



## THE EMOTIONAL COMPETENCE OF WOMEN TEACHERS WORKING IN SECONDARY SCHOOLS OF AURANGABAD DISTRICT WITH SPECIAL REFERENCE TO THE EDUCATION OF THEIR CHILDREN– A CRITICAL STUDY

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### ABSTRACT:

*This study aims to explore the emotional competence of women teachers with respect to their attachment to their children and the education of their children. By considering the nature of this study descriptive survey method is used. The data has been collected from randomly selected 400 women teachers working in secondary schools of Aurangabad district with the help of Emotional competence scale by Sharma and Bhardwaj and a questionnaire prepared by the researcher. The data has been analyzed with chi-square and phi-coefficient.*

*It is revealed that the emotional competence of women teachers is positively associated with their attachment to their children as well as with education of their children also.*

**KEYWORDS** – Emotional Competence , Women Teachers.

### INTRODUCTION

Right from the ancient times the woman has always worked for keeping the home fires burning and to feed and clothes her family. In the primitive society, the man was the hunter and provider and the woman stayed at home reared children and cooked for the family. After the development of Agriculture Civilization woman has worked on the fields with their partners and performed various tasks of farming.

The industrial revolution brought in its wake, massive openings and opportunities for women to enter into a field of work. Besides industrialization another factor contributing to the emergence of women in the economic field was the world wars of twentieth century.

Apart from this, education has played a tremendous part directly and indirectly in the evolution of women's employment. With increased opportunities for education provided by the society, women began to enter the white collared jobs.

From ancient times, till today the occupation which has phenomenally highest concentration of women is



'Teaching.' Among white collared working women, women are firstly introduced in teaching profession. In teaching profession women's preponderance is much more than men. There are several reasons for this firstly our society gives full sanction for such jobs and second the teaching profession is considered as the most respectable job.

Women in teaching profession are considered to fulfill the demands from the household as well as the job market. At home the grooming of child is mostly considered to be the women's task and in this process she is supposed to be caring. Teaching is perceived to be

the extension of the same roles from family to school. Women teachers are as such seen as continuing the mother's expressive role while the more instrumental function of providing formalized knowledge. Women teachers may be broadly classified into two categories – married and unmarried. The trend of married women teachers is affected her entire personality and her marital and family relationship. Now she has two roles to perform, one of a housewife and other of a wage -earner. Both these roles make demands on her time and energy and she is quite often torn between the conflicting pulls of the dual roles.

Apart from this, a married woman teacher having children face several peculiar problems. She faces a triple burden of family, children and work. If she goes into a joint family, then the expectations of that family will definitely toll on her working life. The onerous burden of household chores, family expectations, child rising and not for the faint hearted. She has multiple responsibilities and it is often a tightrope walk for her to handle so many time-consuming activities. The fact that she is solely responsible for the home front is rooted in our traditional social conditioning and the men feel it beneath their dignity to help in the domestic chores. The woman teacher thus overstrains herself in trying to manage both the domestic and the work spheres effectively. Considering all this facts, the researcher has decided to study critically the emotional competence of women teachers with special reference to the education of their children.

### NEED AND SIGNIFICANCE

Women are primarily associated with the home and man with the outside world. As home makers women are expected to look after domestic chores, such as cooking and serving food, processing and storage of food and cleaning the house. Woman's contribution to productive activities or to actual earnings of the family varies at different socio-economic levels and in different regions. Thus, women whether they work in the fields, factories or mines or work at construction sites or those who are engaged in household industries or in white collar jobs – all of them are expected to be homemakers. Apart from the role of homemaker, women have to perform the role of wife and mother at home.

On the domestic front there is little help; they cannot neglect their responsibilities in this sphere. The in-laws and even the husband and the children do not extend to them the measure of sympathy and support whenever they need. These contribute considerable to the psychological stress that a working woman has to undergo.

Now, the extent of time they spend at their work places has a direct impact upon their efficiency to perform domestic work. There is no doubt that women with no children and with small families or in joint families will comparatively find it much easier to cope with domestic and corporate work than other women who have children and nobody to look after them in their absence while at work. So, a major concern that pricks all of us is that as how do the working women adjust their working hours with their home duties? What kinds of arrangements are made by them to deal with such dual responsibilities? We see that in spite of some arrangements that are made to ease their burden, they will have to work at home in addition to their outdoor duties. Naturally, they will have a much larger working day and may feel over worked and exhausted. Thus one may feel that they are neglecting their primary responsibilities.

Yet another aspect of the working mothers of pre-school age children and that of the working mother of the school going children throws a lot of light on the problem of employed women. Such women may more often feel that due to their employment they are not being able to pay full attention to the education of their children.

Now, since the researcher herself is a female and also an employed woman, she has discussed all such aspects with similar other women from different fields, especially, amongst teachers. She herself being one, she realized that there is a lot of scope to do research in emotional competencies of women teachers and its relation with the education of their children.

### OBJECTIVES

The objectives of the study were-

1. To find out the relationship between emotional competence of women teachers and their attachment to their children.
2. To find out the relationship between emotional competence of women teachers and the education of their children.

### HYPOTHESES

1. There is significant relationship between the emotional competence of women teachers and their attachment to their children.
2. There is no significant relationship between the emotional competence of women teachers and the education of their children.

### Research methodology

#### Research method:

The researcher has used survey method with exploratory design.

### Population and sample

Considering the nature of the problem under study, the researcher has collected data from 400 women teachers out of 1835 women teachers working in various schools in Aurangabad district in year 2008 by following stratified sampling method considering each taluka as stratum.

### Tools

In this study, the researcher has used Emotional Competence scale which is a standardized scale developed by H.C. Sharma and R. Bhardwaj. Along with the emotional competence scale the researcher has used questionnaire also.

### Statistics used for analysis

The descriptive data in the questionnaire and Emotional competence scale was coded and tabulated by the researcher. Then the tabulated data is analyzed with the help of chi-square and phi-coefficient.

### Analysis and Interpretation

The hypotheses are related to the relationship between the emotional competence of women teachers and their attachment to their children and education of their children respectively. So the researcher has used phi-coefficient which is based on chi-square for the testing of these hypotheses. Thus the data was analyzed by using chi-square ( $\chi^2$ ) and phi-coefficient ( $\phi$ ).

The further calculations and conclusions are presented herewith.

**Table No. 1**

#### Calculation of Chi-Square for Emotional Competence V/s Women Teachers Attachment to their Children

Cell No.	Observed Frequency 'O'	Expected Frequency 'E'	O – E	(O – E) <sup>2</sup>	(O – E) <sup>2</sup> /E
a	11	6.7575	4.2425	17.9988	2.663
b	27	19.345	7.655	58.599	3.029
c	15	26.8975	-11.8975	141.55	5.262
d	15	9.435	5.565	30.969	3.282
e	31	27.01	3.99	15.9201	0.589
f	28	37.555	-9.555	91.298	2.431
g	13	13.1325	-0.1325	0.0175	0.001
h	34	37.595	-3.595	12.924	0.343

i	56	52.2725	3.7275	13.894	0.265
j	7	14.025	-7.025	49.35	3.518
k	38	40.15	-2.15	4.6225	0.115
l	65	55.825	9.175	84.18	1.507
m	5	7.65	-2.65	7.0225	0.917
n	16	21.9	-5.9	34.81	1.589
o	39	30.45	8.55	73.1025	2.401
					27.912

$$\text{Chi Square } \chi^2 = \sum \frac{(O-E)^2}{E} = 27.912$$

$$\therefore \text{Phi-coefficient } \phi = \sqrt{\frac{27.912}{400}} = 0.264$$

Table No. 2

## Calculation of Chi-Square for Emotional Competence V/s Education of children of Women Teachers

Cell No.	Observed Frequency 'O'	Expected Frequency 'E'	O – E	(O – E) <sup>2</sup>	(O – E) <sup>2</sup> /E
a	12	7.95	4.05	16.4025	2.063
b	23	14.045	8.955	80.192	2.709
c	13	20.405	-7.405	54.834	2.687
d	5	10.6	-5.6	31.36	2.958
e	19	11.1	7.9	62.41	5.622
f	23	19.61	3.39	11.4921	0.586
g	21	28.49	-7.49	56.1001	1.969
h	11	14.8	-3.8	14.44	0.975
i	18	15.45	2.55	6.5025	0.421
j	27	27.295	-0.295	0.087	0.003
k	44	39.655	4.345	18.879	0.476
l	14	20.6	-6.6	43.56	2.114
m	8	16.5	-8.5	72.25	4.378
n	22	29.15	-7.15	51.1225	2.198
o	52	42.35	9.65	93.1225	2.198
p	28	22	6	36	1.636
q	3	9	-6	36	4.000
r	11	15.9	-4.9	24.01	1.510
s	24	23.1	0.9	0.81	0.035
t	25	12	13	169	14.083
					Σ=55.176

$$\text{Chi Square } \chi^2 = \sum \frac{(O-E)^2}{E} = 55.176$$

$$\text{Phi-Coefficient } \phi = \sqrt{\frac{55.176}{400}} = 0.371$$

## FINDINGS AND DISCUSSION

By comparing both the values calculated from table no.1 and 2, as per the range of coefficient given in table no.3, we can found out the relationship between the emotional competence of women teachers and their attachment to their children and the education of their children respectively.

**Table No. 3**  
**Nature of Relationship According to Coefficient Range**

Coefficient Range	Nature of Relationship
0.90 – 1.00	Very strong
0.70 – 0.90	Strong
0.40 – 0.70	Substantial
0.20 – 0.40	Weak
Less than 0.20	Negligible

As the value of phi-coefficient for the relationship between the emotional competence of women teachers and their attachment to their children is 0.264 and the value of phi-coefficient for the relationship between the emotional competence of women teachers and the education of their children is 0.371 which shows that there is positive but weak relationship between these three variables. It means that the attachment of women teachers to their children is affected by their emotional competence or vice-versa and the women teachers' emotional competence is concerned with the education of their children or vice-versa.

## CONCLUSION

Motherhood is a great quality of women. It is related to the blindness and forgiveness of mother's love as she cares about her children very much than any other person in the world. Here women teachers are nothing but working mothers and they are also wanted to be the best mother for their children. But as they have to perform three fold duties and having less time to spend with their children as compared to their non-working counterparts. It has affected their attachment to their children and relatively on their emotional competence.

The women teachers experienced an extensive range of emotions in relation to their children's schooling. Guilt, anxiety and frustration as well as empathy and encouragement were the primary motives of mother's involvement in children's schooling. As we say, every mother cares about the future of her children. So she deals with immense efforts to support her child in every situation and expects good academic achievement from her child. Alike this general tendency, the women teachers also have so many expectations from their children.

Thus, from all factors relating to the emotional competence of women teachers, we can understand the level of emotional competence of women teachers and its relation with the factors under study. Due to this, we can develop special programmes for enhancing emotional competence of women teachers in particular and for working women in general. This study would be significant to make some policy decisions regarding working mothers and education of their children. So as to increase women participation in every work field, this will lead India to become a 'Super Nation.'

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