



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

A Study Of Emotional Competency Among Secondary School Teachers In Nagaland

Prof. Rakesh Rai

Supervisor
Department of Education
Nagaland University, Meriema Campus
Kohima, Nagaland

Kekhriesenuo Seyie

Ph.D Scholar Department of Education
Nagaland University,
Meriema Campus, Nagaland, India

Abstract:

Emotional competence is an essential feature that would distinguish a quality teacher as they normally deal with issues of managing diverse students in a classroom. This paper tries to analyze emotional competence level of the secondary teachers towards inclusion in education in Nagaland. The study was based on the emotional competence scale developed by R. Bhardwaj and H. Sharma. The study revealed that there is no significant difference in the emotional competency between the trained and untrained teacher.

Keywords: *Emotional competency and Secondary school teachers*

I. Introduction

Emotional experiences are common in nature and are important, if not critical, in academic settings because emotion influences almost every aspect of cognition. Emotional competence is an essential ingredient for the internal development of people and especially those that are in the field of academics as academicians constantly deals with issues of human resources management (Lechner et al., 2019)¹.

Emotional competence may refer to the ability to recognize, interpret, and respond constructively to emotions in oneself and others. Emotional competence is defined by psychologists *as the ability to monitor one's own and others' feelings and emotions and use this information to guide one's thinking and actions*. Emotional competence is sometimes

interchangeably used to mean 'emotional intelligence' (Peter Salovey and John D. Mayer, 1990)². Salovey and Mayer define emotional intelligence as "the ability to perceive and express emotions, to understand and use them, and to manage emotions so as to foster personal growth" (Salovey et al., 2000: 506)³. Teacher plays a pivotal role in the classroom teaching and learning process by being a mediator (Moll, 2003)⁴, therefore, emotional competency is undoubtedly a prerequisite to for a teacher to be

¹ Garcia, A.M. (2021) Emotional Competence Development in Graduate Education: The Differentiated Impact of a Self-Leadership Program Depending on Personality Traits, National Library of Medicine. *National Library of Medicine*.

² Garcia, A.M. (2021) Emotional Competence Development in Graduate Education: The Differentiated Impact of a Self-Leadership Program Depending on Personality Traits, National Library of Medicine. *National Library of Medicine*.

³ Garcia, A.M. (2021) *Emotional Competence Development in Graduate Education: The Differentiated Impact of a Self-Leadership Program Depending on Personality Traits*, National Library of Medicine. National Library of Medicine.

⁴ Nonglait, W.L. and Myrthong, E.B. (2008) *A study on social-emotional competency and teaching effectiveness of secondary school teachers in meghalaya*. Available at: <https://ijcrt.org/papers/IJCRT1133450.pdf>.

able to effectively handle the responsibility of molding a wide spectrum of students with diversities in terms of personality, background, status, skills, etc. When teachers exhibit lack of competency towards management of the social and emotional tasks in the classrooms, it results to poorer attitude and performance of the students (Marzano, Marzano, & Pickering, 2003). Thus, this study tries to analysis the emotional competence level of the secondary teachers towards inclusion in education in Nagaland.

II. Operational definition of the terms used.

II.1 Emotional competence scale (ECS)

The emotional competence scale developed by R. Bhardwaj and H. Sharma was used to assess the only child's emotional competencies. Bharadwaj and Sharma recognized five elements of emotional competence:

- Adequate depth of feeling (ADF) (1995).
- Adequate expression and control of emotions (AECE),
- Ability to function with emotions (AFE),
- Ability to cope with problem emotions (ACPE),
- Encouragement of positive emotions (EPE),

1. Adequate Depth of feeling (ADF): Feeling is a form of experience defined by a predominance of 'affect' and accessible emotions that lead to a high level of participation on the part of the individual (English & English, 1958). Adequate depth of emotion is defined as a feeling of confidence or competency with all reality assumptions, and it is specifically associated with competent judgement and decision-making.

2. Adequate Expression and control of Emotions (AECE):

In most cases, a passionate and a mature person acknowledges his feelings as a part of himself and is not under any circumstances stressed because he acknowledges them and has enough control, which may be viewed as typical dynamic soundness of a person to express and control emotions. Adequate emotional expression and control indicates a preference for satisfying passion. Any flaw in emotion expression or regulation can result in uncontrolled and disordered emotion.

3. Ability to function with Emotions (AFE):

It is the ability of one to function and react to different situations with the right emotions. This indicator if used to understand how teachers react to the situation of high emotions. Emotional competence necessitates for the person to establish a distinct set of emotions which will enable him to handle and given emotional circumstances.

4. Ability to cope with problem emotions (ACPE):

Ability to cope with problem emotions may be defined as the mental ability of a teacher to cope up with problems and the emotions that entails the problem. Emotional competence require for the ability to handle problems in a constructive manner.

5. Enhancement of positive Emotions (EPE):

Positive emotions such as caring, sharing, encouragement etc. creates positive energy around the person. This indicator is used to understand the ability of the teacher to positively exhibit and influence the environment around him.

III. Review of Literature

Dung, D.T. and Anikó, Z. (2021), in a study presented four types of Social Emotional Competency (SEC) viz. Wellbeing and motivation towards career, pupil- teachers relationship and management of classrooms.

J Sheela and Rajendran, K.K. (2020), in a study found a significantly positive correlation between teachers' emotional competency and emotinal maturity of the students.

Lalrampari1, E and Tochwawng, L. (2019), in a study show that both trained and untrained teacher has a high emotional competency level and has a positive attitude towards their job.

Nonglait, W.L. and Myrthong, E.B. (2008) found that there is a positive correlation between emotional competency and effectiveness in teaching in the field of academics.

Ramani, D.J. and Parmar, R.C. (2018) used the emotiona competency indicator used by Harish Sharma and Rajivlochan Bhardwaj to study the emotional competence of employed and non-employed mothers. It was revealed that emotional competence was much higher for employed mothers compared to non- employed mothers. Further more emotional competency was found to be influential interms of developing as strong habit for success.

IV. Objectives of the study:

1. To study the emotional competency of secondary teachers in schools.

2. To study the emotional competency of trained and untrained secondary teachers in government schools.
3. To examine the overall view of secondary teachers in government schools.

V. Hypothesis of Study:

1. Ho1: There is no significant difference in the emotional competency of secondary teachers in government schools.
2. Ho2: There exists no significant difference between the trained and untrained secondary teachers in government schools.
3. Ho3: There exists no significant difference in the overall opinion of secondary teachers in government schools.

VI. Delimitations of the study

1. The present study is limited to secondary teachers working in Government schools.
2. The study is confined to the trained and untrained teachers teaching at the secondary level in government general schools.
3. This study is limited to 100 samples drawn from the Kohima district of Nagaland only.

VII. Methodology:

The study is descriptive in nature. Simple random sampling techniques were used for the collection of data. Both primary and secondary data were used for the collection of data

For the primary data, the Emotional Competency Scale developed by *Harish Sharma and R.L. Bharadwaj* was used.

VIII. Sample of the study:

A total sample of 100 secondary teachers working in a government school in Kohima district was selected randomly and also inferential statistics used for data analysis

IX. Analysis and Interpretation

Objective: 1

4. To study the emotional competency of secondary teachers in government schools.

Table: 1 Emotional competency of secondary teachers

ITEMS	Mean	SD
ADF	19.0	3.4
AECE	18.1	3.5
AFE	18.8	3.0
ACPE	16.8	3.8
EPE	13.9	3.2

In the above table, data reveals that the Adequate Depth of feeling (ADF) has a mean value of 19, followed by Ability to function with Emotions (AFE) with a mean value of 18.8. The mean value of Adequate Expression and control of Emotions (AECE) is 18.1, Ability to cope with problem emotions (ACPE) has a mean value of 16.8 while Enhancement of positive Emotions (EPE) has 13.9. It is clear from the above that ADF is a stronger competency indicator. While EPE is a lesser competency indicator.

Objective: 2

1. To study the emotional competency of trained and untrained secondary teachers in government schools.

Table: 2 Emotional competencies of trained and untrained secondary teachers

Emotional Competency	Variables	Mean	SD	t
ADF	Trained	18.67	3.81	-0.780
	Untrained	19.23	2.99	
AECE	Trained	18.40	3.80	1.044
	Untrained	17.87	3.31	
AFE	Trained	18.73	3.03	-0.488
	Untrained	18.92	2.98	
ACPE	Trained	16.85	4.25	0.124
	Untrained	16.77	3.31	
EPE	Trained	13.48	3.12	-1.257
	Untrained	14.19	3.35	

From the table above it is clear that the mean value of ADF for the trained is 18.67 while that of the untrained is found to be 19.2. The t-value reveals that there is no significant difference between the trained and the untrained teachers in terms of Adequate Depth of feeling (ADF).

The mean value of AECE for the trained is 18.40 while that of the untrained is found to be 17.87. The t-value shows no significant difference between the trained and the untrained teachers in terms of Adequate Expression and control of Emotions (AECE).

In terms of Ability to function with Emotions (AFE), the mean value of the trained teacher is 18.73 while that of the untrained is 18.92. There is no significant difference as per the t-value.

The mean value of ACPE for the trained is 16.85 while that of the untrained is found to be 16.77. There is no significant difference between the trained and the untrained

teachers in terms of Ability to cope with problem emotions (ACPE), as per the t-value.

In terms of Enhancement of positive Emotions (EPE), the mean values of the trained and untrained teachers were found to be 13.48 and 14.19. The *t-value* shows that there is no significant difference between trained and untrained teachers.

Table: 3 ANOVA Test

Source of Variation	SS	df	MS	f	p
Between Groups	0.197	1	0.197		
Within Groups	8007.432	10	800.742	0.0002	0.98

The ANOVA test reveals that there is no significant difference.

Hence, the null hypothesis is accepted to be true that there exists no significant difference between the trained and untrained secondary in the government school.

Objective: 3

To examine the overall view of secondary teachers towards in the government schools.

Table: 4 ANOVA test on overall view of secondary teachers.

Source of Variation	SS	df	MS	f	p
Between Groups	1791.05	4	447.76		
Within Groups	5724.65	495	11.562	38.7	0.00

ANOVA test reveals that there is a significant difference in the emotional

competency of secondary teachers in government schools at 0.05 level of significance. Hence the null hypothesis is rejected.

IX. Finding and conclusions.

Emotional competency is recognized as a vital mental capability that enables someone to achieve in life (Daniel Goleman, 1995).

The study revealed that Adequate. Depth of feeling (ADF) is a more influential. competency indicator while EPE a lesser competency indicator.

It was found that there exists no significant difference in the emotional competency between the trained and untrained teachers.

Teachers by profession are human resource manager, and as such they are required to be equipped with the abilities to motivate, encourage, and manage the diverse nature of the students in terms of their backgrounds, temperament, and abilities (Bahia et. al., 2013). Therefore, emotional competency becomes an essential quality that defines an effective teacher.

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