

The Emotional Competence of Women Teachers Working in Secondary Schools of Aurangabad District

Dr. M.A. Khalique

Research Guide

Marathwada College of Education,
Aurangabad

Manisha Digambarrao Asore

Ph. D. Student

Dr. Babasaheb Ambedkar Marathwada
University, Aurangabad

Abstract

Every individual have been deal with emotions in his day-to-day life. Alike them women teachers also deal with emotions related to their various roles performed at home and at work place. As women teachers are dealing with various work tasks, they have to perform various roles and while performing all these roles viz. mother, wife, daughter-in-law and teachers, they are facing so much stress and strain. They have to face conflicts related to emotion of their various roles.

This study aims to explore the emotional competence of women teachers. The descriptive survey method has been used for this study. The data is collected from randomly selected 400 women teachers working in various schools in Aurangabad district by following stratified sampling method with the help of Emotional Competence scale which is developed by Sharma and Bhradwaj.

It is revealed that a large number of women teacher's, emotional competence level is average or above average. It means that the women teachers are dealing with multiple emotions with respect to their various roles in family, school and society. But still few of them are trying to handle emotions competently while playing various roles in family as well as in school.

Introduction

“The future of India cannot consist of dolls and playthings and if you made half the population of a country a mere plaything of the other half, an encumbrance on others, how will you ever make progress?”

- Selected Works of Jawaharlal Nehru (Vol. 3, P. 362)

The first Prime Minister of India, Jawaharlal Nehru had questioned the need and importance of women's work for national progress as above. And today's scenario of Indian women working in every sphere of life equally with men is answer of the above question. Today's Indian women have each and every skill of earning their livelihood like men. After the independence, Indian women got ample of opportunities due to various national development programmes.

As a result of this many women have stepped out of their traditional roles viz. 'The Mother' and 'The House-Wife' and entered into employment. While entering into employment, they gave high preference to the teaching profession, as it is an extension of their motherly role and it is socially accepted as well. But this brings some unsolved questions in its wake. What are those questions?

We have witnessed that ours is a predominantly male-oriented society. It hardly accepts working of women outside the home. Still very few members of society considered it as a necessity of their family and it is a helping and major part, of their family income. Man is considered as main bread-winner of the family while woman's income is still considered as secondary though it is economic need of the family. Due to this attitude of the society, women's domestic work is

considered as her prime duty and her outside work i.e. her career is considered as secondary. It means that she should work at home and perform her domestic duties and then go for work. This condition makes them to work at both the places. It developed so much stress and strain among women teachers while performing various roles at home and also at workplace.

All these responsibilities demanded so much patience and courage from women teachers. They could not perform each and every role perfectly every time. This situation brought many ups and downs in their emotional state. Most of the time they could not perform their duties at home or at school very effectively and as a result of this they have to face emotional incompetence. Then a series of question has risen as- what is the emotional competence? What is the emotional competence level of women teachers? In search of answers to these questions the researcher has formulated this study.

What is Emotional Competence?

The term 'Emotional Competence' is relatively new and there is still some discussion about its meaning. It is to be said that we survive through competence, grow through competence and actualize through competence. In this regard we need so many competencies such as intellectual, emotional and physical to tackle various problems of our life. Among these competencies, physical competencies are required to complete physical tasks, intellectual competencies are required to perform intellectual work whereas emotional competencies are required to complete every work, or to find out solutions to various man made problems related to emotions.

Elias et.al. (1997) has defined the Emotional Competence in the following words as, *"The ability to understand, manage and express the social and emotional aspects of one's life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems and adapting to the complex demands of growth and development."*

It means emotional competencies are helpful for social and emotional life of human being while performing various tasks of everyday life and the motivation to be emotionally competent is concerned more with product of abilities rather than their sheer exercise and works as a constructive force in shaping the individuals behavior. While emotional inefficiencies may cause serious consequences in the patterns of human behavior. Emotional competence is therefore related to positive mental health.

Whereas in Wikipedia (Free Encyclopedia on Internet) the Emotional Competence has been defined as,

"Emotional Competence refers to a person's ability in expressing or releasing their inner feelings or emotions. It implies on ease around others and determines one's ability to effectively and successfully lead and express."

It means the concept of emotional competence is rooted in understanding emotions as normal useful aspects of being human. But the concept is distinct from Emotional Intelligence which while recognizing the importance of emotions gives emphasis to controlling or manipulating them. While Daniel Goleman (1998) defined the emotional competence as *"A learned capability based on emotional intelligence that results in outstanding performance at work."*

Need and significance

Every individual have been deal with emotions in his day-to-day life. Alike them women teachers also deal with emotions related to their various roles performed at home and at work place. As women teachers are dealing with various work tasks, they have to perform various roles and while performing all these roles viz. mother, wife, daughter-in-law and teachers, they are facing so much

stress and strain. They have to face conflicts related to emotion of their various roles. For example, when a woman teacher is going for her work and if her child had some health problems apart from these problems it was very necessary to perform her duty on that particular day then in this situation she had faced guilt and anxiety due to her unavoidable motherly roles. On the other hand, she gave her physical presence at work place but her mindset had manipulated her emotions at workplace which lead to low emotional competence that would result into poor performance at work.

From this it can be seen that the suppression of emotion is not useful. Therefore women teachers would express their emotions appropriately according to the situations and their needs. This helps them to be emotionally competent. Emotional competence can lead to improved health through avoiding stress that would result from suppressing emotions. It can also lead to improved relationships since inappropriate emotions are less likely to be expressed and appropriate behavior is not avoided through fear of triggering some emotion. But this couldn't happen so easily because in Indian society, there are so many social bindings on the behavior of women, though she is working or non-working and there are so many factors which have affected her emotional competence. So the researcher has studied about the emotional competence of women teachers in secondary schools and wanted to know that how is the Emotional Competence of women teachers?

Objective

The objective of this study was-

1. To find out the emotional competence of women teachers working in secondary schools.

Methodology

a) Research Method:- This study is related with the present situation of the emotional competence of women teachers so descriptive survey method adopted for conducting this research work.

b) Tools of Data Collection:- The researcher has used the emotional competence scale. The Emotional Competence Scale is a standardized tool developed by Dr. H.C. Sharma and R. Bhardwaj.

c) Research Sample Size:- The area of this study is Aurangabad district therefore the researcher has selected 400 women teachers as sample by following stratified sampling method by considering each taluka as a stratum to cover the whole area of Aurangabad district.

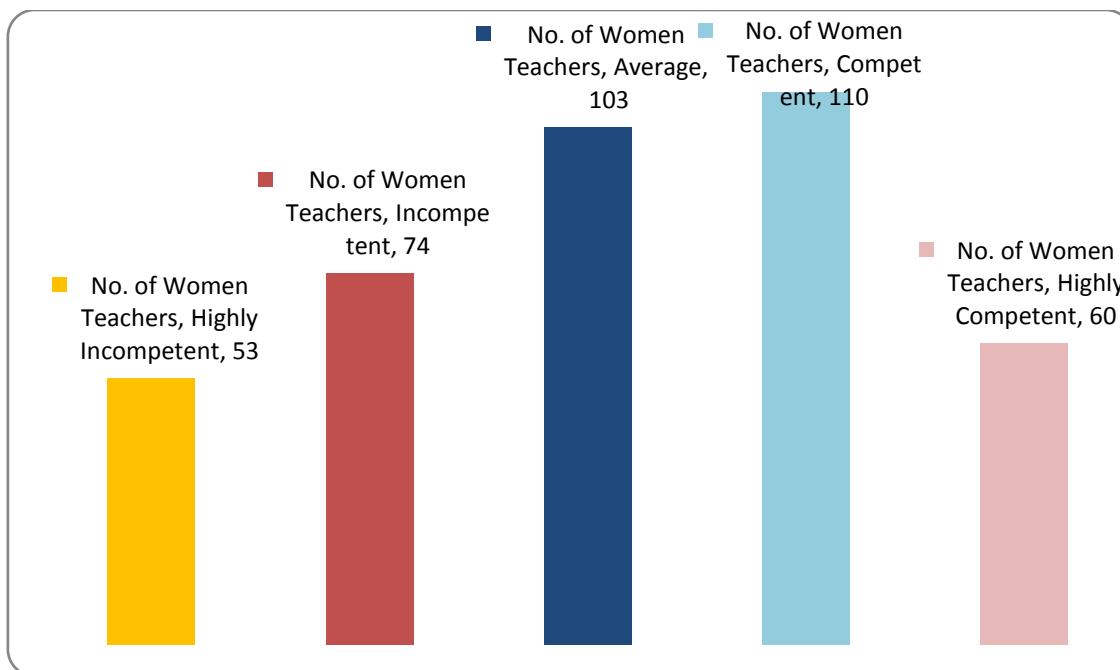
d) Statistics Used:- The tabulated data is analyzed by using percentage as per the level of emotional competence.

Analysis and Interpretation

Table No. 1

Distribution of Women Teachers according to their Emotional Competence Level

Sr. No.	Emotional Competence Level	No. of Women Teachers	Percentage
1	Highly Incompetent	53	13.25%
2	Incompetent	74	18.5%
3	Average	103	25.75%
4	Competent	110	27.5%
5	Highly Competent	60	15%
Total		400	100%



Graph No. 1

Distribution of Women Teachers according to their Emotional Competence Level

Observation

It is clear from the above table and graph that around 68.25% of women teachers are emotionally competent out of which 25.75% of women teachers have average emotional competence and 27.5% of women teachers are emotionally competent while 15% are highly competent whereas 31.75% of women teachers are emotionally incompetent out of which 13.25% of women teachers are highly incompetent while 18.5% of women teachers are incompetent

From this observation, a large number of women teacher’s, emotional competence level is average or above average. It means that the women teachers are dealing with multiple emotions with respect to their various roles in family, school and society. But still few of them are trying to handle emotions competently while playing various roles in family as well as in school.

Main Findings

1. A large number of women teachers, emotional competence level is average or above average. It means most of the women teachers are performing their multiple roles effectively and coping successfully with all their responsibilities as a mother, a wife and a teacher.
2. The emotional competence of around one fourth of the women teachers’ is below average. It means they could not handle emotions effectively during contributing their family and job.

Conclusion

In today’s era of globalization and digitization, every individual is going through a transition phase regarding the changing roles so as the working women in every field. The working mothers in every field are performing various roles in families as well as in job. While performing these duties they deal with emotions very effectively without suffering and shuffling their dual roles. Most of the women teachers working in secondary schools emotionally competent and perform their duties efficiently. But few of them could not deal with emotions and face many problems while handing various roles.

In this situation, family and society plays a vital role to help women teachers to become emotionally competent and contribute equally to their work and family. This would help to build a powerful nation through working women's contribution in every walks of life. Therefore, every school and every working place should be gender friendly which give a boost for developing emotionally competent not only women teachers but also half of the total population of India i.e. all women in India.

References

1. Best, J.W. and Kahn, J.V. (2005). *Research in Education*. 9th Ed. New Delhi: Prentice – Hall of India Pvt. Ltd.
2. Directorate of Economics and Statistics.(2005 – 06). *District Social and Economical Review – District Aurangabad*.
3. Edmunds, L. & Stewart, S. (2007). *Assessing Emotional and Social Competence in Primary School and Early Years Settings*. Retrieved, 26/9/2007, from <http://www.dfes.gov.uk/report2007>.
4. Goleman, D. (1998). *Working with Emotional Intelligence* Bantam. Retrieved, 13/3/2006, from <http://www.google.co.in>
5. Jha, U.S. & Pujari, P. (1996). *Indian Women Today: Tradition, Modernity and Challenge: Vol.3*, New Delhi: Kanishka Publishers.
6. Kapur, P. (1974). *The Changing Status of the Working Woman in India*. Delhi: Vikas Publishing House Pvt. Ltd.
7. Lerner, V.J. (1994). *Family Studies Text Series: 13. Working Women and Their Families*. Thousand Oaks: Sage Publications.
8. Maitra – Sinha, A. (1993). *Woman in a changing society*. New Delhi: Ashish Publishing House.
9. Nayar, U. (1988). *Women Teachers in South Asia*. Delhi: Chanakya Publications.
10. Jawaharlal Nehru Memorial Fund.(1972). *Selected works of Jawaharlal Nehru*. Vol-3. New Delhi: B. R. Publishing Corp.
11. Pal, B.K. (1987). *Problems and Concerns of Indian Women*. New Delhi: ABC Publishing House.
12. S. Ram. (2004). *Women and Social Change*. New Delhi: Commonwealth Publishers.
13. Sharma H.C. & Bhardwaj, R. (1995). *Manual for the Scale of Emotional Competencies*. Agra: Mapan.
14. Sharma, N.A. (1947). *Women and Society*. Baroda: Padmaja Publications.
15. Singh, B. (2004). *Working Women in India*. New Delhi: Anmol Publications Pvt. Ltd.
16. Sinha, S. and Dhiman, A. (2002). *Research Methodology*. Vol. I. New Delhi: ESS ESS Publications.
17. Sudha, D.K. (2000). *Gender Roles*. New Delhi: APH Publishing Corporation.
18. Sood, R. (1991). *Changing status and adjustment of women*. Delhi: Manak Publications Pvt. Ltd.
19. Tripathi, R.S. & Tiwari, R.P. (1999). *Perspectives on Indian Women*. New Delhi: APH Publishing Corporation.