

A STUDY OF EMOTIONAL COMPETENCIES OF SECONDARY SCHOOL PUPILS

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ABSTRACT

Research in brain-based learning suggests that emotional health is fundamental to effective learning. According to a report from the National Centre for Clinical Infant Programs, the most critical element for a student's success in school is an understanding of how to learn i.e. Emotional competence. The key ingredients for this understanding are confidence, curiosity, intentionality, self-control, relatedness, capacity to communicate, and ability to cooperate. These traits are all aspects of emotional competence. Basically, a student who learns to learn is much more apt to succeed. Emotional competence has proven a better predictor of future success than traditional methods like the IQ and standardized test scores etc. Hence, the great interest in emotional intelligence on the part of corporations, universities, and schools nationwide. The idea of Emotional Intelligence has inspired research and curriculum development throughout these facilities. Researchers have concluded that people who manage their own feelings well and deal effectively with others are more likely to live content lives. In addition, happy people are more apt to retain information and do so more effectively than dissatisfied people. This paper aim to find out Emotional competence of adolescence students .100 Secondary School Pupils were selected for the sample in and around Narasaraopet, Palnadu district of Andhra Pradesh.

KEYWORDS: *Emotional competence, Secondary School Pupils, adolescence students.*

INTRODUCTION

Building one's emotional intelligence has a lifelong impact. Many parents and educators, alarmed by increasing levels of conflict in young school children--from low self-esteem to early drug and alcohol use to depression, are rushing to teach students the skills necessary for emotional competence. Emotional competence is a master aptitude; a capacity that profoundly affects all other abilities, either facilitating or interfering with them, the need is felt to investigate the emotional competence of secondary school pupils. The support extended from the parents, facilities at home and the home environment and teachers' attitude is very conducive for emotional competence of secondary school pupils.

It is clear that emotions and emotional intelligence of a person starts from home and continues to develop through school, peers and with the interaction of the society. A child's emotional life does not exist in a vacuum but is determined by the relationships and environment in which he/she interacts with others. In education, this means, considering the context of the organization, i.e. the school as a whole.

This study really helps the teachers to overall emotional study of their class pupils to overcome their difficulties and for proper guidance for them. Emotional intelligence is the ability of an individual to appropriately and successfully respond to a vast variety of stimuli being elicited from the inner self and immediate environment emotional intelligence

constitutes three Psychological dimensions emotional sensitivity, emotional competency which motivate an individual to recognize truthfully interpret honestly and handle tactfully the dynamics of human behavior (singh, 2002).

Emotional intelligence is the ability to understand and manage your own emotions, and those of the people around you. People with a high degree of emotional intelligence know what they're feeling, what their emotions mean, and how these emotions can affect other people. Emotional intelligence of secondary pupil is required for well balanced society because we know the well saying that Today's younger's are tomorrow's well citizens". And this study may direct the solutions for the reasons of the lack of emotional intelligence by the secondary pupil, and is useful to acquire the knowledge of secondary pupil's behavior and remedy for their peculiar behaviorisms.

REVIEW OF RELATED LITERATURE

- **Rosmarin et al. (2010)** investigated the relationships between gratitude, spiritual/ religious variables, anxiety and depression across multiple religious groups i.e. 120Christians and 234 Jews. Measures of gratitude, general religiousness, religious practices and positive core beliefs about God (trust in God) were administered alongside measures of trait anxiety and depression. Statistically significant correlations emerged between all variables and concluded that gratitude and spirituality are protective factors against anxiety and depression.
- **Sandage et al. (2011)** investigated generativity strivings in relation to spirituality, ST (spiritual transformation), gratitude and mental health in the educational training context of 94graduatelevel students of North America. Intrinsic religiosity was positively and quest negatively related to generativity strivings over and above age. The self-report of a recent ST moderated the relationship between generativity strivings and quest with those reporting an ST showing a quadratic relationship and those not reporting an ST showing a negative relationship. Gratitude mediated the relationship between generativist strivings and mental health.
- **Unterrainer et al. (2011)** presented different types of Religious/Spiritual Well-Being (RSWB) and discussed their relation to personality and psychological Well-being. Findings suggested different facets or dimensions of religiosity and spirituality and these dimensions were found to be related to personality and subjective/psychological well- being in different ways.
- **Ayranci and Semercioz (2011)** assessed the relationships between the spiritual leadership attributes of top Turkish managers and the spirituality and religiosity of those individuals. Results revealed that spiritual leadership of top Turkish managers depends upon their wisdom and altruism, although no statistically significant relationship was found between spiritual leadership and the issues of spirituality and religiosity.
- **Chin, Anantharaman and Tong (2011)** reviewed articles and concluded that Organizations equire its employees to be more committed as well as to have a better cohesive working interrelationship and highlight the importance of EI and SI at the workplace especially for developing countries like Malaysia. With both these intelligences happening in the workplace, the environment will be more conducive. A better working environment relates to a higher level of productivity.
- **Koydemir and Schutz (2012)** examined EI as a predictor of cognitive and affective components of subjective wellbeing among university students in Germany and Turkey. Results indicated a positive relationship between EI and affective as well as cognitive facets of well-being, with a closer association on part of the affective aspect.

Whereas participants in Germany reported better well-being than those in Turkey, personality traits and EI explained more variance in well-being measures in Germany than in Turkey. However, the relationship between EI and wellbeing did not appear to be culturally bound.

REASERCH METHODOLOGY

Operational Definitions of the Key Terms

- **Emotional competence** : A skill of balancing the emotions of the interpersonal and intrapersonal feelings like anger, jealous, happiness, sadness, relations with the other people, maintain the peers, friends, studies, competitions etc.
- **Secondary Pupils**: Children who are studying in 8th, 9th and 10th standards between the ages 11 to 16 years.

OBJECTIVES OF STUDY

The researcher has framed the following objectives for the present study.

- a. To study the level of emotional competence of secondary school pupil and to classify it.
- b. To study the influence of Emotional competence of secondary school pupil with reference to certain variables.
- c. Locality (Rural / Urban)
- d. Gender (Boy / Girl)
- e. Parental Education Status (Literate/ Illiterate)
- f. Type of School Management (Government / Private /)

HYPOTHESES OF THE STUDY

1. There is no significance difference between the Boys and Girls of Secondary School Pupils on their emotional competence.
2. There is no significant difference between the Rural and Urban Secondary School Pupils on their emotional competence.
3. There is a significance difference between the emotional competence of Literate and Illiterate parents of Secondary School Pupils.
4. There is no significant difference among different type of management schools of secondary school pupils on their emotional competence.

METHODOLOGY USED

The researcher used normative survey method and stratified random sampling for the present study. Descriptive studies serve as the direct sources of valuable knowledge concerning human behaviour. They help in planning various educational programs the following are the characteristics of the survey method. The survey method gathers data form a relatively large number of cases at a particular time. Survey method involves clearly defined problems. It involves definite objectives surveys vary greatly in complexity. The major purpose of the present piece of investigation is to study on emotional

intelligence of secondary school pupils.

SAMPLE OF THE STUDY

100 Secondary School Pupils were selected for the sample in and around Narasaraopet, Palnadu district of Andhra Pradesh. And the investigators own samples gathering was as follows.

TOOL USED FOR THE STUDY

- **1. Emotional competence Scale:** Emotional competence Scale was developed by the investigator. This scale consists 30 items divided into four Dimension– I. Self - awareness, II. Social Awareness, III. Self- Management, IV. Relationship Management.

SCORING PROCEDURE

Each item or statement should be scored one for correct answer and zero for wrong answer.

DE-LIMITATIONS OF THE STUDY

- This study is limited to 100 IX Class students only.
- The statistical analysis is limited up to 0.05 significant level only.
- The study is limited to in Narasaraopet, Palnadu district of Andhra Pradesh only.

Data Analysis

- **Objective: 1** To study the level of emotional competence of secondary school pupils and to classify them

Table: 4.1 The mean SD and 1/5th of mean of total sample of the emotional competence of secondary school pupils.

N	MEAN	SD	1/5th MEAN
100	24.72	24.49	4.944

Observations

Total sample is 100. The mean value of the emotional competence of secondary school pupils is 24.72, standard deviation is 24.49 and 1/5th of the mean is 4.944.

Interpretation

From the above observation as the 1/5th of the mean is less than SD. So that the result is heterogeneous.

CLASSIFICATION OF EMOTIONAL COMPETENCE

This classification is done on the basis of the scores gathered from the secondary school pupils. Totally 30 items the minimum obtained score is 0 and the maximum score is 30. Range of the observations is 30. It is divided into three levels of emotional competence i.e high average, low level emotional intelligence.

Table: 4.2 Level of emotional competence of Secondary school pupils

Level of emotional competence	Scale	No. of pupils	Percentage
High	20-30	52	52%

Average	10-19	48	48%
Low	0-9	Nil	0

Interpretation

Secondary school pupils are found to have high level of emotional competence.

- **Objective: 2** To study the significant difference in emotional competence of male and female secondary school pupils
- **Hypothesis: 1.** There is no significant difference between the male and female students on their emotional competence.

Table: 4.3 Table showing the Mean, S.D. and t - value for the male and female students on their emotional competence

Sl. No	Variable	Type	N	Mean	S.D	t-value
1	Gender	Male	48	24.39	5.936	0.335NS
		Female	52	25.32	4.735	

NS: Not Significant: Table values for 1.98 at 0.05 level and 2.63 at 0.01 level (Garrett, PgNo.461)

Observations

1. The mean value of male teachers is 24.39 and S.D is 5.936
2. The mean value of female teachers is 25.32 and S.D is 4.735
3. The t-value is 0.335 is not significant at both levels.

Interpretation

The calculated value at 0.05 level that is 1.98 and at 0.01 level that is 2.63. Hence the t- value is not significant either at 0.01 level or 0.05 2. From the above observations we can infer that there is no significant difference between the male and female students on their emotional competence . Hence, the hypothesis is accepted.

DISCUSSIONS

As the mean of the female students is slightly more than that of male students on their emotional competence it can be concluded that female and male students have similar on their emotional competence.

- **Objective 3** To study the significant difference in emotional competence of parental education of Secondary school pupils.
- **Hypothesis:** There is no significant difference between parental education of secondary school pupils on their emotional competence.

Table: 4.4 Table showing the Mean, S.D. and t - value for parental education of secondary school pupils on their emotional competence

Sl. No	Variable	Type	N	Mean	S.D	t-value
		Literrate	31	23.35	4.070	

1	Parental education	Illiterate	69	25.56	4.963	0.022NS
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NS: Not Significant: Table values for 1.98 at 0.05 level and 2.63 at 0.01 level (Garrett, PgNo.461)

Interpretation:

1. The calculated value at 0.05 levels that is 1.98 and at 0.01 level that is 2.63. Hence the t- value is not significant either at 0.01 level or 0.05
2. From the above observations we can infer that there is no significant difference between literate and illiterate parents on their emotional competence. Hence, the hypothesis is accepted

Discussions

The mean value of illiterate is more than those literate parents on their emotional competence.

- **Objective: 4** To study the significant difference in emotional competence of rural and urban secondary school pupils
- **Hypothesis: 2** There is no significant difference between rural and urban students on their emotional competence.

Table: 4.5 Table showing the Mean, S.D. and t - value for the rural and urban college teachers on their emotional competence

Sl. No	Variable	Type	N	Mean	S.D	t-value
1	Locality	Rural	52	25.58	4.55	0.158NS
		urban	48	24.23	4.96	

NS: Not Significant: Table values for 1.98 at 0.05 level and 2.63 at 0.01 level (Garrett, PgNo.461)

Observations

1. The mean value of rural teachers is 25.58 and S.D is 4.55
2. The mean value of urban teachers is 24.23 and S.D is 4.96
3. The t-value is 0.158 is not significant at both levels.

Interpretation:

- The calculated value at 0.05 level that is 1.98 and at 0.01 level that is 2.63. Hence the t- value is not significant either at 0.01 level or 0.05
- From the above observations we can infer that there is no significant difference between the rural and urban college teachers on their emotional competence. Hence, the hypothesis is accepted.

Discussions

As the mean of the rural teachers is more than that of urban teachers on their emotional competence. It can be concluded that rural and urban college teachers have similar on their emotional competence.

- **Objective: 5** To study the significant difference in emotional competence of Govt and private secondary school

pupils.

- **Hypothesis:** There is no significant difference between Govt and Private secondary school t competence on their emotional intelligence.

Table: 4.6 Table Showing the Mean, S.D. and T - Value for the Govt and Private Students on Their Emotional Competence

Sl. No	Variable	Type	N	Mean	S.D	t-value
1	Type of school	Govt	50	25.54	4.74	0.726NS
		Private	50	25.63	5.63	

NS: Not Significant: Table values for 1.98 at 0.05 level and 2.63 at 0.01 level (Garrett, PgNo.461)

Observations:

1. The mean value of Govt pupil is 25.54 and S.D is 4.74
2. The mean value of Private pupil is 25.63 and S.D is 5.63
3. The t-value is 0.726 is not significant at both levels.

Interpretation

1. The calculated value at 0.05 level that is 1.98 and at 0.01 level that is 2.63. Hence the t- value is not significant either at 0.01 level or 0.05.
2. From the above observations we can infer that there is no significant difference between the Govt and Private pupils on their emotional competence. Hence, the hypothesis is accepted.

Discussions

As the mean value of Govt pupils is similar than that of Private pupils on their emotional competence It can be concluded that Govt and Private pupils have similar on their emotional competence.

MAJOR FINDINGS OF THE STUDY

1. Secondary school pupils are found to have high level of emotional competence.
2. There is no significant difference between the male and female secondary school pupils on their emotional competence. Male and female secondary school pupils have similar on their emotional competence.
3. There is no significant difference between the rural and urban secondary school pupils on their emotional competence. Rural and urban secondary school pupils have similar on their emotional competence.
4. There is no significant difference between the Govt and Private secondary school pupils on their emotional competence. Govt and private secondary school pupils have similar on their emotional competence.
5. There is no significant difference between literate and illiterate parents of secondary school pupils on their emotional competence

EDUCATIONAL IMPLICATIONS

In the every one's life emotional intelligence plays an important and unplanned map of everyone in the ones special situations. By studying and knowing the emotional intelligence of the secondary school pupils every parent, teacher, relatives, friends, neighbors, and so on simply in one word the people in and around the life may understand the others and it is easy cope up with personal situations and public matters. Everywhere people have comfort living. So as the well guides if teachers have their focus to develop the emotional intelligence of their children then it may cause to avoid so many disasters and social evils which are occur in the present society like raging, teasing, political and ethical events. All may have under control of their events and develop positive attitude towards the life and its situations.

SUGGESTIONS FOR SECONDARY SCHOOL PUPILS

1. The secondary school may improve some more emotional intelligence levels to make them comfort in every life situations.
2. Pupils belonging to the different social status have to improve their emotional intelligence levels to overcome the differentiations in their emotional levels to equal all their intelligence levels irrespective of their social status.
3. Irrespective of the Parental Educational status the secondary school pupils have to try to improve their emotional intelligence for their self-beneficiary.
4. All the secondary school pupils may improve their emotional Intelligence respective of some more under the consideration different school management, Gender, Locality, different medium of instructions to keep up their surrounding in their favour.

SUGGESTIONS FOR TEACHERS

On the basis of conclusions and discussions, following recommendations have been made:

1. Since the concept of emotional intelligence is relatively new in under-developing countries like ours, so a number of programs, seminars, workshops and conferences for the purpose of awareness and importance of emotional intelligence be planned at district, division and provincial level.
2. For the purpose of comparison similar research studies should be conducted to gain information about emotional intelligence of teachers in
3. private sector. This will create an atmosphere of competition between public and private sector institutions.
4. For more understanding of emotional intelligence a number of training programs especially for teachers working in rural areas and also for the female teachers.

SUGGESTIONS FOR FURTHER RESEARCH

1. Keeping in view the procedure adopted for this study and its limitations, the following suggestions are made for further research in this area.
2. The study may be replicated with prospective teachers.
3. A similar study may be conducted with large sample in the entire coastal districts of Andhra Pradesh.
4. A study may be undertaken in the three regions of Andhra Pradesh namely, Coastal and Rayalaseema.

5. A comparative study may be undertaken to study the Emotional intelligence of primary school teachers (B.Ed) and primary (D.Ed) levels.
6. A study with Emotional intelligence of women teachers can be undertaken.
7. The study may be undertaken to school teachers, degree and engineering students studying in various colleges.

CONCLUSIONS

The present study reveals that emotional competence of secondary school pupils is stable under all the dimensions like Gender, Locality, Medium of instruction, Parental educational and Type of school management. Here its proven again in all the above areas. Emotional competence fully consideration of one's special ability belong to their own experiences, which holds the own logical brain development activity so that it is found no effect of various physical conditions.

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