



A STUDY ON SOCIAL EMOTIONAL COMPETENCE AMONG SECONDARY SCHOOL TEACHERS WITH DEMOGRAPHIC VARIABLES

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Abstract:

Teachers' social-emotional competencies are essential to educational quality and healthy school environment. Social and emotional competence plays a central role in determining how, what, when, and why teachers do what they do in the classroom. The teaching profession is considered one of the most emotionally demanding professions, which can affect mental health and wellbeing of teachers. The present study is focused on social emotional competence of secondary school teachers with reference to certain variables like gender, locality of living and status of school. It consists of 100 teachers from Krishna District of Andhra Pradesh. The Social emotional competence scale was developed by Euodio.B.Myrthong(2020) was used for collecting data.

Key words: Social-emotional competence, secondary school teachers, demographic variables

Introduction:

Social-emotional competence enables individuals to deal effectively with the various social and emotional difficulties they may experience, making them well-adjusted, psychologically healthy, and moving toward personal growth and well-being. Individuals may differ in their capacity concerning social-emotional competence. One crucial skill for social-emotional competence is self-awareness. Self-awareness focuses on internal self-aspects such as thoughts, feelings, emotions, changes in mood, and external self-aspects like appearance. It helps understand one's internal states and how they relate to the surroundings. If a person is emotionally competent, they act according to the situation, deal effectively with problems. If they lack this attribute, they may suffer from anxiety, depression, and difficulty maintaining a relationship

Review of related literature

In the present study the investigator has reviewed the researches done in the field of social emotional competence of secondary school teachers. After reviewing the above studies, it was observed that many studies were explored on Murali Krishna. T (2023) focussed on secondary school teacher's fall under average level in their Social emotional Competence . Meirav, Men & Marina, Moroshit (2016) in the study found that positive correlations between emotional self-efficacy and teaching self-efficacy. Humphries, Marisha L, et al.(2014).found that strong positive association between the three social-emotional competencies, and direct and indirect (via teachers' self-

efficacy) effects of emotional self-efficacy on empathy. Hen, Meirav (2019) Promoting social and emotional competencies—including the abilities to understand and manage emotions, achieve positive goals, show caring and concern for others, establish and maintain positive relationships, and make responsible decisions— are important for success at school and in life. It appears that there is no study on the relationship between social emotional competence and professional adjustment. Hence this research is unique in its own way and thus the researcher has taken up this study to fill up the gaps in the field of social emotional competence of secondary school teachers.

Need and importance of the study

Education system around the world have changed a lot. In this changing scenario, teachers have to perform many duties simultaneously, which sometimes creates pressure on them. As a result, they fail to understand their students' emotions, not able to make healthy relation with their students and colleagues as well. To deal with this kind of situation recognize their own emotions and also others, discern between different feelings and label them appropriately, use emotional information to guide thinking and behavior, and manage and/or adjust emotions to adapt to environments or achieve one's goal(s). This is very important feature of human being which is develop throughout the life. Social emotional competence helps a person to dealing with every complex situation in personal and professional life as well. A person can balance in his life if he is aware of their emotion.. Sometimes we cannot understand ourselves and others, so we do not behave according to the situation's demand. If a person is emotionally competent, they act according to the situation, deal effectively with problems. If they lack this attribute, they may suffer from anxiety, depression, and difficulty maintaining a relationship.

Significance of the study

The teacher plays a vital role in the teaching learning process upon whose competency and efficiency, the quality of education depends. When teachers are physically and mentally healthy, they are willing, energetic, and capable of performing their best in every responsibility, subject teaching, or other educational activity. When teachers are socially and emotionally competent, they are better able to create a healthy classroom environment that is positive, supportive, and well organized. The present study may help increase awareness in our society about the need and importance of social emotional competence so that individuals can deal with their emotion-provoking situations and deal effectively with their relationships.

Title of the study: “A study on social emotional competence among secondary school teachers with demographic variables.”

Objectives of the study

1. To study the Social emotional Competence of secondary school teachers and to classify them.
2. To study the level of different dimensions of Social emotional competence of secondary school teachers.
 - Self-regulation and management of emotion
 - Articulation of interpersonal knowledge and skills

➤ Ability to discern and understand others

➤ Ability to interact effectively

3 To study the impact of the following variables on the Social emotional competence of secondary school teachers

- Gender (Male/Female)
- Locality of living (Rural/Urban)
- Type of School (Govt/ Private)

Hypotheses of the study

1. The following variables do not make a significant impact on the Social emotional competence of secondary school teachers with respect to gender, locality of living and type of school

Sample of the study

The investigator has taken up a stratified random sample of 10 schools and 100 secondary school teachers in and around Vijayawada city of Andhra Pradesh.

Tool of the study

Social emotional competence scale: The tool adopted for the study is the 'Social emotional competence Scale' (for school Teachers) was developed and standardised by Dr. Euodio.B. Myrthong & Welbirthstone L. Nonglait (2020). This scale is divided into four dimensions consisting 54 items. The dimensions are (1) Self-Regulation and management of emotion (2) Articulation of interpersonal knowledge and skills (3) Ability to discern and understand other (4) Ability to interact effectively.

Scoring procedure

Social emotional competence scale: Each item in the Social emotional competence scale has a response option on Likert's 5 points continuum viz., Strongly agree, Agree, Undecided, Disagree and strongly disagree with respective weights of 5, 4, 3, 2, and 1

Data analysis

Objective 1: To study the Social emotional Competence of secondary school teachers and to classify them.

Table:1 *The mean, % of Mean, S.D. and 1/5th of Mean of the total sample of the Social emotional Competence of secondary school teachers*

<i>N</i>	<i>Mean</i>	<i>% of Mean</i>	<i>S.D</i>	<i>1/5th of Mean</i>
100	87.48	36.45	17.14	17.46

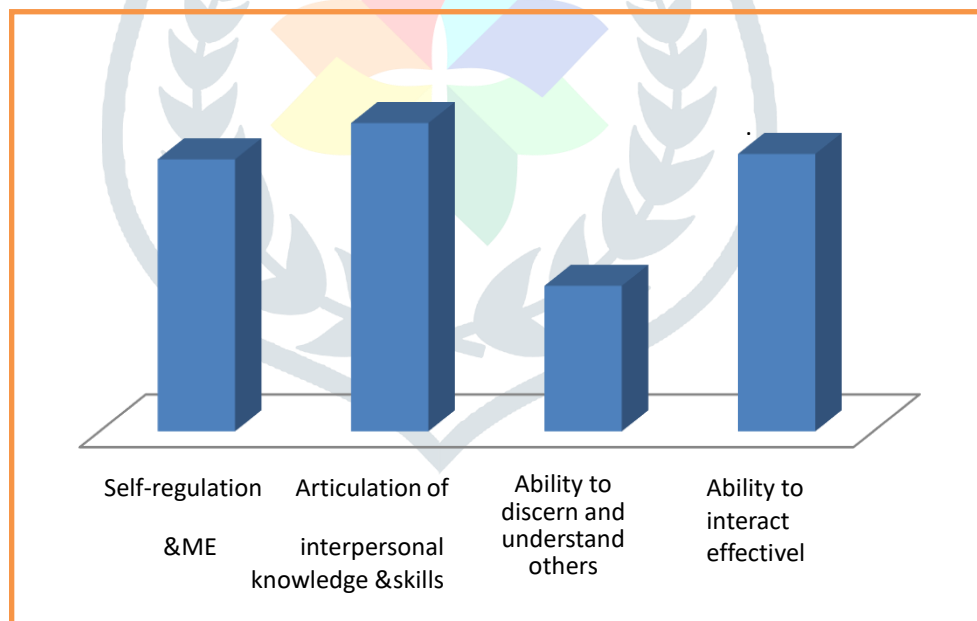
Interpretation: Secondary school teachers were found to have moderate on their level of social emotional competence and sample was found to be homogeneous. Since 1/5th of Mean value was more than the S.D. Value.

Objective 2: To study the level of different dimensions of Social emotional competence of secondary school teachers.

- Self-regulation and management of emotion
- Articulation of interpersonal knowledge and skills
- Ability to discern and understand others
- Ability to interact effectively

Table: 2**Social emotional Competence – Area wise analysis**

<i>S.No</i>	<i>Dimensions</i>	<i>Mean</i>	<i>% of Mean</i>	<i>SD</i>	<i>Rank</i>
1	Self-regulation and management of emotion	53.15	19.68	7.71	3
2	Articulation of interpersonal knowledge and skills	60.26	22.31	13.48	1
3	Ability to discern and understand others	28.57	10.53	14.52	4
4	Ability to interact effectively	54.19	20.07	15.14	2

Graph: 1**Fig: Social emotional Competence – Area wise analysis**

Interpretation: The highest mean score in the dimension of Social emotional competence is “Articulation of interpersonal knowledge and skills”, and least mean score is seen in “Ability to discern and understand others”.

Objective 3: To study the impact of the following demographic variables on the Social emotional competence of secondary school teachers

- Gender (Male/Female)

- Locality of living (Rural/Urban)
- Type of School (Govt/ Private)

Table : 3 Table showing the variable wise distribution Mean, S.D. and t - value for the Social emotional competence of secondary school teachers

Sl. No	Variable	Type	N	Mean	S.D	t-value
1	Gender	Male	34	86.4	21.7	0.41 NS
		Female	66	88.1	14.4	
2	Locality of living	Rural	41	89.0	18.2	0.72 NS
		Urban	59	86.4	16.5	
3	Type of school	Govt	83	88.1	18.1	1.01 NS
		Private	17	84.6	11.2	

NS: Not Significant

Interpretation: From the above table it can be inferred that there is no significant difference between the male and female , rural and urban, Govt and Private teachers on their social emotional competence . Hence the hypotheses was accepted

Discussion and Conclusions: Social –emotional competency refers to the ability of the teachers to socially and emotionally adapt and adjust them to the classroom environment. It involves teachers ability to self regulate and manage emotions,to articulate interpersonal knowledge and skills, the ability to discern and understand others and the ability to interact effectively with people from different cultural background. The present study revealed that secondary school teachers are found to have average level on their social emotional competence. The highest mean score in the dimension of Social emotional competence is “Articulation of interpersonal knowledge and skills”, and least mean score is seen in “Ability to discern and understand others”. Another finding is that there is no significant difference between rural and urban, male and female and Govt and private teachers on their social emotional competence.

Educational implications:

Educational programmes such as seminars, workshops and refresher courses must be arranged for in-service teachers to improve their social emotional competencies. For the attainment of good mental health and competency of teachers it is necessary to provide personal and group guidance too. To enhancement of emotional intelligence and mental health is very much required, not only in the fields of school education and teacher education, but in all the fields of higher Education concerns throughout the nation and world. Emotionally intelligent and good mental health secondary school teachers have the ability to perceive and mould their own emotions, which might help to increase workplace involvement and reduce stress.

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