

## **Effect of Socio- Emotional Competency on Teacher Resilience among Special Education Teachers in Kerala**

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**Abstract:** Teaching is a social phenomena. Teachers Socio- Emotional well being create a warm and conducive classroom. In Special Education, teaching experiences are both uncertain and tedious. Spontaneous adaptive behaviour of teacher is a necessity than an advantage. This paper tries to find out the effect of Special Education Teachers Socio- Emotional Competency on Teacher Resilience. Survey method was adopted to collect data from 400 Special Education Teachers from Kerala. The tools used are “the Socio- Emotional Competency Inventory And the scale on Teacher Resilience constructed by the investigator with the help of supervisor. Mean difference analysis and One- Way ANOVA were used to analyze data. The result of One- way ANOVA reveal that there is significant effect of Socio- Emotional Competency on Teacher Resilience for total sample and subsamples based on Locality and type of management of Institution. Mean difference analysis reveal that Urban and Rural samples differ significantly for Socio- Emotional Competency, but for Teacher Resilience , urban and rural samples are similar. Government and Unaided samples are similar as far as Socio-Emotional Competency and Teacher Resilience are concerned

**Keywords:** Socio – Emotional Competency, Special Education Teacher, Teacher Resilience

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### **I. Introduction**

Teacher behaviour is vicariously influence students outcome. In special Education, teachers Socio-Emotional Competency elements such as self awareness, social awareness, responsible decision making, self management and relationship management enable a teacher to deliver correct response to students extreme behaviour differences. Teachers Socio-Emotional Competency is related to emotional stress and burnout [Gilliam,2005]. The dimensions of self awareness, and self management appear to be contributed to teachers ability to cope with emotional demands of teaching [ Jennings, 2007 ] and teachers who experience more sophisticated emotional outbursts might be more resilient [ Fredrickson, 2001]. Relationship management, one of the core element in Socio- Emotional Competency plays an important role to promote caring and supportive relationship with students [ Birch and Ladd, 1998 ]

Resilience is a multi dimensional psychological concept which is essential for successful teaching. Resilience is the “ Quality that enables teachers to maintain their commitment to teaching and their teaching practices despite challenging conditions and recurring setbacks”. [ Brunetti, 2006 ] . Personal, situational and policy related matters that affect teacher Resilience and quality retention [ Day and Gu, 2007 ]in educational settings .Definitions of Resilience vary with variations in the conceptualization of Resilience ; dualistic approach put forward risk factors and protective factors while dealing with complexities. Luthar(2000) defined Resilience as a “dynamic process encompassing positive adaptation within the context of significant adversity “.The phenomena of Resilience defined by “success in spite of adversity” is indicated as the secret behind the success or lack of success of individuals (Bandura.,1977). Teachers work in stressful or difficult environment are unable to effectively cope and adapt to difficult situations and will find the workplace to be uncomfortable . In special Education, Teacher Resilience foster productive relationship, positive or optimistic biasing and commitment . Resilience is a quality that flourished in interactive environment ,benefitting both to teachers and students for better adaptation to the world.

### **Need and significance**

In special education, student behaviour problems are common and teachers with resilient characteristics are the pathways to overcome troubling situation in classrooms. Teachers who are emotionally and socially well balanced can have the ability to surpass adverse circumstances in special education sector. The study attempts to find out whether teacher Resilience is the offspring of teachers Socio- Emotional Competent capabilities in teaching among special education teachers. Besides the academic orientation, special schools demands teachers

non cognitive qualities to compensate the inadequacies found in students behaviour patterns and adaptive behaviour. Teacher stress is directly linked to teacher attrition. Teacher attrition , in novice teachers and special education teachers continued at alarming rate [ Ingersoll & Smith, 2003, keighar, 2010 ]. The construct Socio-Emotional Competency has strong influence on stress levels of teachers [ Zins and Wang, 2004 ]. Social learning theory [ Bandura, 1977 ] put forward teacher’s vicarious influence of students Socio- Emotional well being through modelling. Resilience is the quality that enable a teacher to continue profession with coping strategies towards deviation from normal behaviour. In Special Education sector, teacher community should expect deviations without any prejudice or reluctance , these capabilities arises out of teacher Resilience.

### Objectives of the study

1. To find out whether there exist any significant difference in Special Education Teachers Socio-Emotional Competency and Resilience among sub samples based on locality and type of management.
2. To find out the effect of Socio-Emotional Competency on Teacher Resilience of Special Education Teachers for total sample and subsamples based on locality and type of management.
3. To find out whether there exist any significant difference in teacher resilience of Special Education Teachers among different levels of Socio-Emotional Competency for Total sample and subsamples based on locality and type of management

### Hypotheses of the study

1. There is significant difference in the mean scores of Teachers Socio-Emotional Competency and Resilience of Special Education Teachers among selected subsamples based on locality and type of management.
2. Effect of Socio- Emotional Competency on Teacher Resilience for Total sample and subsamples based on locality and type of management are significant.
3. There is significant difference in teacher resilience of Special Education Teachers among different levels of Socio-Emotional Competency for Total sample and subsamples based on locality and type of management

### Methodology

Survey method is chosen for collecting data from Kerala. Population includes Special Education Teachers from Government and unaided sector.

Sample selected: 400 Teachers are selected from population by proportionate random sampling method.

Tools used: Socio-Emotional Competency Inventory(Usha Aand Thankam,2018) composed of 30 items which include items related to subcomponents of Socio-Emotional Competency( self-awareness, social awareness ,responsible decision making ,self-management and relationship management).The tool is standardized after pilot testing and the coefficient of criterion validity obtained is 0.78 and the reliability coefficient obtained by test-retest method is 0.74.A Scale on Teacher Resilience (Usha and Thankam ,2018) is a 30 item scale which encompasses items related with Emotional, Motivational, Social and Profession related dimensions of Resilience. The coefficient of criterion validity obtained is 0.77 and the reliability coefficient obtained is 0.70.

Statistical Techniques used: Preliminary analysis ,mean difference analysis,One way ANOVA are used to analyse data and Scheffe’s Post Hoc comparison are done to locate exact group which exhibit differences.

## II. Analysis , Interpretation and Discussion

Preliminary analysis of scores of Independent variable: Socio- Emotional Competency and Dependent variable: Teacher Resilience were done to explore basic characteristics of sample and the important statistical indices like mean, median ,mode, standared deviation ,skewness and kurtosis are calculated . The result reveal that the sample distribution approaches to normality. The result of mean difference analysis is presented in Table 1.

**Table 1: Result of significance of difference between mean scores of Socio-Emotional Competency and Teacher Resilience based on locality and type of management of institution.**

Variable	sample	number	mean	Standared deviation	T-value
Socio-Emotional Competency	Urban	120	73.71	8.03	3.35**
	Rural	236	76.42	6.76	
	Government	33	73.61	7.99	
	Unaided	323	75.70	7.23	
Teacher Resilience	Urban	120	76.77	9.41	1.39
	Rural	236	78.19	9.01	
	Government	33	76.91	8.73	
	Unaided	323	77.79	9.21	

\*\* = P ≤ 0.01

The result reveal that urban and rural samples differ in Socio-Emotional Competency ,but for Teacher Resilience urban and rural samples are similar. Government and Unaided samples are similar for both Socio-Emotional Competency and Teacher Resilience.

**Table2 : Result of One way ANOVA of Socio- Emotional Competency on Teacher Resilience for total sample and subsamples based on Locality and type of management of Institution**

Source of variation	Df	S.S	M.S	F-value
Total factors	2	6252.88	3126.44	45.33**
Urban	2	3171.90	1585.95	22.01**
Rural	2	3385.50	1692.75	26.64**
Government	2	489.79	244.90	08.18**
Unaided	2	2909.90	1454.95	21.24**

\*\* = P ≤ 0.01

The result reveal that the effect of One-way ANOVA of Socio- Emotional Competency on Teacher Resilience are significant for total sample and subsamples selected. The differences in Socio- Emotional Competency can cater differences within teacher Resilience for total sample and samples based on locality and type of management of institution.

**Table 3 : Result of Scheffe’s Test of Post Hoc comparison within matrix of ordered means of Teachers Socio- Emotional Competency on Teacher Resilience for total sample**

Level of Socio Emotional Competency	Low	Moderate	High
Low 68.10	0	8.84**	7.94**
Moderate 77.82		0	1.90
High 80.24			0

\*\* = P ≤ 0.01

The result revealed that Low and moderate and Low and High level of Socio- Emotional Competency group differ significance for Teacher Resilience for Total Sample

**Table 4 : Result of Scheffe’s Test of Post Hoc comparison within matrix of ordered means of Teachers Socio- Emotional Competency on Teacher Resilience for Urban Sample**

Level of Socio- Emotional Competency	Low	Moderate	High
Low 69.75	0	5.13**	6.43**
Moderate 78.06		0	2.95*
High 83.13			0

\*\* = P ≤ 0.01

The result revealed that Low and moderate and Low and High level of Socio- Emotional Competency group differ significantly at 0.01 level , but Moderate and High level of Socio- Emotional Competency group is significant at 0.05 level for urban teachers.

**Table 5 : Result of Scheffe’s Test of Post Hoc comparison within matrix of ordered means of Teachers Socio- Emotional Competency on Teacher Resilience for Rural Sample**

Level of Socio- Emotional Competency	Low	Moderate	High
Low 67.70	0	6.66**	6.25**
Moderate 77.42		0	1.85
High 80.60			0

\*\* = P ≤ 0.01

The result revealed that Low and moderate and Low and High level of Socio- Emotional Competency group differ significantly , but Moderate and High Socio- Emotional Competency groups are similar for Teacher Resilience for Rural sample.

**Table 6 : Result of Scheffe’s Test of Post Hoc comparison within matrix of ordered means of Teachers Socio- Emotional Competency on Teacher Resilience for Government Sample**

Level of Socio- Emotional Competency	Low	Moderate	High
Low 65.78	0	3.72**	3.49**
Moderate 76.95		0	1.00
High 80.33			0

\*\* = P ≤ 0.01

The result revealed that Low and moderate and Low and High level of Socio- Emotional Competency groups differ significantly, but Moderate and High Socio- Emotional Competency groups are similar for Teacher Resilience for Government sample.

**Table 7 : Summary of Scheffe's Test of Post Hoc comparison within matrix of ordered means of Teachers Socio- Emotional Competency on Teacher Resilience for Unaided Sample**

Level of Socio- Emotional Competency	Low	Moderate	High
Low 67.94	0	5.95**	5.57**
Moderate 72.48		0	1.66
High 80.64			0

\*\* = P ≤ 0.01

The result revealed that Low and moderate and Low and High level of Socio- Emotional Competency group differ significantly , but Moderate and High Socio- Emotional Competency group are similar for Teacher Resilience for Unaided Sample

The result of One way ANOVA reveal that Socio- Emotional Competency on Teacher Resilience of Special Education Teachers for total sample and subsamples based on Locality and type of management of institution . Scheffe's Test of Post Hoc comparison revealed that Low and moderate and Low and High level Socio- Emotional Competency group differ significantly at 0.01 level, while Moderate and High Socio- Emotional Competency group are similar for Teacher Resilience for total sample , rural sample, government and unaided sample. For Urban sample, Moderate and High Socio- Emotional Competency group differ at 0.05 level of significance.

### III. Conclusion

In Special Education ,the behaviour of student community is not predictable and teachers may face many disparities and troubles while mingling with pupils who have intellectual differences. Personal , non – cognitive qualities are the stepping stones to render effective teaching behaviour . Resilience is one among many psychological construct that not only enhancing teachers well-being and effectiveness but also reduce teacher anxiety and stress. If teachers can develop Socio-Emotional Competent elements in one's behaviour , it will later reflect upon their resilient behaviour and also it has a tremendous impact on students performance outcomes contrively.

### Educational Implications

- Socio- Emotional Competency factors in teaching must influence Teachers Resilient behaviour, and overall performance in Special Education setting.
- Socio- Emotional well being of teachers will reflect on Teacher compatibility of coping stress in adverse situations.
- To provide a space for Social, and Emotional intervention strategies in the curriculum or syllabus meant for Special School teacher preparation programmes both in pre service and in service training.
- Teachers better Socio- Emotional Competent and Resilient behaviour will be a propelling force for students to absorb such qualities for easy adaptation to ones daily life

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