

COMPARATIVE STUDY OF EMOTIONAL COMPETENCE AMONG STUDENTS IN RELATION TO THEIR GENDER AND TYPE OF INSTITUTE

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ABSTRACT

The major objective of the present investigation was to compare the emotional competence among students studying in K.V and Non K.V schools. It was hypothesized that no significant difference of emotional competence among students studying in K.V and non K.V schools. For verification of the hypothesis, the data was collected by administering 'Emotional competence scale' on 200 students of Ludhiana district of Punjab by adopting convenient sampling technique. Mean, SD and t-ratio was used for analyzing data. The finding of the present study revealed that emotional competence of K.V students significantly differ from non K.V students. Another finding of present indicates that gender does not affect emotional competence.

Key Words: Emotional Competence, Type of Institute and Gender.

INTRODUCTION:

Competence refers to mastering abilities to do task. Sufficient means for living, easy circumstances, exploration and manipulation of experiences more objectively. The concept of emotional competence is rooted in the understanding of emotions or being normal, useful aspects of human being. Emotional competence constitutes the capacity to tactfully respond to emotion stimuli elicited by various situation, having high self-esteem and optimism, communication, tackling emotional upsets such as frustration conflicts and inferiority complexes, enjoying emotions, ability to relate to others, emotional self control, capacity to avoid emotional exhaustion such or stress burnout, learning to avoid negativity of emotions, handling egoism. Emotion competence can give us greater insight and help us better to understand the motives and actions of our self and others. Our tolerance and compassion can lead to an authentic optimism and well founded confidence.

Passion + Reason = Constructive action.

This is the essence of emotional competence. Emotional competence is the efficiency that an individual acquires to deal with emotional situations effectively. It works as a constructive force in shaping the individual behavior. Emotional competence is interrelated to the many processes like social competence, self-understanding and rational security. So, it is difficult to chart emotional competence without appreciating its relations to other features. Emotionally competent people will express emotion appropriate to situation and according to need. Emotional competence increases with variety of experiences in our life. Review of Harvard business on emotional competence published few year ago, attracted a higher percentage of readers. Emotional competence is the maturity at emotional level that is very essential in human life. Emotional competence is also referred as emotional intelligent, emotional quotient and successful intelligence, determining our ability to effectively and successfully lead our lives. Emotional competence is helpful to distinguish the best individual from average ones. Emotional competence refers to personal and social skills that lead to superior performance in world of work. At certain level of emotional intelligence is necessary to learn various emotional competencies. Although, our emotional intelligence determine our potential for learning practical skills, but our emotional competence show how much of that potential we have realized by learning and mastering skills, translate intelligently into job capabilities. For the star performance in all jobs and in every field, emotional competence is more important than our cognitive abilities. It is most important for our job success. Emotional competency is the ability to recognize and successfully manage our emotion and also of others. It affects our job performance. Rosenthal(1980) observed that people who with emotional competence were more successful in their work as well as in their social lives. Barrack and Mount(1991) found that job performance in all the jobs from top to bottom depends on emotional competence and mainly on its components conscientiousness. Boyatzis and Burrs(1995) found that counselors and psychotherapists, those with self management component of emotional competence tent to respond calmly to angry attacks of patients. Goleman(1995),singh(2000) in their study reported that emotionally competent people are more likely to succeeded in everything. Pamela and Kimberly(2001) revealed that the emotional competence variable was meaningfully related to the

peer variable and for non-constructive anger reactions, maternal reports of anger explained unique variance. Brienza(2006) showed that the highest performing managers having significantly more 'emotional' competence than other managers.

So that raising the level of student's success and It is precisely to meet their requirement that CBSE introduced the concept of life skills education in their curriculum from grade VI in Kendriya Vidyalaya's aiming at making the student competent to understand their emotion as well as of others. Developing proper emotional intelligence potential among the people right from childhood and adolescent surely help in bringing mutual emotional understanding. Although a number of research studies have been carried out in the area of emotional competence, but none of the study was conducted in the field of life skills with respect to emotional competence. So that the investigator try to find the emotional competence of students. Is it playing any role or it is more a burden on bags of pupils? Is it any worth than it should be introduced another schools boards across the state. The investigator wants to find the answer of above said questions.

HYPOTHESES:

1. There will be no significant difference of means scores of emotional competence of K.V. and Non K.V. School students of Ludhiana Distt.
2. There will be no significant difference of mean scores of emotional competence K.V. boys and Non K. V. Boys of Ludhiana distt.
3. There will be no significant difference of mean scores of emotional competence of K.V. girls and Non K. V. girls students of Ludhiana Distt
4. There will be no significant difference of mean scores of emotional competence of K.V. boys and K. V. girl students of Ludhiana Distt.
5. There will be no significant difference of mean scores of emotional competence of Non K.V. boys and Non K. V. girl students of Ludhiana Distt.

METHOD:

For conducting the present investigation, 'Survey technique under Descriptive Method of Research' was used.

SAMPLE:

In the present study the investigator select sample of 200 students from Ludhiana Distt. Total 100 students of 9th class is taken by random selection method from K.V schools from Ludhiana Distt. Similarly 100 students of 9th class is taken by random selection method from Non K.V (Punjab Board) schools from Ludhiana Distt.

TOOL EMPLOYED:

The selection of suitable table or instrument is vital importance for the collection of data in any research of the study. In this study the researcher has taken following tool :

1. Emotional competence scale

R. Bhardwaj and H.C. Sharma (1998)

The scale contains 30 items with five alternative answers as very much, much, normally, slightly, very slightly, so it is five point scales.

The statement is related to five emotional competences as:

- A : Adequate depth of feeling
- B : Adequate expression and control of emotions
- C : Ability to functions with emotions
- D : Ability to cope with problem emotions
- E : Encouragement of positive emotions

ADMINISTRATION:

This scale administered individually and also to groups. After establishing a good rapport with subjects, the tester ought to read instructions loudly, while subjects do read them silently along with him. The subject are asked to respond any one alternative of each item by marking a (✓) tick

STATISTICAL TECHNIQUES USED

Mean, S.D, and Critical Ratio (t-ratio) are used for analyzing the data. For comparing the two groups with respect to means, t-ratio is applied.

RESULT AND DISCUSSION:

S. No.	Sample	Mean	S.D.	Difference of mean	S.E _D	t-ratio	Significance
Hypotheses-1	K.V students=100	91.96	10.86	14.14	1.532	9.23	Significant at 0.05 level and 0.01 level
	Non K.V students=100	106.1	10.80				
Hypotheses-2	K.V boys=50	93.9	9.19	10.4	1.971	5.276	Significant at 0.05 level and 0.01 level
	Non K.V boys=50	104.3	10.48				
Hypotheses-3	KV Girls=50	92.82	12.38	8.58	8.58	3.627	Significant at 0.05 level and 0.01 level
	Non KV Girls=50	101.2	11.25				
Hypotheses-4	KV Boys=50	93.9	9.19	1.28	2.18	0.587	Not Significant at 0.05 level and 0.01 level
	KV Girls=50	92.62	12.38				
Hypotheses-5	Non KV Boys=50	104.3	10.48	3.1	2.17	1.42	Not Significant at 0.05 level and 0.01 level
	Non KV Girls=50	101.2	11.25				

According to the table it is clearly observed that, corresponding to hypotheses-1, the t-ratio comes out to be 9.23 which is more than tabulated value (2.58) at 0.01 level and (1.96) at 0.05 level. This shows that there will be significance difference of means scores of KV and Non KV school students of Ludhiana distt. Now corresponding to hypotheses-2, the calculated t-ratio is 5.276 which is greater than tabulated values at 0.01 level and 0.05 level, so hypotheses-2 is rejected. There will be significance differences in mean scores of KV and Non KV boys.

Corresponding to hypotheses-3, the calculated t-ratio is 3.627 which is more than table values at 0.01 level and 0.05 level, So hypotheses-3 is also rejected. There will be significance difference in mean scores of KV and Non KV girl students of Ludhiana distt.

Corresponding to hypotheses-4, value of t-ratio is 0.587 which is not significant at both 0.01 and 0.05 level. This means there is no significant difference in emotional competence of KV girls and KV boy students of Ludhiana distt. At last corresponding to hypotheses-5, the calculated value of t-ratio is 1.42 which is less than table values at 0.01 and 0.05 levels. So hypotheses-5 is accepted, there is no significant difference in emotional competence of Non KV boys and Non KV girl students of Ludhiana Distt.

From above findings, it is clear that KV students are more emotional competence than Non KV students. It is evident that from present study that life skill plays an important role in developing emotional competence among students. The teacher should provide more time fore for developing not just cognitive skills but also affective and psychomotor skills for development of emotional competence among the students KV boys are more emotional competence than Non KV boys in this case gender is same but still emotional competence differs because KV boys are learning the skills.

EDUCATIONAL IMPLICATIONS:

Emotional competence is helpful to distinguish the best individual from average ones. Emotional competence refers to personal and socio skill that lead to superior in world of work.

Emotional competences show how much of that potential we have acquired by learning and mastering skill, translate in intelligently into job capabilities. From the present study we can say that emotional competences of adolescents are certainly affected by some factor like sex and school environment. Emotional competence of individual is directly affected by the sex. Girls are more competent then boys so teacher should keep in mind this facts during his teaching and with the help of this fact he can makes teaching affective and impressive. This facts also helps the parents to behave intelligently and sympathetically to there children according to sex of children.

Healthy environment of school play major role in the personality development of child. It recognizes the capacity of each individual and tries to develop it fully.

Emotional competence plays an important role in the success of an individual so that C.B.S.E. introduces the concept of life skill in K.V. curriculum from grade VI and positive results are coming. Other schools can introduce the concept of life skill in their curriculum to make their student more emotional competent.

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