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## EMOTIONAL COMPETENCY AND SOCIAL COMPETENCY OF TEACHERS AT THE HIGHER EDUCATION LEVEL

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**Abstract:** Teachers' emotional competency and social competency plays a vital role in the educational scenario. It is very important to their overall effectiveness at the higher education level. Emotional and social competencies like managing emotions and stress are needed more today than ever before. Such skills are frequently overlooked. More practices and policies to support and foster educators' emotional and social competencies are needed. Schools must overcome the false assumption that all educators naturally possess these abilities in equal measure. They can build through workshop and other forms of support. This study investigates and determines the emotional and social competencies of teachers at the higher education level.

**Keywords:** Emotional Competency, social competency, Teachers, Higher Education.

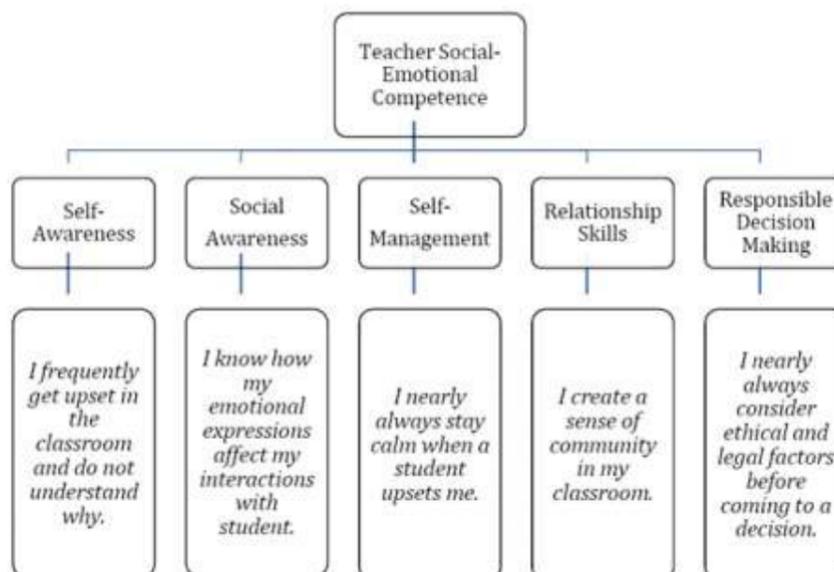
### INTRODUCTION

Education is the ability to meet life situation, it builds the character and it helps to enhance one's personality and makes one to think rationally to be responsible and intelligent. Education is overviewed as an instrument to develop the cognitive qualities, tolerance and understanding of people, it should prepare the younger generation to understand and face the realities of the world.

In this context, the schools and especially teachers have more responsibilities in shaping the character of the students. Thus, the teachers are the heroes in the society for its amelioration.

In the lives of the individuals, most of the problems, especially, occupational in nature are the result of misinterpretation of the involved sentiments, feelings and emotions of the concerned individuals, groups, society and nations. A teacher has to face innumerable challenges and play different roles in the institution. The teacher not only plans the lessons but also organizes activities, maintains necessary records, makes purchases, administers timetable, oral and aural teaching aids, adopts new techniques of communication and motivate the students by words and deeds. Thus, teacher is expected to possess a multifaceted personality. Under these circumstances, it is natural that teacher will remain under stress which is sure to affect their effectiveness while teaching.

Figure: 1 – Teacher Social Emotional Competence

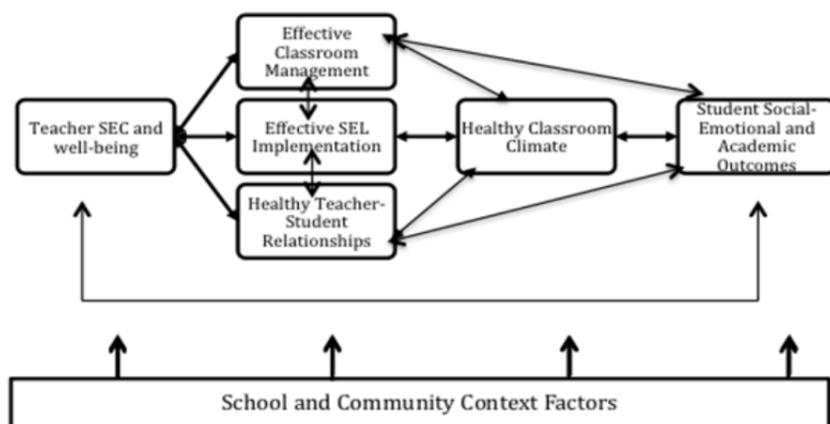


**EMOTIONAL COMPETENCY AND SOCIAL COMPETENCY**

An employee with high emotional competency is able to respond appropriately to workplace stress and to emotional behavior of his co-workers. These abilities greatly enhance job satisfaction lead to high job performance. Emotional competency as long term mental health, better outcomes in work groups a leadership qualities, organizational success adaptation and protect people from stress and lead to better adaptation.

Social competency is a complex, multidimensional concept consisting of social, emotional, cognitive, behavioral skills, as well as motivational and expectancy sets needed for successful social adaptation. It also reflects having an ability to take another’s perspective concerning a situation, learn from past experiences and apply that to change in social interactions.

Figure: 2 – School and Community Context Factors



**OBJECTIVE OF THE STUDY**

1. To assess the level of emotional competency of teachers at higher education level.

- 2.To analyse the level of social competency of teachers at higher education level.
- 3.To study the relationship between the emotional and social competencies of teachers at higher education level.

#### **HYPOTHESES OF THE STUDY**

- 1.There is no significant difference of the mean scores of emotional competency of teachers at higher education level.
- 2.There is no significant difference of the mean scores of social competency of teachers at higher education level.
- 3.There is no significant relationship between the mean scores of emotional and social competencies of teachers at higher education level.

#### **SAMPLE OF THE STUDY**

The investigator has chosen randomly 162 teachers from various schools in Trichy region, Tamil Nadu state for the investigation.

#### **METHODOLOGY OF THE STUDY**

Normative Survey method of research way employed to investigate the relationship and difference in various variable of the study.

#### **RESEARCH TOOLS**

##### **The present study used the following tools**

- 1.Emotional competency inventory tool developed and standardized by the Investigator.
- 2.Social competency inventory tool developed and standardized by the Investigator.

#### **STATISTICAL TECHNIQUES USED**

The following are the statistical techniques used

- 1.Karl Pearson's product moment correlation technique to study the relationship between the variable.
- 2.Differential analysis to find out the significant difference between the variable.

#### **ANALYSIS AND INTERPRETATION**

##### **Hypothesis: 1**

There is no significant relationship between the mean scores of emotional and social competencies of teacher at higher education level

**Table: 1.1**

Variables	N	Mean	S.D	D.f	Coefficient of Correlation	Level of Significance
Emotional competency	162	16.82	2.68	158	0.83	Significance at 0.01 level
Social competency	162	15.04	2.85			

From table 1.1, it is found that the calculated r-value (0.83) is greater than the table value at 0.01 level of significant. Hence our null hypothesis is rejected. So it is concluded that there is a significant relationship between the mean scores of emotional and social competencies of teacher at higher education level.

##### **Hypothesis: 2**

There is no significant difference of the mean scores of emotional competency of teachers at higher

education level.

**Table: 1.2**

Variable	Category	Sub-group	N	Mean	S.D	t-value	Level of Significance
Emotional competency	Sex	Male	80	15.72	2.67	4.22	Not significant at 0.05 level
		Female	82	14.86	2.94		
	Type of the School	Govt.	104	15.64	3.28	4.27	Not significant at 0.01 level
		Private	58	16.78	2.80		

From the table 1.2, it is found that the calculated t-value (4.22) and (4.27) are greater than the table value (2.58) at (0.01) level of significance. Hence our null hypothesis is rejected. So it is concluded that there is significant difference between the mean scores of emotional competency of teachers at higher education level in terms of their sex and type of the school.

**Hypothesis: 3**

There is no significant difference of the mean scores of social competency of teachers at higher education level.

**Table: 1.3**

Variable	Category	Sub-group	N	Mean	S.D	t-value	Level of Significance
Social competency	Sex	Male	80	16.28	4.01	3.86	Not significant at 0.01 level
		Female	82	15.04	4.32		
	Type of the School	Govt.	104	15.25	4.74	4.31	Not significant at 0.01 level
		Private	58	14.74	4.35		

From the table 1.3, it is found that the calculated t-value (3.86) and (4.31) are greater than the table value (2.58) at (0.01) level of significance. Hence our null hypothesis is rejected. So it is concluded that there is significant difference between the mean scores of social competency of teachers at higher education level in terms of their sex and type of the school.

**FINDINGS OF THE STUDY**

1. Significant relationship exists between the mean scores of emotional and social competencies of teachers at higher education level.
2. Male and female teachers at higher education level significantly in their emotional competency in terms of their sex and type of school.
3. A significant difference exists between the mean scores of social competency of higher education level teachers in terms of their sex and type of school.

**CONCLUSION**

The research study brings out the emotional and social competencies of teachers at higher education level. More practices and policies to support and foster educators' emotional and social competencies are needed. Schools must overcome the false assumption that all educators naturally possess these abilities in equal measure. It must be build through workshop and other forms of support.

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