

Study on Emotional Competence among Secondary School Going Students from A Psychological Perspective

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ABSTRACT

The current competitive scenario demands multi roles with performance and effectiveness from all Secondary School students. They need to realize their proper position with a keen intuition for their hidden intricacies and high-quality education. Emotional maturity is vital for preparing students for the real world after graduation. In recent years there has been an increased interest in studying the emotional competence of secondary students. The current demands of society require additional skills in emotional awareness, decision making, social interaction and conflict resolution in students. Emotional competence has been an emerging topic among social and organizational psychologies. Emotional competence is a set of complementary skills composed of the ability to perceive accurately, appraise and express emotions, access and generate feelings when they facilitate thought and regulate emotions to promote emotional and intellectual growth. This paper analyses the emotional competence among Secondary School going students from a psychological perspective. Structured questionnaires were used to collect primary data from Secondary School going students through questionnaires. Secondary data was collected from school websites and reports. SPSS was used for statistical analysis, and statistical procedures such as percentage analysis, correlation and 'z' test were utilized. Findings based on research hypothesis, demographic profile and various dimensions of emotional competence among Secondary School going students from a psychological perspective.

Keywords: Personal leadership, Self-awareness, Managing emotions, Motivating oneself, Empathy, Social skill

INTRODUCTION

Emotional competence is understanding emotions as normal, valuable aspects of being human. Emotional competence is the individual and social skill that goes to

superior execution in work. Emotional competencies are connected to and based on emotional intelligence. A specific degree of emotional intelligence is essential to learn emotional competencies. Emotional competence as a form of social

Shaju Varghese P. et al.

intelligence involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and utilize them to one's thinking and action.

In recent years, accountability standards and low test scores have focused on education reform and analysis coordinated to public and private schooling at all levels. The broader mission of education becomes clouded when competency and effectiveness are defined solely or primarily based on execution assessment models. It is a narrow emphasis on learning rather than advanced education's more extensive mission. Candidates or students for higher education are primarily selected based on their academic performance and ability to do well in assessments. Scholarly execution typically mirrors understudy's IQs, restraining the age-related proportion of knowledge level (Muchhal, 2014). IQ, in other words, constitutes general mental capacity. The high intelligence (IQ) type of students are said to be adept in the realm of the mind but maybe inept in the individual world. Higher learning organizations zeroing in on academic, vocation, and initiative advancement requires an accentuation on full feeling or active learning and skills as much as scholarly acquiring. The presence of emotional intelligence could prove a valuable indication for achievement in students (Marzuki et al., 2012; Bibi et al., 2016).

The demands of a worldwide economy necessitate extra rebuilding and reform efforts. Graduates are required to be competent in terms of academic standings (general intelligence) and emotional abilities. As universities and higher

learning foundations prepare students for careers and productive employment, education will continue to modify its programs and directions techniques. Increased interest and recognition of the significance of the contributions of the emotional mind is imperative since universities are preparing students for positions of responsibility and administration.

Considering the significance of emotional aspects in preparing students for the real world after they graduate, this paper will address the issue of emotional competence as part of a student's emotional intelligence construct.

REVIEW OF LITERATURE

Baumrind (1966) proposed a widespread model dependent on the possibility that parents should foster standards and be friendly to their kids. She characterized the nurturing style as the mind-boggling movement that incorporates numerous particular practices that work independently and together to impact youngster results. She concocted four nurturing styles related to various parts of young adult social conduct: 1) Authoritarian: a prohibitive reformative style, setting strong cut-off points and controls on the youths while prompting them to follow bearings and regard work and exertion. 2) Authoritative: while urges youths to be accessible yet puts cut-off points and control on their activity, permitting broad bearings and take where the guardians are warm and developing towards the young adult. 3) Neglectful: A style in which the parent is exceptionally uninvolved in the juvenile's life, described by the absence of parental observing, 4) Indulgent: A style in which parents are

Shaju Varghese P. et al.

profoundly engaged with their teenagers, however, puts not many requests and controls on them.

Linares et al. (2012) analyzed the relationship between parenting styles and adolescents' psychosocial competence. They observed that young adults see their folks as tolerant and definitively got the most elevated scores in apparent social competence and self-esteem.

Lantieri & Nambiar (2012) expressed that generally friendly and passionate learning programs utilize a blend of abilities-centred and climate-centred methods. Abilities-centred methods include unequivocal guidance in friendly and enthusiastic abilities. These procedures underline studyhall-based examples, direct advice, and freedoms to rehearse social and vibrant learning through pretends and displaying. Climate-centred methods include making conditions that cultivate social and enthusiastic abilities. These conditions include homeroom environment, showing rehearses, study hall, the board, and school drives.

Weissberg & Cascarino (2013) communicated that incorporating abilities-centred and climate-centred strategies mirrors an agreement that an understudy's social and passionate abilities and the more prominent school climate impact one another. Research shows that a mindful and safe school environment encourages social and enthusiastic learning. A school loaded with socially and sincerely skilled understudies adds to a positive environment.

SEL programs vary considerably in their hypothetical establishment, plan, supports, and exercises. Taking on study hall SEL projects and practices is the initial phase in focusing on understudy social and

enthusiastic ability. Utilizing a proof-based SEL program offers many benefits, including a hypothetical firm system, solid materials and arranged exercises, and direction for execution, appraisal, and assessment (CASEL, 2014).

Sim (2015) examined the significance and job of respect for guardians for psychosocial skill as shown by confidence and helplessness to hostile to social friend pressure. The concern for guardians was positively related to psychosocial competence, self-esteem and negatively associated with anti-social susceptibility.

RESEARCH METHODOLOGY

STATEMENT OF THE PROBLEM

In the current competitive circumstance where students are relied upon to perform multiple roles with execution and effectiveness, it is highly demanded to realize their proper position and energetic knowledge of the unseen complexities of life and quality education. Emotional intelligence is the ability to use one's emotions, which assists with tackling issues and carrying on with more functional life. Therefore, if the higher Secondary School students are emotionally intelligent, it makes them better, more employable, and better associations. Hence the researcher attempts to this paper the emotional competence of higher Secondary School students to enhance the level of emotional competency among higher Secondary School students.

OBJECTIVES OF THE STUDY

The research has been undertaken with the following objectives:

1. To study the level of emotional competence among Secondary School going students.

Shaju Varghese P. et al.

2. To find out socio-demographic characteristics of the Secondary School going students.
3. To analyze various factors of emotional competence.
4. To find valuable suggestions to strengthen the emotional intelligence of Secondary School going students.

RESEARCH DESIGN

The research design proposed for the study is a 'descriptive' research design. This type of research deals with the quality of responses from the students, self-awareness, managing emotions etc. In this paper, the researcher attempts to analyze the various dimensions of emotional competence among Secondary School going students, such as personal leadership, self-awareness, managing emotions, motivating oneself, empathy and self-skill. Hence, the researcher adopted a descriptive design.

DATA COLLECTION

In two ways, the researcher collected the data:

- i. Primary Data: The researcher collected the primary data using a questionnaire survey method based on a pilot study. The preliminary data are those gathered fresh and for the first time. It is the first-hand data collected directly from the students with a designed schedule for Erode in Tamil Nadu, India.
- ii. Secondary Data: Secondary data was collected from websites, journals and research articles to support the research.

RESEARCH HYPOTHESIS

1. There is a significant correlation between the age of the respondents and various dimensions of emotional competence

among Secondary School going students from a psychological perspective.

2. There is a significant difference between respondents' gender and various dimensions of emotional competence among Secondary School going students from a psychological perspective.
3. There is a significant difference between respondents' type of school and various dimensions of emotional competence among Secondary School going students from a psychological perspective.
4. There is a significant difference between respondents' type of family and various dimensions of emotional competence among Secondary School going students from a psychological perspective.
5. There is a significant difference between respondents' domicile and various dimensions of emotional competence among Secondary School going students from a psychological perspective.

SAMPLING TECHNIQUES

Sample size: 75. The researcher collected sample data from students in government and private schools at Erode. To select the sample, the researcher employed a simple random sampling technique. The advantages of this sampling method are that it is much less costly, quicker, and analysis will become easier.

ANALYSIS OF DATA

This paper analyzes the collected data using percentage analysis, correlation test, and z test.

Table 1: Karl Pearson's co-efficient of correlation between respondents' age and various dimensions of emotional competence among Secondary School going students from a psychological perspective.

empathy, social skill and overall emotional competence.

| S.No | Emotional Competence | Correlation Value | Statistical Inference |
|------|------------------------------|-------------------|--------------------------------|
| 1. | Personal leadership | 0.820** | P < 0.01 Significant |
| 2. | Self awareness | 0.801** | P < 0.01 Significant |
| 3. | Managing emotions | 0.718** | P < 0.01 Significant |
| 4. | Motivating oneself | 0.925** | P < 0.01 Significant |
| 5. | Empathy | 0.786** | P < 0.01 Significant |
| 6. | Social skill | 0.798** | P < 0.01 Significant |
| 7. | Overall Emotional competence | 0.725** | P < 0.01 Significant |

** Correlation is **significant** at the **0.01** level; * Correlation is **significant** at the **0.05** level

Table 1: There is a significant correlation between the respondents' age and various dimensions of emotional competence among Secondary School going students from a psychological perspective, such as personal leadership, self-awareness, managing emotions, motivating oneself,

Shaju Varghese P. et al.

Table 2: 'z' test between the respondents'gender andvarious dimensions of emotional competence among Secondary School going students from a psychological perspective.

| S. No | Emotional Competence | - X | S.D | Statistical Inference |
|-------|--|----------------------------|----------------------------|---|
| 1. | Personal leadership Ma le (N:36) Fe male (N:39) | 13.16 67 16.12 82 | 1.594 63 0.614 71 | z =10.769 p < 0.001 Significant |
| 2. | Self-awareness Ma le (N:36) Fe male (N:39) | 14.00 00 19.97 44 | 3.927 92 1.597 48 | z =8.751 p < 0.001 Significant |
| 3. | Managing emotions Ma le (N:36) Fe male (N:39) | 15.30 56 20.17 95 | 3.882 70 1.315 33 | z =7.397 p < 0.001 Significant |
| 4. | Motivating oneself Ma le (N:36) Fe male (N:39) | 13.38 89 18.82 05 | 1.695 00 2.360 55 | z =11.362 p < 0.001 Significant |

| | | | | |
|----|---|----------------------------|-----------------------------|--|
| 5. | Empathy Ma le (N:36) Fe male (N:39) | 14.86 11 20.76 92 | 3.848 21 1.062 81 | z =9.219 p < 0.001 Significant |
| 6. | Social skill Ma le (N:36) Fe male (N:39) | 15.41 67 20.35 90 | 2.941 09 1.347 26 | z =9.476 p < 0.001 Significant |
| 7. | Overall Emotional competence Ma le (N:36) Fe male (N:39) | 90.52 78 112.1 8 | 17.31 966 5.015 09 | z =7.478 p < 0.001 Significant |

Table 2: There is a significant difference between respondents'gender and various dimensions of emotional competence among Secondary School going students from a psychological perspective, such as personal leadership, self-awareness, managing emotions, motivating oneself, empathy, social skill and overall emotional competence.

Shaju Varghese P. et al.

Table 3: 'z' test between the respondents' type of school and various dimensions of emotional competence among Secondary School going students from a psychological perspective.

| S. No | Emotional Competence | \bar{X} | S.D | Statistical Inference |
|-------|---|--------------------|--------------------|---|
| 1. | Personal leadership Private (N:53) Government (N:22) | 13.9811 16.4545 | 1.79198 0.50965 | z =6.345 p < 0.001 Significant |
| 2. | Self-awareness Private (N:53) Government (N:22) | 15.3962 21.2273 | 3.83977 0.68534 | z =7.049 p < 0.001 Significant |
| 3. | Managing emotions Private (N:53) Government (N:22) | 16.4906 21.0909 | 3.65651 0.81118 | z =5.820 p < 0.001 Significant |
| 4. | Motivating oneself Private (N:53) Government (N:22) | 14.3774 20.6364 | 2.04023 1.36436 | z =13.190 p < 0.001 Significant |
| 5. | Empathy Private | 16.4 | 3.919 | z =6.056 |

| | | | | |
|----|--|--------------------|---------------------|--|
| | Private (N:53) Government (N:22) | 340 21.5 455 | 92 0.670 98 | p < 0.001 Significant |
| 6. | Social skill Private (N:53) Government (N:22) | 16.6226 21.2727 | 3.01424 0.98473 | z =7.057 p < 0.001 Significant |
| 7. | Overall Emotional competence Private (N:53) Government (N:22) | 95.9811 115.77 | 16.32541 3.66362 | z =5.607 p < 0.001 Significant |

Table 3: There is a significant difference between respondents' type of school and various dimensions of emotional competence among Secondary School going students from a psychological perspective such as personal leadership, self-awareness, managing emotions, motivating oneself, empathy, social skill and overall emotional competence.

Table 4: 'z' test between the respondents' type of family and various dimensions of emotional competence among Secondary School going students from a psychological perspective.

| S. No | Emotional Competence | - X | S.D | Statistical Inference |
|-------|--|----------------------------|----------------------------|---|
| 1. | Personal Leadership Joi nt (N:25) Nu clear (N:50) | 12.56 00 15.78 00 | 1.529 71 0.887 33 | z =11.539 p < 0.001 Significant |
| 2. | Self-awareness Joi nt (N:25) Nu clear (N:50) | 12.56 00 19.38 00 | 3.916 63 1.817 04 | z =10.334 p < 0.001 Significant |
| 3. | Managing emotions Joi nt (N:25) Nu clear (N:50) | 14.12 00 19.70 00 | 4.146 48 1.474 27 | z =8.542 p < 0.001 Significant |
| 4. | Motivating oneself Joi nt (N:25) Nu clear (N:50) | 12.56 00 18.04 00 | 1.325 39 2.563 16 | z =10.018 p < 0.001 Significant |
| 5. | Empathy | | | z |

| | | | | |
|----|---|----------------------------|-----------------------------|--|
| | Joi nt (N:25) Nu clear (N:50) | 13.44 00 20.18 00 | 3.797 81 1.507 67 | =10.991 p < 0.001 Significant |
| 6. | Social skill Joi nt (N:25) Nu clear (N:50) | 14.52 00 19.72 00 | 3.124 10 1.714 76 | z =9.325 p < 0.001 Significant |
| 7. | Overall Emotional competence Joi nt (N:25) Nu clear (N:50) | 84.60 00 110.3 8 | 17.81 385 5.602 08 | z =9.399 p < 0.001 Significant |

Table 4: There is a significant difference between the respondents' type of family and various dimensions of emotional competence among Secondary School going students from a psychological perspective such as personal leadership, self-awareness, managing emotions, motivating oneself, empathy, social skill and overall emotional competence.

Shaju Varghese P. et al.

Table 5: 'z' test between the respondents' domicile and various dimensions of emotional competence among Secondary School going students from a psychological perspective.

| S. No | Emotional Competence | \bar{X} | S.D | Statistical Inference |
|-------|---|----------------------------|----------------------------|---|
| 1. | Personal leadership R 13.21 62 (N:37) Ur 16.15 79 (N:38) | 13.21 62 16.15 79 | 1.6009 6 0.5939 5 | z =10.604 p < 0.001 Significant |
| 2. | Self-awareness R 14.10 81 (N:37) Ur 20.02 63 (N:38) | 14.10 81 20.02 63 | 3.9284 1 1.5851 8 | z =8.597 p < 0.001 Significant |
| 3. | Managing emotions R 15.37 84 (N:37) Ur 20.23 68 (N:38) | 15.37 84 20.23 68 | 3.8539 4 1.2826 1 | z =7.365 p < 0.001 Significant |
| 4. | Motivating oneself R 13.45 95 (N:37) Ur 18.89 47 | 13.45 95 18.89 47 | 1.7255 4 2.3456 6 | z =11.406 p < 0.001 Significant |

| | | | | |
|----|---|----------------------------|-----------------------------|--|
| | ban (N:38) | | | |
| 5. | Empathy R 14.97 30 (N:37) Ur 20.81 58 (N:38) | 14.97 30 20.81 58 | 3.8549 1 1.0359 8 | z =9.016 p < 0.001 Significant |
| 6. | Social skill R 15.48 65 (N:37) Ur 20.42 11 (N:38) | 15.48 65 20.42 11 | 2.9308 9 1.3076 0 | z =9.458 p < 0.001 Significant |
| 7. | Overall Emotional competence R 90.94 59 (N:37) Ur 112.3 4 (N:38) | 90.94 59 112.3 4 | 17.265 81 4.9771 2 | z =7.334 p < 0.001 Significant |

Table 5: There is a significant difference between the respondents' domicile and various dimensions of emotional competence among Secondary School going students from a psychological perspective, such as personal leadership, self-awareness, managing emotions, motivating oneself, empathy, social skill and overall emotional competence.

Shaju Varghese P. et al.

FINDINGS AND SUGGESTIONS

Findings based on socio-demographic profile

- ✂ One-third (i.e.) 38.7 percent of the respondents were 13 years old.
- ✂ More than half (i.e.) 52.0 percent of the respondents were female.
- ✂ Nearly three-fourths (i.e.) 70.7 percent of the respondents studied in a government school.
- ✂ The majority (i.e.) 66.7 percent of the respondents belong to the nuclear family.
- ✂ More than half (i.e.) 43.2 percent of the respondents lived in an urban area.

Findings based on emotional competence among Secondary School going students from a psychological perspective

- ✂ The majority (i.e.) 60.0 percent of the respondents had a high level of personal leadership.
- ✂ More than half (i.e.) 56.0 percent of the respondents were at a high level about self-awareness.
- ✂ More than three-fourth (i.e.) 77.3 percent of the respondents were at a high level about managing emotions.
- ✂ More than half (i.e.) 56.0 percent of the respondents were at a high level about motivating themselves.
- ✂ The high majority (i.e.) 82.7 percent of the respondents were at a high level regarding empathy.
- ✂ More than half (i.e.) 50.7 percent of the respondents were at a high level about social skills.
- ✂ More than half (i.e.) 52.0 percent of the respondents were at a high level about overall emotional competence.

Findings based on the research hypothesis

1. There is a significant correlation between the age of the respondents and various dimensions of emotional competence among Secondary School going students from a psychological perspective.
2. There is a significant difference between respondents' gender and various dimensions of emotional competence among Secondary School going students from a psychological perspective.
3. There is a significant difference between respondents' type of school and various dimensions of emotional competence among Secondary School going students from a psychological perspective.
4. There is a significant difference between respondents' type of family and various dimensions of emotional competence among Secondary School going students from a psychological perspective.
5. There is a significant difference between respondents' domicile and various dimensions of emotional competence among Secondary School going students from a psychological perspective.

SUGGESTIONS

From the present study on "emotional competence among Secondary Schoolgoing students from a psychological perspective," the following suggestions are given:

- ✚ The school should make a provision for discussing the students' emotions and provide appropriate counselling.
- ✚ **Self-awareness:** Students should recognize their own emotions and how they affect their thoughts and behaviour, know their strengths and weaknesses, and have self-confidence, and schools should arrange moral classes.

Shaju Varghese P. et al.

✚ **Self-management:** Students and schools should control impulsive feelings and behaviours, manage their emotions in healthy ways, take the initiative, follow through on commitments, and adapt to changing circumstances. Schools should guide students with counselling and suitable classes for yoga and meditation in their curriculum for improving emotional intelligence.

✚ **Social awareness:** Students must understand other people's emotions, needs, and concerns, pick up on emotional cues, feel comfortable socially, and teach them correctly.

✚ **Relationship management:** Schools should teach their students how to develop and maintain good relationships, communicate clearly, inspire and influence others, work well in a team, and manage conflict.

CONCLUSION

The paper aims to understand the emotional competence among Secondary School going students from a psychological perspective. The researcher collected a sample size of 75 and adopted a descriptive design as a research design. This paper covered various dimensions of emotional competence among Secondary School going students from a psychological perspective, such as personal leadership, self-awareness, managing emotions, motivating oneself, empathy, social skills and overall emotional competence.

An emotion is a physiological response to a circumstance that is too essential to leave to the intellect alone, such as danger, painful loss, enduring toward a goal despite frustrations, bonding with a mate,

making a family. In the school program to ensure emotional development, we need to include emotional intelligence. In this arena of competition, achievement has become the primary dimension for progress in a person's personal, educational, and social life. By learning to use the emotional part of students' brains and the rational, students not just grow their scope of decisions when it comes to responding to a new event, they will also factor emotional memory into their decision-making. This process will enable them to reduce repeating the same mistakes. The second parent of the students, the teachers, play a vital role in shaping the behaviour of future citizens. The educational institution could include yoga and meditation in their curriculum for amending emotional intelligence and employing teachers/ faculty members with a high level of emotional intelligence, which plays a significant part in teaching and developing emotional skills among the students. The modern concept of emotional intelligence is, in itself, an energetic one. However, we must exert much work to discover what emotional competencies encompass and how they would be most effectively applied.

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Shaju Varghese P. et al.

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