



# A STUDY ON EMOTIONAL COMPETENCE OF GURUKULA TEACHERS IN TELANGANA STATE

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## **Abstract:**

The present study was conducted to find and compare emotional competence of gurukula teachers. 600 gurukula teachers were selected by using stratified random sampling technique. Emotional Competence scale Prepared and standardized by Dr. N. Vasuki (2018) was uses for data collection. The data was subjected to statistical treatment by using percentage, Mean, Standard Deviation, and 't' test. Results revealed that gurukula teachers differ significantly on various levels of emotional competence. male teachers were found more competency as compared to female teachers. Mahatma Jyotiba Phule Residential Educational Institutions Society (MJPTBCWREIS), and Telangana Residential Educational Institutions Society (TREIS) Teachers were found better emotional competence as compared to other gurukula society teachers. Further, it was found that PGT Gurukula teachers significant impact on emotional competence compared to TGT Gurukula teachers.

**Key words:** Emotional Competence, Gender, Different type of society, PGT and TGT Gurukula Teachers.

## **Introduction:**

Education is the process of developing the capacities and potentialities of individual so as to prepare that individual to be successful in a specific society or culture. From this perspective, education is serving primarily as an individual development function. Human beings are positive assets and precious natural resources, which needs to be cherished, nurtured and developed with care and dynamism. Education is an important factor that

helps in bringing about various changes in human beings and also to the society. Education is meant to make one's life civilized, cultured and progressive in real sense. It helps a person to draw the best out of one's mind and spirit. It makes a person rational, innovative, constructive, right thinker, intelligent, independent and creator of new values.

A teacher is said to be emotionally competent when he or she is able to manage classroom interaction in a positive and effective manner. It is believed that teachers having emotional competence are more capable in maintaining close relationship with the students and attract active participation in their classroom. Since, teachers emotional competence is shaped and modified by the influences of internal behaviour and the interaction of external social environment, it is obvious that teachers having higher emotional skills have greater impact on students development as well as on teaching and learning process (Gedviliene, 2012). A teacher with high levels of mental ability can manage the classroom effectively and successfully. Mental ability has an important role in enhancing the potentiality of the teacher.

In a cross-sectional study by Ciarrochi et al. (2001) found that "emotional problems were one of the key competence variables and there is a bond between emotional competence and well-being". Alcohol abuse and other forms of misbehavior such as depression anxiety and stress affect their well-being.

Residential schools were established to provide free education to selected students including free boarding and lodging. All the Telangana residential schools are providing education in residential mode

In this residential school system of Government of Telangana SCs, STs BCs and minorities need special drive and special provisions. As a part of this scheme SC, ST BC and minorities communities got awareness and they determined to solve all their problems and to go against all odds or different this and circumstances come up and get rid of their restrains and unbearable conditions. Responding to the demands made by the leaders and their representatives the government of Telangana come forward set up residential school systems in order to do justice in favour of these downtrodden and oppressed people. So the residential school system is a great boon in respect of SC, ST BC and minorities students and it is a means of upliftment and a great opportunity to bring them up in line on par with the advanced social community students.

Teachers can be referred to as the creators of our nation. He/she plays an important role in national reconstruction. A teacher, through an interactive process shapes and attempts to make them better citizens. Thus, he/she shares of shaping the destiny of our country. Emotionally intelligent teachers can contribute a healthy classroom environment and help in the ensuing attainment of objectives of teaching.

After categorizing the published researches on emotional competence, on the basis of their structure and relevance to the context of the present study, the Researcher understood the usefulness of the studies to form a wholesome understanding of the trait. Any adult worthy of being considered a social being, what needed most is an emotionally competent behaviour in all social situations. Higher emotional competence is associated with

greater happiness, better mental health, more satisfying social and marital relationships, and greater occupational success (Mikolajczak, M, 2015). When such is the case for people of different professions and occupations, in school education as well as in higher education the trait Emotional Competence is an important characteristic needed for teachers and students (Lang Sarah, N, et al, 2017; Jennings Patricia, A, et al, 2015). In one of the studies, it is found that within the scope of teachers' Emotional Competence, they put up a model behaviour to their children and acted as an empathetic teacher. They also expressed that their role is more important than parents in developing Emotional Competence and Emotions Socialization (Kilic, Sukran, 2015).

### **Statement of the Problem**

The title of the study is “Emotional Competence of Gurukula Teachers in Telangana State”

### **Objectives of the Study**

The following objectives were framed in the present study.

- 1 To Study the Level of Emotional Competence and Its Dimensions of Gurukula Teachers.
- 2 To study and compare Emotional Competence of Male and Female Gurukula teachers.
- 3 To study and compare Emotional Competence of PGT and TGT Gurukula teachers.
- 4 To study and compare Emotional Competence among the Gurukula teachers with different Type of Management Society

### **Hypothesis of the Study**

The following hypotheses were framed in the present study.

- 1 There is significant difference between Men and Women Gurukula teachers in terms of their Emotional competence.
- 2 There is no significant difference between PGT and TGT Gurukula teachers in terms of their Emotional competence
- 3 There is significant difference among the Gurukula teachers with different Type of Management Society in terms of their Emotional competence

## Method of the Study

This is a quantitative study which explores Emotional competency of Gurukula teachers. The present study employed a descriptive survey method to collect the data. It is stated that survey is a process of collecting representative data from a large population with the intention of generalizing the results to the population of interest. Thus survey method was chosen as it is a good way to gather data from large and small samples especially in order to draw conclusions from the information given by the respondent.

## Sample of the Study

The sample of the study consisted of 600 teacher out of which 300 were male and 300 were female teacher. These teacher were randomly selected from across the Telangana state from five different societies i.e Telangana Social Welfare Residential Educational Institutions Society (TSWREIS), Telangana Tribal Welfare Residential Educational Institutions Society (TTWREIS), Mahatma Jyotiba Phule Residential Educational Institutions Society (MJPTBCWREIS), Telangana Minority Educational Institutions Society (TMREIS), Telangana Residential Educational Institutions Society (TREIS).

## Tools for the Present Study

- 1 **Emotional Competence Scale:** Prepared and standardized by Dr. N. Vasuki (2018)

## Statistical techniques for the study

- Arithmetic Mean and Standard Deviation were used to assess the level of dependant and independent variables.
- t test for independent and large sample was to be used to find out the significance of differences between two means.
- ANOVA was used to find out the significance of difference among more than two means.

## Analysis and interpretation of data

**Table 1: Mean and Standard Deviation of Emotional Competence Scores of the Entire Sample**

Variables	Sample Classification	Size	Mean	S.D
Emotional Competence	Total sample	600	161.06	18.06
Gender	Male	300	160.25	16.26
	Female	300	169.41	18.82
Type of Management Society	MJPTBCWREIS	120	162.11	16.81
	TSWREIS	120	161.49	16.58
	TTWREIS	120	160.57	17.27
	TMREIS	120	160.02	16.87
	TREIS	120	161.28	16.49
Designation	PGT	240	162.69	17.06
	TGT	360	160.05	17.86

**Table 2: Level of Emotional Competence of Gurukula Teachers**

Sl. No.	Dimension	Low		Average		High		Remarks
		No.	%	No.	%	No.	%	
1	Self-Awareness	96	16	414	69	90	15	Average
2	Self-Management	78	13	438	73	84	14	Average
3	Social Awareness	102	17	396	66	102	17	Average
4	Enhancement of Positive Emotions	90	15	468	78	42	7	Average
Overall Emotional Competence		96	16	426	71	78	13	Average

It is inferred from Table 2 that the majority of the Gurukula teachers have an average level of Emotional Competence (71%), Self-Awareness (69%), Self-Management (73%), Social Awareness (66%), and Enhancement of Positive Emotions (78%).

**Hypothesis 1:** There is significant difference between Men and Women Gurukula teachers in terms of their Emotional competence.

**Table 3: Difference between Men and Women Gurukula Teachers in their Emotional Competence**

Gender	N	Mean	SD	't' Value	Level of significance
Male	300	160.25	16.26	2.02	Significant at 0.05 level.
Female	300	169.41	18.82		

According to Table 3 the calculated 't' values for the Emotional Competence 2.02 are greater than the Table value 1.96 at 5% level of significance. Hence the hypothesis, "There is significant difference between men and women Gurukula teachers in their Emotional competence," is accepted. It is possible to conclude that male and female teachers differ significantly in terms of emotional competence.

**Hypothesis 2:** "There is no significant difference between PGT and TGT Gurukula teachers in terms of their Emotional competence."

**Table-4: PGT and TGT Gurukula teachers in terms of their Emotional competence**

Type of Management	N	Mean	SD	't' Value	Level of significance
PGT	240	162.69	17.06	0.86	Significant at 0.05 level
TGT	360	160.05	17.86		

According to Table 4, the calculated 't' values for the Emotional Competence (0.86) are less than the Table value (1.96%) at 0.05 level. Hence the hypothesis, "There is no significant difference among the PGT and TGT Gurukula teachers in terms of their Emotional competence," is accepted.

**Hypothesis 3:** "There is significant difference among the Gurukula teachers with different Type of Management Society in terms of their Emotional competence."

**Table 5: Difference among Gurukula Teachers with Different Type of Management Society in terms of their Emotional Competence**

Variables	Source	Sum of Squares	df	Mean Square	'F' Value	Level of significance
Management Society	Between Groups	854.00	4	213.5	7.46	Significant at 0.05 level
	Within Groups	486468.00	595	817.75		
	Total	310037.755	599			

According to Table 5, the calculated 'F' values for emotional competence as a whole (7.46) are greater than the table value (3.03) at the 5% level. Hence the hypothesis, "There is significant difference among Gurukula teachers with different types of management societies in terms of their emotional competence," is accepted. The study reveals that the type of management society has a significant influence on emotional competence as a whole. This finding highlights the importance of considering the type of management society in assessing emotional competence among Gurukula teachers.

The mean scores of the MJPTBCWREIS and TREIS are higher as compared to other societies, indicating that Gurukula teachers from this society possess higher emotional competence. This information can be used to develop targeted interventions and training programs to enhance emotional competence among teachers from other societies.

### Conclusion

The more Emotional competencies a teacher has, the more resourceful he/she is. Well-trained and effective teachers are competent as well as committed professional practitioners. A competent teacher is committed not only to his/her learners but to the society at large.



## Educational Implications

- 1 Important implications for the recruitment and training of teachers in Gurukula schools. It may be necessary to develop gender-specific training programs to address the unique emotional competencies required for effective teaching by male and female teachers.
- 2 It is important to recognize that emotional competence is crucial for effective teaching and student outcomes. Therefore, efforts should be made to provide training and support for teachers to enhance their emotional intelligence and promote positive classroom environments.
- 3 Residential teachers should be encouraged to participate in seminars, conferences and workshops to update their knowledge and improve their social skills.
- 4 Special attention & focus requires to be provided to Telangana Social Welfare Residential Society (TSWRIS) school teachers for they were found to be low in emotional competency than others.
- 5 The findings suggest that both PGT and TGT Gurukula teachers possess similar levels of emotional competence, which could have important implications for teacher training and development programs
- 6 Teacher training institutes need to organize programmes to the teachers on the ability to deal with adverse situations

## Suggestions for further research

- 1 The study was done across the Telangana State, similar studies could be conducted in other states of India.
- 2 The study was done on Residential school teachers (TGT and PGT) only, similar studies may also be conducted on other teachers.
- 3 Similar studies can be conducted for student teachers.
- 4 The same could be extended to other Boards such as CBSE, ICSE/ISC and the Anglo-Indian Board;
- 5 A similar study could be undertaken in Colleges of Education using the same or different parameters.
- 6 Emotional competency may be studied as an independent variable of the personality characteristics such as achievement, adjustment problems of teachers.



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