



Emotional Competence as A Determiner of Mental Health of Prospective Teachers of Arts Stream of Himachal Pradesh, India

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Available online at: www.isca.in, www.isca.me

Received 31st October 2015, revised 6th December 2015, accepted 30th Decmeber 2015

Abstract

The place of teacher in the classroom lays the foundation of the learning of the students. The prospective teachers are trained by the institutions of education to deliver the knowledge and skills to the students by the best method and skill they have learnt. But, this execution of the skills is entirely depends on the state mind and emotions of the teacher. The present study is concerned with the emotional competence as determiner of mental health of prospective teachers of arts stream. The researcher adopted the survey method under descriptive research and randomly selected 200 arts Prospective teachers from the colleges of education of five districts of Himachal Pradesh. Mental Health Inventory developed by Dr. Jagdish and Dr. A.K. Srivastava and Scale of Emotional Competency (SEC) developed by H.C. Sharma and R. Bhardwaj used by the researcher to measure emotional competence of Pre-service teachers of arts. The findings of the study revealed that Pre-service teachers of arts belonging to general and reserved categories were found significantly different in their mental health. There is also found a significant difference in the mental health of high and low emotionally competent Prospective teachers of arts. It shows that emotions affect the mental health of Prospective teachers of arts. The researcher has given the valuable suggestions to improve the mental health of the teachers which will help to make them emotionally stable and competent also.

Keywords: Mental health, emotional competence, Pre-service teachers, arts.

Introduction

Man is integrated psychosomatic unit whose behaviour is determined by both physical and mental factors. Good health of a person depends upon the state of his mind and body. A healthy mind lives only in a healthy body. Health is the basic of individual and social welfare which is the basic of life of every individual. In other words, health means that both body and mind are working efficiently and harmoniously. Man's happiness is happy life which depends upon good health, vigor and vitality. It is the teacher in the school and classroom who is responsible for developing good mental health in the students. Good mental health is concerned with the full and harmonious functioning of our body. Mental health is a term used to describe how well the individual is adjusted to the different situations and circumstances of the life. In a good mental health position man get realization of his inner abilities and strengths which enable him to keep away from mental disorders. Thus, mental health is just a feeling of well-being, happiness, the ability to cope with the challenges of life, to accept self and others, most of these, to have a positive attitude towards oneself. Mental health is a normal state of well being and defined as condition and level of social functioning which is socially acceptable and personally satisfying. Mental health is indicated in such a person who is happy, healthy, optimistic in their life and live like a harmonious personality. W.H.O.(2005)¹ 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". In the view of Lazarus, R.S.(1991)², "Teacher can maintain the climate for healthy interaction if he/she is mentally healthy as the school maintains and promotes the mental health of teachers through proper environment and healthy management of school affairs. It is the teacher with sufficient degree of mental health who can maintain the twin requisites of teaching-learning situations viz., i. healthy interactions in the classroom and ii. healthy participation by students in lessons. A mentally healthy teacher creates healthy teaching-learning situation." In Indian way, mental personality contributes three gunas or characteristics as Sattav, Rajas and Tamas. The imbalance of these gunas cause mental disorders. These gunas are in 'manas' [mind] since birth but they keep certain equilibrium in normal person. Lord Krishna also stresses in Gita on three gunas to be kept in balance and mind is the key for this.

Mental hygiene is a science which deals with the process to attain mental health and prevents mental illness. It is mainly concerned with mental phenomena. The process of mental hygiene is a life-long process beginning from the time of birth and continuing till the death of the individual. Mental hygiene and mental health may be differentiated as means and ends. Mental hygiene is a means to make people conscious of mental

health. It provides the means and measures to achieve mental health.

Education for mental health means education for the enhancement and enrichment of life. Naturally, the central objective of education is to ensure that, our children cherish and exhibit in their lives the finest values of our civilization. A mentally healthy person has a wholesome balanced personality by and large free from schisms and inconsistencies, emotional and nervous tensions, discards and conflicts. Perfect mental health, however, is a myth.

Mental health for a teacher is extremely important not only for his own self but more for the sake of the students under his charge. A mentally unsound teacher is likely to make his students unhealthy. Keeping in view the healthy upbringing of our children, it is very essential that the mental health of the teacher should receive a great attention. For preservation of mental health, or in other words, prevention of mental illness among teachers, the individual, the institution and the State – all have to work in co-operation. Even in classroom learning, one learns because there is love in learning; one teaches because there is love in teaching.

In practice, one can never separate emotion from cognition. The emotional factors are clearly evident when a student acquires either distaste, or a passion for a subject. For every job and work in life emotions, emotional intelligence and emotional competence play important part. Emotional competence is concerned with the accurate or effective perception, comprehension, regulation and utilization of affect and affective information. It is the ability to identify and manage the emotions of a person. It enables the person to cope with emotional states of mind, control impulses, use better judgments, reactions to different situations, adapt emotions in response to others' emotions and reactions and cope with unaccepted success or failure. The research studies show that emotional competence influence life success, extending from academic and professional achievements to healthy and cordial relationships. In the present scenario, emotional learning has become important part in the basic education of the children and drawing the attention of the teachers, educators, researchers and educational administrators. It is process in which children and adult students acquire the basic knowledge and skills effectively in various social environments at institution or social contexts. A teacher of all the level can perform his duty only when he is sound from his mind and stable in his emotions. Sharma, A. (1994)³ defined emotional competence as the ability of a person to express or release hi inner feelings or emotions. Park, J., Haddon, A., and Goodman, H. (2003)⁴ defined this term as the ability to understand, express, manage, and use emotions in various situation of life. He called emotional competence a 'skill' that can be learnt and acquired by practicing it in behavior. Therefore, emotional competence provides a way to

improve health by avoiding stress resulting from suppressing of emotions.

A mentally healthy and emotionally competent person has self positive – esteem which enables him to accept challenges and precede his way positively. Emotional attachment with family members, teachers, friend circle, and associated persons help him to feel a part of one's community and life. Emotional competence and sound mental health enables him to set the goals and achieve those by working hard maintaining and increasing the energy level. In this way he is able to adjust and intermingle with the environment or life situations.

Revisit of Related Literature: The investigator reviewed the related literature for finding the gaps and relationships in various studies conducted in the field of interest. Baikady, R. (2015)⁵ found in the study that there are a number of mental disorders that can be prevented by adopting different measures like antenatal care, nutrition support to pregnant ladies, post natal care, supervised delivery, immunization, and prevention of accidents and treatment of epilepsy. The people must be aware with the ways and means to prevent and promote mental health. Kumar, Sanjeev (2015)⁶ found in the study that pre-service teachers of science belonging to general and reserved categories were significantly different in their mental health. The total score obtained by pre-service teachers of general category was higher than their counterpart. Thakur, K. S. and K. Sanjeev (2013)⁷ found in their study that male and female prospective teachers of science significantly different in their emotional competence in which male prospective teachers were more emotionally competent than females. There was also found category – wise significant difference in which general prospective teacher were found dmore emotionally competent than reserved one. The results of the study conducted by Mehar, R. and Sekhri, A. (2013)⁸ revealed that there was a positive relationship between life satisfaction and mental health. There was found significant difference in life satisfaction and mental of male and female teacher trainees. Padyab, M. et. al (2012)⁹ conducted a study on client violence and mental health status among Iranian social workers. In the study, psychological violence was associated with poorer health having characteristics physical symptoms, anxiety and sleep disorders and social dysfunction. It was found that 67% of Iranian social workers have experienced violence with a considerably higher magnitude of psychological violence than physical violence.

The review of the Indian and abroad research studies showed that mental health and emotional competence affects every aspect of the person. It was also found that no study is carried on the emotional competence as a predictor of mental health of arts prospective teachers. So, the researcher felt the need to conduct a study on emotional competence as a determiner of mental health of prospective teachers.

Significance of the Study: The present scenario deals with the electronic digital devices which are trying to replace the teacher

from the classroom. It is emotion which differentiate teacher from these devices. But, there are many factors that affect the emotionality and mental soundness of the teachers in classroom or in institution like his job security, salary, facilities, working with others, language and cultural variations and many more. The researcher took these factors as root cause of mental illness and emotional instability. Thus, the present study is an effort to check whether emotional competence is determining the mental health of arts prospective teachers. In case of poor and average mental health and emotional competence of arts prospective teachers the researcher will try to suggest the means and measures to promote the mental health so that they will become emotionally stable.

Objectives of the study: i. To study and compare mental health of prospective teachers of arts with respect to: a) Gender b) Social Category and c) Emotional Competence. ii. To study and compare double and triple interaction effects of mental health of prospective teachers of arts with respective to: a) Gender b) Social Category and c) Emotional Competence.

Hypotheses of the study: i. Mental health of prospective teachers of arts do not differ significantly with respect to a) Gender b) Social Category and c) Emotional Competence. ii. Mental health of prospective teachers of arts do not interact significantly with respect to a) Gender and Social Category b) Gender and Emotional Competence c) Social Category and Emotional Competence and d) Gender, Social Category and Emotional Competence.

Materials and Methods

Type of Study: Institution based quantitative study.

Place of the Study: The present study was undertaken in five districts of Himachal Pradesh, India.

Duration of the Study: Ten months, 05.09.2014 to 05.07.2015.

Methodology of the Study: The present study is based on descriptive research which is concerned with obtaining precise and pertinent information of the current status of any problem. The researcher collected the data and provided the information of what exists w.r.t. conditions in a situation. The method is preferred keeping in view the objectives of the study undertaken.

Sample: Every research study is conducted on a selected sample. The sample of 200 prospective teachers of arts stream is selected by multistage sampling technique. At the first stage five districts of Himachal Pradesh in India out of twelve – Shimla, Hamirpur, Una, Solan and Mandi were selected by the lottery method of sampling technique. At the second stage, two colleges of education per district were selected conveniently by the researcher in this way total 10 colleges of education were included in the required sample. Then, at the third stage, 20 prospective teachers per college belong to arts stream were included in the sample by systematic random sampling method. The selected sample was categorized into gender (male and female) and social category (general and reserved). 100 male and 100 female prospective teachers of arts were selected in which 50-50 were belong to general and reserved categories as shown in figure-1.

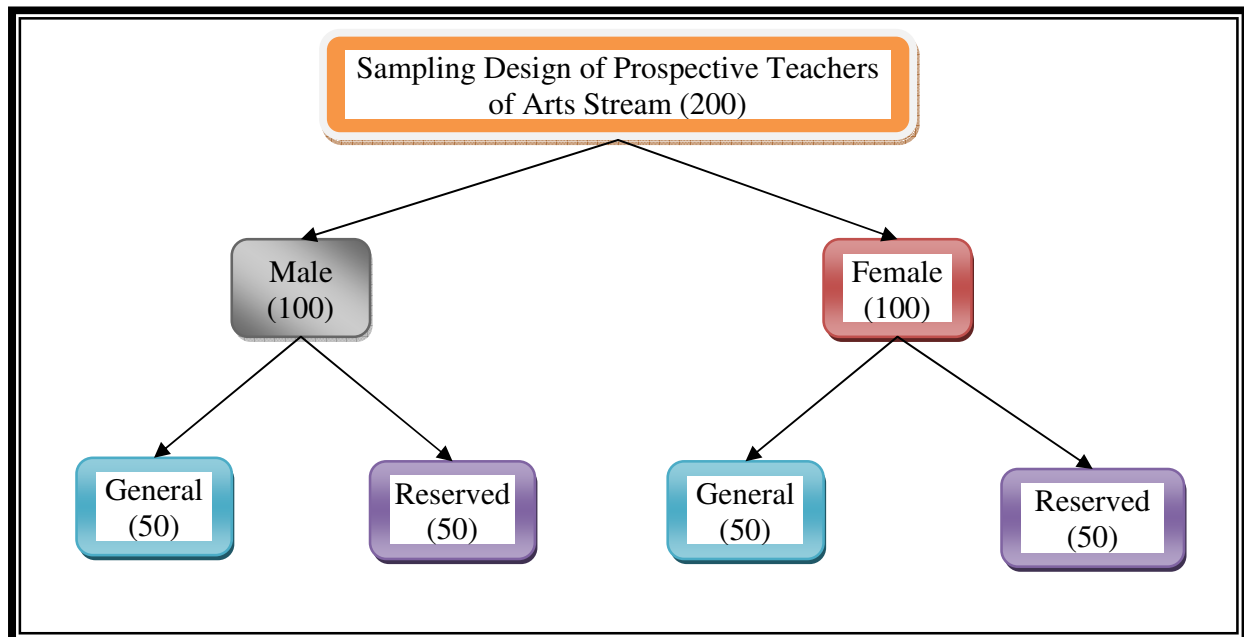


Figure-1
Sampling Design

Tools: The researcher has used the standard tool developed by Dr. Jagdish and Dr. A. K. Srivastava (1996) to conduct the present study. This tool is named as Mental Health Inventory (MHI) consisting of 56 items in which 32 are false-keyed or negative marked by * and 24 items are true-keyed or positive. The authors of the tool used split half method to determine the reliability coefficients of dimensions of Mental Health Inventory which was come out to be 0.70. The reliability coefficient of Overall Mental Health (OMH) was calculated and found to be 0.73. The validity of the inventory was calculated in the form of construct validity and come out to be 0.54. The complete item-wise description of the inventory is presented in the form of Table 1 given as follows.

The second tool administered by the researcher was Scale of Emotional Competence (SEC) which was created by H. C. Sharma and R. Bhardwaj. It is made for measuring the emotional competence. In the present study, this scale is used to measure the emotional competence of prospective teachers and arts stream. There are 30 items under five competencies and six items per competency present in the scale. Split half method of

reliability has been adopted by the authors of the scale to measure reliability which was come out to be 0.76. The authors have calculated the validity with the factor A and C of 16 – personality factor questionnaire and the final validity values were recorded as 0.64 and 0.69 respectively. The complete description of the items is given in the Table 2 as follows.

Procedure: Both the tools Mental Health Inventory (MHI) and Scale of Emotional Competence (SEC) administered to the prospective teachers of arts stream by the researcher. The perfect rapport was established with the target group during the time of administration of the tools. The participants have responded correctly and confidently. Then the item-wise scores of the administered tools were calculated as per the instructions given in the manual. The six items of the Mental Health Inventory and five items of Scale of Emotional Competence were simply added to get the Overall Mental Health and Total Emotional Competence scores. The scores of all the items of the tools were used in the study for analysis to achieve the objectives.

Table-1
Item – Wise Description of Mental Health Inventory (Mhi)

Sr. No.	Name of the Item	Item number in MHI
1.	Positive Self Evaluation (PSE)	1*, 7*, 13*, 19, 23*, 27, 32, 38, 45, 51
2.	Perception of Reality (PR)	6, 8, 14*, 24*, 35*, 41, 46*, 52
3.	Integration of Personality (IP)	2*, 9*, 15*, 18*, 20, 25*, 28*, 33*, 36*, 40*, 47*, 53*
4.	Autonomy (AUTNY)	3*, 10*, 29, 42*, 48*, 54
5.	Group Oriented Attitude (GOA)	4, 11*, 16*, 21*, 26, 30*, 39, 43, 49*, 55*
6.	Environmental Competence (EC)	5*, 12, 17*, 22*, 31, 34, 37, 44, 50, 56

Table-2
Item – Wise Description of Scale of Emotional Competency (Sec)

Sr. No.	Name of the Item	Item number in SEC
1.	Adequate Depth of Feeling (ADF)	1, 6, 11, 16, 21 and 26.
2.	Adequate Expression and Control of Emotions (AECE)	2, 7, 12, 17, 22 and 27.
3.	Ability to Function with Emotions (AFE)	3, 8, 13, 18, 23 and 28.
4.	Ability to Cope with Problem Emotions (ACPE)	4, 9, 14, 19, 24 and 29.
5.	Encouragement of Positive Emotions (EPE)	5, 10, 15, 20, 25 and 30.

Definition of Terms Used in Study: The definitions of the terms used in the study are:

Mental Health: The mental health refers to state of mind measured by six components of Mental Health Inventory, viz. Positive Self Evaluation (PSE), Perception of Reality (PR), Integration of Personality (IP), Autonomy (AUTNY), Group Oriented Attitude (GOA) and Environmental Competence (EC).

Emotional Competence: The emotional competence of Prospective teachers refers to the five items of Emotional Competence Scale, viz. Adequate Depth of Feeling (ADF), Adequate Expression and Control of Emotions (AECE), Ability to Function with Emotions (AFE), Ability to Cope with Problem Emotions (ACPE) and Encouragement of Positive Emotions (EPE).

Prospective Teachers: The present study is concerned with the Prospective teachers. The students pertaining one year prospective training, i.e., Bachelor of Education (B. Ed.) degree in various colleges of education in the State affiliated to Himachal Pradesh University and National Council of Teacher Education (N.C.T.E.), New Delhi were treated as Prospective teachers.

Arts: The operational term ‘arts’ is concerned with one of the streams belongs to subjects of humanities. The humanities subjects like, English, Political Science, History, Sociology, etc. studied under the stream ‘arts’.

Gender: It belongs to the sex of the Prospective teachers, i.e., male and female.

Social Category: It refers to the category (general and reserved) of the Prospective teachers under study. The Prospective teachers belonging to Schedule Caste, Schedule Tribe and Other Backward Classes were selected under reserved category and others were taken as general.

Results: The analysis of the obtained data was done by using the three way ANOVA and ‘F’ value calculated to check the significance of difference between the variables mentioned in the objectives. Also, the interactional effects were calculated between the three groups. The outcome of the analysis is given in the Table 3, 4 and 5 as follows.

Table-3
Type of social category and type of gender – wise scores of mental health of prospective teachers of arts

Type of Social Category Type of Gender	General	Reserved	Total
Male	9032	8721	17753
Female	8867	8724	17591
Total	17899	17445	35344

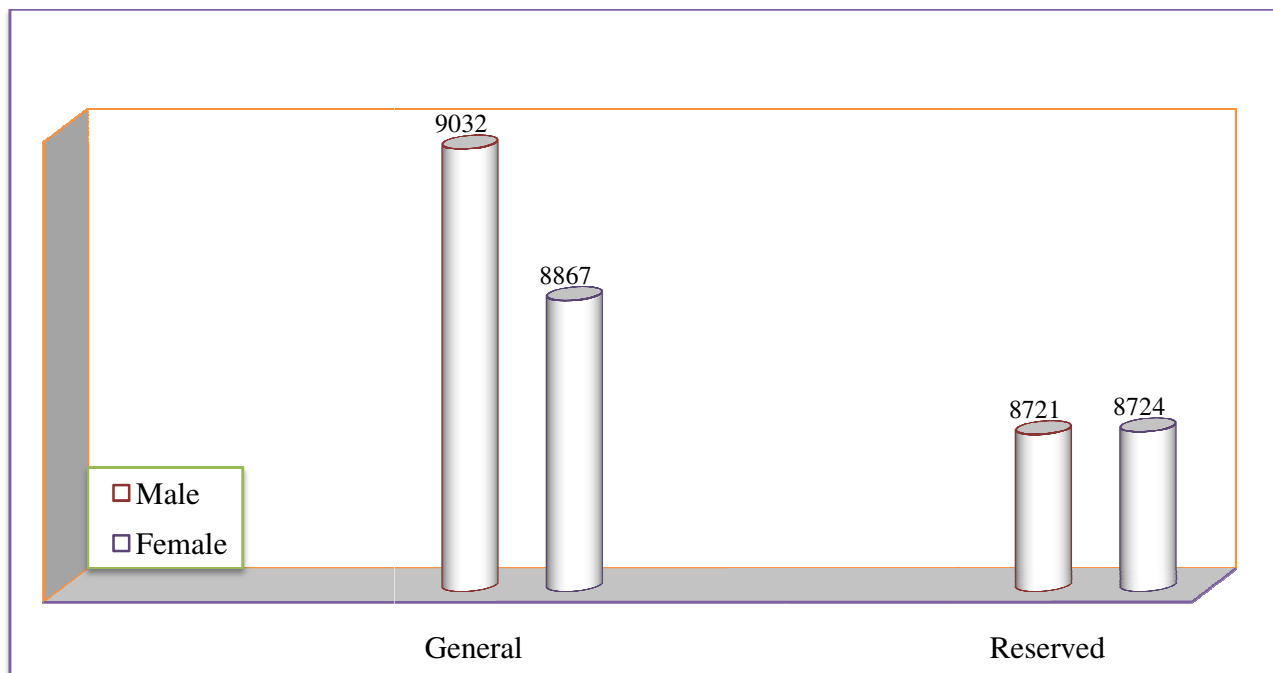


Figure-2
Social category and gender wise scores of mental health of prospective teachers of arts

It is clear from Table 3 and Fig. II that mental health score of male Prospective teachers of arts belonging to general category is highest (score=9032) whereas male Prospective teachers of reserved category have the lowest mental health score (8721).

competence score exhibit highest mental health score (8996) whereas Prospective teachers of reserved category pertaining low emotional competence score have lowest mental health score (8681).

From Table 4 and Fig. III it is clear that mental health of male Prospective teachers of arts having high emotional competence score is highest (score=8925) whereas female Prospective teachers of low emotional competence score have lowest mental health score (8756).

In order to study the main effects of type of Social Category, Gender and Emotional Competence on the mental health scores of sampled Prospective teachers of arts, statistical technique of 'Analysis of Variance' (2x2x2, factorial design involving two levels of gender i.e., male and female; two types of social categories i.e., general and reserved and two levels of emotional competence i.e., high and low) was applied on the scores of mental health.

It is clear from Table 5 and Fig. IV that Prospective teachers of arts belonging to general category having high emotional

Table-4
Type of gender and type of emotional competence – wise scores of mental health of prospective teachers of arts

Type of Gender Type of EC	Male	Female	Total
High	8925	8835	17760
Low	8828	8756	17584
Total	17753	17591	35344

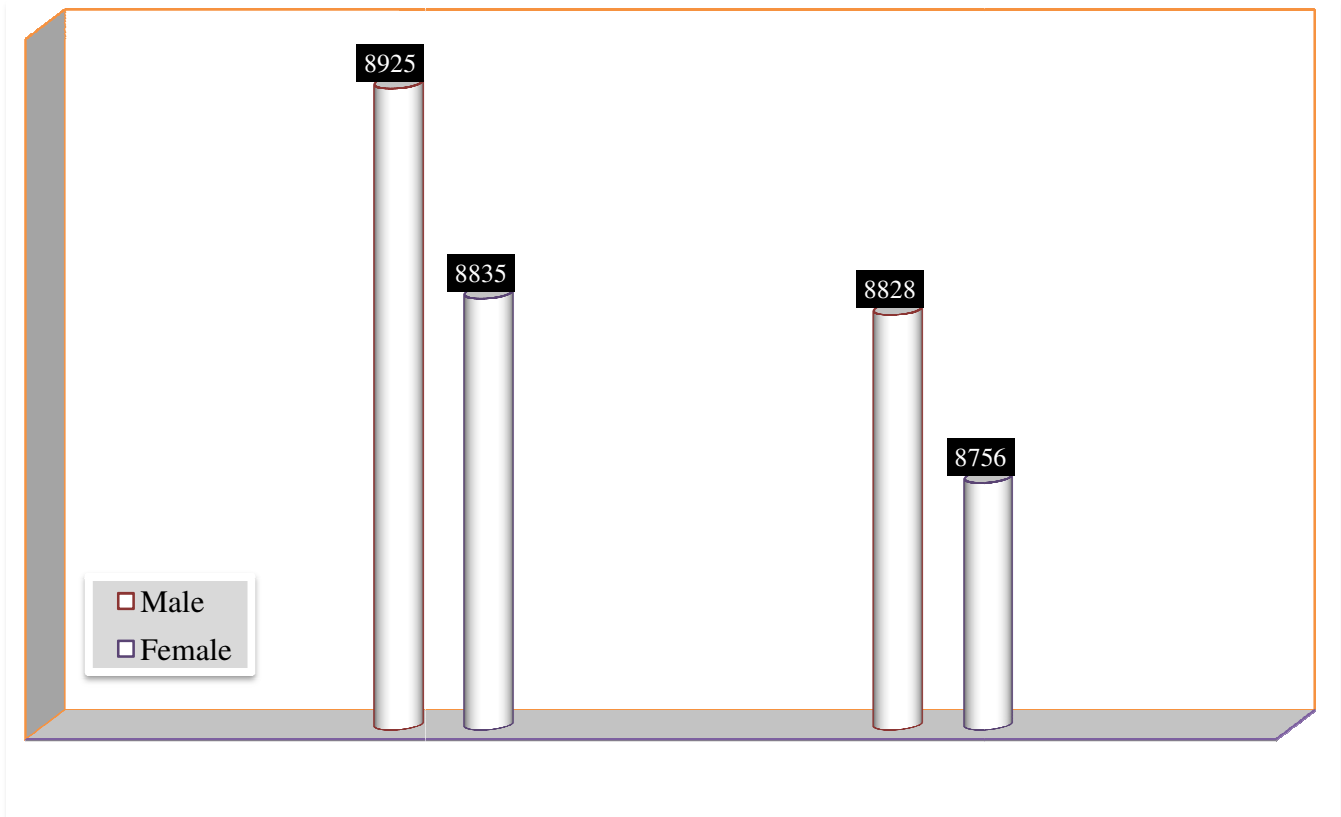


Figure-3
Gender And Emotional Competence - Wise Scores Of Mental Health of prospective Teachers of Arts

From Table 6, it is clear that the calculated value of 'F' ratio for the main effect of gender of Prospective teachers of arts on their mental health came out to be 5.25 for df 1 and 199, which is significantly higher than the 'F' Table value 3.89 at 0.05 level of significance. Hence hypothesis no. 1 (a) that mental health of Prospective teachers of arts do not differ significantly with respect to gender was rejected. It is evident from Table 3 that male Prospective teachers of arts (score=17753) have higher mental health than their counterpart (score=17591).

Further, it is revealed that 'F' ratio for main effect of social category was found 41.57 which was found highly significant at

0.01 level of confidence for df 1 and 199. Hence, hypotheses no. 1 (b) that mental health of Prospective teachers of arts do not differ significantly with respect to social category was rejected. It is clear from the Table 5 that Prospective teachers belonging to general category have higher mental health (score = 17899) than their counterpart (score = 17445). Table 6 shows that 'F' value for the main effect of emotional competence was came out to be 6.25 for df 1 and 199 higher than the table value 3.89 at 0.05 level of confidence. So, it is found significant and the hypothesis 1 (c) mental health of Prospective teachers of arts do not differ significantly with respect to emotional competence was rejected.

Table-5

Type of social category and type of emotional competence-wise Scores of mental health of prospective teachers of arts

Type of Social Category Type of EC	General	Reserved	Total
High	8996	8764	17760
Low	8903	8681	17584
Total	17899	17445	35344

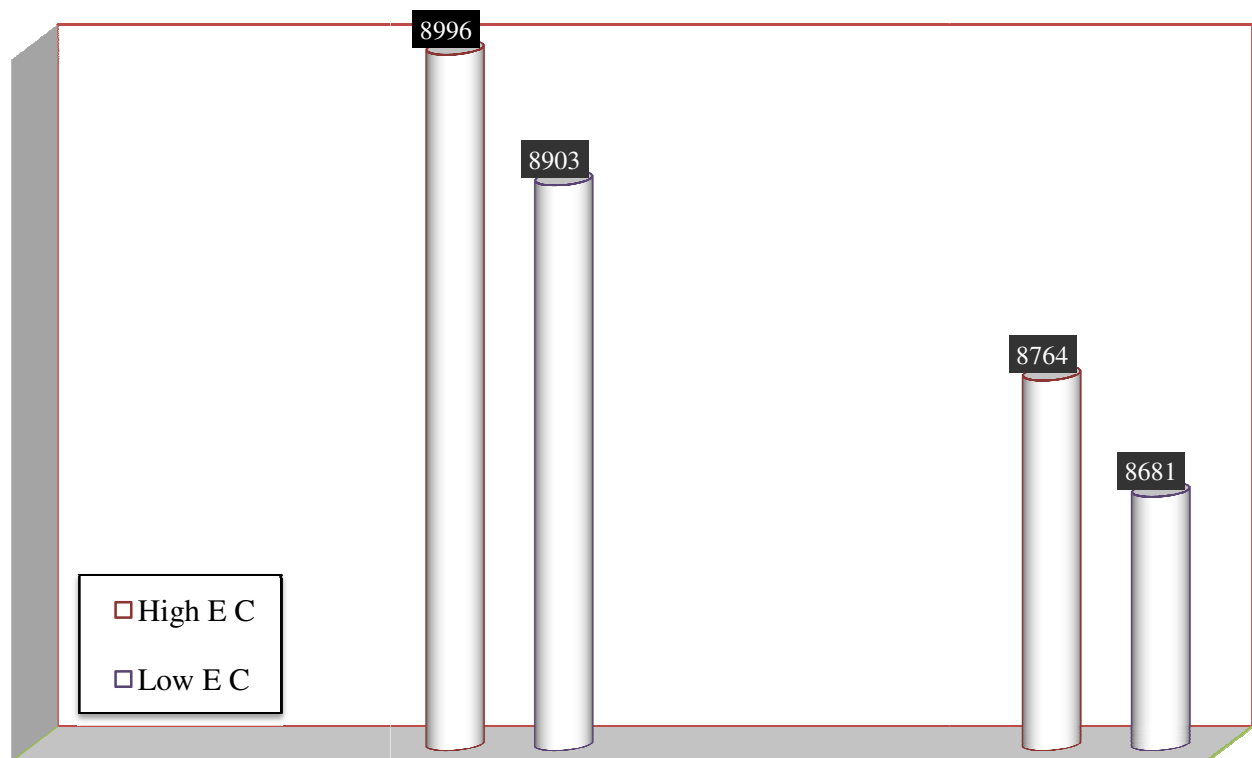


Figure-4

Type Of Social Category And Emotional Competence Wise Scores Of Mental Health Of Prospective Teachers of Arts

Table-6
Summary table of analysis of variance on mental health scores of prospective teachers of arts

Source of Variation	Sum of Squares	Df	Mean Square (V)	'F' Value
Gender	130.20	1	130.20	5.25*
Social Category	1030.60	1	1030.60	41.57**
Emotional Competence	154.90	1	154.90	6.25*
Gender × Social Category	141.10	1	141.10	5.69*
Gender × Emotional Competence	1.60	1	1.60	0.065
Social Category × Emotional Competence	0.50	1	0.50	0.002
Gender × Social Category × Emotional Competence	19.0	1	19.0	0.77
Error variance	4764.40	192	24.81	-----
Total	6242.30	199	-----	-----

** p<0.01, *p<0.05

From the Table 6, it is evident that the calculated value of 'F' for interaction effect of type of gender × social category was higher than the table value at 0.05 level of significance (5.69>3.89) for df (1, 199). Hence, gender and social category interact significantly at lower level of significance and the hypothesis 2 (a) that mental health of Prospective teachers of arts do not interact significantly with respect to gender and social category was rejected. Also, from the Table 6, it is evident that the calculated value of 'F' for interaction effect of type of type of gender × emotional competence, type of social category × emotional competence and type of social category × gender × emotional competence of Prospective teachers of arts came out to be 0.065, 0.002, and 0.77 respectively for df 1 and 199, which were found non-significant even at 0.05 level of significance. Thus, no interaction effect was found statistically significant even at lowest level of confidence.

Discussion

In the study, the category – wise prospective teacher of arts stream were found significantly different in which high score was obtained by the general prospective teachers of arts stream. The mental health of high and low emotionally competent prospective teachers was also observed significantly different. It shows that these teachers are not able to adjust in the teaching situations in the institutions as far as emotions are concerned. The poor and average scores of mental health indicate weakness in self-confidence, self realization, self-concept, self-identity and acceptance of self and others in different situations and roles in their life. The study shows the interactional effect between gender and social category, but, no double and triple interactional effects were found between other respective variables of the study.

Conclusion

Nowadays, the teaching profession is quite challenging. The teacher has to impart the knowledge in the students according to the current status and need of the hour. Thus, the teacher should

be mentally healthy and emotionally stable. Therefore, to promote the mental health of Prospective teachers to the highest level, some suitable steps should be taken which may help in over-all development of the Prospective teachers. Also some reformations in the B.Ed. curriculum may be made in order to make the Prospective teachers more competent and efficient in the teaching-learning process. They may be given chance to interact with each other through workshops and exhibitions which should be organized accordingly. It may help in developing the ability of responsibility and capacity for adjustment in all types of emotional situations. There should be provision in the B.Ed. program for emotional training of the Prospective teachers so that they can react in the real classroom situations. This may helpful for teachers, administrators, educational planners and concerned authorities for the maximum utilization of making the teaching-learning process more effective.

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