

Emotional Competence among the Higher Secondary Students

Dr. R. Muthaiyan

Assistant Professor, Department of Education and Management, Tamil University, Thanjavur, Tamil Nadu, India

ABSTRACT

The present study focuses on the Emotional Competence among the higher secondary students." The investigator used the random sampling technique for this study. The findings of this study are: i) Female Students have high Emotional Competence when compared to Male students. ii) There is no significant difference in mean scores of Emotional Competence with respect to Religion, iii) There is no significant difference in mean scores of Emotional Competence with respect to Medium of Instruction, iv) Government School Students have high Emotional Competence when compared to Private and Aided School students, v) There is no significant difference in mean scores of Emotional Competence with respect to Family type, vi) There is no significant difference in mean scores of Emotional Competence with respect to Father's Occupation, and vii) There is no significant difference in mean scores of Emotional Competence with respect to Mother's Occupation.

KEYWORDS: Emotional, Emotional Competence, Higher Secondary School Students

INTRODUCTION

Emotional competence endows a person to appreciate his own emotions as well as of others. It also trains him to control and express them in a civilized culture. In short, emotional competence deals with understanding, guideline and expression of various emotions. According to **Ellis (1987)**, "Emotional competence as the capability to understand, deal with and express the emotional aspect of one's life that enables the victorious management of life tasks such as knowledge, forming relationships, resolving everyday problems and adopting to the difficult demands of enlargement and development." According to **Denham (2006)**, "Emotional expressiveness deals with occurrence, intensity and extent of expression of both negative and helpful emotions." It develops in a person the competence to identify his emotion and its causes and consequences and the way to control it. Parents and society expectations regulate the early days emotions while socially proper standards guide them at pre-school level.

Emotional competence is a input that opens the a variety of locks of an individual's qualities of social behaviour. It can teach him to avoid unnecessary stress and twist, develop amity and wellness with his

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social group and also cultivate in him the ability to control his thought, words and action. It is, therefore, emotional competence is a highly precious ingredient of an individual's life. It blesses clarity of mind and thoughts and restrains negative and undesirable sentiments. Parameters of Emotional competence are acknowledgment and Regulation of emotions. At the recognition level they may be catagorised as self-awareness, Emotional self-awareness, Accurate self-awareness and self confidence. Next at Regulation level, they can be uttered in the form of self-control, self- management, plan, flexibility or trustworthiness.

RESEARCH STUDIES ON EMOTIONAL COMPETENCY

Bhalerao & Kumar (2016) explored the role of emotional intelligence (EI) in leaders on the commitment level of the subordinates. The results designate a significant relationship between trait-based EI and affective commitment, when the designations of the leader and the subordinates were controlled. However, no significant results were found between EI and normative and continuance commitments. While reviewing the literature, the researcher noted that there was paucity of systematic

and comprehensive research on the life satisfaction of people working in IT sector in the northern part of India. Furthermore study related to inter correlation between emotional intelligence and life satisfaction is rare. So looking at the shortcomings & paucity of existing studies, there is a need to do systematic research on people working in IT sector. Hence the present research work has been undertaken on the people working in IT sector because they face a number of events in their personal as well as work life.

Binual (2015) studied “The relationship between emotional intelligence, social skills and teaching competency of prospective teachers.” Survey method was used to collect data from a sample of 350 student teachers. The result of the study revealed a significant positive relationship between EI and social skills, EI and teaching competency.

Momm, Blickle, Liu, Kholin & Menges (2015) examined how the emotion recognition ability relates to annual income and satisfaction. Results revealed that the relationship between emotion recognition ability and annual income is mediated by political and interpersonal skills. This means that the better people are at recognizing emotions, the better they handle the politics in organizations and the interpersonal aspects of work life, and thus the more they earn in their jobs. The finding implies that emotional abilities enable people to be more successful at work.

NEED AND SIGNIFICANCE OF THE STUDY

The role of Higher Secondary Education is most significant in the socio- economic advancement of the people for a sound foundation of intellectual growth in adolescents in terms of life skills and power for further learning. Higher Secondary Education spreads over the age-group of 16 to 18. This is the age of adolescence. “Adolescent have long been regarded as a group of people who are searching for themselves to find some of recognize and meaning in their lives” (**Erick sons, 1968**).

The emotional part of an adolescent’s life in relation to his school life and society is usually overlooked. His performance is usually assessed on the basis of his grades in exams or his performance on the ground, stage and classroom. The emotional competence feature of his personality is sadly neglected. “Emotional competence refers to a person’s ability to express or liberate his/her feelings (emotions). It implies an ease around others and determines our ability to effectively and successfully lead and express” (Sharma, A. 1994). Emotional competence is an essential part of winning life. It vitally helps them in solving a number of an adolescent’s life-struggles. A high IQ is no assurance for success in

life. However, an augment in the EQ can certainly make the adolescents more creative and efficient to face various situations in life. It is their transitional period- moving from childhood to the adulthood. It is definitely ‘a exclusive group’ and it has to encounter a whole multiplicity of problems at this stage of life. “High emotional intelligence will definitely help an adolescent to reduce stress by decreasing clash improving relationships and understanding” (Goleman, 1995). As youth are the prime assets of a nation and emotions play an important role in improving the ability to think and make decisions independently. Hence, the statement of the problem is:- "A study on Emotional Competence among the higher secondary students."

STATEMENT OF THE PROBLEM

The investigator attempts the study "A study on Emotional Competence among the higher secondary students."

OPERATIONAL DEFINITIONS OF KEY TERMS

The term used in the present study are defined as under:

Emotional competency: refers to “a person’s ability to express or release his/her feelings (emotions). It implies an ease around others and determines our ability to effectively and successfully lead and express” (**Sharma, A. 1994**)

Emotional competence is conceptualized as the scores obtained by the adolescents on Emotional Competence Scale (Sharma & Bharadwaj, 1995). The five emotional competencies measured in the study includes: adequate depth of feeling, adequate expression and control of emotions, ability to function with emotions, ability to cope with problem emotions and engagement of positive emotions.

DESIGN OF THE STUDY

Descriptive method of study was thought to be appropriate to analyze the impact of Emotional Competence of students as related to the selected variables.

SAMPLE

278 higher secondary students constituted the sample drawn from 6 higher secondary schools, from chetpet Taluk at Thiruvannamalai district in Tamil Nadu. Random sampling was used to select the sample.

TOOLS FOR THE STUDY

The tools are used for the present study:

1. The emotional competence of the adolescents was measured using the Emotional Competence Scale developed by Sharma and Baharadwaj (1995)
2. The personal data was used to collect information on the selected variables.

COLLECTION OF DATA

The investigator contacted the Head Master and Principal of the selected schools and permission was obtained. The investigator requested higher secondary students to fill the tool. The time taken by the students for filling in the profile was around 30 minutes.

ANALYSIS OF DATA

After data collected and classified it was subjected to statistical tests of significance using SPSS package for testing the hypotheses formulated by the investigator. The following methods of analysis were used,

1. Descriptive Analysis (Mean, Standard Deviation)
2. Differential Analysis (t-value, F-ratio)

LIMITATIONS OF THE STUDY

1. Present study is confined to higher secondary students in chetpet Taluk .
2. The present study was primarily questionnaire based and such studies have its own inherent limitations.
3. The study was confined to only 6 higher secondary schools from chetpet taluk in Thiruvannamalai district.
4. The main objective of the study is to find out the Emotional Competence was considered.

OBJECTIVES OF THE STUDY

1. To study the Emotional Competence of the students.

2. To study whether there is any significant difference in Emotional Competence of students belonging to different groups based on
 - A. Gender
 - B. Religion
 - C. Medium of Instruction
 - D. School Management
 - E. Family Type
 - F. Father’s Occupation
 - G. Mother’s Occupation

HYPOTHESES OF THE STUDY

1. There is no significant difference in mean scores of Emotional Competence with respect to Gender.
2. There is no significant difference in mean scores of Emotional Competence with respect to Religion
3. There is no significant difference in mean scores of Emotional Competence with respect to Medium of Instruction
4. There is no significant difference in mean scores of Emotional Competence with respect to School Management
5. There is no significant difference in mean scores of Emotional Competence with respect to Family type
6. There is no significant difference in mean scores of Emotional Competence with respect to Father’s Occupation
7. There is no significant difference in mean scores of Emotional Competence with respect to Mother’s Occupation

HYPOTHESIS WISE ANALYSIS

Further the data was subjected to appropriate statistical analysis for testing the Hypothesis.

H.1 There is no significant difference in mean scores of Emotional Competence with respect to Gender.

Variables	Male (1)		Female (2)		t-Value	Level of Significance
	Mean	S.D	Mean	S.D.		
Emotional Competence	109.61	5.928	112.22	7.022	3.351	0.01 level significant

The tabulated value of t was 1.96 at 0.05 level and 2.58 at 0.01 level.

The calculated value of t in Emotional Competence was 3.351, it was greater than the tabulated value. Hence the null hypothesis was rejected for Emotional Competence with respect to Gender.

Thus

- There is significant difference in mean scores of Emotional Competence with respect to Gender

H.1.2 There is no significant difference in mean scores of Emotional Competence with respect to Religion.

Variables	Christian (1)		Hindu (2)		Muslim (3)		F-Ratio	Level of Significance	Groups Differed Significantly
	Mean	S.D	Mean	S.D.	Mean	S.D.			
Emotional Competence	111.31	6.261	110.98	6.797	110.06	6.029	0.376	Not Significant	None

The tabulated value of F was 2.99 at 0.05 level and 4.60 at 0.01 level.

The calculated value of F in Emotional Competence was 0.376. It was lesser than the tabulated value. Hence the null hypothesis was accepted for Emotional Competence with respect to Religion.

Thus

- There is no significant difference in mean scores of Emotional Competence with respect to Religion.

H.1.3 There is no significant difference in mean scores of Emotional Competence with respect to Medium of Instruction.

Variables	Tamil (1)		English (2)		t-Value	Level of Significance
	Mean	S.D	Mean	S.D.		
Emotional Competence	111.19	7.374	110.38	4.812	1.097	Not Significant

The tabulated value of t was 1.96 at 0.05 level and 2.58 at 0.01 level.

The calculated value of t in Emotional Competence was 1.097, it was lesser than the tabulated value. Hence the null hypothesis was rejected for Emotional Competence with respect to Medium of Instruction.

Thus

- There is no significant difference in mean scores of Emotional Competence with respect to Medium of Instruction.

H.1.4 There is no significant difference in mean scores of Emotional Competence with respect to School Management.

Variables	Government (1)		Aided (2)		Private (3)		F-Ratio	Level of Significance	Groups Differed Significantly
	Mean	S.D	Mean	S.D.	Mean	S.D.			
Emotional Competence	112.74	7.894	109.54	6.424	110.38	4.812	6.048	0.05	1&2 1&3

The tabulated value of F was 2.99 at 0.05 level and 4.60 at 0.01 level.

The calculated value of F in Emotional Competence was 6.048. It was greater than the tabulated value. Hence the null hypothesis was rejected for Emotional Competence with respect to School Management.

Thus

- There is significant difference in mean scores of Emotional Competence with respect to School Management.

H.1.5 There is no significant difference in mean scores of Emotional Competence with respect to Family type.

Variables	Nuclear (1)		Joint (2)		t-Value	Level of Significance
	Mean	S.D	Mean	S.D.		
Emotional Competence	111.20	6.564	110.36	6.704	1.014	Not Significant

The tabulated value of t was 1.96 at 0.05 level and 2.58 at 0.01 level.

The calculated value of t in Emotional Competence was 1.014, it was lesser than the tabulated value. Hence the null hypothesis was accepted for Emotional Competence with respect to Family type.

Thus

- There is no significant difference in mean scores of Emotional Competence with respect to Family type

H.1.6 There is no significant difference in mean scores of Emotional Competence with respect to Father's Occupation.

Variables	Government (1)		Private (2)		Business (3)		Others (4)		F-Ratio	Level of Significance	Groups Differed Significantly
	Mean	S.D	Mean	S.D.	Mean	S.D.	Mean	S.D.			
Emotional Competence	110.58	4.708	111.19	6.234	111.06	7.931	109.72	7.266	0.395	Not Significant	None

The tabulated value of F was 2.60 at 0.05 level and 3.78 at 0.01 level..

The calculated value of F in Emotional Competence was 0.395. It was lesser than the tabulated value. Hence the null hypothesis was accepted for Emotional Competence with respect to Father's Occupation.

Thus

- There is no significant difference in mean scores of Emotional Competence with respect to Father's Occupation.

H.1.7 There is no significant difference in mean scores of Emotional Competence with respect to Mother's Occupation

Variables	Government (1)		Private (2)		House wife (3)		F- Ratio	Level of Significance	Groups Differed Significantly
	Mean	S.D	Mean	S.D.	Mean	S.D.			
Emotional Competence	110.94	4.063	109.44	5.896	111.16	7.064	1.032	Not Significant	None

The tabulated value of F was 2.99 at 0.05 level and 4.60 at 0.01 level.

The calculated value of F in Emotional Competence was 1.032. It was lesser than the tabulated value. Hence the null hypothesis was accepted for Emotional Competence with respect to Mother's Occupation.

Thus

- There is no significant difference in mean scores of Emotional Competence with respect to Mother's Occupation.

MAJOR FINDINGS OF THE STUDY

1. Female Students have high Emotional Competence when compared to Male students.
2. There is no significant difference in mean scores of Emotional Competence with respect to Religion
3. There is no significant difference in mean scores of Emotional Competence with respect to Medium of Instruction
4. Government School Students have high Emotional Competence when compared to Private and Aided School students
5. There is no significant difference in mean scores of Emotional Competence with respect to Family type
6. There is no significant difference in mean scores of Emotional Competence with respect to Father's Occupation
7. There is no significant difference in mean scores of Emotional Competence with respect to Mother's Occupation

SUGGESTIONS FOR FURTHER RESEARCH

1. The present study has focused on higher secondary students. A similar study could be conducted with matriculation and secondary school secondary and College Students.
2. Emotional Competence can be studied in relation to some other variables like Age, Home environment, School environment, Self-esteem etc.,
3. A study could be made on School students' communication skills in relation to their achievement motivation.
4. A study could be made on the influence of Emotional Competence on the performance of students in schools.

CONCLUSION

It is warmly hoped that this research will be useful to all the learners, instructors, educational policy - makers, to know convinced things in this effort which is a small piece in education. It is useful especially for prospect researchers to choose some problems helpful for giving guidelines in the field of education. This piece of research in education is a modest attempt made by the researcher. It has helped the researcher to

gain some acquaintance in this work, a sense of satisfaction and achievement and also ability to solve problems in education.

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