

A STUDY OF EMOTIONAL COMPETENCE AMONG THE SECONDARY SCHOOL TEACHERS IN ERODE DISTRICT

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Abstract

Emotional Competence (EC) is a key ability for teachers, in determining classroom climate, pupil engagement, and teacher well-being. The present study investigates the emotional competence of secondary school teachers in terms of their skill to perceive, understand, control, and use emotions effectively in teaching. A quantitative technique was utilized with the help of standardized measures such as the Emotional Competence Scale (ECS) administered to teachers of varied schools in Erode District of Tamil Nadu. The Findings reveal differences in EC across dimensions of gender, marital status, and institutional nature. Findings emphasize the necessity for policy-driven professional development interventions to make teachers more emotionally intelligent, thereby enhancing pedagogical effectiveness and student performance. The research emphasizes the function of emotional competence in developing effective learning environments.

Key words: Emotional Competence, Classroom Climate, Pedagogical Effectiveness.

Introduction

Emotional competence (EC) is defined as the capacity of an individual to perceive, understand, regulate, and utilize emotions effectively in social and organizational life. Grounded in the more general theory of emotional intelligence (Goleman, 1995), EC is especially important in high-pressure, people-focused careers like teaching. For teachers in secondary schools, emotional competence is important for navigating classroom dynamics, developing positive student-teacher relationships, and sustaining personal well-being in the face of professional demands. The teaching career requires not only subject-matter expertise but also the capacity to manage intricate emotional scenarios—whether disciplining students for bad behavior, working with other teachers, or resisting institutional stress. Highly emotionally competent teachers are more likely to build nurturing learning communities, increase student motivation, and lower burnout (Jennings & Greenberg, 2009). Though it is important, emotional competence does not receive much attention in teacher-preparation programs, with more focus on pedagogy than on socio-emotional development.

Need and Significance of the Present Study

This research on secondary school teacher emotional competence is important because it is responding to the mounting demand for emotional capabilities in education, where teachers are increasingly under stress, struggling with student behavioral issues, and carrying heavy workloads. Emotional competence prevents teacher burnout, enhances classroom management, and allows for improved student-teacher relationships, which have direct implications for student motivation and academic achievement. Teacher training programs neglect the development of emotional skills despite its significance. The study identifies areas of teachers' emotional control and empathy deficits, offering insights to inform teacher training curricula, policy reformulation, and mental health care for teachers. By aligning with international SEL guidelines such as those of UNESCO, the study supports emotionally intelligent teaching, leading in the end to healthier school climates, teacher retention, and long-term quality of education. The research will equip educators to demonstrate emotional intelligence, positively affecting their own well-being and that of their students.

Objectives of the Present Study

- To find out the Level of Emotional competence of teachers.
- To find out the Emotional competence of Male teachers and Female teachers.
- To find out the Emotional Competence of Married and Unmarried Teachers.
- To find out the Emotional Competence of Nuclear family Teachers and Joint family Teachers.

Hypotheses of the Present Study

1. The Secondary school teachers possess a moderate level of emotional competence.
2. There is no significant difference between mean scores of Emotional Competence of Male and Female teachers.
3. There is no significant difference between mean scores of Emotional Competence of Unmarried and married teachers.
4. There is no significant difference between mean scores of Emotional Competence of teachers belonging to Nuclear and Joint family.

Methodology

The descriptive survey method was used to collect the data for this investigation. The sample consisted of 150 secondary school teachers from private schools in Erode District. A multistage probability sampling strategy was used for this study

Tool of the Present Study

The Standardized Emotional Competency Scale was utilized to gather data for the current investigation. The tool was Constructed and standardized by Dr.H.C.Sharma and Dr.R.L.Bharadwaj.

Statistical Techniques Used for the Present Study

The following Statistical Techniques for the Present Study

1. Descriptive Analysis
2. Differential Analysis.

Analysis and Discussion

The information was subjected to statistical analysis is resulting into results that could fulfill the requirements of the study objectives

Hypothesis 1

Secondary School Teachers Possess a Moderate Level of Emotional Competence

The Mean and standard deviation of emotional competence scores of the whole samples are 96.28 and 69.543 mean scores of all the categories lay in between ($m \pm \sigma$) value. Thus, it concluded that teachers possess a moderate level of emotional intelligence.

Hypothesis 2

There is no Significant Difference between Mean Scores of Emotional Competence of Male and Female teachers.

Table 1 Showing the t-test for Emotional Competence based on Gender

S. No	Gender	N	Mean	Standard deviation	t-value	Level of Significance.
1.	Male	100	90.48	10.383	1.450	Not significant
2.	Female	50	107.88	119.509		

In order to test whether there is any significant difference between emotional competence of teachers male and female teachers 't' value has been calculated the computed 't' value is found to be 1.450 which is not significant at 0.05 level. Hence the null hypothesis is accepted.

Hypothesis 3

There is no significant difference between mean scores of Emotional Competence of Married and Unmarried teachers

Table 2 Showing the t-test for Emotional Competence based on Martial Status

S. No	Gender	N	Mean	Standard deviation	t-value	Level of Significance
1.	Married	96	99.97	86.388	0.767	Not significant
2.	Unmarried	54	89.69	10.838		

In order to test whether there is any significant difference between emotional competence of teachers married and unmarried teachers 't' value has been calculated the computed 't' value is found to be 0.767 which is not significant at 0.05 level. Hence the null hypothesis is accepted.

Hypothesis 4

There is no significant difference between mean scores of Emotional Competence of teachers belonging to Nuclear and Joint family.

Table 3 Showing the t-test for Emotional Competence based on Nature of Family

S. No	Gender	N	Mean	Standard deviation	t-value	Level of Significance
1.	Nuclear	47	92.06	11.609	0.282	Not significant
2.	Joint	103	96.75	82.642		

In order to test whether there is any significant difference between emotional competence of Nuclear family and Joint family teachers. 't' value has been calculated the computed 't' value is found to be 0.282 which is not significant at 0.05 level. Hence the null hypothesis is accepted.

Findings of the Study

1. The Secondary school teachers possess a moderate level of emotional competence.
2. There is no significant difference between mean scores of Emotional Competence of Male and Female teachers.
3. There is no significant difference between mean scores of Emotional Competence of Married and Unmarried teachers.
4. There is no significant difference between mean scores of Emotional Competence of teachers belonging to Nuclear and Joint family.

Educational Implications of the Present Study

The emotional competence research among secondary school teachers in Erode District reflects a number of important educational implications, focusing on incorporating

emotional intelligence training into teacher education courses through workshops, seminars, and mindfulness campaigns to strengthen stress management and interpersonal relationships. Emotionally intelligent teachers can create a healthy school environment, enhance student-teacher relationships, and use empathetic teaching methods, thus enhancing student motivation, minimizing disciplinary problems, and increasing academic success. School leaders must also give high importance to emotional competence during recruitment and teacher development, and policymakers must include it in teacher evaluation systems. Enhancing parent-teacher partnerships through good communication and awareness programs can also complement students' academic and emotional development. Finally, increasing teachers' emotional competence can result in a better support system and efficient learning environment in Erode District, with positive effects on educators as well as students.

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