

Relationship of Emotional Intelligence and Teacher Competence: Basis for Teachers' Professional Development Plan

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Abstract: This research investigates the intricate interplay between emotional intelligence (EI) and teacher ability, seeking to establish a foundation for an effective professional development plan. The study employs a mixed-methods approach, combining surveys, interviews, and classroom observations to gather comprehensive data. Initial findings reveal a positive correlation between educators' emotional intelligence and their instructional effectiveness, classroom management skills, and overall job satisfaction. The paper not only elucidates the existing literature on emotional intelligence in education but also uncovers nuanced connections between specific facets of EI (such as self-awareness, self-regulation, social awareness, and relationship management) and distinct elements of teacher competence. The implications of this research are manifold. By recognizing the pivotal role of emotional intelligence in shaping effective teaching practices, educational institutions can tailor professional development initiatives to foster not only subject matter expertise but also the interpersonal skills crucial for building positive teacher-student relationships. The proposed plan incorporates workshops, mentorship programs, and reflective practices, aiming to cultivate emotional intelligence competencies among educators. In conclusion, this study not only contributes to the theoretical understanding of the relationship between emotional intelligence and teacher ability but also provides actionable recommendations for the design and implementation of teacher professional development plans. Acknowledging and nurturing emotional intelligence can pave the way for a more holistic approach to teacher training, ultimately enhancing the overall quality of education.

Keywords: Emotional Intelligence, Teacher Competence, Professional Development Plan.

1. Introduction

The education system has undergone major changes over the past few decades, with increasing diversity and multiculturalism in the classroom. The ability of educators to create culturally sensitive learning environments has become an important aspect of teaching and learning. A learning environment that supports the academic success of all students. Emotional intelligence, on the other hand, refers to the ability to recognize, understand, and manage your own emotions and those of others. The purpose of this doctoral dissertation is to explore the intersection of emotional intelligence and multicultural education, and how emotional intelligence can be used to develop culturally sensitive teachers.

Background of study:

When teachers lack emotional intelligence competence, students from diverse backgrounds can be disadvantaged. Misconceptions, prejudice, and stereotypes can all lead to a negative learning environment and lower academic performance. Additionally, teachers who lack emotional intelligence competence may have difficulty developing relationships with students, leading to a lack of trust and disengagement during the learning process. Therefore, many educators and researchers have emphasized the importance of cultivating teachers' emotional intelligence competence.

2. Statement of Problem

This study aims to determine how teachers in the selected universities in China view emotional intelligence and their

teaching competence as the foundational culture of the next normal to build a comprehensive framework for sustainable competence and enhanced teaching. Specifically, this study will address the following research questions:

What is the profile of the respondents in terms of the following:

- 1 Age;
- 2 Sex;
- 3 Teaching experience; and
- 4 Highest Educational Attainment

What is the assessment of the respondents regarding their emotional intelligence in terms of the following:

- 1 Self-Awareness;
- 2 Self-Regulation
- 3 Motivation
- 4 Empathy
- 5 Social skills

Is there a significant difference in the self-assessment regarding emotional intelligence when their profile is taken as test factor?

What is the level of teachers' competence in terms of their performance rating mean percentage scores in Mathematics and Social Science subjects?

Is there significant relationship between the assessment on emotional intelligence to the level of teachers' teaching competence?

What is the assessment of the respondents in terms the effect of evaluation of emotional intelligence and on the improvement of student achievement?

Based on the findings, what recommendations can be made

to play a key role in developing culturally sensitive teachers and what planning is needed for the integration of emotional intelligence into teacher pedagogical development?

Scope and limitation

The research will focus on identifying the relationship between EQ and multicultural education among college teachers in Changsha, Shenzhen, Wuhan, Xiamen as the basis for a comprehensive framework for improving teaching with EQ and multicultural education.

2.1. Synthesis of the study

Through comprehensive analysis of EQ training and teacher education programs. More comprehensive and scientific formulation and selection of teaching standards can be made.

EQ training should be incorporated into teacher education programs, and that ongoing professional development should be provided to support teachers in developing and maintaining their EQ skills.

2.2. Theoretical framework

Figure 1. The role of emotional intelligence in developing cultural competence of teachers by Goleman as cited by (Lee, J. Y., & Lee, H. R. 2018)

The theoretical framework of the study draws on three main theoretical perspectives: emotional intelligence theory, multicultural education theory, and responsive teaching theory.

2.3. Conceptual framework

Figure 2 Research Paradigm of the Study

Emotional intelligence and multicultural education are two distinct but interconnected areas of study. Emotional intelligence is the ability to identify, understand, and manage one's own emotions, as well as the emotions of others. Multicultural education, on the other hand, is a pedagogical approach that seeks to promote equality and inclusiveness by recognizing and valuing the diversity of cultures and identities in society.

2.4. Research Hypothesis

This study will test the null hypothesis: when grouped by profile, teachers of Changsha University, Shenzhen University, Wuhan University, and Xiamen University have no significant difference in their perception of the next normal educational transformation.

2.5. Definition terms

Cultural competence: Cultural competence refers to the ability to interact effectively and respectfully with people from diverse cultural backgrounds. Emotional intelligence can help individuals develop the empathy and communication skills needed to build meaningful relationships with people from different cultures.

3. Research Methodology

This chapter introduces research methodology and will deal with the methods and procedures used in conducting the research. This includes study design, population and sampling, study respondents, research instruments and techniques, data collection procedures, and the statistical processing that will be applied to data interpretation and analysis.

3.1. Research locale and Research Participants

This study will conduct a sample survey of teachers and students at Hunan Changsha University, Shenzhen University, Wuhan University and Xiamen University.

3.2. Population and sampling

The survey subjects of this study are limited to 100 teachers from Hunan Changsha university, Wuhan University, Xiamen University, Shenzhen University, Changsha City, Hunan Province, China. A purposeful sampling method will be used in this study.

3.3. Research Instrument and Technique

This study uses a partially adapted questionnaire as the main data collection tool, presents the questionnaire to research consultants and research experts, verifies it according to different questionnaire contents, and then sends it to the target respondents. Advice and advice from consultants and experts will be taken into account. At the same time, researchers use problem statements, conceptual and theoretical frameworks, relevant literature, and research conducted in studies as guiding tools for developing the tools.

The third part of the questionnaire will be used to assess the use of emotional intelligence and multicultural education in teaching and life. How can emotional intelligence training be integrated into teacher education programs. Furthermore, it will also be used to find out the effect of evaluation of emotional intelligence and multicultural education on the improvement of student achievement.

The research instrument will be pilot tested using Cronbach Alpha reliability. If the result is above 75%, their questionnaire is reliable.

3.4. Statistical treatment

The study will use statistical treatments where the responses will be summarized, categorized and tabulated using statistical treatments such as frequencies, percentages, weighted means, standard deviations and Likert scales which will be presented in tables. Percentages and frequency distributions.

4. Conclusion

1.The study concludes that the surveyed population exhibits a rich diversity in backgrounds and experiences, emphasizing the need for inclusive and tailored approaches in educational strategies.

2.Findings suggest a consensus among respondents regarding the dimensions of emotional intelligence, with a general agreement on self-awareness, managing emotions, motivating self, empathy, and social skills. This shared perception indicates a collective acknowledgment of the importance of these attributes.

3.Conclusive evidence emerges that the levels of self-awareness, managing emotions, motivating self, empathy, and social skills remain consistent across various demographic variables such as sex, age, years in teaching, and educational attainment, emphasizing the universal nature of emotional intelligence.

4.The study concludes that a significant majority of respondents have achieved satisfactory performances, with a notable percentage attaining very satisfactory levels. This implies an overall commendable standard of performance within the surveyed group.

5. The study establishes robust relationships between motivating self, self-awareness, managing emotions, empathy, and social skills with performance ratings. The statistically significant correlations underscore the influential role of emotional intelligence in predicting and contributing to respondents' academic achievements.

6. Overall, the study concludes that emotional intelligence serves as a foundational element influencing various aspects of the educational environment. It is identified as a precursor to effective classroom management, the establishment of meaningful connections with students, adaptability to learners' needs, improved communication, the creation of supportive classroom environments, and the implementation of effective feedback systems. These findings highlight the holistic impact of emotional intelligence on diverse dimensions of the educational experience.

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