

## **SOCIAL EMOTIONAL COMPETENCIES OF TEACHERS HANDLING STANDARD VII OF TIRUCHIRAPPALLI DISTRICT**

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### **Abstract:**

*The 21st century demands that citizen must have adequate level of Social Emotional Competence in order to cope with changes that happen in all aspects of his/her life. It is aware that classrooms with warm teacher-child relationships support deep learning and positive social and emotional development among students. In other words, the possession of Social Emotional Competence by the students strongly depends on the Social Emotional Competence of teachers who handle the students. Care should be taken in the development of Social Emotional Competence of students at the age of 12-14 which is the crucial sage of students in deciding his/her behaviour. Hence the Present study was carried out with the objectives of finding the Social Emotional Competence of Teachers handling Standard VII with regard to their Gender, Teaching Experience and Type of Schools. Normative survey technique was followed by taking one fifty Teachers handling Standard VII as sample for the present study. Teachers do not differ significantly in their Social Emotional Competence with respect to their Gender, Type of School, Teaching Experience. However, Teachers differ significantly in the dimensions mean Social Awareness and mean Teacher Student Relationship with respect to the their Teaching Experience.*

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### **Introduction:**

Besides improving the cognitive levels of students, School plays a major role in developing Social Emotional Competence of students. Social Emotional Competence enables the children how to lead a healthy competitive life in his/her day-to-day situations. The various educationist across the world have proved that students with adequate level of Social Emotional Competence challenges successfully. The Social Emotional Competence should be inculcated at he earlier stages of schooling with utmost care and systematic planned strategies. A teacher with adequate level of Social Competence alone could develop Social Emotional Competence among the students at the desired level.

### **Social Emotional Competence:**

The social-emotional competent teachers refers to capability of organizing the classroom activities in such a way that each and every child will get a role to play and a chance to exhibit thinking or wishes and contradict the views and wills of others in a socially acceptable manner without hurting or harming the peers or teachers or other adults unwittingly. Social-emotional competence refers to a person's knowledge, skills, and motivation required to master social and emotional situations In this study Social Emotional Competence consists of four

key factors. They are Teacher Student Relationship, Emotional Regulation, Social Awareness and Interpersonal Relationship.

#### **Teacher Student Relationship:**

The existence of a good relationships between a teacher and a class of students ensures the sustained learning of students without any hindrance. Positive interactions between a teacher and student provide a student the confidence to take risks in the classroom that will increase their academic performance. Every kind word a teacher uses with his or her kids has an impact on their academic progress. Positive remarks, interactions, and interactions between a teacher and a student are well received by students. A simple grin and gesture of welcoming the student to the classroom can create a nice relationship. A teacher and student's relationship is improved when they have genuine, unforced conversations. When students are struggling and in need of a much-needed listening ear, they can sometimes rely on the positive relationship since they can trust it. For a student to feel successful in the classroom, there needs to be a respectful relationship between the teacher and the student (Snoke, 2019)

#### **Emotional Regulation:**

Emotional regulation can serve as the underlying path in the relationships of work climate, work-life balance and children's behavior with teachers' burnout (Mulyani et al., 2021). When an educational objective is accomplished, teachers may feel joy, pride, frustration, anger, disappointment, and anxiety. When students struggle with a subject, they may feel rage, disappointment, and disappointment. Teachers say they commonly strive to control these emotions because they think it helps them accomplish their objectives (Sutton, 2004). Emotion regulation describes the multiple-component processes that arise from experience, behavioral, and physiological systems. It includes both unconscious and deliberate attempts to change any of these processes (Ochsner & Gross, 2004). Teachers can support the development of emotional regulation by simply talking about emotions, labeling them, and discussing and modeling strategies for coping with these emotions (Macklem, 2010). By fostering trustworthy connections, which are developed when teachers show warmth, sympathy, and respect to students, teachers could support children's social and emotional development. Teachers can consciously educate and improve these abilities using evidence-based methods for modelling, reinforcing, and teaching good conduct.

#### **Social Awareness:**

Social awareness involves the ability to understand, empathize, and feel compassion for those with different backgrounds or cultures. It also involves understanding social norms for behavior and recognizing family, school, and community resources and supports. Social awareness is the ability to read other persons' cues and to understand, and appropriately respond to their feelings (Frey, Hirschstein, & Guzzo, 2000). This is closely linked to empathy, the capacity to share the emotional state of another person and thus relate better with them (Eisenberg, 1986). Empathy is concerned with the ability to understand another person's perspective in interpreting thoughts and feelings, demonstrating an awareness of the sensitivity of complex issues, and attempting to clarify ambiguities that leads to harmonious functioning between individuals. Research has shown that empathetic children tend to show greater attentional focus, perceptual sensitivity, and inhibitory control

(Miller & Jansen op de Haar, 1997), and more altruistic (Ukegawa, 1996) and pro-social behaviors (Litvack-Miller, McDougall, & Romney, 1997)

### Interpersonal Relationship:

Relationship skills help students establish and maintain healthy and rewarding relationships, and to act in accordance with social norms. These skills involve communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking help when it is needed. Several lines of research suggest that peers play an essential role in children's school engagement at school (Ladd, 1999). Studies show that children who are rejected by their peers, who experience more loneliness and social isolation, and who affiliate with more disaffected peers are themselves more likely to become disengaged from academic activities and eventually leave school (Sage & Kindermann, 1999; Wentzel, 1999). On the other hand, Ryan and colleagues (1994) found that seventh and eighth graders who felt more secure with their peers, reported higher identity integration and general self-esteem. It should be noted, however, findings are mixed with regards to peer relations' direct effect on academic outcomes.

### Objectives of the Study:

The Present study was carried out with the following objectives.

- To study the Socio Emotional Competence of Teachers handling Standard VII of Tiruchirappalli District
- To find out where there exists any significant difference in mean Socio Emotional Competence of Teachers handling Standard VII of Tiruchirappalli District with respect to their Gender
- To find out where there exists any significant difference in mean Socio Emotional Competence of Teachers handling Standard VII of Tiruchirappalli District with respect to their Teaching Experience
- To find out where there exists any significant difference in mean Socio Emotional Competence of Teachers handling Standard VII of Tiruchirappalli District with respect to their Type of School

### Methodology:

Normative survey method was employed for the present study. Stratified Random Sampling techniques was used for the selection of schools from 16 blocks in Tiruchirappalli District. In total data were collected form 150 teachers using tool developed by Karalyn M. Tom (2012).

### Results and Discussion:

The table 1 shows that the Teachers handling Standard VII of Tiruchirappalli District do not differ in their mean Social Emotional Competence and its all dimensions viz., Emotional Regulation (ER), Interpersonal Relationship (IPR), Social Awareness (SAT), Teacher Student Relationship (TSR) with respect to their Gender.

**Table 1: Significance of difference in the Mean Social Emotional Competence Scores of Teachers handling Standard VII with respect to their Gender**

Dimensions	Gender	N	Mean	SD	t	df	Sig. at 0.05 Levels
Emotional Regulation (ER)	Male	48	23.06	2.38	.312	148	NS
	Female	102	23.22	2.98			
Interpersonal Relationship	Male	48	31.83	2.81	1.559	148	NS

(IPR)	Female	102	31.11	2.59			
Social Awareness (SAT)	Male	48	31.85	2.41	2.728	148	NS
	Female	102	30.64	2.61			
Teacher Student Relationship (TSR)	Male	48	33.54	3.42	1.276	148	NS
	Female	102	32.90	2.57			
Social Emotional Competence (SEC)	Male	48	120.29	7.42	1.871	148	NS
	Female	102	117.86	7.42			
* Equal variance not assumed							

Table 2 indicates that the Teachers handling Standard VII of Tiruchirappalli District do not differ in their mean Social Emotional Competence and its dimensions viz., Emotional Regulation (ER), Interpersonal Relationship (IPR). However, the Teachers handling Standard VII of Tiruchirappalli District differ significantly in mean Social Awareness (SAT), mean Teacher Student Relationship (TSR) with respect to their Teaching Experience. Teachers who have Teaching Experience less than 5 years have more levels of Social Awareness (SAT), and Teacher Student Relationship (TSR).

**Table 2: ANOVA for Mean Social Emotional Competence of Teachers handling Standard VII with respect of their Teaching Experience**

ANOVA						
Dimensions	Source	Sum of Squares	df	Mean Square	F	Sig.
Emotional Regulation (ER)	Between Groups	19.521	3	6.507	.828	.480
	Within Groups	1147.313	146	7.858		
	Total	1166.833	149			
Interpersonal Relationship (IPR)	Between Groups	39.948	3	13.316	1.899	.132
	Within Groups	1023.712	146	7.012		
	Total	1063.660	149			
Social Awareness (SA)	Between Groups	100.023	3	33.341	5.350	.002
	Within Groups	909.870	146	6.232		
	Total	1009.893	149			
Teacher Student Relationship (TSR)	Between Groups	64.819	3	21.606	2.711	.047
	Within Groups	1163.474	146	7.969		
	Total	1228.293	149			
Social Emotional Competence (SEC)	Between Groups	250.384	3	83.461	1.507	.215
	Within Groups	8086.176	146	55.385		
	Total	8336.560	149			

**Table 3: Significance of difference in the Mean Social Awareness (SA) Scores and Teacher Student Relationship (TSR) of Teachers handling Standard VII with respect to their Gender**

Dimensions	Teaching Experience	N	Mean	SD	t	df	Sig. at 0.05 Levels
Social Awareness (SA)	0-5 years	3	36.0000	.00000	13.459	52.00*	.000
	6-10 Years	53	31.1132	2.64328			
	0-5 years	3	36.0000	.00000	18.370	58.00*	.000
	11-15 Years	59	31.1864	2.01267			
	0-5 years	3	36.0000	.00000	11.335	34.00*	.000
	Above 15 Years	35	30.2000	3.02733			
	6-10 Years	53	31.1132	2.64328	0.164	96.74*	.870
	11-15 Years	59	31.1864	2.01267			
	6-10 Years	53	31.1132	2.64328	1.497	86	.138
	Above 15 Years	35	30.2000	3.02733			
	11-15 Years	59	31.1864	2.01267	1.716	52.07*	.092
	Above 15 Years	35	30.2000	3.02733			
Teacher Student Relationship (TSR)	0-5 years	3	37.0000	.00000	10.808	52.00*	.000
	6-10 Years	53	32.6415	2.93582			
	0-5 years	3	37.0000	.00000	2.095	60	.040
	11-15 Years	59	33.4407	2.92003			
	0-5 years	3	37.0000	.00000	9.486	34.00*	.000
	Above 15 Years	35	32.9143	2.54803			
	6-10 Years	53	32.6415	2.93582	1.442	110	.152
	11-15 Years	59	33.4407	2.92003			
	6-10 Years	53	32.6415	2.93582	.449	86	.655
	Above 15 Years	35	32.9143	2.54803			
	11-15 Years	59	33.4407	2.92003	.885	92	.379
	Above 15 Years	35	32.9143	2.54803			

\* Equal variance not assumed

The Table 3 shows that the Teachers handling Standard VII of Tiruchirappalli District do not differ in their mean Social Emotional Competence and its all dimensions viz., Emotional Regulation (ER), Interpersonal Relationship (IPR), Social Awareness (SAT), Teacher Student Relationship (TSR) with respect to the variable Type of School that is Middle schools, High Schools and Higher Secondary Schools.

**Table 2: ANOVA for Mean Social Emotional Competence of Teachers handling Standard VII with respect their Type of School**

ANOVA						
Dimensions	Source	Sum of Squares	df	Mean Square	F	Sig.
Emotional Regulation (ER)	Between Groups	87.454	6	14.576	1.931	.080
	Within Groups	1079.379	143	7.548		
	Total	1166.833	149			
Interpersonal Relationship (IPR)	Between Groups	75.885	6	12.647	1.831	.097
	Within Groups	987.775	143	6.908		
	Total	1063.660	149			
Social Awareness (SA)	Between Groups	65.916	6	10.986	1.664	.134
	Within Groups	943.978	143	6.601		
	Total	1009.893	149			
Teacher Student Relationship (TSR)	Between Groups	148.772	6	24.795	3.285	.005
	Within Groups	1079.521	143	7.549		
	Total	1228.293	149			
Social Emotional Competence (SEC)	Between Groups	684.303	6	114.051	2.131	.053
	Within Groups	7652.257	143	53.512		
	Total	8336.560	149			

The results of the present study are very worth in giving direction towards the development of the Secondary Teacher Education Curriculum. The existence of no difference in Social Emotional Competence between the teachers handling VII standard with respect to Gender and Type of School reveals that the present Secondary Teacher Education Curriculum is adequate in developing Social Emotional Competence and may be continued. This study throws a light on giving a special focus on teachers handling VII Standard who have experience more than 5 years by arranging Social Emotional Competence Developmental programme.

**Conclusion:**

Schools not only develop cognitive aspects of students but also concentrate holistically the development of inner affective aspects of learners which are very essential for the development of good behavior among the educated youth. Teachers play a dominant role in developing /promoting Social Emotional Competence of students. In this context the present study was conducted. The present study has thrown some lights on the need of improving the Social Emotional Competence of Teachers handling Standard VII who have experience more than 5 years.

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