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Influence of Teachers' Social-Emotional Competency on Classroom Management In Meghalaya

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ABSTRACT

Teachers' Social-Emotional Competency (TSEC) plays an important role in teaching-learning situation; it influences teacher's personal ability, teacher-students relationships and classroom management. TSEC is viewed as an important contributor to the development of supportive teacher-students relationship which reveals the influence of teachers' social-emotional competency towards classroom management. It is understood that effective teaching and classroom management are inseparable from each other. When teachers experience mastery over the social and emotional challenges, teaching becomes more enjoyable, they feel more efficacious and know how to manage their emotions, relationships with students and creating a conducive classroom environment. This paper followed Explanatory Sequential Design and focused on the classroom management behavior of the teachers based on Teachers' Social-Emotional Competency using Flanders Interaction Analysis System (FAICS). The findings of the study revealed that 38.98% of teachers possessed above average TSEC, 23.66% were average and the rest 37.36% of teachers had below average TSEC. It is also revealed that teachers with below average TSEC used maximum (63.14%) of indirectness behavior, teachers with above average TSEC employed maximum (49.03%) of sustained acceptance behavior, teachers with high TSEC used maximum (4.77%) of restrictiveness behavior and teachers with low TSEC employed maximum (0.87%) negative authority in classroom management. Thus the study brings forth the significant influences of teacher's social emotional competency on classroom management.

KEY WORDS: Social-Emotional Competency, classroom management

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INTRODUCTION

Teachers' social-emotional competency refers to the ability of teachers to possess self-awareness, social awareness, self-management and relationship management which are based on the emotional, cognitive and behavioral competencies. Social-emotional competency is taken as one of the major components for successful system of education[1] and the main contributor to the development of supportive teacher-students relationship. A teacher who possess high social-emotional competency demonstrates more effective and more skillful management in classroom that is in understanding the students' behaviour, and handling the problem that arises in the classroom. Studies revealed that teachers with high SEC have higher effective classroom management skills as they are more proactive in using emotional expressions, appraise an individual student's desirable emotions, provide relevant cognitive and emotional responses to address their positive behaviour and verbal support to promote enthusiasm, enjoyment in learning, guide and manage students' behaviour[2]. This brings a healthier classroom situation, healthier relationship and successful performance. Hence, for teachers to ignite and maintain a highly positive classroom climate, it is essential for them to model high levels of Social-Emotional Competence and also be able to nurture students' SEC by infusing social emotional learning process[3]. Social-Emotional competency influences everything from teacher-student relationships to classroom management, to effective instruction[4]. Thus, Teachers' Social-Emotional Competency plays an important role in creating effective classroom management.

Rationale of the study

Teachers caring relationship with students is the cornerstone of good classroom management which also plays as an important role in determining teaching success. The study of Teachers' Social-Emotional Competency in Meghalaya becomes significant on the basis that Social-Emotional Competency plays an important role in teaching-learning situation and influence the personal competency of the teachers. In teaching, classroom management is a fundamental skill and considered as one of the top professional development needs[5]. Therefore, in order to deal with the problems and indiscipline in the classroom, a teacher must also possess social and emotional competence to enable him to sense the slightest changes in the classroom so that he or she can maneuver the teaching strategies accordingly. Thus, in order to identify and develop such characteristics among the teachers, one needs to assess the influence of teachers' Social-Emotional Competency in relation to Classroom Management Behaviour.

Operational Definition of the Terms Used

(i) Teachers' social-emotional competency: This refers to the ability of the teachers to socially and emotionally adapt and adjust themselves to the classroom environment. It involves teacher's ability to self regulate and manage emotions, to articulate interpersonal knowledge and skills, the ability to discern and understand others and the ability to interact effectively with people from different cultural background.

(ii) Classroom Management: It refers to the classroom behaviour exhibited by teachers to keep students organized, orderly, focused, attentive on task, and academically productive during a class.

OBJECTIVES

1. To study the Social-Emotional Competency of secondary school teachers.

2. To study the classroom management behaviour of teachers based on teachers social-emotional competency.

Research Questions

1. Are secondary school teachers socially and emotionally competent?

2. Does social-emotional competency of teachers affect their classroom management behaviour?

METHODOLOGY

Explanatory Sequential research design was employed in the study. The study has been delimited only to the secondary school teachers of East Khasi Hills, West Khasi Hills and Ri Bhoi District of Meghalaya. The sample of the study comprises of two parts:

1. In quantitative study the sample consisted of 744 teachers out of the total 2334secondary school teachers, Simple Random Sampling technique was used in the process of data collection.

2. In qualitative study the sample consisted of 234 teachers from the total 744 teachers in the quantitative study; the Purposive Sampling technique was used in the process of data collection.

Tool used

The following tools were used in collecting the factual information from the secondary school teachers:

1. Teacher's Social-Emotional Competency Scale (constructed and standardised by the investigator).

2. Flanders' Interaction Analysis Category System (FIACS) observation schedule by Ned. A. Flanders.

Analysis of data

The data collected to study the Teachers' Social-Emotional Competency and Classroom Management behaviours of secondary school teachers in East Khasi Hills, West Khasi Hills and Ri Bhoi District was analyzed and interpreted using descriptive statistics such as percentage based on the norms of percentile rank, range of raw scores under the following objectives.

Objective 1: To study the Social-Emotional Competency of secondary school teachers.

Social-Emotional Competency of secondary school teachers was analysed based on percentile rank. The norms are expressed in frequency and percentage as shown in Table No. 1.1.

Table No. 1.1 Percentage in Social-Emotional Competency of secondary school teachers

Percentile Rank (PR)	Frequency	Percentage (%)	Description
P_{80} and above	140	18.82%	High
P_{60} - P_{79}	150	20.16%	Above Average
P_{40}-P_{59}	176	23.66%	Average
P_{20}-P_{39}	145	19.49%	Below Average
P_{19} and below	133	17.87%	Low

The Table No. 1.1 shows that 18.82% of the secondary teachers fall within the percentile rank of P_{80} and above which indicates high Social-Emotional Competency. 20.16% falls between the percentile ranks of P_{60} - P_{79} which shows that they are securing above average in Social-Emotional Competency. 23.66% of secondary school teachers fall between

the percentile rank of P_{40}-P_{59} which implies average Social-Emotional Competency and between P_{20}-P_{39} percentile ranks, it is seen that 19.49% of secondary school teachers possessed below average Social-Emotional Competency. It was also observed that 17.87% of secondary school teachers fall within percentile rank P_{19} and below which indicates low Social-Emotional Competency. This implies that majority (23.66%) of secondary school teachers are average in Social-Emotional Competency.

Objective 2: To study the classroom management behaviour of teachers based on teachers social-emotional competency.

In order to study the Teacher classroom management behaviour based on Teachers' Social-Emotional Competency of secondary school teachers observation was made on 234 secondary school teachers who have obtained high, above average, below average, average and low in the Teachers' Social-Emotional Competency Scale. The detail of the 234 teachers based on the TSEC is shown in Table No.1.2.

Table No.1.2: Shows the Percentile Rank of TSEC

Percentile Rank (PR)	Scores	N	Description
P_{80} and Above	254 and Above	33	High
$P_{60} - P_{79}$	241-253	48	Above Average
$P_{40} - P_{59}$	230-240	54	Average
$P_{20} - P_{39}$	220-229	50	Below Average
P_{19} and below	219 and Below	49	Low

The Table No.1.2 showed that 33 teachers were observed having high Teachers' Social-Emotional Competency. There were 48, 54, 50 and 49 teachers under above average, average, below average and low teachers' social-emotional competency that were observed.

Referring to the observation made through Flanders' Interaction Analysis it was found that teachers with different social-emotional competence differs in their classroom management behavior. The data was analyzed and interpreted with the help of the interaction variables which are indirectness, sustained acceptance, restrictiveness and negative authority.

1. Indirectness: It is the index of teachers' tendency to the indirect behaviour while emphasis on contents of secondary importance. This represents the percentage of teachers statement classified as categories 1,2,3, out of a totality of teachers' statements represented by categories 1,2,3,6 and 7 (i/i+d). This is represented in the Table No.1.3.

Table No.1.3: Represents the comparison of percentage on indirectness of teachers' interaction

Levels of TSEC	Indirect Talk			Direct Talk		Ratio of variable (i/i+d)	Percentage
	1 Accept Feelings	2 Praises or Encourages	3 Accepts or uses pupil ideas	6 Gives Directions	7 Criticises		
Low	167	392	856	970	171	1415/2556	55.34
Below Average	207	464	1049	887	117	1720/2724	63.14
Average	247	396	1136	1049	159	1779/2987	59.60
Above Average	254	414	1087	1105	189	1755/3049	57.60
High	162	272	589	783	161	1023/1967	52.01

Teachers made used of different techniques in classroom management. From the observation made it was revealed that teachers do make used of indirectness in their classroom management in order to encourage students participation. However, the use of this component indicates unnecessary emphasis on minor content that is the tendency of the teachers to give praise and encouragement and to accept feelings freely and not weighing the worthiness of the response. The Table No.1.3showed that teachers with low TSEC involved the use of indirectness at least 55.34% in their classroom teaching. It was also observed that teachers with below average use indirectness for at least 63.14%

of their classroom teaching. Further, it was observed that teachers' with average, above average and with high TSEC employed indirectness in their classroom which was 59.60%, 57.60% and 52.01% respectively. This indicated that teachers with below average TSEC used more (63.14%) indirectness in their classroom management and teachers with High TSEC used the least (52.01%) indirectness in their classroom management. This means that teachers with below average TSEC give more emphasis to contents of secondary importance. This also implies that these teachers may not be prepared for their class. From the observation made it was observed that teachers with low TSEC and below average TSEC do not organize their class efficiently and teachers did not control the class confusion that arises. In fact it was observed that sometimes the teachers forgot the portion in the middle of the class and citing one incident it observed that while teaching on 'water current' the teacher presented a drawing on the topic and the pictures in the drawing were found to be misleading. Though teachers assessed students knowledge but most of the questions were short and closed ended which arise only one word response such as 'Yes and No'.

In fact the used of indirectness was not limited to teachers with low and below average TSEC. It was observed teachers with average, above average and high TSEC also applied indirectness in their classroom management. It was observed that teachers belonging to these levels were often prepared for their class and their lessons were well organized and do use both verbal non-verbal reinforcement judiciously. However in certain cases it was observed that teachers failed to ask the increasing critical awareness question and their questions were limited to the 'Yes' and 'No' responses and many times fail to write the important points from pupil's answer especially teachers with average TSEC. In spite, of the used of indirectness in their classroom teaching teachers with low and below average TSEC were observed to have never diverted their attention from the subject matter.

Hence, the used of indirectness as a classroom management behaviour is common at all levels of TSEC. This maybe because teachers see encouragement and praise as a way of helping the students develop their self-confidence and self-esteem.

2. Sustained Acceptance: It is the percentage of accepting and using pupil ideas in a sustained fashion i.e, the proportion of the sustained use of category 3 with total use of category 3. This is represented in the Table No.1.4.

Table No. 1.4: Represents the comparison of percentage on Sustained Acceptance interaction

Levels of TSEC	Cell (3,3) Accepts or uses pupil ideas	Total of Category 3	Percentage
Low	397	856	46.38
Below Average	442	1049	42.13
Average	458	1136	40.32
Above Average	533	1087	49.03
High	268	589	45.50

Secondary school teachers were observed to employ sustained acceptance in their classroom teaching which in fact helped in their classroom management. Here the teachers used the ideas given by the students in teaching the content. This type of classroom management displayed by the teachers helps not only in active participation of the students in the classroom but also developed their interest and curiosity as well as making them willing learners. From the Table No.1.4 it was observed that teachers with low TSEC used this behaviour 46.38% of their classroom interaction. It was also observed that teachers with below average TSEC make used at least 42.13% of this behaviour in classroom and teachers with average TSEC employed sustained acceptance for at least 40.32% of in their classroom interaction. The table also showed that teachers with above average and high TSEC used this behaviour of classroom management in 49.03% and 45.50% respectively in their classroom teaching. From the table it is seen that teachers with above average have the highest score on sustained acceptance. This implies that teachers with above average and high TSEC were more competent in using ideas received from the students in their classroom interaction. This leads to active participation of students in the classroom.

From the classroom observation carried out it was observed that teachers with above average and high TSEC avoid chorus answer in their classroom. Citing one teacher of above average TSEC, the teacher handled situation in which confusion arises by asking question to a particular student such as 'Iba, please give the answer'. This helped the teacher to sustained the idea given and developed the lesson further. Moreover, in order to increase students' attention teachers use strategies such as 'clapping of hands' accompanied by movement around the class to correct the mistakes and providing guidance. On the other hand, from the observation made it was observed that teachers with low and below average TSEC were least competent in using students' ideas. It was observed that though the students were cooperative and willing to participate in the classroom interaction it was found that teachers did not create enough opportunity for students to interact especially to express their original ideas as the questions thrown were mainly knowledge questions. Moreover it was observed that teachers de-motivated the students when giving wrong answer. It was

also observed that some teachers expressed disappointment when students provided unsatisfactory answers, while others did not assess at all. Regarding teachers with average TSEC it was seen that students' interaction depends mostly on the background of the students (that is the interaction is restricted to active students) as well as the way teachers' performance inside the classroom. Thus, sustained acceptance is a powerful tool in the hand of teachers in order to management classroom behavior effectively and to bring about maximum learning among students.

3. Restrictiveness:
It presents an index of teacher's tendency of being authoritarian in classroom communication. It is the percentage of teachers' statement classified as categories 6 and 7. This is represented in the Table No.1.5.

Table No.1.5: Represents the comparison of percentage on Restrictiveness interaction

Levels of TSEC	Category		Total of Category 6 and 7	Total classroom interaction (matrix)	Percentage
	6 Gives Directions	7 Criticises			
Low	970	171	1141	29400	3.88
Below Average	887	117	1004	30000	3.35
Average	1049	159	1208	32400	3.73
Above Average	1105	189	1294	28800	4.49
High	783	161	944	19800	4.77

Restrictiveness is classroom management behaviour used by the teachers in their class to manage indiscipline. From the observation that was carried it was seen that secondary school teachers limited the expression of this kind of behaviour in their classroom management. From Table No.1.5 it was observed that teachers with low TSEC used restrictiveness for at least 3.88% their classroom teaching. Teachers with below average, average, above average and high TSEC made used of at least 3.35% , 3.73%, 4.49% and 4.77% respectively of restrictiveness in their classroom management. The table showed that teachers with below average TSEC used the minimum of this behavior in their classroom management, whereas, teachers with high TSEC used the maximum of this behavior in the classroom.

In reference to the observation made it was observed that teachers with low and below average TSEC spent most of their time on lecturing and were not concerned with the classroom environment. In some situation teachers allowed students to go out and come in between the class which was of neither urgent nor specific need this created a disorder and indiscipline inside the classroom. Further, it was found that these teachers were unable to handle students' undesirable behavior such as whispering going around in the classroom, sleeping during class and inattentiveness. In fact teachers ignored such misbehavior and continued with their teaching so as to

complete the lessons by all means. Teachers with average TSEC were found to have good class management and the restrictiveness behavior when expressed was moderate and justifiable their teaching were found to be very good, democratic and flexible in nature. However, regarding teachers with high and above average TSEC it was found that they have command over the class and were often in control of the class. It was also observed that teachers with high TSEC give clear cut instructions of what they expect of their students and expect work to be completed on time. Sometimes it was observed that teachers with high TSEC have higher expectations of their students and hence, were more strict while dealing with them.

5. *Negative Authority:* This pertains to teachers' behavior indicative of classroom discipline problems faced by the teachers and being dealt with negative attitude curbing the freedom and initiative of students. It is the percentage of events of direction followed by criticism and criticism followed by direction out of total direction and criticism used by the teachers [cells (6, 7) & (7, 6)]. It is represented in the Table No.1.6.

Table No.1.6: Represents the comparison of percentage on Negative Authority interaction

Levels of TSEC	Cells		Total of Cells	Total of column 6 and 7	Percentage
	(6,7)	(7,6)			
Low	7	3	10	1142	0.87
Below Average	1	4	5	1064	0.47
Average	1	2	3	1208	0.25
Above Average	1	5	6	1294	0.46
High	3	0	3	944	0.32

Referring to Table No.1.6 it was observed that teachers do make used of negative authority in their classroom management in order to deal with indiscipline. However it was observed that the teachers judiciously and rarely used this type of behaviour in their classroom management that is when indiscipline has escalated beyond normal. It was observed that teachers with low TSEC applied 0.87% of this type of interaction in their classroom. Teachers with below average, average an above average displayed at least 0.47%, 0.25% and 0.46% of this behaviour respectively in their classroom management whereas teachers with high TSEC employed 0.32% of this behaviour in their classroom. Though teachers at different levels uses negative authority to a certain extent in their classroom management yet it was found that teachers with low TSEC uses it more than others.

During observation it was noted that teachers with low and average TSEC did not organize the class efficiently and tried to control the class with different methods such as scolding, warning for punishment with hard voice, for example one of the teachers warned, 'if you want to talk, go out

of my class' and while others were sterner against those who make noise or murmuring. However, there were some teachers from the group which were not able to handle the classroom management efficiently. Some of them did not control the undesirable behaviour amongst the students. This appeared when teachers could not manage the discipline while in the situation such as students did not stand up while response the questions and lack of control for those inattentive students.   With regard to the teachers with above average TSEC, it was observed that teachers did not required to manage the class verbally since their way of teaching already attracted the class as a whole. Further, teachers managed the discipline of the students, telling them to 'listen carefully', 'not talking or making any disturbances while teaching'. However, when situation arise the teachers control the class directly and hardly using scolding and sometime giving punishment in order to change the undesirable behavior. It was observed that teachers with high TSEC managed the class nicely when students diverted their attention. They controlled the situations indirectly by approaching towards them changing of speech pattern and created humour but when the behaviour did not change teachers used direct control such as scolding or criticism against them. However, the way teachers control the undesirable behaviors of the students did not hurt their feelings.

FINDINGS AND DISCUSSION

In the study of teachers' social-emotional competency it was found that 18.82% of teachers have high TSEC, 20.16% above average, 23.66% average, 19.49% below average and17.87% have low TSEC. This indicated that majority of teachers (23.66%) are average in teachers' social-emotional competency. Hence, the finding is in tune with the study made by Holeyannavar & Itagi[6] which revealed that majority (89.5%) of teachers possessed average social and emotional competency. This finding was similar with the finding made by Indu[7], Nasir, Mustaffa & Ahmad[8] and Thakur & Kumar[9] which stated that majority of teachers possessed average emotional ability which indicated that most of the teachers (89.5%) showed average of emotional competence levels, followed by 6.7% and 3.8% in incompetent and highly competent levels respectively. However, Mishra and Laskar[10] in his study revealed that emotional competency of teachers were not normally distributed. On the other hand, the present finding refutes the finding made by Batallio & Stephens[11] which indicated that 100% of the teachers acknowledged their lack of knowledge and skill in the area of social-emotional learning and desired for further training.

The investigator found that teachers with low TSEC used 55.34% indirectness behaviour whereas teachers with below average used 63.14%, average TSEC 59%, above average 57.60%, and teachers with high TSEC used 52.01% indirectness. Thus, teachers with below average TSEC make used maximum (63.14%) of indirectness while managing the classroom. This indicated that teachers

with below average TSEC give more emphasis to contents of secondary importance than others. Thus, the finding is in tune with the study made by Mulyati[12] which stated that in order to control the class teachers used several exchanges of secondary importance such as praising or encouraging, accepting feelings and using student's ideas were used. It was also observed that teachers with low TSEC made 46.38% of sustained acceptance whereas 42.13%, 40.32%, 49.03% and 45.50% sustained acceptance were used by teachers with below average, average, above average and high TSEC respectively. This indicated that teachers with above average TSEC used more sustained acceptance (49.03%) and were more competent in using ideas received from the students in their classroom interaction than others teachers. The present findings is in line with the study made by Wentzel[13] which revealed that a teacher who aware of his or her emotional responses and could recognize with a student's emotional responses and has a direct effect on students' interest. This finding was also similar to the finding made by O'leary and O'leary[14] which stated that the way teachers attend to their pupils determines in large measures on what the children will do. With regard to restrictiveness it was found that teachers with low TSEC used 3.88% of restrictiveness, teachers with below average TSEC used 3.35% whereas 3.73%, 4.49% and 4.77% of restrictiveness were used by teachers with average, above average and high TSEC respectively. Thus, it revealed that teachers with high TSEC used the maximum (4.77%) of restrictiveness behaviour in the classroom. This finding is similar with the study made by Ladd & Birch[2] that teachers with high SEC have higher effective classroom management skills. On the other hand, teachers with low TSEC used 0.87% of negative authority; teachers with below average TSEC used 0.47% whereas 0.25%, 0.46% and 0.32% of negative authority were used by teachers with average, above average and high TSEC respectively. This indicated that teachers with low TSEC were more (0.87%) authoritative than others. The present finding is similar to the finding made by Becker, Madsen, Arnold, & Thomas[15] and Chaudhuri[16] which found that when teachers were more reprimands and dominative, students exhibited more disruptive behaviors, distracted and less attending behaviors. This means that teachers' emotional negativity is associated to student misbehaviors[17] that consequently can have a negative effect on teaching[18]. This finding was also in tune with the result made by Chaudhuri[16] which stated that as teachers used more praise and more integrative contacts enabled students to exhibit less disruptive behaviors, talk initiative and more attending behaviors[15.]

IMPLICATION

The findings from the present study confirmed the importance of Social-Emotional Competency and its influences on Classroom Management behavior of secondary school teachers. The following educational implications can be derived on the basis of the present study.

The study reveals that 38.98% (18.82% high and 20.16% above average) of teachers possessed above average TSEC, 23.66% were average and the rest 37.36% (19.49 below average and 17.87% low) of teachers have below average TSEC. This implies that quite a number of teachers (i.e, more than 37.36%) have below average TSEC. Therefore, to enhanced adequate SEC teachers must be provided various abilities such as self-regulation, social awareness and management of emotion. The findings also revealed that teachers with below average TSEC used maximum (63.14%) of indirectness behaviour while managing the classroom. This implies that teachers with below average TSEC give more emphasis to contents of secondary importance without concerning much on students' responses. Hence, it is necessary for these teachers to be prepared for their classes before teaching and use of indirectness behaviour such as encouragement and praise judiciously so that the management skills would be more meaningful. The study also revealed that teachers with above average TSEC employed maximum (49.03%) of sustained acceptance behaviour than other teachers which implies that these teachers were more competent in using ideas received from the students in their classroom interaction than others. Thus, it is needed for teachers with low sustained acceptance behaviour to provide adequate opportunity of students' initiation that creates more classroom participation and reduces classroom indiscipline. Further, the study showed that teachers with high TSEC used the maximum (4.77%) of restrictiveness behavior in the classroom as compared to others. This implies that teachers with high TSEC have command and often in control of the class. Therefore, teachers with low TSEC are needed to concentrate more on the appropriate strategies such as movement, speech pattern in order to deal with the classroom situation successfully. On the other hand, it was found that teachers with low TSEC used maximum (0.87%) negative authority as compared to other teachers (0.47% below average, 0.25% average, 0.46% above average and 0.32% high TSEC). This implies that teachers with low TSEC employed more negative authority (0.87%) in managing the class than other teachers. Therefore, it is necessary for this group of teachers to improve the way of understanding others and interaction such as 'warning of punishment', 'scolding with hard voice', so that negative behaviour in classroom management is reduced.

SUGGESTION AND RECOMMENDATION

In view of the development of teachers' quality in the state, it is suggested that the government, administration and school managements should provide remedial steps in improving Teachers' Social-Emotional Competency that minimizing problems of Classroom Management among secondary school teachers so that their teaching performance would be more successful. On the other hand, providing of training and facilities for implementation of teachers' professional skills and methods of teaching is imperative. It is also suggested that follow up programmes like refreshers

courses; coaching, workshops and seminars should be organized for all teachers, so that teachers can revitalize professional skills effectively. Therefore, for overall improvement of teachers' teaching quality, improvement of quality teacher's education institution that enhances potential knowledge and skills for Classroom Management of each teacher is necessary.

CONCLUSION

The study revealed that teachers' social-emotional competency plays a vital role in classroom management. It is said that 'creating and maintaining an orderly, productive classroom management has long been viewed as one of the essential elements in teaching competence'[19]. The study revealed that teachers may acquire different classroom management skills but the tendency on how to implement them differs from one to another. However, it is found that teachers with high SEC employed more effective and judicious classroom management skills such as restrictiveness, sustained acceptance, indirectness and others as they are more proactive in using emotional expressions; provide relevant cognitive and emotional responses to address their positive behaviour. Thus, remedial measures of enhancing social-emotional competency should be provided for improving classroom management behaviour among teachers.

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