

Bridging Emotions And Resolution: Exploring The Link Between Emotional Competence And Conflict Resolution Among High School Teachers

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ABSTRACT

Emotions play a crucial role in daily life, impacting decision-making, relationships, and overall well-being. Emotional competence involves understanding and controlling emotions, which is essential for efficient communication and conflict resolution (Blandford et al., 2017). This study aims to contribute to the understanding of how psychological and emotional factors affect teachers' ability to manage conflicts, ultimately fostering a more positive and productive educational environment. The self-made Emotional Competence Scale and Conflict Resolution Scale were used to determine the emotional competence and conflict resolution of 874 high school teachers. The findings show a significant relationship between them with its dimensions.

Key words: Emotion, competence, conflict resolution, teachers, school.

1. INTRODUCTION

According to contemporary research, emotional competence involves recognizing one's own emotions, understanding the emotions of others, and using this awareness to guide thinking and behaviour to achieve personal and interpersonal goals (Ornaghi et al., 2023). It is foundational for developing other emotional and social skills, which are vital for adaptive functioning and resilience. This awareness helps individuals identify the emotional underpinnings of conflicts, allowing for more effective communication and understanding between the groups. Emotional competence is crucial for teachers in the classroom, influencing their actions and decisions. It helps create a positive, supportive, and organized environment. It also impacts their interactions with colleagues and their well-being (Collie, 2017). When an individual's conflict arises, it means they are engaged in a disagreement or argument and have not yet come to a resolution. Effective conflict management knowledge is critical for navigating and resolving conflicts, as well as providing opportunities for personal or professional development. It is essential for everyone involved to be aware of the potential consequences of mishandling conflicts and to be mindful of the potential consequences. Cultivating positive emotions can lead to successful conflict resolution, as emotional connections between teachers and students significantly impact the teaching and learning process.

2. SIGNIFICANCE OF THE STUDY

Modern education involves more than just theoretical knowledge acquisition; it involves the dynamic exchange between teacher and student, the development of knowledge, comprehension, and emotional

intelligence, all of which are essential for personal growth. Teachers must adapt to the changing learning process and demonstrate emotional maturity and proficiency in classroom instruction and learning. The primary responsibility of a teacher is to empower students by facilitating their independent problem-solving skills once they have comprehended the challenges they are facing. This facilitation operates on the premise that, with appropriate guidance, each person can cultivate improved coping abilities. Therefore, a teacher's emotional competence influences the resolution of individual conflicts. This article intended to explore the relationship between emotional competence, and conflict resolution among high school teachers. By understanding how these factors interact, the study seeks to provide insights and recommendations for professional development programs that enhance emotional skills. Ultimately, this can lead to better conflict management, improved teacher-student relationships, and a more positive school environment.

RESEARCH QUESTION

A research question is the primary inquiry that the study aims to address or resolve. A well-defined research question serves as a guiding principle for the research paper or thesis, articulating precisely what an individual aims to investigate and provide the work with a clear focus and objective. The following research questions were analyzed by the investigator.

1. To what extent do high school teachers believe that their emotional competences impact their ability to resolve conflicts effectively?
2. Does emotional competence play in fostering a positive conflict resolution climate among high school teachers?

3. HYPOTHESES OF THE STUDY

1. There is no significant difference in the emotional competence of high school teachers based on gender and locality of the school.
2. There is no significant difference in the conflict resolution of high school teachers based on gender and locality of the school.
3. There is no significant relationship between emotional competence and conflict resolution of high school teachers.

4. METHODOLOGY

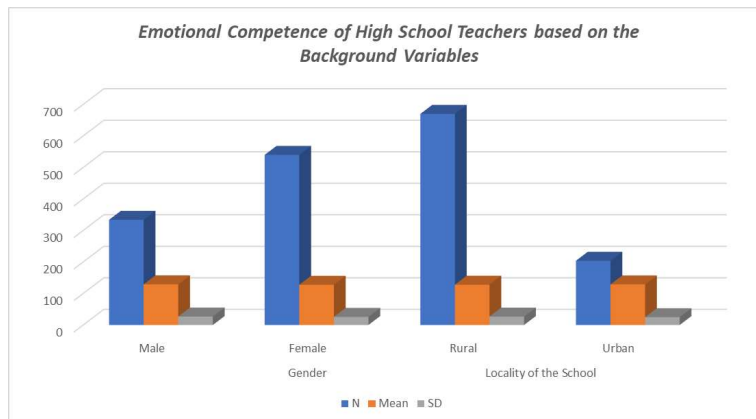
Data was gathered using the survey method from 874 high school teachers from Tirunelveli, Thoothukudi and Kanyakumari schools by the investigator. The tools used by the investigator were self-made which consisted of Emotional Competence Scale (2020) having 43 items with self-control, conscientiousness, resilience and motivation as its dimensions and Conflict Resolution Scale (2020) with the dimensions of accommodation, avoidance, collaboration, competence and compromise of 62 items.

5. RESULTS

Table 1

Emotional Competence of High School Teachers based on the Background Variables

Variables		N	Mean	SD	Calculated t Value	Remarks
Gender	Male	334	129.06	27.045	0.705	NS
	Female	540	127.77	25.830		
Locality of the School	Rural	670	128.05	26.699	0.451	NS
	Urban	204	128.96	24.965		

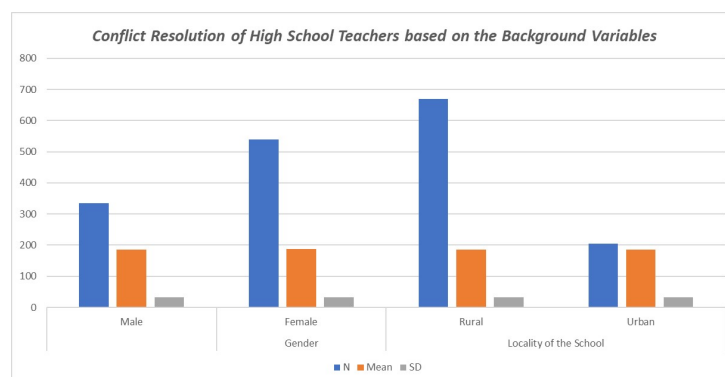


6. Figure 1

Table 2

Conflict Resolution of High School Teachers based on the Background Variables

Variables		N	Mean	SD	Calculated t Value	Remarks
Gender	Male	334	184.66	32.326	1.159	NS
	Female	540	187.26	32.277		
Locality of the School	Rural	670	186.23	32.209	0.062	NS
	Urban	204	186.39	32.685		



7. Figure 2

Table 3

Relationship between Emotional Competence and Conflict Resolution of High School Teachers

Variable	Calculated γ Value	P Value	Remarks
Emotional Competence & Conflict Resolution	0.133	0.000	S

8. FINDINGS AND INTERPRETATION

From Table 1 it is evident that there is no significant difference in the emotional competence of male and female high school teachers. This could be because male and female teachers have more similar levels of experience or similar professional development; they may also have more similar emotional competence. The table also indicates no significant difference exists in the emotional competence of high schools teachers in rural and urban area. Teachers can learn useful adaptive strategies to deal with the particular difficulties presented by their environments, whether they work in an urban or rural setting. These tactics may lead to similar levels of emotional competence as both groups learn to deal with their own problems.

From Table 2 it is inferred that no significant difference is observed in the conflict resolution of male and female high school teachers. This is because there may be less emphasis on traditional gender roles in some cultures or regions, which results in socialization patterns that are similar for men and women. This may lead to similar strategies for resolving disputes in work environments. Also the table shows no significant difference is found between the conflict resolution of rural and urban area high school teachers. This may be due to the teachers in rural and urban areas encounter comparable difficulties in controlling student conduct, resolving conflicts, and upholding classroom decorum. These frequent problems probably call for comparable approaches to conflict resolution, so there shouldn't be much of a difference in their skills.

Table 3 shows a significant relationship between emotional competence and conflict resolution of high school teachers. This may be due to the fact that teachers with high emotional competence can remain calm during conflicts, preventing escalation and allowing for more thoughtful and effective responses. They may apply rules and procedures consistently, which helps build trust and fairness in conflict resolution processes. These traits enable teachers to handle conflicts calmly, fairly, and constructively, leading to a more harmonious and productive classroom environment.

9. RECOMMENDATIONS

1. The teachers those who are working in rural area school can engage themselves in professional development training or courses to stay updated and feel more competent in the teaching role and also focus on important tasks to achieve realistic goals.
2. Institutional authorities can provide training on conflict resolution techniques to equip teachers who belongs to nuclear family with the skills to handle disputes constructively.
3. Senior officials can foster an open-door policy where teachers who were working in rural area school feel comfortable in discussing their concerns and seeking support.
4. Scheduling regular one-on-one meetings with teachers to discuss their emotional well-being and any challenges they face can make them to create a good school climate with the help of the authorities.
5. Provide training on cultural competence to the experienced teachers to understand and manage the emotional needs of a diverse student body.

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