

Study on Influence of Teacher's Emotional Competence on Academic Performance of High School Students

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ABSTRACT

The study examined the teacher's emotional competence on academic performance of high school students. Sample of 236 high school teachers teaching in these schools were selected and 2832 students of the selected teachers formed the sample of the study. Exploratory research design was adopted for conducting this study. Data is collected using Emotional competence Scale developed by (Dr. H. C. Sharma and Dr. R. L. Bhardwaj (1998)). To assess the academic performance, marks from school records were obtained. Frequency, percentage, mean, standard deviation (S. D), two sample t-test and regression were used to analyze the collected data. The study showed that Emotional Competence of High School teachers showed significant influence on academic performance of High School student.

Keywords: *Emotional Competence, Academic Performance and High School Students*

Academic success and obtaining good grades are among the main goals in all levels of education while having positive outcomes both for the learners and educational system. Therefore, identifying the factors influencing the students' academic success has ever been one the most important concerns of the researches and educational psychologist and also one of the challenges faced by schools.

Quality education provides all learners with abilities required to emerge as economically productive and maintain sustainable livelihood. It must also make a contribution to non-violent and democratic societies. Exceptional schooling is the key issue for national improvement. Effective learning depends on the manner of teaching and usual surroundings of gaining knowledge. The Right to Educate (RTE) Act, 2009 emphasizes on every school and teacher to be student friendly and promote focused coaching with adequate freedom of expression for each student to develop optimal potential. Teachers have demonstrated to be the primary variable affecting scholar overall performance (Kane, Rockoff, & Staiger, 2006; Rivkin, Hanushek, & Kain, 2005; Rockoff, 2004)

Teachers are on the heart of quality education. Coaching is an essential part of the system of education. Its miles a dating between schooling and the teacher, scholar and the subject matter. Teaching is a method with the aid of which the teacher brings the pupil and the situation depends collectively. To play the role to an expected level, teacher need to be

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prompted alongside the meant direction. Teacher motivation plays a prime function in the efficiency of teachers. A properly prompted teacher will carry out his obligations with utmost devotion, sincerity and dedication. Teachers who carry out nicely with the above characteristics can enhance the innate skills of the learner in a most suitable degree, which help most effectively to the development of the society and the country. Teachers are arguably the maximum essential organization of professionals for our country's future. Teacher motivation certainly has to do with teachers' attitude to work. It has to do with teacher's choice to participate within the pedagogical approaches within the school environment. It has to do with teachers' interest in scholar area and manage specifically inside the school room. The teacher is the one that interprets academic philosophy and objective into knowledge and skill and transfers them to students within the lecture room.

Emotional competence refers to one's ability to specific or launches one's inner feelings or emotions. Emotional intelligence determines capacity for mastering the realistic capabilities primarily based at the 5 elements. They're self-consciousness, motivation, self-regulation, empathy, and a depth in relationships. Emotional competence suggests how an awful lot of that ability could be translated into job abilities (Goleman, 1995).

According to Patricia Jennings and Mark Greenberg, (2009) scientists in the field of emotional learning, teachers who possess emotional competence (EC) are much less probable to revel in burnout because they are able to manage more correctly with tough pupil. teacher with EC apprehend their college students 'emotions and feature perception into what 's causing them, which then allows teachers to reply with compassionate expertise whilst a student is performing out and re-direct the scholar behaviors correctly. If, for example, a trainer knows that a pupil is acting out due to troubles at home, that teacher may be more likely to treat the scholars with kindness. This kind of reaction promotes being concerned and supportive relationships between teachers and college students which is the key to decreasing each student behaviors problems. Schooling with EC additionally creates warm and safe study room climates, fostered by way of robust lecture room management talents. In those form of lecture rooms, the teacher and college students practice respectful communiqué and trouble solving transitions from one activity to any other run smoothly and training are designed to inspire scholar engagement and love of gaining knowledge of which promote academic achievement and create a nice feedback loop for teachers, maintaining their ardor for coaching. So, a teacher is a mechanism to bring about an advantageous social behavioral alternate in the students through presenting earlier than them a model conduct and competence in feelings in his/her day to a day teaching and managing the scholars. the teachers are the most effective pressure in shaping an emotionally wise conduct and teaching the way to manipulate anger, remedy a teacher wishes to behave in an emotionally in a position way so that the scholars in turn can imbibe these fantastic traits and can grow to be productive and dutiful citizen of the country. Alongside the layout and execution of a clever curriculum, its effective implementation calls for an emotionally capable trainer who can sense the slightest modifications within the lecture room and may guy-oeuvre the teaching techniques as a consequence. An emotionally competent teacher is the coronary heart and soul of a successful academic application. Accordingly, on the way to perceive and broaden such characteristics inside the trainer educators, there's a need to evaluate the emotional competence of the teacher educators.

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Rationale of the Study

It is common for studies to identify emotional competencies, although Fragoso-Luzuriaga marked some differences based on the different models of each construct. Currently, there is already important scientific evidence of the impact of emotional competence skills on academic performance. However, given the variety of emotional skills, we feel that it is necessary to explore those that may have a stronger relationship with academic tasks. In this case, when we mention emotional skills, we refer to a set of knowledge, skills, and attitudes that serves to understand and manage emotions, make decisions, achieve goals and maintain healthy relationships, and feeling and showing empathy for others. Therefore, we define these as a group of skills that facilitate the control of one's own emotions and feelings in relation to others. Low performance of emotional skills is not only associated with students' academic performance, but also with success in life; hence, it is important to detect these deficiencies from an early age. Our research interest focused on study the Emotional Competence on Academic Performance of High School students.

REVIEW OF LITERATURE

Bojana Vignjević Korotaj ORCID Icon and Kornelija Mrnjaus (2019) studied on Emotional competence: a prerequisite for effective teaching. The results of the study point to overall high assessments of teachers' emotional competence which is an encouraging result but could also point to the idea Hargreaves (2000) introduced, which entails the notion that expressing positive emotions and being emotionally competent has become a moral commitment and a professional standard for the teachers which makes them feel obliged to live up to those standards.

Kevin Peter Colling (2018) studied on The Relationship Between Teachers' Emotional Intelligence and Student Performance. The results showed significant and consistently inverse correlations between students' performance and teachers' total emotional intelligence ($r = -.951$, $p = 0.03$), emotional expression ($r = -.919$, $p = 0.006$), emotional awareness of others ($r = -.821$, $p = 0.013$), and emotional self-control ($r = -.651$, $p = 0.046$).

Danielle Grace Moreau Neves (2016) studied on The Relationship Between Teacher Emotional Intelligence and The Academic Progress of Urban, Elementary School Students. The study results revealed that there was a weak, yet positive correlation between teacher EI and student academic progress, the relationship was not statistically significant. It was also found that parent income level did not moderate the relationship between teacher EI and student academic progress. However, student grade level was found to significantly moderate the relationship between teacher EI and student academic progress, with the direction of the relationship going from positive to negative as grade level increased.

P. Srinivasan (2015) studied on Exploring the Influences of Teacher's Intelligence and Emotional Intelligence on Students' Academic Achievement The study showed that emotional intelligence of teachers is influential than intelligence in enhancing the achievement of students.

Teachers realize and acknowledge the importance of pupils acquiring and developing social and emotional competencies in terms of forming relationships in general but also in the context of academic success (Bahia et al., 2013; Triliva & Poulou, 2006).

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METHODOLOGY

Exploratory research design was adopted for conducting this study. The study was conducted in Government High schools of Khammam district (ZPHS). Sample of 232 high school teachers teaching in these schools were selected and 2842 students of the selected teachers formed the sample of the study. In present study the scales used assess the teacher's emotional competence was measured through the Emotional Competence Scale developed and standardized by Dr. H. C. Sharma and Dr. R. L. Bhardwaj (1998). To assess the academic performance, marks from school records were obtained. Frequency, percentage, mean, standard deviation (S.D), two sample t-test were used to analyze the collected data.

RESULTS AND DISCUSSION

Table 1. Frequency Distribution and percentages of High School Teachers on Dimensions of Emotional Competence.

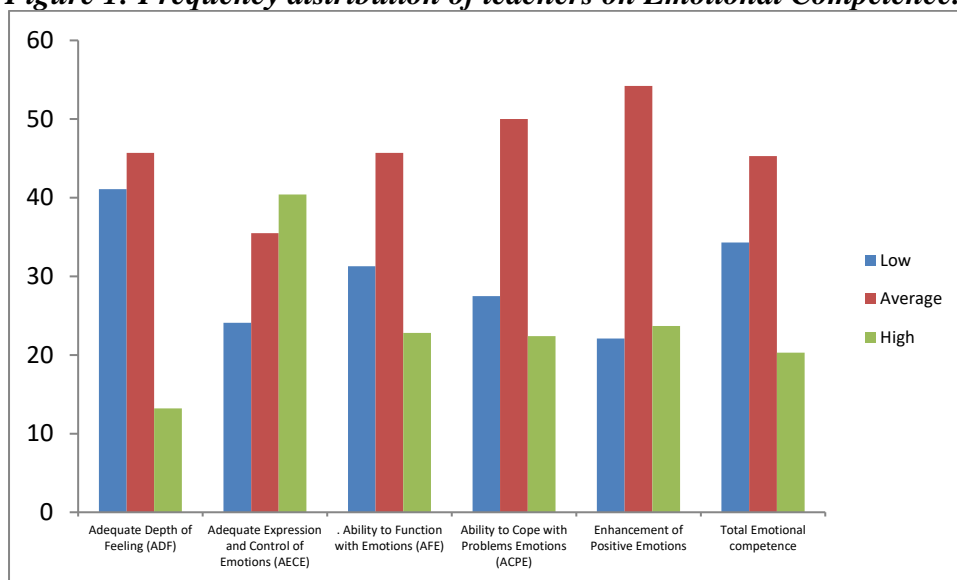
Dimension	Incompetent (6 - 13)		Average (14 - 22)		Highly competent (23 - 30)	
	N	%	N	%	N	%
ADF	97	41.1	108	45.7	31	13.2
AECE	57	24.1	84	35.5	95	40.4
AFE	74	31.3	108	45.7	54	22.8
ACPE	65	27.5	118	50	53	22.4
EPE	52	22.1	128	54.2	56	23.7
Total E C	69	29.23	109	46.27	58	24.49

Note; ADF=Adequate Depth of Feeling; AECE=Adequate Expression and Control of Emotions; AFE=Ability to Function with Emotions; ACPE=Ability to Cope with Problems Emotions; APE=Enhancement of Positive Emotions.

Table 4.4 depicts the levels of Emotional Competence (EC) of High School Teachers. Emotional Competence of the High School teachers indicates that in Adequate Depth of Feeling dimension (ADF), 41.1% were incompetent, 45.7% had average competence and 13.2% were highly competent. The study found that Adequate Expression and Control of Emotions (AECE) dimension 24.1% were incompetent, 35.5% average and 40.4% showed high competence. Ability to Function with Emotions (AFE) 31.3 % of the sample were incompetent, 45.7% had average competence and 22.8% high competence. Ability to Cope with Problem Emotions (ACPE) 27.5% showed incompetence, 50% had average competencies and 22.4% high competence. Enhancement of Positive Emotions (ACPE) 22.1 % had incompetence, 54.2% average and 23.7% high competence. The overall Emotional Competence (EC) of High School teachers revealed that 29.2% were incompetent, 46.2% average competency and 24.4 % had high Emotional Competence. (Figure)

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Figure 1: Frequency distribution of teachers on Emotional Competence.



Objective: To study the teachers' Emotional Competence on Academic Performance of the High School Students.

Table 2. Regression Analysis to Predicts the Influence of teachers Emotional Competence on Academic Performance of High School Students.

Dimensions	Regression Coefficients		T	Sig.
	B	Std. Error		
ADF	0.530	0.140	3.771	0.00**
AECE	0.342	0.155	2.202	0.02*
AFE	0.459	0.154	2.973	0.003**
ACPE	0.199	0.164	1.213	0.226
EPE	0.822	0.137	6.015	0.00**

**p<0.01, *p<0.05 significance level.

Note; ADF=Adequate Depth of Feeling; AECE=Adequate Expression and Control of Emotions; AFE=Ability to Function with Emotions; ACPE=Ability to Cope with Problems Emotions; APE=Enhancement of Positive Emotions.

The table 2 depicts the influence of independent variable Emotional Competence on dependent variable of academic performance of High School students. Adequate depth of feeling (ADF) the regression coefficient .53 with calculated t value 3.7 and p value .00 is less than 0.01 significance level, therefore ADF is said to have significant effect on academic performance. Adequate Expression and Control of Emotions (AECE) significantly influenced dependent variable academic performance as calculated t value 2.02 and p value .02 less than 0.05 significance level.

Ability to Function with Emotions (AFE) showed significant influence on academic performance at 0.01 level of significance (t=2.973, p=.003). Ability to Cope with Problem Emotions (ACPE) showed no significant influence on academic performance as the calculated t value 1.21 and p value .22 greater than 0.05 level of significance. Enhancement of Positive Emotions (EPE) showed significant effect on academic performance with p value 0.00 less than 0.01 significance level.

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The Emotional Competence (EC) of High School teachers had significant impact on Academic Performance (AP) of High School students. Only one dimension of Emotional Competence (EC), ability to cope with problem emotion has not significantly predicted academic performance of High School students. The hypothesis that there will be significant influence of Emotional Competence of High School teachers was not accepted.

Table 3 Mean gender differences on dimensions of Emotional Competence of High School Teachers.

Dimensions of EC	Gender	Mean	Std. Deviation	T value	P value
AD F	Male	19.38	5.99	.382	.703
	Female	19.15	5.12		
AE CE	Male	17.57	3.99	2.32	.01**
	Female	19.22	1.61		
AFE	Male	18.12	4.94	1.579	.115
	Female	18.98	4.77		
ACPE	Male	17.63	4.47	.358	.720
	Female	17.82	4.81		
E P E	Male	19.48	4.54	2.362	.01**
	Female	21.33	2.59		
Total	Male	80.85	20.90	1.8	.060
	Female	85.09	19.38		

** $p < 0.01$ level of significance.

The table 3 provides the gender differences in Emotional Competence (EC) of High School teachers. From the t test results it could be concluded that in adequate depth of feeling (ADF) dimension of Emotional Competence (EC) the mean score of male teachers was (19.38) and female teachers scored (19.15), with t value (.382) and p value (.703) greater than 0.05 significance level, it could be said that there was no significant gender differences in adequate depth of feeling (ADF). In adequate Expression and control of emotions (AECE) the average score of male teachers was (17.57) while female teachers mean score was higher, (19.22) with t value (2.32), p value (0.01) significant gender differences found in Expression and Control of Emotions. The mean score of males in Ability to Cope with Problem Emotions (ACPE) male teachers was (17.63) and female teachers average score was (17.8) with t value (.358) and p value (.72), no significant gender differences were found on Enhancement of positive Emotions (EPE) male teachers average score was (19.48) was less than female teachers mean score of (21.33) with t value (2.3) and p value (.01), significant gender differences found at (0.01) significance level. The total Emotional Competence (EC) dimensions showed no significant differences between male and female High School teachers. Both genders showed similar Emotional Competence, hence no significant differences could be found.

CONCLUSION

- The overall Emotional Competence of High School teachers revealed that 29.2% (N=69) were incompetent, 46.2% (N=109) average competency and 24.4 % (N=58) had high Emotional Competence.
- The Emotional Competence of High School teachers showed significant influence on academic performance of High School student.

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- In Emotional Competence adequate depth of feeling, ability to function with emotions, ability to cope up with problem emotions, found to have no significant gender differences.
- So, it can be concluded that it is very important to focus on strengthening teacher's Enhancing their Emotional Competence to improve the students' academic and also overall well-being of students.

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Conflict of Interest

The author(s) declared no conflict of interest.

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