



A Study on Emotional Competency of School Teachers in Erode District

KEYWORDS

Emotional competency, organizational commitment, productivity

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ABSTRACT *Emotional Competency is a vital component of any successful workplace particularly in school teaching profession. Studies report that people who operate with a high level of emotional competency have more successful work relationships with teaching and non teacher employees in a school and management. They have greater work success and higher work satisfaction. In the past, when hiring new employees, Human Resource managers have focused on the work output skill of prospective hires or years of training and experience related to the position available. While those qualifications are important to performing work-related tasks, it is equally necessary that the person joining the workplace is emotionally intelligent and mature self-manager.*

Emotional competency is a crucial skill that school desire their teachers to have but have not always articulated this fact. Emotionally competency organizations maximize potential for business success and increase productivity, because teachers in these educational institutions share more powerful connections.

INTRODUCTION:

Education is considered to be playing a very important role in any country both advanced and backward alike. No country can dream of increasing the socio-economic status of its population without a strong educational system. Hence, there is need for improving the quality of primary education. Education plays a dominant role in moulding the profession and life of each person. Only when teachers bear positive attitudes towards their teaching profession can lead a happy and successful life. Emotional competency in the workplace promotes an environment in which employees' exhibit concern for their interpersonal relationships. Those persons who are self-aware examine their thoughts, motives and behaviors to discover how others will be affected by them. They approach their employment as more than simply completing projects and assignments and consider more deeply how to assist in the achievement of group and task success. As emotionally competent individual operates from a relational point-of-view, stronger bonds are built between themselves and their colleagues.

OBJECTIVE OF THE STUDY:

- To find out the factors influencing the Emotional Competency of the school teachers.
- To examine the impact of Emotional Competency on productivity of the school teachers.
- To identify the impact of Emotional Competency on Organizational Commitment.

HYPOTHESES OF THE STUDY

- There is no significant relationship between selected independent variables of the
- Respondents and level of emotional competency.
- There is no significant difference between selected independent variables of the respondents and their impact of emotional competency.
- There is no significant difference between selected independent variables of the respondents and organizational commitment.

SCOPE OF THE STUDY

The study will bring to light the factors influencing the Emotional Competency of school teachers regarding Emotional Competency and its impact on productivity, organizational commitment and stress level in the study area. It will also identify the physiological and psychological impact of stress and training offered by the school management in Erode district. Hence, an attempt has been made to study the impact of Emotional Competency on school teachers productivity in the study area. This study will help to upcoming researchers in this area..

DATA ANALYSIS

The data were analyzed by using statistical tools like percentage, mean, standard deviation, two-way classification tables, Chi-square test and Anova test. In addition to that, Correlation analysis, Multiple Regression analysis, Factor Analysis, Henry Garrett Ranking Technique and Structural Equation Modelling have been used appropriately.

SAMPLING DESIGN AND TECHNIQUE

For the present study, the universe comprised of the school teachers in Erode district. The sampling units were selected by covering all the five taluks of Erode district. The size of sample was 998 respondents. These samples were carefully selected by the researcher from those who are working in schools in all the five taluks of the study area. Both primary and secondary data were used in the study for the purpose of analysis. For collecting primary data, field survey technique was employed in Erode district. A well framed questionnaire was used to collect the primary data. The samples were collected from the five taluks of Erode district based on disproportionate stratified random sampling method. Firsthand information pertaining to the teachers' emotional

competency, organizational commitment and job satisfaction in different schools were collected from 998 respondents.

DISTRIBUTION OF SAMPLE SIZE

s.no	Taluk Name	Sample size	
		Distributed	Finalized
1	Sathyamangalam	180	167
2	Bhavani	202	189
3	Gobichettipalayam	147	135
4	Perundurai	256	246
5	Erode	278	261
	Total	1063	998

LIMITATIONS OF THE STUDY

- As the geographical area of the study is limited to Erode district of Tamil Nadu, the findings of the study may not reflect the entire Indian scenario.
- Totally 998 samples were taken. Therefore the findings of the study may not be applicable to the universe.
- The study covers only school teachers. The results obtained from the study may or may not be applicable to college teachers and other educational divisions.
- There is an element of risk on the fitness associated with the suggestions of the study due to the dynamic nature of school teachers behavior from time to time.

REVIEW OF LITERATURE:

Latha (2014) discussed in his study aims to assess the Emotional Intelligence and Self Esteem of Secondary school teachers of Mandya City in relation to gender, types of college and subject of study. The findings reveal that no significant difference found between gender, types and subject of study. But there found significant difference in types of secondary schools in both the Emotional Intelligence and Self Esteem variables.

Ilhan Adilogullari, (2014) found in their research the relationship between the emotional intelligence and professional burnout levels of teachers. The nature of the study consists of high school teachers employed in city center of Kirsehir Province; 563 volunteer teachers form the nature of sampling. The statistical implementation of the study is performed using SPSS.16.0 software. T-test was applied in percentage frequency and dual groups, and One-Way Anova test was applied for the comparison of more than 2 members in a group together with Pearson Product Correlation Test. Consequently, a negative relation was found between emotional intelligence and burnout levels of teachers.

Seval Fer (2004)³ evaluated in his study Emotional Intelligence (EQ) In-Service Program on the basis of experiences of 20 secondary school teachers who attended the program in a private school in Turkey. A phenomenological approach, with a focus group method was used. The first objective of this study was to evaluate EQ program on the basis of teachers' experiences. The second was to explore the teachers' perceptions about the implications of EQ skills in classroom situations. The results were discussed in terms of the evaluation of the EQ program and its implications for learning and teaching activities in the classroom.

Patricia Jennings and Mark Greenberg (2009)⁹ identified to their research is a model of the prosocial classroom that highlights the importance of teachers' social and emotional competence (SEC) and wellbeing in the development and maintenance of supportive teacher-student relationships, effective classroom management, and successful social and emotional learning program implementation.

Nasrin Siyamaknia, et al., (2013)³² examined that the relationship between emotional intelligence and EFL instructors' self-efficacy at the high school and university level. To

this end, 102 instructors from local universities and high schools located in East and West Azarbaijan, Iran were selected as a sample of this research. In order to collect the necessary data, the Bar-On Emotional Quotient Inventory (the EQ-i) and Bandura's Teacher Self-Efficacy Scale were used.

RESEARCH METHODOLOGY

Variables Selected for the Study : Dependent Variables

- The level of teacher's social status,
- Level of economic status, debt status,
- Satisfaction level and
- Problems towards teaching profession by the selected sample respondents.

STATISTICAL TOOLS USED

- Percentage
- Mean
- Standard Deviation
- Two way classification tables
- Chi-Square test
- ANOVA
- Correlation analysis
- Multiple Regression analysis
- Factor Analysis
- Henry Garrett Ranking Technique and
- Structural Equation Model

EFFECT OF EMOTIONAL COMPETENCY MODEL

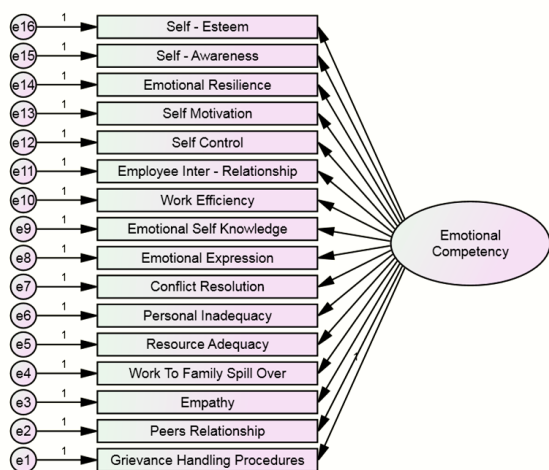
In order to ascertain to what extent the emotional competency about the various dimensions among the school teachers in Erode district, the structural equation model was applied. For, Self- esteem, Self-awareness, Emotional- resilience, Self motivation, Self- control, Employee inter-relationship, Work efficiency, Emotional- self knowledge, Emotional- expression, Conflict resolution, Personal inadequacy, Resource adequacy, Work to family spill over, Empathy, Peers relationship and Grievance handling procedures are considered as exogenous or independent variables. The variables emotional competency of the school teachers is considered as endogenous or dependent. The effect of emotional competency model is tested based on the following constructed model. From this model, the researcher had to find the extent of effectiveness of emotional competency among the selected school teacher in Erode district.

FACTORS INFLUENCE THE EMOTIONAL COMPETENCY - STRUCTURAL EQUATION MODELLING

Structural Equation Model is used to test and eliminate causal relationship using a combination of statistical data and qualitative caused assumptions. There is no difficulty in hypothesis testing in SEM because it takes the confirmatory approach rather than the exploratory approach. Many sub-criteria are considered under each criterion. This is the reason why the relative weightage arrived from SEM is considered more valid than through any other approach. This model also takes measurement error into account when analyzing the data statistically. SEM is capable of estimating or assessing measurement error. It can incorporate both observed and latent variables. When interpreting structural equation model the values attached to one way arrows (or directional effect) are regression coefficient, whereas two way arrows (non directional relationship) are correlation coefficient; Regression coefficients and correlations comprise the 'parameters' of the model. The regression coefficient and correlations measure the strength of the relationship between the variable. The regression co-

efficient of 0.70 or higher indicates a very strong relationship, 0.50–0.69 indicates a substantial relationship, 0.30–0.49 indicates a moderate relationship, 0.10–0.29 indicates a low relationship, 0.01–0.09 indicates a negligible relationship and the value of 0 indicates no relationship

HYPOTHESES FORMULATED MODEL – EMOTIONAL COMPETENCY



FINDINGS

It is stated from the analysis that maximum level of emotional competency towards teaching profession perceived by the respondents with the qualification of PG with M.Ed.

It is analyzed from the analysis that maximum level of emotional competency towards teaching profession perceived by the respondents earning their annual income of above Rs.2,00,000..

It is explored from the analysis that maximum level of emotional competency towards teaching profession perceived by the married respondents..

It is noted from the analysis that among the two categories of type of family of the respondents, joint family respondents have the maximum (68.5) impact of organizational commitment.

It is discussed from the analysis that among the two categories of residential status of the respondents, separated from family respondents have the maximum (65.2) impact of organizational commitment.

It is stated from the analysis that among the five categories of type of working school of the respondents, working in International school respondents have the maximum (77.3) impact of organizational commitment

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CONCLUSION

This study was done at school teachers in Erode district to explore the Emotional competency of the school teachers.

When teachers are emotionally strong, it reflects in their productivity.

Thus, the administration should give priority in sorting out various problems faced by them and make the teachers psychologically stable.

The study addresses the behavior, physiological impact of stress, personal problems, work related stress and problems in the school of school teachers.

It can be concluded that, the school management should concentrate more on the work related factors of their teachers to effectively handle the emotions at work place and thereby improving the level of productivity of them.

This will help in enhancing the organizational commitment in the schools.

Emotional Competency among the school teachers, which not only facilitates the improvement of the individual performance but also increases the school performance.

Thus, the positive impact of Emotional Competency at work place once again proved.

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