EMOTIONAL INTELLIGENCE AS A PREDICTOR OF ROLE COMMITMENT AMONG THE TEACHER TRAINEES

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Abstract

The modern world is competition-driven and success in the true sense is achieved collaboratively and not in an individual manner alone. The path to organizational development and individual professional development is parallel and synergic in nature. The sense of identification with the professional role-set leads to better productivity and performance. The construct of emotional intelligence with evaluation, management and regulation of one's and other's emotions makes it decisive in professional success. Training is the preparatory stage of a profession. This research empirically examines the relationship between the measures of emotional intelligence and teacher trainees' role commitment. It also studies the extent to which emotional intelligence can significantly predict role commitment. Results show a positive correlation between the measures of emotional intelligence and role commitment of teacher trainees. Emotional intelligence is also a significant predictor of role commitment for the teacher trainees.

Keywords: Professional Role-Commitment, Interpersonal Intelligence, Intrapersonal Intelligence

INTRODUCTION

Emotions are an instinctive, natural state of mind driven out of circumstances, relationships, objects and situations. It is an affective state of consciousness, often accompanied by physiological changes. Emotions depend upon personality, mood, temperament and behavior. Human emotion involves physiological arousal, expressive behaviours, and conscious experiences (Meyers, 2000). Emotions ranges in a continuum, i.e., from positive emotions like

happiness, joy, amusement, enchantment etc., to negative emotions like sadness, anger, irritation, agitation, insecurity etc. Emotions can also be further classified as a) felt emotions triggered by an event and b) expressed emotions that are displayed and can differ from felt emotions in real-life situations (Ochs et al., 2005). A school teacher in their daily classroom situation deals with students' emotions where they spend a maximum of time of a student's productive hours with them. In the context of the educational process, emotions have a significant effect on problem-solving abilities and creativity (Siu & Wong, 2016). Emotions can be detrimental or beneficial to the functions of creative thinking. Since emotions affect the cognitive processes, it becomes crucial for the teacher to recognize and respond to the students' emotions appropriately. The ability to perceive, assess, manage and generate emotions in oneself and others is called emotional intelligence. Emotional intelligence has five dimensions that can be categorized in intrapersonal and interpersonal levels. First, it is necessary to understand that how these dimensions reflect in a teacher's behaviour.

TEACHER AND EMOTIONAL INTELLIGENCE

At the intrapersonal level for the dimension of self-awareness, a teacher would have an ability to identify, understand and examine their personal characteristics, beliefs, attitudes, moods, motivations, drives and emotions. They would understand what makes them who they are and impact their thinking about teaching and learning. A self-aware teacher would also perceive how their feelings would affect the student's feelings. Realistic self-assessment, self-regard is a sign of self-awareness (Baum & King, 2006). The teacher would possess emotional management for the self-regulation dimension and channelize their disruptive and negative emotions, impulses, and moods (Azari & Amirian, 2021). They would think before acting. They would display flexibility, openness to change and would not get disturbed in an ambiguous situation. Abilities of reality check, impulse control, self-control, adaptability, conflict management, coaching, mentoring and stress management are signs of self-regulation (Baylor & Hu, 2003). In the dimension of internal motivation, a teacher would have a high degree of self-determination where perform their duties for an intrinsic reason and take an effort without considering external rewards like money, status, awards (Deci & Ryan, 1991). Completing a job for the joy of working, learning for fulfilling curiosity, assertiveness, self-expression, independence, emotional expression, optimism, achievement orientation are signs of internal motivation (Lam et al., 2009).

At the interpersonal level for the dimension of empathy, the teacher displays the ability to understand and feel their student's feelings; they give students treatment according to their emotional needs, exhibit sympathy, sensitivity, service orientation and social responsibility (Cooper, 2011; Makoelle, 2019). The highest level of cognitive development is embedded in social relationships (Vygotsky, 1978). The dimension of Relationship Management is related to the teacher's social skills. The ability to build relationships, form a rapport with students and colleagues, exhibit leadership, persuasiveness, teamwork, collaboration, and capacity building are signs of good relationship management (Fontana,1995).

TEACHER AND ROLE COMMITMENT

The teacher's role commitment would be best described as the extent to which they are determined to perform and implement their responsibilities well, regardless of their personal sacrifices. Teacher commitment is highly related to their performance and significantly influences students' achievements (Celep, 2000). Role commitment can also be called normative commitment, where the person would display a highly positive inclination toward the role (Erdheim et al., 2006). A teacher's role commitment would include identification with the teaching goals and values, dedication to the job, and loyalty to the institution. The teacher develops a deep identification with their profession and invests their time and energy at a relatively high level. A culture of reflective dialogue and good teaching experience also is a significant predictor of a teacher's role commitment (Chen et al., 2008). A committed teacher always makes every effort to advance students' professional competence by providing them a quality learning environment. By making a practical contribution to student's achievement, a teacher with high role commitment influences the student's education significantly. It should be noted that student achievement poignantly depends on teacher commitment (Mart, 2013).

RATIONALE OF THE STUDY

An emotionally intelligent teacher can create a humanizing effect in the classroom. A teacher's training process provides the required education, training and certification to the teachers. It is the preparatory phase inducting the trainees into the role of a teacher. The role commitment of a teacher reflects in their performance and productivity. Although the teacher's role is very diverse, their committed performance results in a student's success in school and success in general. Teacher's training provides ample opportunity to the trainees to develop a role-set for the forthcoming profession. They are put in a rigorous routine of education, simulation, internship, skill development, and a teacher's almanac routinization. Emotional

intelligence as an ability provides an excellent opportunity for the teachers to perform their diverse roles with efficiency. In this light, the researcher is inclined to find out how emotional intelligence relates to role commitment and if emotional intelligence is a significant predictor of teacher trainees' role commitment.

OPERATIONAL DEFINITIONS

Emotional Intelligence

Emotional intelligence is defined in two levels, i.e., interpersonal and intrapersonal. At the intrapersonal level, it is considered the ability to assess and manage our own emotions and distinguish between and label different emotions correctly. At the interpersonal level, it evaluates and manages the emotions of others and uses the emotional information to guide and influence others' thinking and behavior.

Role Commitment

The role is the expected behavior against a social status performed for a social relationship. The teacher's role is a set of social norms that the teacher has to perform in different role expectations like an educator, facilitator, creator, counselor, colleague etc. A commitment towards a teacher's roles to the level where fulfilment of the responsibilities is done regardless of the personal sacrifices or beliefs is defined as role commitment for the present investigation.

OBJECTIVES OF THE STUDY

1. To examine the relationship between emotional intelligence and role commitment among teacher trainees in Bathinda.
2. To determine emotional intelligence as a predictor of role commitment of teacher trainees in Bathinda.

HYPOTHESES

1. Ho1. A significant relationship between emotional intelligence and role commitment among the teacher trainees does not exist

   AHo1. A significant relationship exists between emotional intelligence and role commitment among the teacher trainees

2. Ho2. Emotional intelligence does not significantly predict role commitment among teacher trainees

   AHo2. Emotional intelligence significantly predicts role commitment among teacher trainees

3. Ho3. There is no significant effect of emotional intelligence on role commitment

    AHo3. Emotional intelligence effect role commitment significantly

DELIMITATIONS

The present study was delimited to:

1. Undergraduate teacher's trainees studying in the university teaching departments in Bathinda enrolled in the 2019-20 session

2. Universities with state government and private management running undergraduate level teacher's training programme in Bathinda

METHODOLOGY

The present study aimed to find the relationship of emotional intelligence with teacher trainees' role commitment and infer if emotional intelligence predicts role commitment. It utilizes both descriptive and inferential methods. The appropriate method for this purpose was the descriptive survey method because the inferences were drawn and conclusions were also based on the sample's descriptions. To describe, identify association and determine predictive quality an adaption of standardized tools for emotional intelligence and role commitment were applied to measure both the constructs.

SAMPLING

The study was designed to determine the emotional intelligence and role commitment of teacher trainees. Hence, the survey population was taken to be the students who were going through a regular and rigorous teacher training programme. For this reason, the population selected as the students enrolled in university teaching departments for the undergraduate teacher training courses, i.e., B.Ed. and BA. B.Ed., (Integrated) in Bathinda. The total number of students enrolled for undergraduate teacher training courses in various university teaching departments in Bathinda was 324 with 96 students in a state 228 students in a private university.

Table1: Population of the Study

Type of University	State University	Private University
Course	B.Ed.	BA. B.Ed.
Registered Students	96	228
Population of the Study	324	

The random sampling technique determined a sample of 177 students. Applying the proportional stratification sample of 52 trainees studying in the state university teaching

department and 125 from private university teaching departments were determined. The data was collected during the 2019-20 session.

Table 2: Sample of the Study

Type of University	State University	Private University
Course	B.Ed.	BA. B.Ed.
Registered Students	52	125
Population of the Study	177	

TOOLS FOR DATA COLLECTION

For the present study, the researcher adapted the standardized and published instruments a) Teachers Emotional Intelligence Inventory (tEQi) developed by Dr. Shubhra Mangal and b) Teacher's Role Commitment Scale (TRCS) developed by Dr. Meena Buddhisagar Rathore and Dr. Madhulika Verma. The published tools had items for secondary school teachers. The instruments were modified for teacher trainees. The scoring process for them remained the same.

STATISTICAL TECHNIQUES

The score's description, i.e., the mean and the standard deviation for the teacher trainees' emotional intelligence and role commitment, were calculated. The assumption of data scale to be metric and no outliers was checked before applying Pearson's coefficient of correlation. The correlation was calculated to find out the relationship of emotional intelligence with role commitment. The regression equations technique was utilized to process the data obtained on the variable emotional intelligence to estimate its efficiency in predicting role commitment. For the regression equation, the assumption of homoscedasticity was checked after the data tabulation to check the amount of residuals or the error in the regression model. The calculation was done using SPSS version 25.

RESULTS AND DISCUSSION

Ho1: Significant relationship between emotional intelligence and role commitment among the teacher trainees does not exist

AHo1. A significant relationship exists between emotional intelligence and role commitment among the teacher trainees

Table 3: Pearson's Coefficient of Correlation for Role Commitment and Emotional Intelligence of teacher trainees

Correlations

		Role Commitment	Emotional Intelligence
Role Commitment	Pearson Correlation	1	.155*
	Sig. (2-tailed)		.039
	N	177	177
Emotional Intelligence	Pearson Correlation	.155*	1
	Sig. (2-tailed)	.039	
	N	177	177
*. Correlation is significant at the 0.05 level (2-tailed).			

Interpretation

Table 3 shows the p-value to be less than 0.05 (p<0.05); hence we reject the null hypothesis that a significant relationship between emotional intelligence and role commitment among the teacher trainees does not exist is rejected. Consecutively the alternate hypothesis that a significant relationship exists between emotional intelligence and role commitment among the teacher trainees is accepted. The Pearson's 'r' is calculated to be +0.155, which shows a significant relationship at 0.05 level. It is concluded that a significant correlation exists between role commitment and emotional intelligence.

Ho2. Emotional intelligence does not significantly predict role commitment among teacher trainees

AHo2. Emotional intelligence significantly predicts role commitment among teacher trainees

Table 4: Variance for Role Commitment for teacher trainees

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.155^a	.024	.019	9.082

a. Predictors: (Constant), Emotional Intelligence
b. Dependent Variable: Role Commitment

Table 5: Regression model of emotional intelligence as a predictor of role commitment for teacher's trainees

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	356.813	1	356.813	4.326	.039[b]
	Residual	14435.594	175	82.489		
	Total	14792.407	176			

a. Dependent Variable: Role Commitment
b. Predictors: (Constant), Emotional Intelligence

Interpretation

From table 5, we can see that the p-value is tabulated to be 0.039, which is less than 0.05. As a rule in the regression model, the null hypothesis gets rejected when the p-value is less than 0.05 and/or 0.01 ($p < 0.05, 0.01$). Hence, the null hypothesis that emotional intelligence does not significantly predict role commitment among teacher trainees is rejected. The alternate hypothesis that emotional intelligence significantly predicts role commitment among teacher trainees is accepted. Table 4 depicts the R-square value to be 0.024. Implying that 2.4 % of the dependent variable's variance, i.e., teacher trainees' role commitment, can be explained by the independent variable, i.e., emotional intelligence.

Ho3. There is no significant effect of emotional intelligence on role commitment

AHo3. Emotional intelligence effect role commitment significantly

Table 6: Effect of emotional intelligence on role commitment of teacher's trainees

Coefficients[a]

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	71.125	5.645		12.599	.000
	Emotional Intelligence	.096	.046	.155	2.080	.039

a. Dependent Variable: Role Commitment

Interpretation

The table 6 reflects the score for t-test as 0.039, that is less than 0.05. the null hypothesis that there is no significant effect of emotional intelligence on role commitment is rejected, and the alternate hypothesis that emotional intelligence effect role commitment significantly is accepted. Also, that role commitment would increase by 0.096 points when emotional intelligence would increase by 1 point.

Table 7: Descriptions of normal distribution

Residuals Statistics[a]

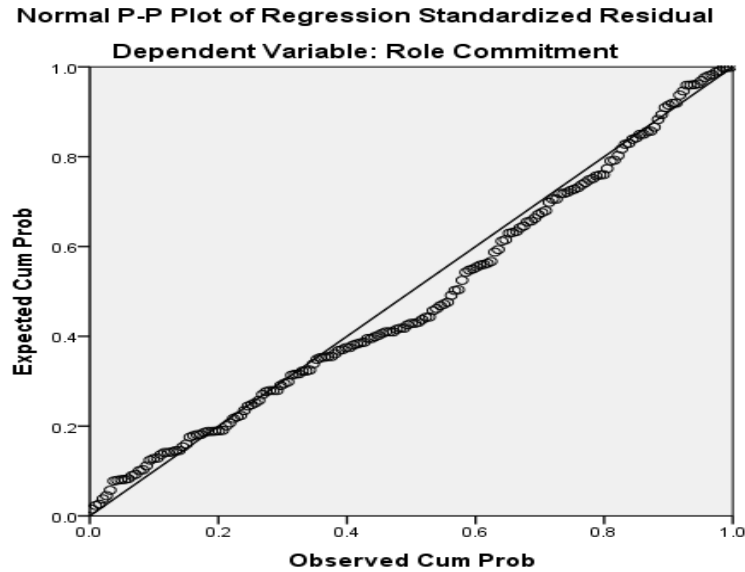|	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	77.95	86.13	82.78	1.424	177
Residual	-19.666	29.334	.000	9.057	177
Std. Predicted Value	-3.389	2.352	.000	1.000	177
Std. Residual	-2.165	3.230	.000	.997	177

a. Dependent Variable: Role Commitment

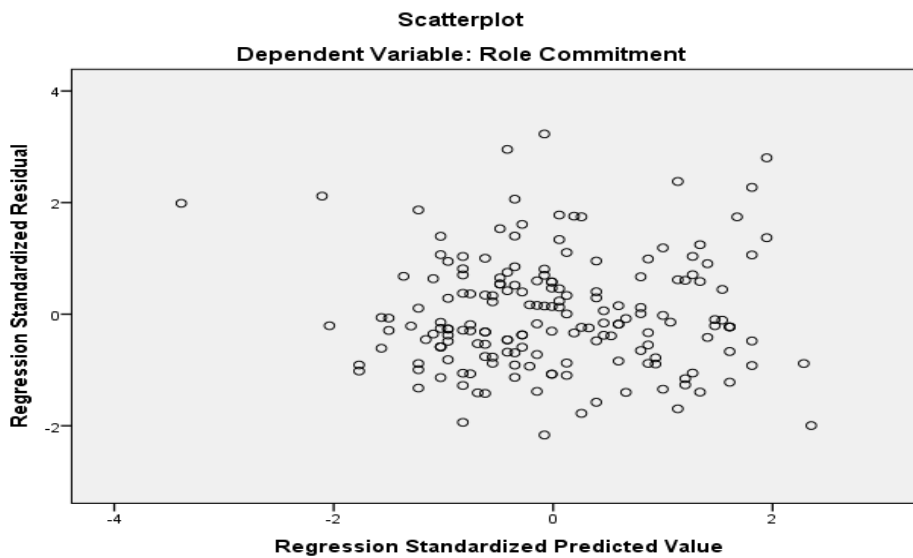**Figure 1: P-plot for normal distribution of residuals**

Figure 2: Scatter-plot for homoscedasticity for equally distributed residuals and amount of errors

CONCLUSION

The results and discussion indicate that a significant relationship exists between teacher trainees' emotional intelligence and role commitment. This would imply that the teacher's training institutions can incorporate emotional intelligence exercises, which would strengthen role commitment of their trainees. The results also designate that emotional intelligence significantly predicts role commitment among teacher trainees. Hence, we may say that emotional intelligence contributes in the development of the role commitment of teacher trainees. When faced with a challenge of their trainees' role commitment, the teacher's training program can explore in development of emotional intelligence and desired results may be obtained.

LIMITATIONS

The investigator took precautions in examining the objectives accurately. However, some limitations to the study were there.

- The study was not gender-dependent, and hence the gender difference was not examined
- The tools were adapted for undergraduate teacher's trainers, but the adaptation was not standardized
- The dimension wise analysis was not undertaken for the study

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