

# A STUDY OF EMOTIONAL COMPETENCE OF SCHOOL TEACHERS OF DELHI

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## **Abstract :**

*Emotional competence is the ability to control one's emotions, impulses, power of adaptability, flexibility and engulfs the characteristics of self-awareness, self-regulation, self-esteem, self-confidence, empathy, managing conflicts and recognizing personal traits in others. Teachers are the pillars of the society and are entrusted with the prime responsibility of building the future generation so it is expected that teachers possess emotional competence. Emotional competence is emotional literacy or emotional intelligence. Influence of gender, locale of schools and type of schools on emotional competence of school teachers of Delhi, teaching at various levels- primary, secondary and higher secondary were studied. The primary data were collected by framing a structured questionnaire and data collected from 181 respondents, who were school teachers of Delhi. Demographic profile and various other factors were considered in designing the questionnaire. The data was processed and analysed using the statistical package, SPSS. Descriptive statistics, inferential statistics and 2X2X3 Factorial Design ANOVA were used to analyse the data and obtain the results. Significant difference was observed in the mean scores of emotional competence of teachers belonging to urban and rural areas, teachers teaching in primary, secondary and higher secondary levels. It was also observed that there was a significant influence of interaction between gender, locale of schools and type of schools on emotional competence of teachers. But no significant difference was found in case of other test results of the study.*

**Key-words:** *Emotional Competence, School Teachers, Mean Scores*

## **Introduction:**

Emotional competence is used synonymously with emotional intelligence. It is the ability to control one's emotions, impulses, feelings and caring for other's emotions and above all listening to others instead of being selfish and giving priority to own self. It

is the power to adapt to changing circumstances, flexible to changing demands, managing time according to priorities, self-control, self-motivation, self-confidence and social awareness and skills such as empathy and optimistic or positive attitude towards others. Competence is the skill with which some one interacts constructively with other people. The level of emotional competence or intelligence improves with time as people can better adapt their emotions and impulses at motivating themselves and this growth of emotional competence is termed as maturity. Emotional competence is emotional literacy. Skills such as empathy, problem-solving capabilities, optimism and self-awareness which allow people to understand, reflect and react to various environmental situations are related to emotional competence. The basic components of emotional competence are self-awareness, self-regulation, self-esteem, stress management, motivation, empathy and social skills, managing conflicts and recognizing personality traits in others.

Emotional competence is the mental capability that among other things includes the ability to adjust, reason, plan, solve complex problems easily, think abstractly, learn from different circumstances and from experience. Emotional competence has a great impact on human being, especially among the teachers, whether they teach in schools, colleges or universities. Mayer and Salovey, 1997 expressed emotional intelligence as the ability to perceive accurately, appraise and express emotion, understand and regulate emotions to promote emotional and intellectual growth. Several studies have been conducted on gender influence on emotional intelligence and professional development (Hayat, B. et al, 2016), effect of emotional intelligence, age, work experience and academic performance (Shipley, N. L.), emotional competencies on learning and well-being (Lopez-Cassa, E., 2021) and many more.

### Literature Review:

<b>Authors (Year)</b>	<b>Data and Sample Used</b>	<b>Methods Used</b>	<b>Findings</b>
Hayat, I., Bibi, T., and Ambreen, M. (2016)	The study was based on primary data by framing questionnaire which was obtained from 200 secondary school teachers	In the study, percentages, mean scores, standard deviation, correlation and t-test were used	The results revealed that emotional intelligence and professional development have significant high correlation with gender. Also, female teachers have higher level of emotional intelligence and professional development as compared to the male secondary school teachers.

<b>Authors (Year)</b>	<b>Data and Sample Used</b>	<b>Methods Used</b>	<b>Findings</b>
Shehzad, S., and Mahmood, N. (2013)	Survey method was employed for data collection and the data was collected from University teachers of Punjab and Pakistan	Bar-On EQ-I : Short was used to measure University teacher's EI level. Independent sample t test was used for measuring gender differences in EI	Findings of the study revealed that female teachers mean scores were higher on interpersonal skills as compared to male teachers. But in case of remaining sub-factors and overall EI, both gender groups were similar.
Lopez-Cassa, E., Fernandez, F. B. (2021)	Data was obtained by framing questionnaire which was collected from primary school students of public and semi-private schools in Spain	In the study, The Emotional Development Questionnaire (CDE 9-13), The Emotional Competencies Observation Scale and overall grade point average were applied	The results of the study revealed significant differences in favour of girls and girls in primary school cycle showed achieving higher grades. Positive correlation was also found between academic performance and emotional competencies.
Singh, B., and Kumar, A. (2016)	The study was based on survey and 300 primary school teachers were randomly selected	Regression Analysis, Two-way ANOVA were used for analysis	In the study, significant positive relationship was found between emotional intelligence and job satisfaction. But there was no significant difference between male and female teachers regarding the level of job satisfaction.
Shiple, N. L. et al	Emotional Intelligence Questionnaire Shortform (TEIQue SF) was prepared and the data for the study was obtained from 193 undergraduate business students	Descriptive Analysis, Correlation, One-Way ANOVA, Post-hoc Tests for multiple comparison and graphs were used for analysis	In the study, Emotional Intelligence was positively associated with work experience but not significantly associated with age and academic achievements. It was also observed that students in the mid-range GPA had a significantly higher mean well-being factor score than students in the lower and higher range GPA.

### **Objectives of the Study:**

1. To study the influence of gender on emotional competence of teachers
2. To study the influence of locale of schools on emotional competence of teachers
3. To study the influence of type of schools on emotional competence of teachers
4. To study the influence of interaction between gender and locale of schools on emotional competence of teachers
5. To study the influence of interaction between gender and type of schools on emotional competence of teachers
6. To study the influence of interaction between locale of schools and type of schools on emotional competence of teachers
7. To study the influence of interaction between gender, locale of schools and type of schools on emotional competence of teachers

### **Research Hypotheses:**

1. There is no significant influence of gender on emotional competence of teachers
2. There is no significant influence of locale of schools on emotional competence of teachers
3. There is no significant influence of type of schools on emotional competence of teachers
4. There is no significant influence of interaction between gender and locale of schools on emotional competence of teachers
5. There is no significant influence of interaction between gender and type of schools on emotional competence of teachers
6. There is no significant influence of interaction between locale of schools and type of schools on emotional competence of teachers
7. There is no significant influence of interaction among gender, locale of schools and type of schools on emotional competence of teachers

### **Research Methodology:**

The above study is based on primary data which was collected by framing a structured questionnaire using Google form. The data was obtained from 181 respondents covering different areas of Delhi as per feasibility. 3 Way ANOVA was used to conduct the survey and tests were conducted using SPSS version 21. Graphs were used to give proper visualization of various interactions.

The objective was to study the influence of gender, locale of schools, type of schools and their various interactions on emotional competence of teachers. Male and female were the two levels of gender. Urban and rural were the two levels of locale of schools. Primary, secondary and higher secondary were the three levels of type of schools. The

data were analysed with the help of Descriptive Statistics and 2X2X3 Factorial Design ANOVA and the results of 3-Way-ANOVA are given in Table 4.

**Data Presentation & Analysis :**

**Table 1: Gender Distribution**

**Gender**

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	92	50.8	50.8	50.8
Female	89	49.2	49.2	100.0
Total	181	100.0	100.0	

*Source: Compiled through SPSS*

Table 1 reveals the gender distribution of the respondents which shows that out of 181 respondents, 92 were males (50.8%) and 89 were females (49.2%).

**Table 2: Distribution of Locale of Schools**

**Locale of Schools**

	Frequency	Percent	Valid Percent	Cumulative Percent
Urban	108	59.7	59.7	59.7
Rural	73	40.3	40.3	100.0
Total	181	100.0	100.0	

*Source: Compiled through SPSS*

Table 2 reveals the distribution of locale of schools where it has been found that out of total 181 respondents, 108 belong to urban areas (59.7%) and 73 are from rural areas (40.3%).

**Table 3: Distribution of Type of Schools**

**Type of Schools**

	Frequency	Percent	Valid Percent	Cumulative Percent
UPrimary	51	28.2	28.2	28.2
Secondary	53	29.3	29.3	57.5
Higher Secondary	77	42.5	42.5	100.0
Total	181	100.0	100.0	

*Source: Compiled through SPSS*

Table 3 shows the distribution of type of schools and it has been observed that out of 181 respondents, primary school teachers are 51 (28.2%), secondary school teachers are 53 (29.3%) and higher secondary school teachers are 77 (42.5%)

**Table 4: Summary of 2X2X3 Factorial Design ANOVA on emotional competence of teachers**

Source of Variance	df	SS	MSS	F-Value	Remarks
Gender (A)	1	16.87	16.87	2.94	ns
Locale of Schools (B)	1	85.67	85.67	14.92	P<0.01
Type of Schools (C)	2	429.33	214.66	37.39	P<0.01
A X B	1	0.00	0.00	0.00	ns
A X C	2	22.02	11.01	1.92	ns
B X C	2	14.65	7.32	1.28	ns
A X B X C	2	38.48	19.23	3.35	P<0.05
Error	169	970.30	5.741		
Total	180	1590.45			

*Source: Compiled through SPSS*

### ***1.1 Influence of gender on emotional competence of teachers***

From Table 4, it can be seen that the F-value for gender is 2.94 which is not significant. It indicates that there is no significant difference in mean scores of emotional competence of male and female teachers. So, there was no significant influence of gender on emotional competence of teachers. Thus, the null hypothesis that there is no significant influence of gender on emotional competence of teachers is not rejected. It may be said that male and female teachers have the same level of emotional competence.

### ***1.2 Influence of locale of schools on emotional competence of teachers***

From Table 4, it can be seen that the F-value for locale of schools is 14.92 which is significant at 0.01 level with df= 1/169. It indicates that there is a significant difference in the mean scores of emotional competence of teachers belonging to urban and rural areas. So, there was a significant influence of locale of schools on emotional competence of teachers. Thus, the null hypothesis that there is no significant influence of locale of schools on emotional competence of teachers is rejected. Further, the mean scores of emotional

competence of teachers belonging to urban areas is 36.90 which is significantly higher than the teachers belonging to rural areas whose mean score of emotional competence is 35.44. It may be said that emotional competence of teachers belonging to urban areas are higher as compared to emotional competence of teachers belonging to rural areas.

### ***1.3 Influence of type of schools on emotional competence of teachers***

From Table 4, it can be seen that the F-value for type of schools is 37.39 which is significant at 0.01 level with  $df= 2/169$ . It indicates that there is a significant difference in the mean scores of emotional competence of teachers teaching in primary, secondary and higher secondary levels. So, there was a significant influence of type of schools on emotional competence of teachers. Thus, the null hypothesis that there is no significant influence of type of schools on emotional competence of teachers is rejected. In order to know the teachers teaching at what level have significantly higher emotional competence, the data were further analysed with the help of Duncan's Multiple Range Test and the results are given in Table 5.

**Table 5: Types of School-wise mean, N and significance of differences in means of emotional competence of teachers.**

Type of School	Mean	N	Secondary	Higher Secondary
Primary	34.92	51	ns	*
Secondary	35.70	53		*
Higher Secondary	38.39	77		

ns= Not Significant

\*= Significant at 0.01 level

From Table 5, it can be seen that the emotional competence of teachers teaching at higher secondary level is 38.39 which is significantly higher than those of primary and secondary levels, whose mean scores of emotional competence are 34.92 and 35.70 respectively. It may be said that higher secondary teachers have significantly higher level of emotional competence as compared to primary and secondary school teachers. Further, the mean score of emotional competence of primary and secondary teachers do not differ significantly (Vide Table 5). It may be said that the primary and secondary school teachers have emotional competence to the same extent.

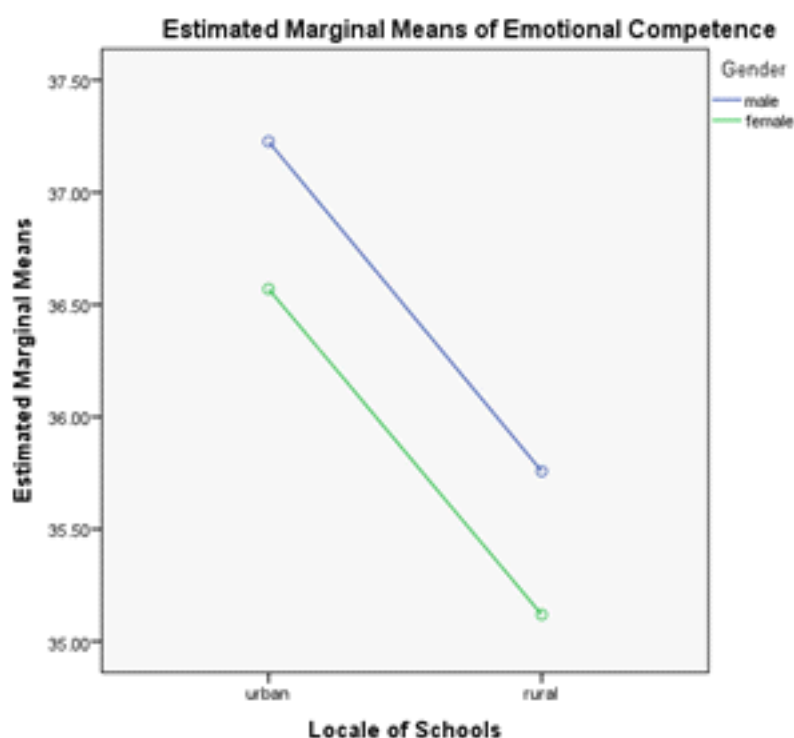
### ***1.4 Influence of interaction between gender and locale of schools on emotional competence of teachers***

From Table 4, it can be seen that the F-value for interaction between gender and locale of schools is 0.00 which is not significant. It indicates that there is no significant difference in

mean scores of emotional competence of male and female teachers belonging to urban and rural areas. So, there was no significant influence of interaction between gender and locale of schools on emotional competence of teachers. Thus, the null hypothesis that there is no significant influence of interaction between gender and locale of schools on emotional competence of teachers is not rejected.

In order to know the trend of interaction between gender and locale of schools on emotional competence of teachers, graph 1 has been plotted.

*Graph 1: Influence of interaction between gender and locale of schools on emotional competence of teachers.*



From graph 1, it can be seen that as the locale of schools changes from urban to rural, there is a sharp decline in emotional competence of both male and female teachers. Further, irrespective of locale of schools, male teachers have higher emotional competence as compared to female teachers.

### ***1.5 Influence of interaction between gender and type of schools on emotional competence of teachers***

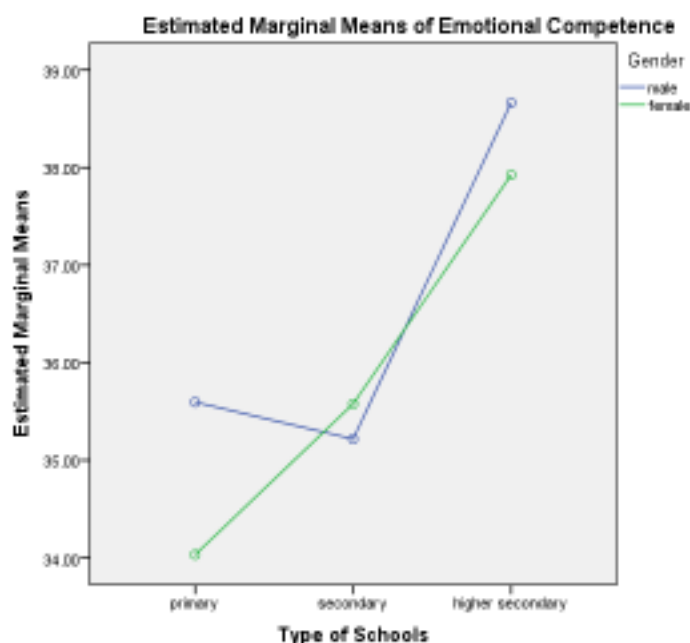
From Table 4, it can be seen that the F-value for interaction between gender and type of schools is 1.92 which is not significant. It can be said that there is no significant difference in mean scores of emotional competence of male and female teachers teaching in schools



of primary, secondary and higher secondary levels. So, there was no significant influence of interaction between gender and type of schools on emotional competence of teachers. Thus, the null hypothesis that there is no significant influence of interaction between gender and type of schools on emotional competence of teachers is not rejected.

In order to know the trend of influence of interaction between gender and type of schools on emotional competence of teachers, graph 2 has been plotted.

*Graph 2: Influence of interaction between gender and type of schools on emotional competence of teachers*



From graph 2, it can be seen that, as the school changes from primary to secondary, there is a decline and then a steep rise in emotional competence as school changes from secondary to higher secondary for male teachers. But, for female teachers, there is a sharp increase in emotional competence as type of school changes from primary to secondary and finally to higher secondary level. Further, at higher secondary level, male teachers have higher emotional competence as compared to female teachers.

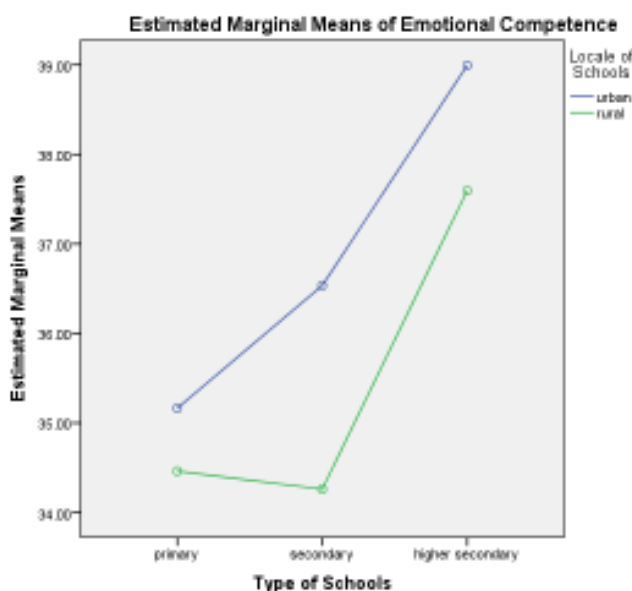
**1.6 Influence of interaction between locale of schools and type of schools on emotional competence of teachers**

From Table 4, it can be seen that the F-value for interaction between locale of schools and type of schools is 1.28 which is not significant. It can be said that there is no significant difference in mean scores of emotional competence of teachers teaching in primary, secondary and higher secondary schools of urban and rural areas. So, there was no significant

influence of interaction between locale of schools and type of schools on emotional competence of teachers. Thus, the null hypothesis that there is no significant influence of interaction between locale of schools and type of schools on emotional competence of teachers is not rejected.

In order to know the trend of influence of interaction between locale of schools and type of schools on emotional competence of teachers, graph 3 has been plotted.

*Graph 3: Influence of interaction between locale of schools and type of schools on emotional competence of teachers*



From graph 3, it can be seen that there is an increase in emotional competence of teachers belonging to urban area as the level of school changes from primary to higher secondary level. On the other hand, in case of teachers belonging to rural area, there is a decline in emotional competence of teachers as the level of school changes from primary to secondary level but it increases sharply as the level of school changes from secondary to higher secondary level. Further, at higher secondary level, teachers from urban areas have higher level of emotional competence as compared to teachers from rural areas.

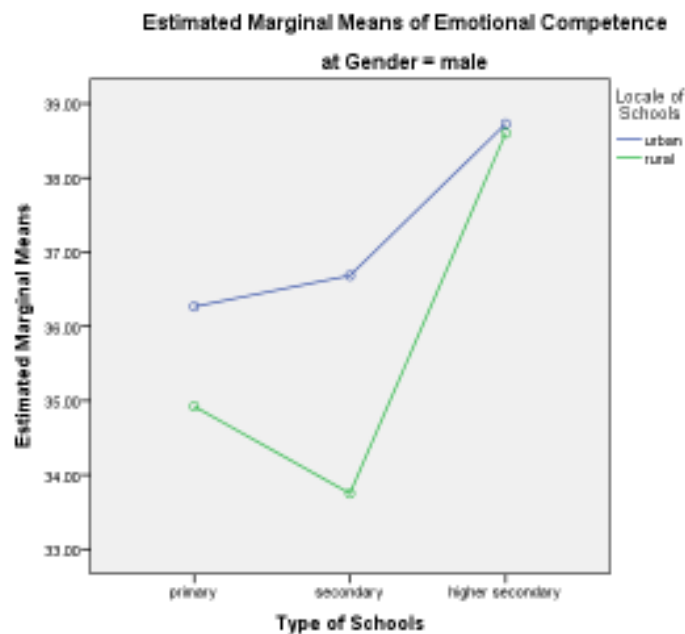
### ***1.7 Influence of interaction among gender, locale of schools and type of schools on emotional competence of teachers***

From Table 4, it can be seen that the F-value for interaction among gender, locale of schools and type of schools is 3.35 which is significant at 0.05 level with  $df= 2/169$ . It can be said that there is a significant difference in mean scores of emotional competence of

male and female teachers teaching in primary, secondary and higher secondary schools in urban and rural areas. So, there was a significant influence of interaction among gender, locale of schools and type of schools on emotional competence of teachers. Thus, the null hypothesis that there is no significant influence of interaction among gender, locale of schools and type of schools on emotional competence of teachers is rejected.

In order to know the trend of influence of interaction between locale of schools and type of schools on emotional competence of male teachers, graph 4a has been plotted.

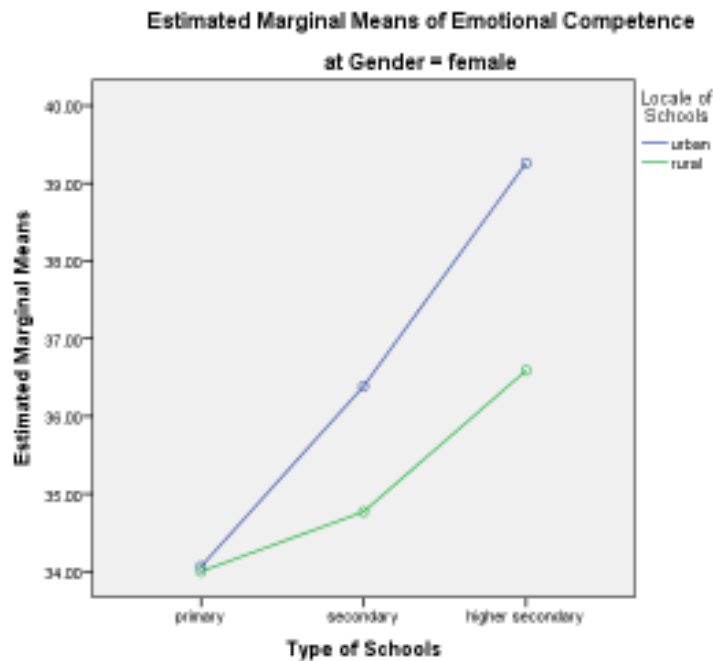
*Graph 4a: Influence of interaction between locale of schools and type of schools on emotional competence of male teachers*



From graph 4a, it is clear that in case of male teachers belonging to urban area, there is an increase in emotional competence as the level of school changes from primary to secondary level and thereby a sharp increase in the level of emotional competence as the level of school changes from secondary to higher secondary level. But in case of male teachers belonging to rural areas there is a sharp decline of emotional competence as the level of school changes from primary to secondary level but a sharp increase of emotional competence as the level of school changes from secondary to higher secondary level. Further, at higher secondary level, male teachers belonging to both urban and rural areas have the same level of emotional competence. Male teachers of urban area have higher emotional competence at both primary and secondary levels as compared to male teachers of rural areas.

In order to know the trend of influence of interaction between locale of schools and type of schools on emotional competence of female teachers, graph 4b has been plotted.

*Graph 4b: Influence of interaction between locale of schools and type of schools on emotional competence of female teachers*



Graph 4b, reflects that in case of female teachers belonging to urban areas, there is a sharp increase in emotional competence as the level of school changes from primary to secondary and finally to higher secondary level. In case of female teachers belonging to rural areas, there is also increase in emotional competence as the school changes from primary to higher secondary level. At higher secondary level, female teachers belonging to urban areas have higher emotional competence as compared to female teachers belonging to rural areas.

### **Findings**

1. Male and female teachers have the same level of emotional competence.
2. Emotional competence of teachers belonging to urban areas are higher as compared to emotional competence of teachers belonging to rural areas.
3. Higher secondary teachers have significantly higher level of emotional competence as compared to primary and secondary school teachers. The primary and secondary school teachers have emotional competence to the same extent.

4. Irrespective of locale of schools, male teachers have higher emotional competence as compared to female teachers.

5. At higher secondary level, male teachers have higher emotional competence as compared to female teachers.

6. At higher secondary level, teachers from urban areas have higher level of emotional competence as compared to teachers from rural areas.

7. At higher secondary level, male teachers belonging to both urban and rural areas have the same level of emotional competence. Male teachers of urban area have higher emotional competence at both primary and secondary levels as compared to male teachers of rural areas.

8. At higher secondary level, female teachers belonging to urban areas have higher emotional competence as compared to female teachers belonging to rural areas.

#### **Limitations of the Study:**

The study is based on primary data which was collected from different areas of Delhi but the data could have been collected from more wide areas or could have been extended to other cities and states as well. Descriptive statistics and 3 Way ANOVA were used to analyse the data. More related variables could have been taken into consideration and other higher order statistical tests like regression analysis, factor analysis, discriminant analysis could have been performed.

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