been concerned with identifying certain other functions, which are responsible for individual difference among teachers in realm of scholastic accomplishment. Apart from the intellectual capacities factors like social and emotional intelligence and teaching competency have been considered important for a teacher to perform effectively in the school for enhancing students learning outcomes.

According to Guy Claxton’s ‘Learning itself is an intrinsically emotional business’ (Claxton 1999: 15). The process of learning in any context can involve struggle, frustration, thrill or excitement. In the public and formal context of the classroom, with all of the dynamics between teacher and learner and between learners, and with the perception that there is the prospect of success or failure, the potential for strong feelings is heightened. It follows that if the job of a teacher is to help their learners to learn, a teacher needs to be able to recognize the emotional dimension of learning and to work with it, teachers need to use their emotional intelligence. However, many teachers fail to recognize the role of emotional intelligence in their work. There are teachers who were very competent in their teaching skills but who simply did not pay attention to their emotional dimensions fail in their professional life.
Conventionally, a teacher brings two things to the classroom. One is expertise in the subject and the other is knowledge of learning and teaching methods – a teacher’s pedagogy, such as how to structure the content being presented, how to encourage participation by learners, use of materials and so on. Emotional intelligence is the unrecognized third component of what a teacher has to offer to learners. If emotional intelligence is not used in teaching, then the value of both the subject knowledge and learning and teaching methods can be seriously diminished.

The current lack of recognition of the importance of emotional intelligence for teachers is reflected in teacher training courses at all levels. It is time to recognize the central role that emotions play in learning and to ensure that emotional intelligence is a part of every teacher’s professional development. Emotional intelligence helps the prospective teachers to be professionally competent to manage tomorrow’s turbulent classrooms. The teacher training courses at the present time does not give any importance to the incorporation of emotional intelligence skills in their curriculum. So it is the need of the hour to equip the prospective teachers with emotional intelligence components to adapt to the changing demands in the future and to realize the need to develop emotional intelligence among the prospective teachers to equip themselves to handle the diverse needs of their students because it is presumed that a competent teacher who is emotionally intelligent can successfully manage this situation. At this juncture the present study on enhancing emotional intelligence and its relation to teaching competency of prospective teachers will be worthy and significant.