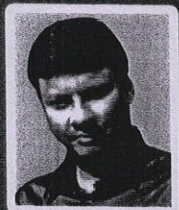


ANNUAL INTERNATIONAL CONFERENCE ON
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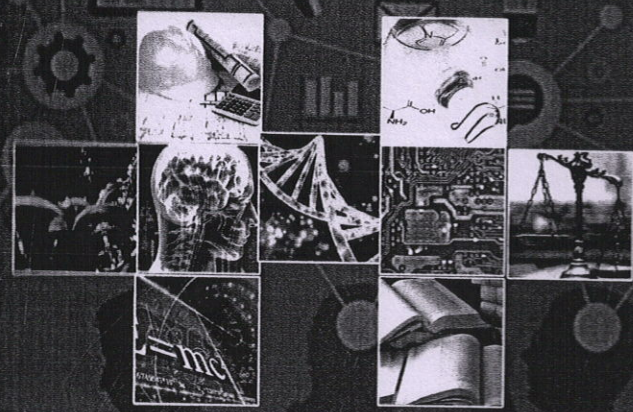
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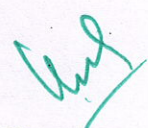
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EMOTIONAL COMPETENCE AMONG HIGH SCHOOL TEACHERS

*Mrs. M. Rosary Kiruba Alexy

Ph.D Scholar

St. Xavier's College of Education (Autonomous)

Palayamkottai – 627002

**Dr. A. Punitha Mary

Assistant Professor of Education

St. Xavier's College of Education (Autonomous)

Palayamkottai – 627002

Abstract

Emotional competency refers to the essential set of personal and social skills to acknowledge, interpret, and respond constructively to emotions in one et al. The term implies associate degree ease around others and determines one's ability to effectively and with success lead and categorical. Thus the investigator determined to assess the emotional competence of high school teachers in their profession, family and routines. The simple random sampling technique was used for selecting 300 samples of high school teachers from Tirunelveli and Thoothukudi districts. The investigator used the survey method. The Emotional Competence Scale (2020) was constructed and validated by the investigator and the guide. The findings are taken in sensible ways in order to enhance emotional competency among the teachers.

INTRODUCTION

Emotional ability is that the practical capability whereby somebody's will reach their goals when associate emotion-eliciting encounter. It describes a human ability to precise their emotions utterly freely, and it comes from emotional intelligence, the power to acknowledge emotions. Individual's emotional competence (EC) is taken into account to be a vital predictor of their ability to adapt to their setting, and it refers primarily to their ability to

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identification, understanding, expression, regulation, and uses their own and other's emotions (Brasseur, 2013). With relation to social contexts, it's thought-about as a capability of recognizing their own emotions, moreover as those of others and expressing them in socially acceptable ways (Mikolajczak, 2014). Ability is that the level of talent that someone interacts constructively with others. This personal emotional competence relies on a human perception of their emotions and the way they have an effect on others, moreover because the ability to keep up management and adaptation of emotions.

SIGNIFICANCE OF THE STUDY

Teaching is, in the words of Hargreaves, a noted educationist, 'an emotional practice'. Teachers expertise a spread of each positive and negative emotions on a daily and weekly basis that may be related to student performance or behaviour; these can vary from happiness to unhappiness; however additionally embody disappointment, hope, enthusiasm, and pride. Once teachers are long-faced with showing emotion tough and provocative things like poor student behaviour, and their restricted courses of action for positive self-regulation will exasperate the matter resulting in the potential for poor decision-making like being too reactive and punitive. This may result in feelings of guilt, and, if not checked, 'may scale back teachers' intrinsic motivation and feelings of self-efficacy and result in burn-out. Burn-out will cause emotional exhaustion, depersonalization, and feelings of a scarcity of non-public accomplishment (Elias et al., 1997; Weinert, 2001). Teachers' emotional competency is taken into account necessary so as to master the emotional challenges inherent in their profession and to create positive teacher-student relationships. In turn, this is often a key to each teacher's activity well-being and positive student development. This research looks at the level of emotional competence of high school teachers.

OBJECTIVES

5. To find out significant difference between male and female high school teachers in their emotional competence and its dimensions.
6. To find out significant difference between married and unmarried high school teachers in their emotional competence and its dimensions.
7. To find out significant association between teaching experience and emotional competence and its dimensions of highschool teachers.
8. To find out significant association between monthly income and emotional competence and its dimensions of high school teachers.

HYPOTHESES

1. There is no significant difference between male and female high school teachers in their emotional competence and its dimensions.
2. There is no significant difference between married and unmarried high school teachers in their emotional competence and its dimensions
3. There is no significant association between teaching experience and emotional competence and its dimensions of highschool teachers.
4. There is no significant association between monthly income and emotional competence and its dimensions of high school teachers.

METHODOLOGY

In this study, the investigator used the survey method. She had selected 300 high school teachers through simple random technique from Tirunelveli and Thoothukudi districts. The Emotional Competence Scale (2020) was constructed and validated by the investigator and the guide. It includes 43 items

with four dimensions namely self-control, conscientiousness, resilience and motivation respectively.

DATA ANALYSIS AND INTERPRETATION

Ho1: There is no significant difference between male and female high school teachers in their emotional competence and its dimensions.

TABLE 1
DIFFERENCE BETWEEN MALE AND FEMALE HIGH SCHOOL TEACHERS IN THEIR EMOTIONAL COMPETENCE AND ITS DIMENSIONS

Emotional Competence and its Dimensions	Male (N = 150) Mea SD n	Female (N = 150) Mea SD n	Calculated 't' value	Remarks at 5% level
Self control	34.0 12.8 5	34.1 13.5 7	0.083	NS
Conscientiousness	46.7 18.6 2	46.5 17.5 2	0.096	NS
Resilience	17.5 7.36 9	17.7 7.42 1	0.141	NS
Motivation	30.0 12.6 7	30.4 11.3 5	0.278	NS
Emotional Competence	128. 28.5 42	128. 26.2 85	0.137	NS

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between male and female high school teachers in their self control, conscientiousness, resilience, motivation and emotional competence. Hence the null hypothesis was accepted.

Ho2: There is no significant difference between married and unmarried high school teachers in their emotional competence and its dimensions.

TABLE 2
DIFFERENCE BETWEEN MARRIED AND UNMARRIED HIGH SCHOOL TEACHERS IN THEIR EMOTIONAL COMPETENCE AND ITS DIMENSIONS

Emotional Competence and its Dimensions	Married (N = 169) Mea SD n	Unmarried (N = 131) Mea SD n	Calculated 't' value	Remarks at 5% level
Self control	33.7 12.9 6	34.5 13.4 6	0.526	NS
Conscientiousness	47.1 18.1 1	45.9 18.0 8	0.535	NS
Resilience	17.5 7.35 5	17.7 7.44 7	0.256	NS
Motivation	29.6 11.5 9	31.0 12.6 0	0.939	NS
Emotional Competence	128. 28.5 11	129. 25.7 32	0.386	NS

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between married and unmarried high school teachers in their self control, conscientiousness, resilience, motivation and emotional competence. Hence the null hypothesis was accepted.

Ho3: There is no significant association between teaching experience and emotional competence and its dimensions of high school teachers.

TABLE 3
ASSOCIATION BETWEEN TEACHING EXPERIENCE
AND EMOTIONAL COMPETENCE AND ITS
DIMENSIONS OF HIGH SCHOOL TEACHERS

Emotional Competence and its Dimensions	Calculated ' χ^2 ' Value	df	Remarks at 5% Level
Self control	3.914		NS
Conscientiousness	3.904	4	NS
Resilience	2.305		NS
Motivation	2.778		NS
Emotional Competence	5.798		NS

It is inferred from the above table that there is no significant association between teaching experience of high school teachers and their self control, conscientiousness, resilience, motivation and emotional competence.

Ho4: There is no significant association between monthly income and emotional competence and its dimensions of high school teachers.

TABLE 4
ASSOCIATION BETWEEN MONTHLY INCOME AND
EMOTIONAL COMPETENCE AND ITS DIMENSIONS OF
HIGH SCHOOL TEACHERS

Emotional Competence and its Dimensions	Calculated ' χ^2 ' Value	df	Remarks at 5% Level
Self control	0.313		NS
Conscientiousness	2.247	4	NS
Resilience	2.061		NS
Motivation	1.644		NS
Emotional Competence	3.680		NS

(At 5% level of significance for 4 df, the table value of ' χ^2 ' is 9.488)

It is inferred from the above table that there is no significant association between monthly income of high school teachers and their self control, conscientiousness, resilience, motivation and emotional competence.

FINDINGS

5. Significant difference is not found between male and female high school teachers in their self control, conscientiousness, resilience, motivation and emotional competence.
6. Significant difference does not exist between married and unmarried high school teachers in their self control, conscientiousness, resilience, motivation and emotional competence.
7. Significant association is not observed between teaching experience of high school teachers and their self control, conscientiousness, resilience, motivation and emotional competence.
8. Significant association does not exist between monthly income of high school teachers and their self control, conscientiousness, resilience, motivation and emotional competence.

SUGGESTIONS

From the findings, it was absolutely urged that the high school teachers have the moderate level of emotional ability and therefore they have to be versatile to be showing emotion competent among themselves, their students, colleagues, authorities and family conjointly. An individual with emotional competence permeates every aspect of his life which is associated with academic, professional success, financial stability, fulfilling relationships, life satisfaction, as well as better physical and mental

health. Hence the teachers can be motivated to develop their emotional competence by practicing the observation of how they feel themselves, by paying attention to how they behave, by questioning their own opinions, by taking responsibility for their feelings and by acknowledging their emotional triggers.

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INFLUENCE OF UTILIZATION OF COMMUNITY RESOURCES ON ACADEMIC ACHIEVEMENT AT SECONDARY LEVEL IN TEACHING CHEMISTRY

A.Devi*

Ph.D scholar, V.O.C College of Education, Thoothukudi.

Dr.T.Kanakaraj**

Principal, V.O.C College of Education, Thoothukudi.

Abstract

The main objective of the study was to find out whether there is any influence of utilization of community resources on academic achievement at secondary school level in teaching chemistry. The investigator has adopted the survey method. The population of the present study includes all the high and higher secondary school chemistry handling teachers and their students of Thoothukudi district. Four tools were developed by the investigators to study the variables. t-test, F-test, Chi square were used for analysis of data. The major findings were that there is significant difference between rural and urban secondary level chemistry teachers in their utilization of environmental resources. There is a significant difference among government, aided and matriculation secondary level chemistry teachers in their utilization of community resources. There is significant association between the Parents' qualifications of standard IX and X students and their Achievement in Chemistry.

Introduction

Chemistry is an important branch of science. Chemistry deals with the matter that form our environment and the transformation that the matter undergoes. Chemistry is, therefore useful in understanding the changes taking place in the constituents of the environment and the resulting advantages. The study in chemistry in modern times has been greatly facilitated because of effective inter-linking of numerous facts and principles established