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Emotional competencies of teachers

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Abstract

Students and children imitate and behave like what they see and observe rather than what they hear. Education enables the man to meet the various challenges in life. Teachers have the responsibility of imparting education being a role model for students. A teacher with good mental health can perform his duties in superior way. A teacher can perform his job well only when he/she is mentally sound and emotionally stable. A study was conducted to find out the emotional competencies of the secondary school teachers. A sample of 200 respondents was taken for the study. 130 respondents were female and rest 70 respondents were male. Both private and government schools were taken into study. All the relevant data was collected from the five villages of Delhi. The results revealed that there is no significant difference between the government school female teachers and private school female teachers but there is significant difference between government school female and male teachers also there is significant difference between private school female and male teachers on the basis of emotional competence.

Keywords: Emotional competencies, teachers, education, challenges, mental health.

Introduction

Students and children imitate and behave like what they see and observe rather than what they hear. Education enables the man to meet the various challenges in life. Teachers have the responsibility of imparting education being a role model for students. A teacher with good mental health can perform his duties in superior way. A teacher can perform his job well only when he/she is mentally sound and emotionally stable. Coleman (1970) [3] defined mental health as "the ability to balance feelings, desires ambitions and ideas in one's daily livings and to face and accept the realities of life. It is the habit of work and attitude towards people and things that brings maximum satisfaction and happiness to the individuals". The World Health Organization defines mental health as "a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community" (The World Health Report, 2001). Emotional competency is the ability to monitor one's own and others feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions. Emotional competence is defined as an efficiency to deal effectively with several dissociable but related processes is a blending of five competencies (Coleman, 1970) [3] – Adequate depth of feeling, Adequate expression and control of emotions, Ability to function with emotions, Ability to cope with problem emotions and Enhancement of positive emotions. Ellis (1987) defines "emotional competence as the ability to understand, manage and express the emotional aspect of one's life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems and adopting to the complex demands of growth and development". According to Sharma (1994), "Emotional competence refers to a person's ability to express or release his/her inner feelings and emotions. It implies an ease around others and determines our ability to effectively and successfully lead and express." An emotionally competent teacher learns and applies skills to manage stress, improve self-esteem, confidence, personal change, decision making, leadership, assertion, comfort and commitment which raise the quality of teaching along with health and well-being (Nelson *et al.*, 2005). In operational terms it can be defined as the power to control the emotions more easily and successfully (Paliwal, Kishore & Badoha, 2011) [11]. Considering this as a backdrop a study was conducted to know the emotional competencies of the teachers of secondary school.

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Literature Review

Seligman (1990) found through his studies that self-confidence, empathy and positive attitude are key emotional competence proficiencies that lead to increased performance and productivity. Garg (1996) explained that adequate depth of feeling was found to be greater in male adolescents than female adolescents. Bhardwaj (1998) [1] also studied emotional competencies in relation to early adolescent laborers and non-laborers of both sexes and repeated that female early adolescent laborers had greater emotional competence than female non laborers. Sharma (2003) observed that adequate depth of feeling has been found to be greater in girls than boys, in addition encouragement of positive emotions has been found to be greater in boys than girls. Bansibihari and Surwade (2006) studied the effect of emotional maturity on teacher effectiveness of different secondary schools of Nandurbar and Dhule District of Maharashtra. The results indicated that female teachers are emotionally more mature than male teachers. Emotionally mature teachers are more effective in their teaching than emotionally immature teachers. Kaur and Kaur (2007) found that the boys and girls do not differ in their emotional competence. Paliwal, Kishore and Badola (2011) [11] found that highest adequate depth of feeling was found in female students from rural locality, adequate expression and control and function with emotion in female students from urban locality and enhancement of positive emotions in male students of urban students. Similarly Madankar (2012) found that boys and girls do not differ significantly in respect of emotional competence. Also urban and rural students do not differ significantly on emotional competence.

Objective of the Study

This paper makes an attempt to compare the emotional competencies of the government school teachers and private school teachers.

Hypotheses

H₀₁: There is no significant difference in the emotional competency of government school female teachers and private school female teachers.

H₁₁: There is significant difference in the emotional competency of government school female teachers and private school female teachers.

H₀₂: There is no significant difference in the emotional competency of private school female teachers and private school male teachers.

H₁₂: There is significant difference in the emotional competency of private school female teachers and private school male teachers.

H₀₃: There is no significant difference in the emotional competency of government school female teachers and government school male teachers.

H₁₃: There is significant difference in the emotional competency of government school female teachers and government school male teachers.

Research Methodology

The research was conducted in the government and private schools functioning in five villages of Delhi (Kakrola, Bindapur, Matiala, Palam and Nasirpur). Twenty secondary

schools were selected randomly (ten were government schools and rest ten were private schools). A sample of 200 teachers was drawn. It includes both male and female teachers. There was 130 female teachers and 70 were male teachers. 100 teachers were taken from government schools and rest 100 teachers were taken from private schools. Emotional Competencies Scale (revised), developed by Sharma and Bharadwaj (2007) was used to measure the emotional competencies of respondents. The Scale consists of 30 items. The reliability of the test was checked by split-half reliability method and it was found 74. All these items are incomplete statements and each one carrying 5 options, A, B, C, D and E and corresponding values are 1, 2, 3, 4, and 5 respectively. A high score indicates high emotional competency. This scale has following five dimensions:

1. Adequate depth of feeling
2. Adequate expression and control of emotions
3. Ability to function with emotions
4. Ability to cope with problem emotions
5. Encouragement to positive emotions

Analysis and Interpretation

H₀₁: There is no significant difference in the emotional competency of government school female teachers and private school female teachers.

Table 1: Comparison between government school female teachers and private school female teachers

Teachers	N	Mean	S.D	't' value
Government School Female Teachers	70	421.20	95.20	-.68
Private School Female Teachers	60	409.32	95.81	

Table 1 show that the difference between the table value and the calculated value is not significant. So our null hypothesis is accepted that there is no significant difference between the government and private school female teachers for emotional competence.

H₀₂: There is no significant difference in the emotional competency of private school female teachers and private school male teachers.

Table 2: Comparison between private school female teachers and private school male teachers

Teachers	N	Mean	S.D	't' value
Private School Female Teachers	60	409.32	95.81	-17.98
Private School Male Teachers	40	187.17	31.30	

The value of 't' score is more than the table value hence it is significant. So our null hypothesis that there is no significant difference in emotional competence between the female teachers and male teachers in private school is rejected.

H₀₃: There is no significant difference in the emotional competency of government school female teachers and government school male teachers.

Table 3: Comparison between government school female teachers and government school male teachers

Teachers	N	Mean	S.D	't' value
Government School Female Teachers	70	421.20	95.20	-17.60
Government School Male Teachers	30	189.03	16.04	

The calculated value of 't' score is -17.60 which is more than the table value hence it is significant. So our null hypothesis that there is no significant difference in emotional competence between the female teachers and male teachers in government school is rejected.

Conclusion

Emotional competence is social and personal skill that lead to superior performance. It is a skill that can be learnt. It is the ability to recognize and successfully manage one's own emotions and also of others Teaching profession is quite challenging. The teacher has to impart knowledge to the students. The requirement and significance of the concept of emotional competence is of pivotal importance in teaching. Teacher should be mentally healthy and emotionally stable. Workshop, seminars and guest lectures should be organized to upsurge the emotional competency among the teachers. It will help in developing responsibility and capacity for adjustment in all types of emotional situations.

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