

A Study of Social-Emotional Status of Inservice Teachers of Kolhapur District

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Abstract

Teachers play a crucial role in developing the socio-emotional aspects of the children because teachers' social and emotional well-being directly impacts the ability to create a positive and conducive learning environment. Students are entering schools lacking the social and emotional skills needed for holistic development. Hence along with the students it is equally important for a teacher to be aware of their socio-emotional competencies including components of Social-Emotional Learning which broadly consists of skills such as self-management, self-awareness, social awareness, Relationship skills, and Responsible in decision-making is essential to understand the socio-emotional aspects of teachers so that effective support systems can be implemented for enhancing overall outcome of education.

The objective of the present study is to study the Social-Emotional status of In-service teachers of Kolhapur district and to study the competencies based on the following components, Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision Making, Professional Commitment, Cultural Awareness, Emotional Literacy, Emotional Intelligence, Collaboration Skills, Ethical Reasoning, Interpersonal Skills, Social skills, Motivation, Compassion, Performance, Anxiety. The present study adopted the descriptive survey method consisting of a total of 34 items based on the components of social-emotional learning. The sample selected for the study was In-service teachers from Kolhapur district. The finding reveals that the majority of respondents have a strong sense of emotional self-awareness, reflective-constructive teaching practices, and professional ethics. The findings also highlight significant levels of anxiety among teachers & the majority of the teachers are anxious about their performance as teachers. Also, the teachers lack effective emotional management and conflict resolution.

Keywords: Social-emotional status, In-service Teachers, Kolhapur District

Introduction

In today's dynamic world the theory of Darwin, which states that only those who are fittest will survive stands true. And for surviving in this competent world the teachers as well as the students are juggling. The teachers struggle to bring out the best in their students in all aspects such as academic, and non-academic. But to fulfill the required competencies of the teacher as well as the student, the main aspect of an individual which is knowing oneself is at stake. Knowing oneself means knowing social as well as emotional aspects which majorly involves skills such as self-management, self-awareness, social awareness, relationship skills, and responsible decision-making. Graff & Carstarphen, (2018) affirms why cultivating SEL among professional educators (educator encompasses school leaders, teachers, school counselors, and pre-service teachers) is imperative: "If we just made sure that every student had one consistent, caring adult, we would be giving hope". Hence teachers' social and emotional well-being directly impacts the ability to create a positive and conducive learning environment. And in the present study, the researcher investigates the social-emotional status of in-service teachers of Kolhapur district as teachers play a crucial role in developing the socio-emotional aspects of the children.

1.1 Historical Background of Social-Emotional Competencies

The history of SEL can be traced back to the 19th century. The journey of SEL began with the thought ***"What if education fully supported the social, emotional, and academic development of all children?" and the idea of fully supporting children's social, emotional, and academic development.*** Initially, in 1968, Dr. James Comer and his colleagues at Yale University's Child Study Center began a program to put their ideas about supporting the ***"whole child"*** into practice at two schools in New Haven, Connecticut. And later on by the early 1980s, the two schools saw a decline in behavior challenges and exceeded the national average in academic performance. After that from 1987-1992, a group of educators and researchers, led by Timothy Shriver and Dr. Roger P. Weissberg, began the New Haven Social Development program that pioneered SEL strategies across K-12 classrooms. Simultaneously, Dr. Weissberg along with Dr. Maurice Elias, chaired the William T. Grant Consortium on the School-Based Promotion of Social Competence, bringing together leading experts to create a framework for promoting social and emotional skills in schools.

Soon in 1994, a passionate group of people came together to develop a field for addressing the "*missing piece*" in education. This multidisciplinary collaboration included researchers, educators, practitioners, and child advocates who believed that schools must attend to all children's social and emotional needs. Thus, from this, the term "social and emotional learning" (SEL) came into existence. For a civilized society, the ability to manage one's socio-emotional behavior is an important characteristic. Understanding this need, NEP 2020 underscores the importance of SEL (Social Emotional Learning) to ensure the holistic development of children. According to NEP 2020, SEL refers to the development of essential skills and values in students to help them become well-rounded individuals and also focuses on providing students with the resilience and empathy needed to confront obstacles in both their personal and professional lives by incorporating SEL into the curriculum. SEL includes components that led to the development of Social-emotional competencies. It not only improves academic performance and well-being among higher education students but also helps foster soft skills essential for career success in tertiary education. Social-emotional competencies also aid positive behavior and reduction in emotional distress.

1.2 Fundamental Theories

In 1932, Jean Piaget's cognitive development theory focused on how children develop cognitive abilities and how social interactions influence these abilities. Piaget emphasizes stages of cognitive development where children construct knowledge through experiences and interactions with their environment. Similarly, John Bowlby's Attachment Theory examines the bonds between children and their caregivers and how these relationships affect emotional development.

In 1969, Bowlby stated that secure attachments provide a foundation for healthy emotional and social development, while insecure attachments can lead to difficulties in these areas. He further elaborates that understanding attachment relationships helps educators and practitioners in fostering secure and supportive relationships in educational settings. ***The Social Learning Theory of Albert Bandura (1977) suggests that people learn from one another through observation, imitation, and modeling.*** He highlighted the importance of observing and modeling the behaviors, attitudes, and emotional reactions of others. Bandura emphasized the role of cognitive processes in social learning. This theory supports the idea that social behaviors and emotional responses can be taught and learned through social interactions. ***In 1978, Vygotsky stressed the fundamental role of social interaction in the development of cognition, introducing concepts like the Zone of***

Proximal Development (ZPD) and scaffolding. The role of environmental systems, ranging from immediate settings (family, school) to broader societal contexts (culture, policies) influences child development. *The similar fact is supported by Urie Bronfenbrenner's Ecological Systems Theory 1978, wherein the model with multilayer includes the microsystem (immediate social connection of the child), mesosystem (interaction between microsystem), exosystem (societal structures, financial system, legal system), macrosystem (interaction between exosystems), and chronosystem (effect of ecosystem, societal structures over time).* It highlights the multi-layered influences on a child's social and emotional development, emphasizing the need for holistic approaches in SEL. Each layer is described below in brief. **Later on, Goleman's Theory of Emotional Intelligence was first developed in 1995** when he published a book "Emotional Intelligence – Why it can matter more than IQ" based on his research. The concept of emotional intelligence (EI) helps individuals to guide their thinking and actions. He defined emotional intelligence as the ability of individuals to recognize their feelings and those of others for motivation and management of emotions for themselves and their relationship with others. Goleman's theory outlines 5 components such as: Self-Awareness, Motivation, Empathy, Social Skills focus, Self-Regulation. These theories highlight the interplay between cognitive development and social interactions, underpinning the principles of SEL.

Operational Definition

Social-emotional Learning:

For the present study social and emotional learning (SEL) is defined as the capacity of the teachers to recognize and manage emotions, solve problems effectively, and establish positive relationships with students, colleagues, parents, school and social community. These competencies are essential for all students as well as for all teachers targeting a combination of behaviors, cognitions, and emotion. The components of Social-Emotional learning include:

1. Self-Awareness
2. Self-Management
3. Social Awareness
4. Relationship Skills

5. Responsible Decision Making
6. Professional Commitment
7. Cultural Awareness
8. Emotional Literacy
9. Emotional Intelligence
10. Collaboration Skills
11. Ethical Reasoning
12. Interpersonal Skills
13. Social skills
14. Motivation
15. Compassion
16. Performance
17. Anxiety

In-service Teachers:

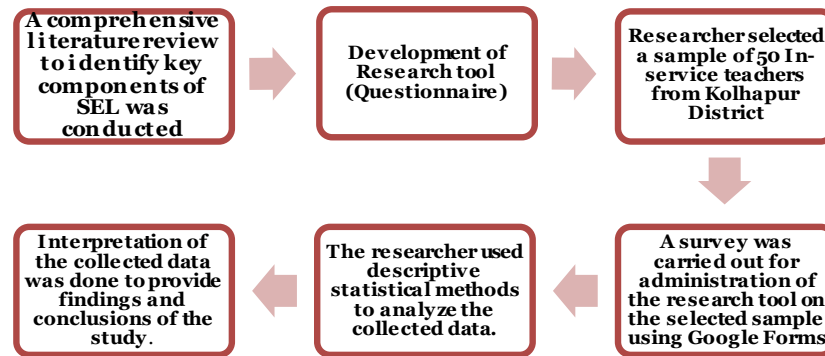
The teachers who are currently in teaching profession and is directly involved with the students in the teaching-learning process. The In-service teachers consist of Teacher, professors, assistant professors, teacher educators.

Objectives of the study:

1. To study the Social-Emotional status of In-Service teachers of Kolhapur District.
2. To study the SEL based on the following components, Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision Making, Professional Commitment, Cultural Awareness, Emotional Literacy, Emotional Intelligence, Collaboration Skills, Ethical Reasoning, Interpersonal Skills, Social skills, Motivation, Compassion, Performance, Anxiety.
3. To make suggestions based on findings of the study.

Methodology / Research Design / Plan and Procedure of the Study

To fulfil the objective of the study researcher selected descriptive survey method.



Research Tool

Researchers developed a 34-item online survey questionnaire using Google Forms. The questionnaire consists of questions based on the components of social-emotional competencies identified through the literature review. The questions were based on the components such as Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision Making, Professional Commitment, Cultural Awareness, Emotional Literacy, Emotional Intelligence, Collaboration Skills, Ethical Reasoning, Interpersonal Skills, Social skills, Motivation, Compassion, Performance and Anxiety. The items were designed to assess teachers' socio-emotional status and their application in the classroom.

Data Analysis

The researcher carried out a component-wise analysis of the collected data. The graphical representation of component-wise analysis is represented in the table below.

Table No. 1 Responses of In-service Teachers for Self-Awareness

Sr. No	Statements	Always	Frequently	Sometime	Never
1	I am able to identify and recognize my own emotions	72%	16%	8%	4%
2	I regularly reflect on my teaching practices	60%	28%	10%	2%
3	I recognize my strengths and areas for growth in the teaching profession.	82%	16%	2%	----

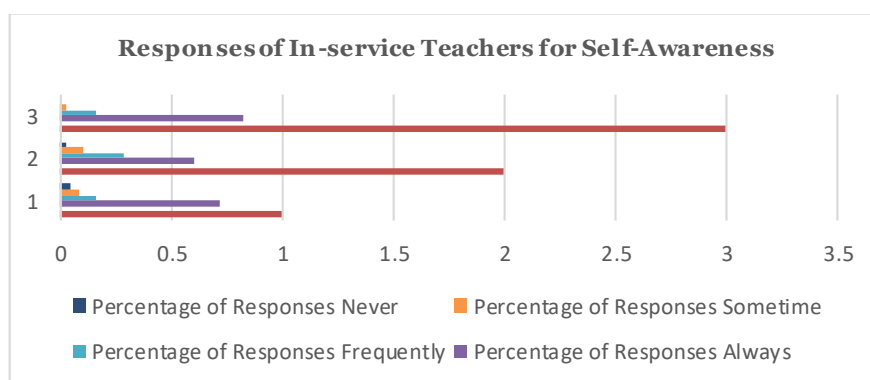


Fig 1. Responses of In-service Teachers for Self-Awareness

Observation:

Table 1 shows that 72% of teachers responded always whereas 16% responded frequently, and 4% responded never. It was observed that 60% of teachers regularly reflect on their teaching practices, 28% responded frequently, 10% sometimes, and 2% responded never. 82% of teachers recognize their strengths and areas for growth in the teaching profession, 16% frequently, and 2% teachers sometimes recognize their strengths and areas for growth in the teaching profession.

Interpretation:

Majority of teachers (72%) are always able to identify and recognize their emotions, while very few (4%) teachers never recognize their emotions. Moderately 16% teachers frequently identify and recognize their emotions. The 8% teachers who are able to recognize their emotions sometime need to improve self-awareness among themselves and about 4% teachers of teachers should

develop self-awareness among themselves. The reflective teaching practices are (60%) majorly demonstrated by the teachers, while 28% teachers frequently reflect upon their teaching practices. But 10% teachers who only sometime reflect on their teaching practices need consistently engage in reflective practices. Remaining 2% teachers indicates that they need to inculcate reflection practices for their effective teaching practices. Mostly, 82% of teachers are aware of their strengths and areas for growth in teaching, which indicates that the teachers have scope of using their strengths in providing conducive learning environment to the students. Remaining 18% (16% frequently and 2% sometimes) also display awareness, though they consistently do not recognize their strengths and areas in their teaching profession.

Table No. 2 Responses of In-service Teachers for Self-Management

Sr. No	Questions	Always	Frequently	Sometime	Never
1	I effectively manage stress and maintain emotional balance in the classroom.	82%	14%	2%	2%
2	I demonstrate resilience in challenging situations	44%	42%	12%	2%

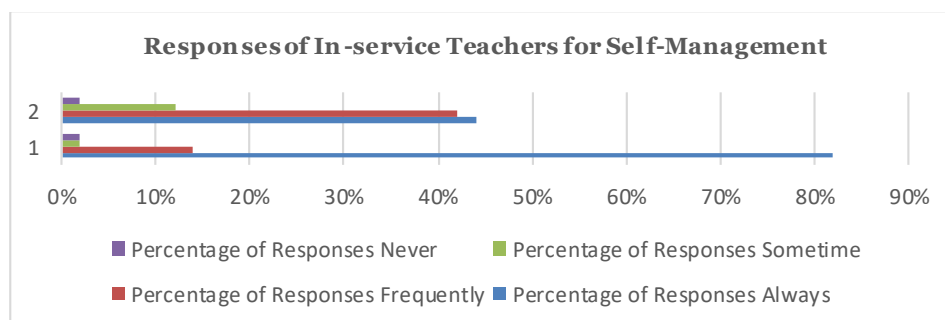


Fig 2. Responses of In-service Teachers for Self-Management

Observation:

From table 2, it was seen that 82% of teachers responded always, 14% frequently, 2% of teachers responded sometimes and 2% responded never with respect to emotions management. About 44% of the teachers are able to always come up with the challenging situations, 42% of teachers

responded frequently, 12% sometime and 2% teachers responded never.

Interpretation:

Majority of the teachers (82%) can effectively manage their emotions and stress in the classroom showing their strong ability of self-management, while there are very few teachers (2%) who do not have self-management skill and hence fail to balance their stress and emotions in the classroom. Very few (2%) teachers always fail to cope up with challenging situations demonstrating a lack of problem-solving skill in them, while about 42% of teachers are able to frequently cope up with the challenging situations leaving 12% teachers who only sometime are able to come out of the challenging situations indicating need to improve their problem-solving skills. A good number of teachers (44%) have good problem-solving skills in them as they are always able to find a way out of the challenging situations.

Table No. 3 Responses of In-service Teachers for Social-awareness

Sr. No	Statements	Always	Frequently	Sometime	Never
1	I empathize and understand the diverse backgrounds and perspectives of the students	74%	22%	4%	----
2	I recognize and address the social and emotional needs of my students	76%	18%	6%	----
3	I feel teacher need to respect diversity and make conducive learning environment in the classroom.	70%	20%	8%	2%

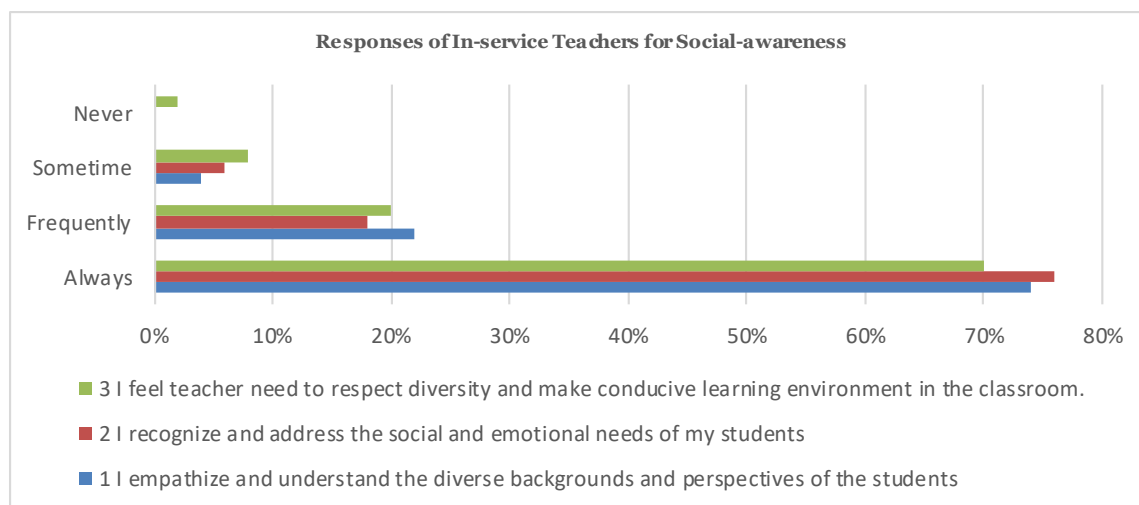


Fig 3. Responses of In-service Teachers for Social-awareness

Observations:

Above table 3 shows that 74% of teachers responded always while only 22% of teachers responded frequently and 4% sometime for statement 1. And for statement 2 about 74% of teachers responded always while 22% frequently, and 4% responded sometime. Out of total 70% of the teachers responded always while the remaining 20% responded frequently, 2% of teachers responded never and 8% of teachers responded sometimes for statement 3.

Interpretation:

Majority (74%) of teachers always empathize and understand the diverse backgrounds and perspectives of the students demonstrating their social awareness for effective and conducive learning environment in the classroom. While 4% teachers lack the ability to empathize and understand with the students in terms of diverse backgrounds and perspectives. Mostly (76%) of teachers always and, 18% frequently recognize and address the social and emotional needs of the students. Very few (6%) of the teachers are only sometime able to recognize and address the social and emotional needs of their students showcasing lack of ability in recognizing and addressing social and emotional needs of the students. 70% of the total are aware regarding the importance of respecting diversity to provide conducive learning environment, while only 20% of the teachers frequently felt that diversity should be respected indicating that those teachers need to improve their understanding about diversity in the classroom. Surprisingly 2% teachers did not feel that diversity should be respected in order to create conducive learning environment.

Table No. 4 Responses of In-service Teachers for Relationship Skills

Sr. No	Statements	Always	Frequently	Sometime	Never
1	I build and maintain positive relationships with students, colleagues, and parents	86%	12%	----	2%
2	I communicate effectively and resolve conflicts constructively	60%	32%	6%	2%

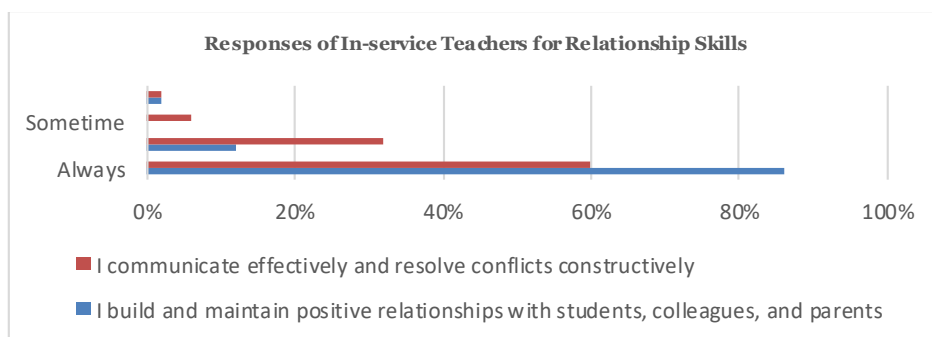


Fig 4. Responses of In-service Teachers for Relationship Skills

Observation:

It is observed from table 4 that for statement 1 about 86% of the teachers responded always whereas the remaining 14% (12% frequently and 2% never). 60% of teachers responded always for statement 1, while 32% of teachers responded frequently, 6% sometime and 2% never.

Interpretation:

Majority of the teachers (86%) always build and maintain positive relationships with students, colleagues, and parents. Though 12% teachers reported frequently and remaining 2% teachers are not able to build and maintain positive relationships with students, colleagues, and parents.

Effective communication and conflict resolution are highly practiced, with 60% always engaging in effective communication and resolving conflict constructively, though a small portion (2%) responded that they are not able to do effective communication. Moderately about 32% agreed that they are able to do effective communication and resolve conflicts but frequently not always.

Table No. 5 Responses of In-service Teachers for Decision Making

Sr. No	Statements	Always	Frequently	Sometime	Never
1	I make constructive decisions to promote effective teaching-learning in the classroom.	72%	22%	4%	2%
2	I think carefully before acting on my decisions	76%	16%	8%	----

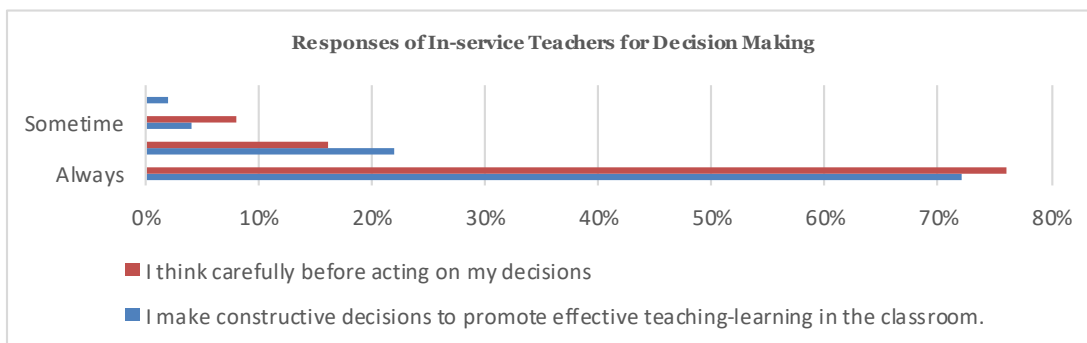


Fig 5. Responses of In-service Teachers for Decision Making

Observation:

The above table. 5 shows that 72% teachers responded always, whereas only 22% teachers responded frequently, 4% sometime and 2% responded never for statement 1. It is also seen that about only 8% teachers responded sometime and the rest of the 76% of teachers responded always. Only 16% of the teachers responded frequently whereas other 8% responded sometimes for

statement 2.

Interpretation:

Most teachers (72%) regularly make constructive decisions to enhance classroom effectiveness including 2% teachers who do not. Moderately about 22% and 4% teachers are making constructive decisions for promoting effective teaching-learning but frequently and sometimes respectively. With 76% teachers carefully reflecting carefully before acting about 16% of the teachers frequently think before they act. However, a minority (8%) of the teachers only sometimes think before acting on their decisions.

Table No. 6 Responses of In-service Teachers for Professional Commitment

Sr. No	Statements	Always	Frequently	Sometime	Never
1	I have a positive attitude towards teaching and student development.	90%	8%	----	2%
2	I practice professional ethics in my teaching.	82%	12%	2%	4%

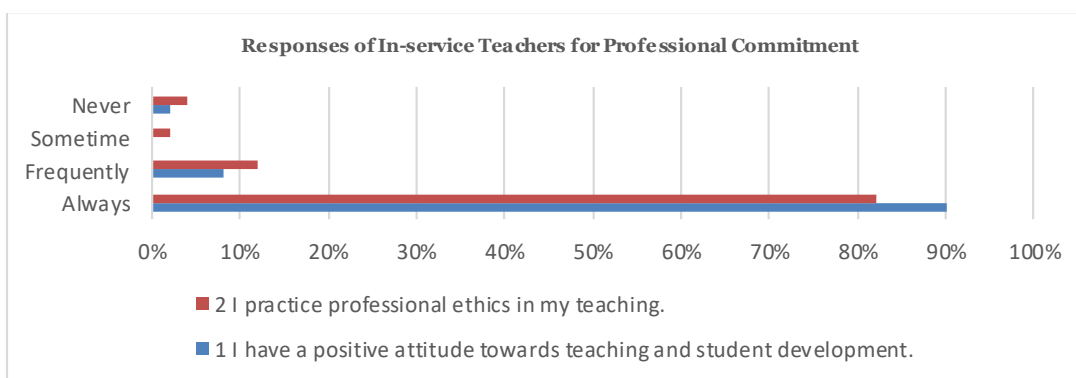


Fig 6. Responses of In-service Teachers for Professional Commitment

Observation:

From table 6. it was observed that about 90% of teachers responded always for statement 1, while

remaining 8% responded frequently and 2% never. For the statement 2, 12% responded frequently, 2% sometime, 4% never and 82% of the teachers responded always.

Interpretation:

Mostly teachers exhibit strong professional commitment with 90% maintaining a positive attitude towards teaching and only 8% teachers do not carry positive attitude towards teaching and student development. Here majority of the teachers (82%) always practice professional ethics in their teaching. Only a small fraction (4%) fails to consistently carryout ethical practices. Other remaining 30%, of which 22% teachers frequently and 8% teachers only sometime are able to practice ethics in their teaching.

Table No. 7 Responses of In-service Teachers for Cultural Awareness

Sr. No	Statements	Always	Frequently	Sometime	Never
1	I understand and appreciate cultural diversity within my classroom and school community	80%	18%	2%	----
2	I adapt inclusive learning environment considering students from different cultures.	76%	18%	4%	2%

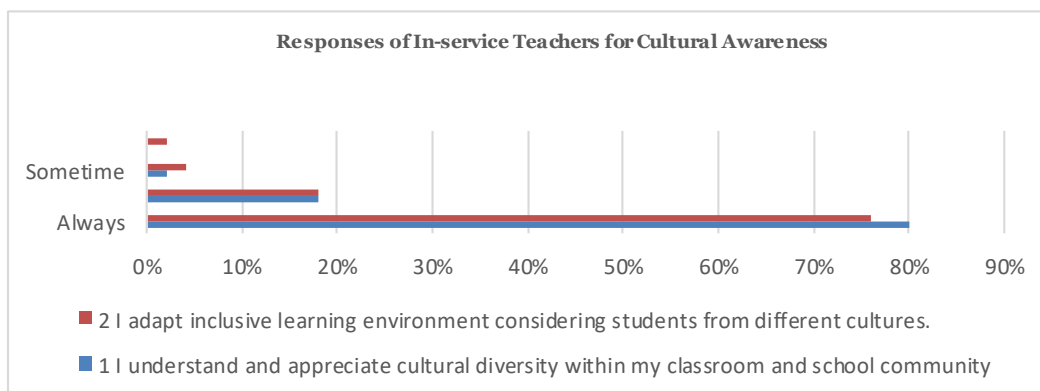


Fig 7. Responses of In-service Teachers for Cultural Awareness

Observation:

Table 7 shows that 80% responded always for statement 1 whereas very few (18%) teachers responded frequently and remaining 2% responded sometime for statement 2, only 2% teachers responded never while 76% teachers responded always, 18% teachers frequently and 4% teachers responded sometime.

Interpretation:

The data suggests a high level of cultural awareness, exists among 80% of teachers as they always appreciate diversity, and 76% adapt inclusive learning environment. An equal (18%) not only understand and appreciate but also adapt inclusivity in their teaching-learning process. A very small number of teachers (2%) never adapt cultural diversity.

Table No. 8 Responses of In-service Teachers for Emotional Literacy

Sr. No	Statements	Always	Frequently	Sometime	Never
1	I create a classroom environment where students feel safe to express their emotions	82%	18%	----	----

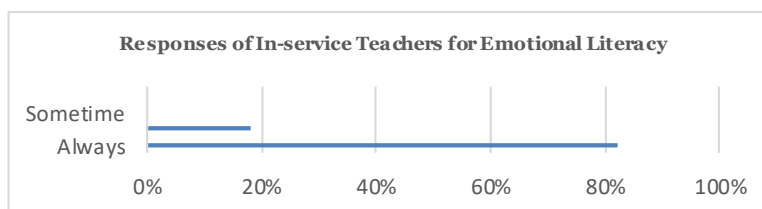


Fig 8. Responses of In-service Teachers for Emotional Literacy

Observation:

From above table 8, it is observed that for statement 1 82% of teachers responded always, whereas only 18% of teachers responded frequently.

Interpretation:

The majority is emotional literacy with 82% of teachers creating safe emotional spaces for students to express themselves. None of the teachers reported that they ever created a classroom environment where student feels safe to express their emotions.

Table No. 9 Responses of In-service Teachers for Emotional Intelligence

Sr. No	Statements	Always	Frequently	Sometime	Never
1	During the teaching-learning process, I manage my emotions to stay focused and calm under pressure.	76%	18%	6%	----
2	I understand how my personal emotions impact my teaching and interactions with students	66%	22%	8%	4%

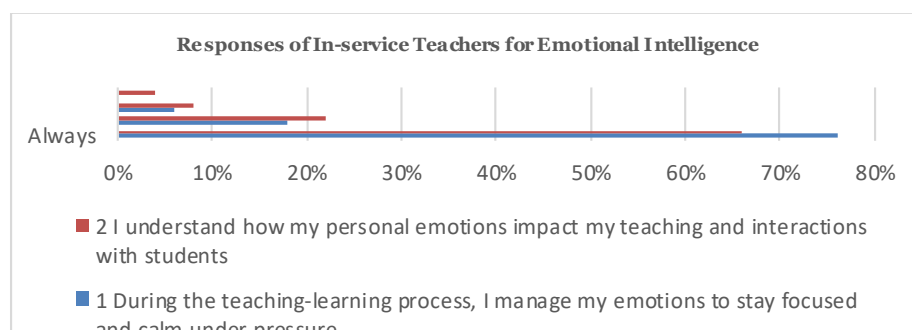


Fig 9. Responses of In-service Teachers for Emotional Intelligence

Observation:

From table 9, it is observed that 76% of the teachers responded always for statement 1 and only 18% teachers responded frequently, while only 18% responded frequently and 6% sometime. For statement 2, 66% responded always, 22% responded frequently and the remaining 8% responded sometimes, and about 4% responded never.

Interpretation:

The data shows that 76% of teachers are always able to manage their emotions to remain calm under pressure. However, a significant portion (22%) only does so frequently, and a small group (4%) struggles with understanding the impact of their emotions on teaching. Similarly, about majority (66%) of teachers have good hold on their emotional intelligence, whereas a significant number of teachers (22%) understand the repercussions of their personal emotions on their teaching though not always and only 8% teachers need to work in order to enhance their emotional intelligence skill. Very few (4%) teachers lack emotional intelligence hence reported that they never understand how their personal emotions impact their teaching and interactions with students.

Table No. 10 Responses of In-service Teachers for Collaboration Skills

Sr. No	Statements	Always	Frequently	Sometime	Never
1	I work effectively with colleagues, parents, and the community.	84%	12%	4%	----

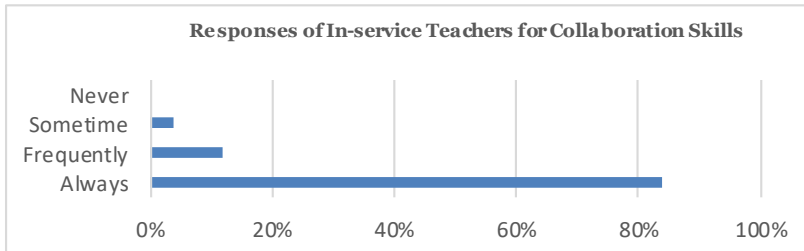


Fig 10. Responses of In-service Teachers for Collaboration Skills

Observation:

The above table 10 shows that about 84% of teachers responded always, 12% responded frequently and 4% responded sometime for statement 1.

Interpretation:

Majority of teachers (84%) work effectively with colleagues, parents, and the community which indicates that they have strong collaboration skills among them. Very few (4%) teachers lack the importance of collaboration skills, while 12% teachers need to improve by working on their collaboration skills.

Table No. 11 Responses of In-service Teachers for Ethical Reasoning

Sr. No	Statements	Always	Frequently	Sometime	Never
1	I make decisions based on ethical principles and professional standards	78%	14%	6%	2%
2	I practice fairness, transparency and justice among the students.	94%	6%	----	----

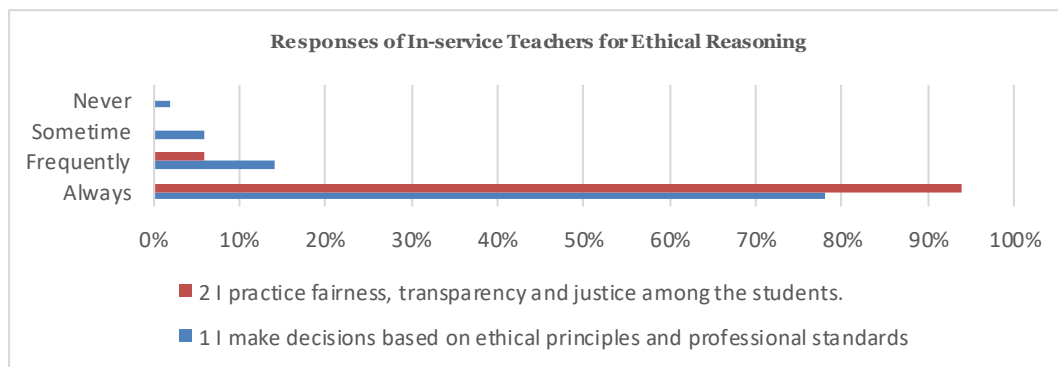


Fig 11. Responses of In-service Teachers for Ethical Reasoning

Observation:

From table 11, it is observed that 78% of teachers responded always, 14% frequently and 6% teachers responded sometime and the remaining 2% of teachers responded never. Similarly, for statement 2 about 94% teachers responded always while 6% teachers responded frequently.

Interpretation:

Ethical decision-making is evident, with 78% teachers always making decisions based on ethical principles, and an impressive 94% teachers practice fairness and justice among students. Though a significant number of teachers (14%) need to understand the importance of taking decisions based on ethical principles and professional standards. Very few 8% (6% sometime & 2% never) need to start practicing decision making based on ethics and professional standards.

Table No. 12 Responses of In-service Teachers for Interpersonal Skills

Sr. No	Statements	Always	Frequently	Sometime	Never
1	I communicate effectively with students, colleagues, and parents	90%	10%	----	----
2	I build strong and positive relationships within the school community	84%	16%	----	----

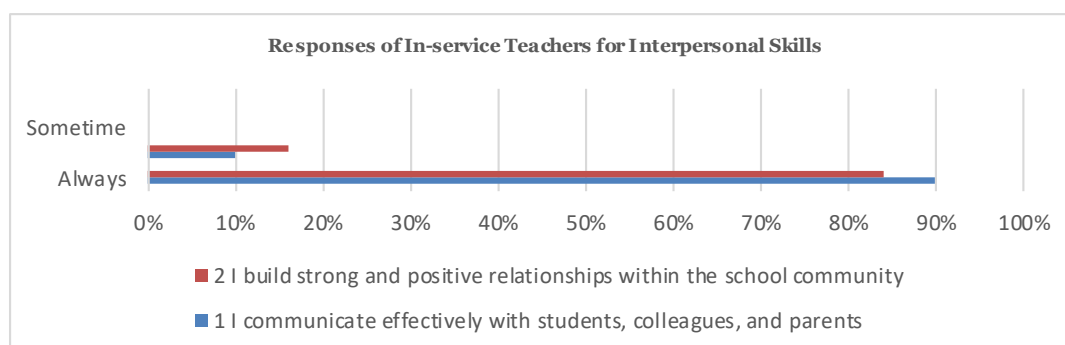


Fig 12. Responses of In-service Teachers for Interpersonal Skills

Observation:

The above table 12 shows that 90% of teachers responded always while only 10% responded frequently. Similarly, for statement 2 only 16% of teachers responded frequently and 84% of teachers responded always

Interpretation:

High levels of effective communication (90%) exists and only very few (10%) teachers need to enhance their interpersonal skills. Relationship-building (84%) within the school community is reported, showing strong interpersonal skills. Though about 16% teachers need to enhance their interpersonal skills.

Table No. 13 Responses of In-service Teachers for Social Skills

Sr. No	Statements	Always	Frequently	Sometime	Never
1	I demonstrate appropriate social behaviors and model them for my students.	74%	22%	4%	----
2	I create a classroom atmosphere that fosters social interaction and mutual respect.	76%	22%	2%	----

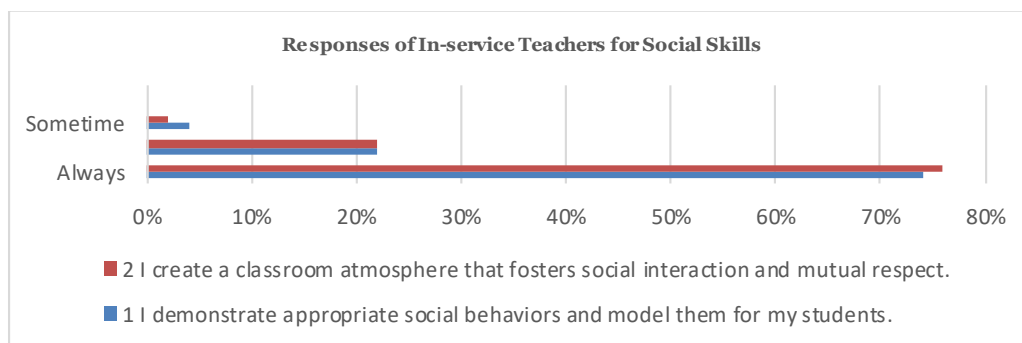


Fig 13. Responses of In-service Teachers for Social Skills

Observations:

From the above table 13 it is seen that 74% teachers responded always while 22 % responded frequently and remaining 4% responded sometime. Similarly, for statement 2 76% teachers responded always while remaining 22% responded frequently and 2% responded sometime.

Interpretation:

Most teachers (74%) demonstrate appropriate social behaviors, modeling them for students, and 76% teachers create classroom environments that encourage social interaction and mutual respect among students. An equal number of teachers, 22% not only frequently demonstrate social behavior but also fosters classroom atmosphere fostering social interaction and mutual respect.

Table No. 14 Responses of In-service Teachers for Motivation

Sr. No	Statements	Always	Frequently	Sometime	Never
1	I am enthusiastic and passionate about teaching-learning process.	88%	12%	----	----
2	I inspire and motivate my students to achieve their best	94%	6%	----	----
3	I set and pursue professional goals to continually improve my teaching practice.	78%	20%	2%	----

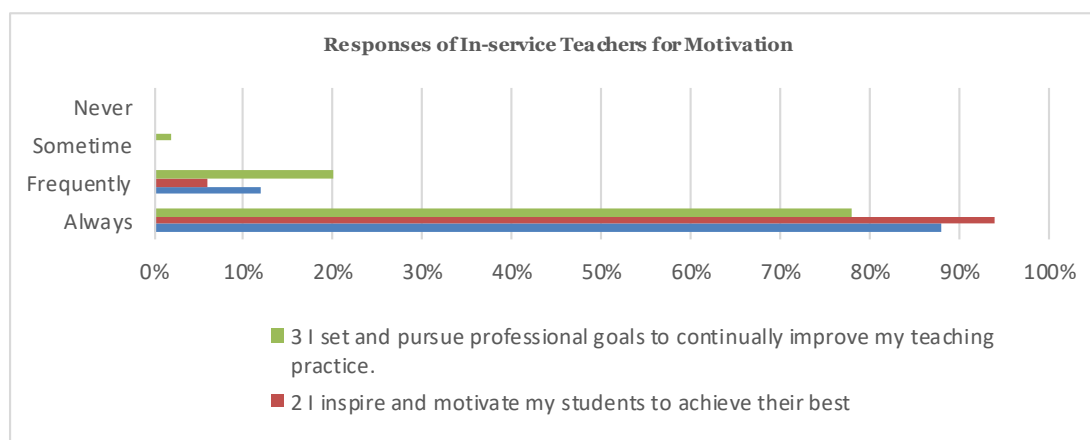


Fig 14. Responses of In-service Teachers for Motivation

Observation:

Table 14 shows that 88% teachers responded always and remaining 12% frequently. For statement 2, 94% teachers responded always, 6% frequently. For 3rd statement, it was observed that 2% teachers responded sometime, 20% frequently and 78% always.

Interpretation:

Teachers are highly motivated, with 88% expressing enthusiasm for the teaching-learning process

and 94% actively inspiring students. A majority 78% teachers set and pursue professional goals, though 2% teachers need to set and focus on achieving goals to improve their teaching practices.

Table No. 15 Responses of In-service Teachers for Compassion

Sr. No	Statements	Always	Frequently	Sometime	Never
1	I understand and respond to the needs and concerns of my students with kindness and empathy	84%	16%	----	----

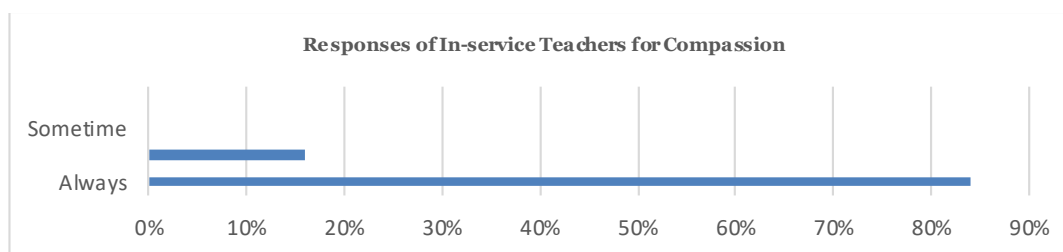


Fig 15. Responses of In-service Teachers for Compassion

Observation:

Table 15 shows that only 16% of teachers responded frequently, while the other 84% responded always for statement.

Interpretation:

Compassion is evident, with the majority (84%) of teachers understanding and responding to student needs with kindness and empathy.

Table No. 16 Responses of In-service Teachers for Performance

Sr. No	Statements	Always	Frequently	Sometime	Never
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1	I deliver effective instruction to my students	84%	14%	2%	----
2	I manage my classroom efficiently	88%	10%	2%	----

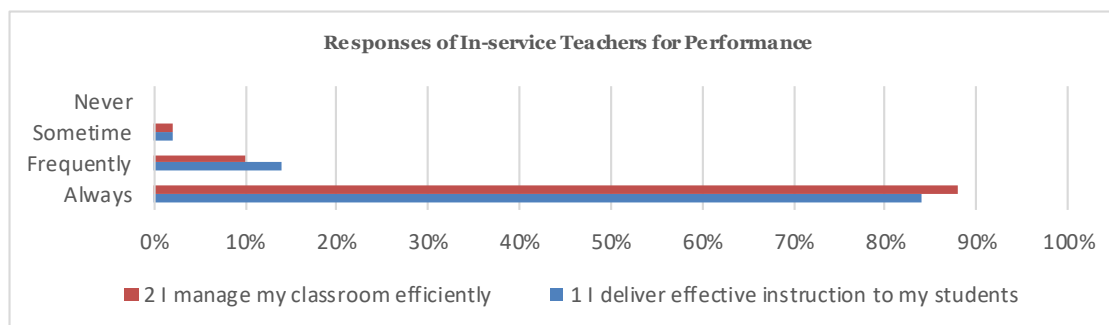


Fig 16. Responses of In-service Teachers for Performance

Observation:

From table 16. it is seen that 84% teachers responded always while 14% responded frequently, 2% responded sometime for statement 1. About statement 2, it was observed that 88% teachers responded always, 10% responded frequently and 2% responded sometime.

Interpretation:

Most teachers (84%) are effective in delivering instruction, and 88% can manage their classrooms efficiently. A very small portion (2%) struggles in not only delivering effective instructions but also in managing the classroom efficiently.

Table No. 17 Responses of In-service Teachers for Relationship Skills

Sr. No	Statements	Always	Frequently	Sometime	Never
1	I feel anxious about my performance as a teacher.	34%	6%	22%	38%

2	I often feel overburdened by my responsibilities in the classroom.	18%	6%	24%	52%
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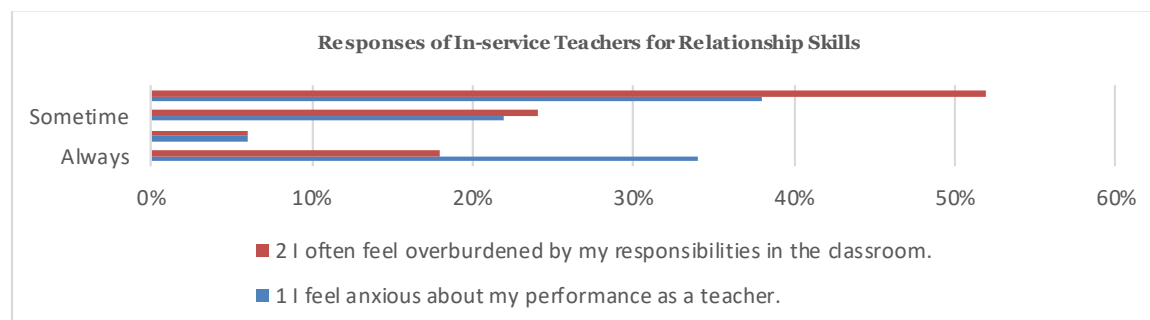


Fig 17. Responses of In-service Teachers for Relationship Skills

Observation:

From Table 17, 34% responded always, while the other 38% responded never for statement 1, 22% responded sometime and 6% responded frequently. For statement 2, 52% of teachers responded never, 24% responded sometime, 18% responded always and 6% frequently.

Interpretation:

Anxiety appears to be a concern as the majority (34%) of teachers often feel anxious about their performance, and 18% frequently feel overburdened. Whereas a substantial 38% and 52%, respectively teachers never feel anxious or feeling overburdened, indicating their self-management skills.

Conclusion and Discussion

The study reveals significant insights into the professional well-being, emotional management, and decision-making capacities of teachers, reinforcing previous research. The study concludes that the majority (82%) of teachers are always **able to recognize their strengths and areas of growth in the teaching profession** which stands true to the studies of Schaufeli and Dijkstra (2010) as he states that more attention is currently being paid to the personal qualities or strengths of people which is in accordance to the study of Schaufeli and Van Rhenen (2006) that being attentive to personal and positive aspects of work is more effective concerning performance than

focusing on the prevention of negative aspects such as stress and burnout. At the same time, a minimum number of teachers (2%) **do not reflect on their teaching practices**. Also, the study revealed that about 82% of teachers could effectively manage stress and emotional balance in the classroom whereas very few teachers (2%) do not demonstrate resilience in challenging situations supporting the notion that teachers thrive when their strengths are emphasized.

As stated by the American Federation of Teachers (2017) teachers experience stress frequently in their profession and Collie et al. (2012) reported that from the past five decades, one-third of teachers report being stressed or extremely stressed. The same is reflected in the present study **as a moderate 34% of teachers feel anxious about their performance as a teacher whereas 52% do not often feel overburdened by their responsibilities in the classroom.**

SEL becomes a school focus, student-teacher relationships improve, classroom management challenges decrease, instruction thrives, and teacher burnout diminishes (Durlak et al., 2017; Jones et al., 2013). Similarly, the study of Jennings and Greenberg's (2009) highlights how teachers' social-emotional competencies positively influence classroom dynamics is appropriately reflected through the finding that **82% of teachers effectively manage stress and emotional balance in the classroom**. However, a small percentage (2%) of teachers do not exhibit resilience in challenging situations suggesting the raised need for CPD (continued professional development) for regulating emotions. Sutton and Wheatley (2003) similarly assert the importance of emotional literacy, which enables teachers to create emotionally supportive learning environments which is clearly reflecting in the study as **82% of the teachers reported of creating supporting learning environment**.

Additionally, the study shows that **most teachers (76%) address the social and emotional needs of their students, and 86% successfully build positive relationships with students, parents, and colleagues**. This reinforces the idea that social-emotional competence is crucial for fostering positive classroom environments. Furthermore, 94% of teachers maintain fairness, transparency, and ethical principles in their decision-making, contributing to an inclusive learning environment. Teachers' ability to respond with empathy and kindness to their students' needs (84%) and their classroom management skills **(88%) further demonstrate the strength of the teaching**

profession.

Hargreaves, A. (2000). study discusses how teachers' emotional investment in their students affects their decision-making and the creation of positive, respectful classroom environments, supporting the finding that 76% of teachers think before acting on decisions and foster social interaction and mutual respect in classrooms.

Very few (2%) teachers were not able to make constructive decisions to promote effective teaching and learning in the classroom and about **76% of teachers think before acting on their decisions. 90% of teachers have a positive attitude towards teaching** while 2% do not. **Cultural awareness was seen maximum (80%) as teachers** understand and appreciate cultural diversity in the classroom and only 2% of teachers do not adopt inclusive learning environments considering students' cultural backgrounds.

Gay's research emphasizes the importance of cultural awareness and inclusivity in teaching. He reported that understanding and appreciating cultural diversity helps teachers create inclusive learning environments, which aligns with the finding that **80% of teachers practice cultural awareness**. This study discusses teacher efficacy and its correlation with positive attitudes toward teaching. The finding that **90% of teachers exhibit a positive attitude** is supported by **Tschannen-Moran and Hoy's work** on the importance of teachers' confidence in their ability to affect student learning.

Epstein's work highlights the importance of teachers working collaboratively with parents and communities to support student success. This supports your finding that 84% of teachers engage effectively with parents and the community. Marzano's research demonstrates how effective classroom management strategies lead to improved learning outcomes. His findings support the conclusion that **88% of teachers in your study manage their classrooms efficiently**. Noddings' work on care ethics supports the conclusion that a **high number of teachers (84%) respond to students' needs with kindness and empathy, promoting a supportive and emotionally secure classroom environment**.

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