

A STUDY ON EMOTIONAL COMPETENCE OF TEACHERS MATRICULATION SCHOOLS TEACHERS IN CUDDALORE TALUK

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ABSTRACT: *The present study is designed to a study on emotional competence of teachers matriculation schools teachers in Cuddalore taluk. The sample consisted of 300 Matriculation school teachers who were selected on the basis of random sampling technique. The variables included were attitude towards teaching profession. Data were collected from school teachers by using standardized tools In order to collect the necessary data to achieve the objectives of the study the Emotional competence scale by Sharma and Bharadwaj (1995) is used. Following conclusions were drawn on the basis of results the teachers attitude and the needs that are to be satisfied or modified to attain favorable attitude.*

Key Words: *Emotional competence and matriculation schools teachers.*

INTRODUCTION

Elias (Elias et al., ...1997) defines "emotional competence as the ability to understand, manage and express the emotional aspect of one's life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems, and adopting to the complex demands of growth and development" Emotions are internal events that coordinate many psychological subsystems including physical responses, cognitions and conscious awareness. Emotions typically arise in response to a person's changing relationships (Mayer et al 2000). Emotion and intellect are two halves of a whole. Intelligence Quotient (IQ) and Emotional Quotient (EQ) are synergistic resources; without one the other is incomplete and ineffective. The domain of EQ is personal and interpersonal relationships; it is responsible for one's self-esteem, self-awareness, social sensitivity and social adaptability. Emotional awareness brings one's inner world into focus. It enables one to strike a mutually healthy balance between one's own needs and the needs of others (Segal, 2000).

NEED AND IMPORTANCE OF THE STUDY

Emotional intelligence and emotional competence are comparatively a new concept in the field of the education. Emotional intelligence is neither genetically fixed nor does it develop only in early childhood. Unlike IQ which does not increase after adolescence emotional intelligence is largely learned and continues to develop through out life, conditioned by life's experiences. Unlike IQ, emotional competences can be improved through out life. That is the importance of it. If we find out the emotional competence level, and if it is not satisfactory we can take measures to improve it. In normal course of a life time, emotional intelligence tends to increase with learning and be more aware of moods, to effectively handle distressing emotions and to listen and empathise. In short competencies that lead to out standing performance at work is acquired. In this context the present study showing the study on emotional competence of teachers in self financing teacher education institutions in Cuddalore Taluk, Cuddalore District in Tamilnadu State assumes significance.

STATEMENT OF THE PROBLEM

Emotional competence is nothing but what turns doing anything into doing it well, it is essentially a display of competence and whenever this aspect of personality is related to emotions, it shall be deemed as emotional competence, which happens to be the efficiency that an individual acquire to deal with emotional situations effectively (Sharma and Baradwaj, 1995). Emotional competence is an efficiency to deal effectively with several dissociable but related processes is a blending of five competencies. The five different competencies are explained herewith. Emotions are internal events that coordinate many psychological subsystems including physical responses, cognitions and conscious awareness. Emotions typically arise in response to a person's changing relationships (Mayer et al 2000). Emotion and intellect are two halves of a whole. Intelligence Quotient (IQ) and Emotional Quotient (EQ) are synergistic resources; without one the other is incomplete and ineffective. The domain of EQ is personal and interpersonal relationships; it is responsible for one's self-esteem, self-awareness, social sensitivity and social adaptability. Emotional awareness brings one's inner world into focus. It enables one to strike a mutually healthy balance between one's own needs and the needs of others (Segal, 2000). With the above objectives in view, the problem undertaken for study may be stated as follows: The study is intended to know the level of Emotional Competences of the Teachers in Self Financing Teacher Education Institutions of Cuddalore District in Tamilnadu state. Their capacities and abilities in adequate expressions and control of emotions, ability to function with emotions, ability to cope with problem emotions, and encouragement of positive emotions are to be studied.

OBJECTIVES

- To study the differences if any between female and male teachers of Cuddalore Taluk in respect of their level of emotional competence

HYPOTHESIS

- There is no significant difference between female and male teachers of Cuddalore Taluk in respect of their level of emotional competence.

TOOLS USED

In order to collect the necessary data to achieve the objectives of the study the Emotional competence scale by Sharma and Bharadwaj (1995) is used.

METHOD OF STUDY

In this present study the researcher used normative survey method. 300 teachers, of Cuddalore District in Tamilnadu State were selected as sample by using random sampling technique.

SAMPLE OF THE STUDY

300 teachers, of Cuddalore District in Tamilnadu State were selected as sample by using random sampling technique.

RESULT AND DISCUSSION

Table -1
showing the t-test value for emotional competence – Gender wise

Gender	N	Mean	SD	t-value	Level of significance at 0.01
Male	104	95.98	14.28	1.08	Not significant
Female	196	90.55	11.17		
Total	300				

Null Hypothesis

There is no significant difference between female and male teachers of Cuddalore Taluk in respect of their level of emotional competence. The obtained t value is not significant at 0.01 level.

Therefore the null hypothesis is accepted and it is concluded that there is no significant difference between male and female teacher in respect of their level of emotional competence.

CONCLUSION

The Matriculation school teachers Cuddalore Taluk have average level of emotional competence. The teachers having higher qualifications are found to have better emotional competence than teachers having essential qualifications only. The male teachers are found to have better adequate expression and control of emotions than female teachers.

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