

Assessment of Emotional Competence Among School Teachers

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ABSTRACT

Emotional competence is what results and enhances our personal, relational and professional performance, and what ultimately helps us attain an overall increase in our quality of life Emotional competencies determine how we manage ourselves. An emotional competence (EC) is a learned capability based on emotional intelligence that results in outstanding performance at work. This study was conducted to assess the emotional competence among school teachers of selected schools at Trivandrum. The objectives of the study were to assess the emotional competence among school teachers, and find out the association between emotional competence and selected demographic variables among school teachers. Quantitative descriptive design was adopted for the study and hundred teachers were selected by convenient sampling technique. Data collection tool was structured questionnaire to collect the socio demographic variables and PEC scale to assess emotional competence among school teachers. The data was analysed by using descriptive and inferential statistics. The study revealed that 87% school teachers have average emotional competence, 10% had good emotional competence and 3% had poor emotional competence The chi-square value showed that there was a significant association found between emotional competence and years of teaching experience of the teacher's ($p < 0.05$).

Keywords: Emotional competence, PEC, School teachers, Quality

INTRODUCTION

Emotional competence is made of two words; emotion and competence. Emotions are root forces in the dynamics of human behaviour and personality. Competence is having mastery of abilities to do a task having essential knowledge including observation process, comprehension, investigation, justification, related experience manipulation, etc. Investigators who after analyzing emotional competency claimed that social plus emotional competency is personally twist together.¹

Although we all experience emotions, we markedly differ in the way we process them.

Although some of us are able to identify our emotions, express them in a socially acceptable manner and regulate them when they are inappropriate and interpreting their emotions.²

According to Goleman "emotional competence is a learned capability based on Emotional Intelligence that results in outstanding performance at work or in any situation because of relational skills. An emotional competence needs to be learned so as to use it to manage one's feelings."³

Education is the process by which society deliberately transmits its accumulated

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knowledge, skills and values from one generation to another. Emotional competence refers to the essential set of personal and social skills to recognise, interpret, and respond constructively to emotions in one self and other's. It determines one's ability to effectively express their emotions.⁴

Material and Methods

Quantitative research approach with descriptive design was adopted for this study. Hundred school teachers were from Sivagiri Sree Narayana Higher secondary School, and Sivagiri Sree Narayana Senior secondary School, Varkala, Thiruvananthapuram selected by convenience sampling technique. Data was collected from the teachers after obtaining formal permission from the head of the institute of Sivagiri Sree Narayana Senior Secondary School, Varkala, Thiruvanthapuram and Sivagiri Sree Narayana Higher Secondary School, Varkala, Thiruvananthapuram. Questionnaire was given to obtain information about socio demographic characteristics, Profile of emotional competence scale (PEC)⁷ was used to identify the emotional competence of teachers. It consists of 50 multiple choice questions. Questions covered the area such as identification of own emotions, identification of other's emotions, understanding of own's emotions, understanding of other's emotions, expression of own emotions, listening to others emotions, regulation of own emotions, regulation of others emotions, utilization of own emotions and utilization of other's emotions. Scoring is done as follows;

1. Does not apply at all
2. Mostly does not apply
3. Sometimes apply
4. Apply most of the time
5. Always apply

There are 50 questions and each carries 5 mark and maximum score is 250 and minimum score is 50. The scoring scale consists of

50 -85	Poor
86 -170	Average
171 -250	Good

Data was analysed using descriptive and inferential statistics. Demographical variables and emotional competence of teachers analysed using frequency percentage. Chi square test was used to determine association between level of emotional competence and selected socio-demographical data.

Results

I: Socio demographic data

- Among the samples, 56% were in age group between 20 - 40 years of age and 44% were in age group between 41 - 60 years of age.
- Majority (84%) school teachers were female and 16% were males.
- Majority (71%) of school teachers were Hindu, 24% were Muslim, 4% were Christians, and 1% were others.
- Based on education, 2% had Teacher Training Course, 48% comes under BSc/ MEd/M.Com MEd and 50% were others.
- Based on year of teaching experience, majority (75%) of participants had teaching experience below 15 years and 25% had teaching experience between 16- 30 years.
- Majority (78%) of the teachers were married, 18% were single, 1% widow, 2% were divorced and 1% separated.
- Majority (68 %) of teachers lived in rural area and 32% lived in urban area.

II: Emotional competence among school teachers.

Majority (87%) of school teachers had average emotional competence, 10% had good emotional competence, 3% had poor emotional competence.

Table 1 : Distribution of teachers based on emotional competence

Emotional competence	F	%
Poor	3	3%
Average	87	87%
Good	10	10%

Among 100 sample of school teachers, 87% school teachers had average emotional competence, 10% had good emotional competence, 3% had poor emotional competence.

The importance of teacher's social and emotional competence and wellbeing in the development and maintenance of supportive teacher-student relationship, effective classroom management, and emotional learning program implementation was revealed by the study results.

III: *Association between the emotional competence among school teachers and selected socio-demographic data.*

The Chi square test shows that there is statistically significant association between emotional competence and years of experience of school teachers ($P < 0.05$) and there is statistically no significant association between age, sex, educational qualification and marital status ($P > 0.05$).

Discussion

The present study focus on the assessment of the emotional competence among school teachers of Thiruvananthapuram district. The major findings of the study are discussed in relation to the findings of other research studies. Based on the findings of the present study following conclusion are made. 87% of the school teachers have average emotional competence, 10% teachers had good emotional competence, 3% had poor emotional competence and There is statistically significant association between emotional competence and years of experience of school teachers ($P > 0.05$). The findings of the present study was supported by across sectional study conducted by Lourdes Rey [2016] regarding associations between emotional competence, perceived stress and burnout in 489 Spanish teachers. Result showed that emotional competence and stress were significantly correlated with teacher burnout symptoms in the expected direction. These findings suggest an underlying process by which high emotional competence to cope with symptoms of burnout by reducing the experience of stress. (0.05)¹¹

Limitations

The limitation of the present study are:-

1. The data is collected from only one setting, it has limited generalizability.

2. The generalizability of the study findings are limited as the sample size was comparatively small.
3. It was difficult to gather all the teachers at a time.

Conclusion

Emotional competence describes a person's ability to express their emotions completely, freely and it comes from emotional intelligence. Individual's emotional competence is considered to be an important predictor of their ability to adapt to their environment.⁶ The findings of this study will help the nurse administration to recognize the need for conducting awareness program on emotional competence. The main weakness of the study was it did not take into account factors like students personality, faculty and clinical staffs perception of stress in students.

Conflict of Interest : Nil

Source of funding : Group members

Ethical Clearance : Taken from institutional ethics committee of Sivagiri Sree Narayana Medical Mission College of Nursing Varkala on 15/12/2023 (IEC NO: SCN/18/23-24).

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