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## A STUDY OF EMOTIONAL COMPETENCE WITH SPECIAL REFERENCE TO HIGHER SCHOOL STUDENTS OF SHIMLA AREA

Virender Kaushal<sup>1</sup> & Roop Chand<sup>2</sup>

1 Faculty, Himachal Pradesh University College of Business Studies, Ava-Lodge, Shimla  
2 Research Scholar, Dept. of Psychology, Himachal Pradesh University, Summerhill, Shimla

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### ABSTRACT

The present research is the study of emotional competence of the higher secondary school students of the Shimla district in Himachal Pradesh. This study has been undertaken to study the difference between the emotional competences of the socially deprived school students and non-deprived school students. The government schools have been selected for the purpose of the present research. A sample of 200 girls and boys students has been selected for the purpose of present study. The results of the study exhibits that socially deprived students have poorer emotional competence as compare to non-deprived students. This poor emotional competence has negative impact on academic achievement of the scheduled caste students as compared to the non-scheduled caste students.

**Key Words:** Emotional Competences, School Students, Socially Deprived, Socially Non-Deprived.

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### INTRODUCTION

In the past India gained a status in terms of attaining and imparting education in its innovative and internationally famous institutions. Secular Buddhist institutions cropped up along with monasteries. A number of urban centres became increasingly visible from the period between 200 BCE to 400 CE. The important urban centres of learning were Taxila (now in Pakistan) and Nalanda, among others those systematically imparted knowledge and attracted number of foreigner. A monastic order of education under the supervision of a Guru was favoured form of education for the nobility in ancient India. The knowledge in these orders was often related to the tasks a section of the society had to perform.

The Priest class, the Brahmins was imparted knowledge of religion, philosophy and other ancillary branches while the warrior class, the Kshatriya was trained in the various aspects of warfare. The business class, the Vaishya was taught their trade and the working class of the Shudras was generally deprived of educational advantages.

### EMOTIONAL COMPETENCE

Emotions play central role in human psyche by influencing their thought processes and perceptions therefore are essential motivating force behind all the psychological activities. They make life more meaningful, colourful and attention towards events and objects, according to Wallport & Scherer (1989). Dealing effectively with the emotions reflects the personality of the people in general and the school going students in particular. Emotionally well regulated children are able to modulate their emotional experience and expression to fit contextual demands and their own goals. (Grolnick, Bridges & Connell, 1996). The children who cannot express their feelings verbally may become more frustrated, or more emotionally expressive and experience more difficulty in managing their emotions or eliciting appropriate assistance in managing their emotions.

The concept of emotional competence is rooted in the understanding of emotional competencies including self-control, resilience, social skills, conscientiousness, reliability, integrity and motivation. In general, emotional competences involves the ability to recognize and understand one's own emotions and the emotions of others as well as the ability to regulate, express and use once emotions in a socially appropriate and adaptive ways (Saami et al., 2006).

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The emotional competence lead to improved health by avoiding stress; and improved relationships helps in expressing emotions appropriate to the classroom situation. It may play important role in regulating behaviour, thoughts and emotional processes of the students thereof is an influential component of personality and plays extremely important role in promoting well-being of the school going students. It may dealt with evaluations of situation, psychological changes, motor expression, motivation for action and subjective feeling state of the person. It reveals that an individual is an active agent of their own experience to monitor and evaluating their environment and action deemed appropriate for him and his situation (Specter & Goh, 2001).

The emotionally competent children become proficient in their use of simpler strategies and become capable of cognitively representing and understanding (Levy 1984; Soloman 1984; Lazarus 1991) propose that the emotional process proceeds in two broad phases. The first phase involves awareness of an eliciting event that generates emotional arousal. The second phase involves a behavioural response to the emotional arousal. These two phases together, from awareness of the event to the behavioural response, are referred to as the emotional process.

### **OBJECTIVES OF THE STUDY**

- To identify the difference between socially deprived and non-deprived school students (boys and girls) in terms of emotional competence.
- To establish the relationship between emotional competences and academic achievement in terms of magnitude and direction of correlation among socially deprived and non-deprived school students (boys and girls).
- To study the impact of emotional competence on the academic achievement among socially deprived and non-deprived school students (boys and girls).

### **HYPOTHESES OF THE STUDY**

**H<sub>1</sub>:** There will be significant difference between socially deprived and non-deprived school students in terms of emotional competences (boys and girls).

**H<sub>2</sub>:** The emotional competences and academic achievement will differ in terms of magnitude and direction of correlation among socially deprived and non-deprived school students.

**H<sub>3</sub>:** The emotional competence will significantly exert its influence on the academic achievement among socially deprived and non-deprived school students (boys and girls).

### **MEASURE USED**

In this study quantitative measure were used. The descriptions of the measures are as follows: -

#### **EMOTIONAL COMPETENCY SCLAE**

It was developed by Sharma and Bhardwaj in 1995 that has 30 items in Hindi language along with five alternations. These alterations deals with adequate depth of feeling (1, 6, 11, 16, 21, 26); adequate expression and control of emotions (2, 7, 12, 17, 22, 27); ability to function with emotions (3, 8, 13, 18, 23, 28); ability to cope with problems emotions (4, 9, 14, 19, 24, 29); and enhancement of positive emotions (5, 10, 15, 20, 25, 30). The score ranges from 30 to a maximum of 150. The test-re-test reliability of this score ranges from  $r = .74$  to  $.90$ . the validity of this scale ranges from  $r = .64$  and  $r = .69$  respectively.

#### **ACADEMIC ACHIEVEMENT**

It was developed by Dr. T.R. Sharma (1984) that consists of 38 items. Award 1 if mark 'A' has been ticked in case of item numbers 1, 2, 3, 6, 8, 12, 13, 15, 16, 17, 18, 21, 25, 27, 31, 36 and 37 and if tick mark 'B' in case of items at serial number 2, 5, 7, 9, 11, 14, 19, 20, 22, 23, 24, 26, 28, 29, 30, 33, 34, 38. The score ranges of this scale are minimum of 0 and maximum of 38. Reliability of the test was examined using 'split half' and 'test-retest' methods signify 0.69 and 0.79 respectively.

## STUDY AREA

The present study has been conducted in different higher secondary schools of Shimla district in Himachal Pradesh. The present study was conducted in following schools:-

- G.S. S. School, Summer Hill.
- G.S. S. School, Lalpani (Boys).
- G.S. S. School, Sanjauli.
- G.S. S. School, Portmore (Girls).
- G.S. S. School, Kasumpti.
- G.S. S. School, Lakkar Bazar.
- G.S. S. School, Ghanahatti.
- G.S. S. School, Boileuganj.

## SAMPLE

For the purpose of present study a sample of 200 students has been selected randomly from different government schools of Shimla district. The sample selected was between 14 to 16 years of age who have studying in the 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> standard respectively. The total sample was initially divided into two main categories on the basis of gender (100 girls and 100 boys) and later on the basis of caste [100 Scheduled Caste students (50 girls and 50 boys) and 100 Non-Scheduled Caste students (50 Girls and 50 boys)].

## PROCEDURE

The study aims to identify the difference between socially deprived and non-deprived school students in terms of emotional competences and academic achievement. For accomplishing the objectives, the study has been conducted on sample of 200 school students of Shimla district. The selected sample further sub-divided into two major category based on sex (100 males and 100 females) and caste (100 scheduled castes and 100 non-scheduled castes). The principal or head of the concerned institution were contacted to seek permission to conduct this study. The class teacher of the concerned students was requested to help the researcher. Necessary instructions were given by the researcher to the students while giving the measure. They were requested to keep silent and focus on the work. Further they were told that their performance will not be shown to any person and the record were kept secret and used for the academic purpose only. They were given measure of emotional competences and Academic Achievement to perform.

The students were instructed to read each and every statement very carefully and tick the appropriate options. In this manner the response of the students in each measure were collected. The score were tabulated by forming separate tables. In the present study multiple analyses have been performed. For knowing the difference between scheduled caste and non-scheduled caste as well as boys and girls A 2X2 analysis of variance has been used.

Further to see the relationship between Emotional Competences and Academic Achievement, correlation analysis has been used. The regression analysis has also been used to see the impact of emotional competence.

## FINDINGS

The findings of the study are as follows:-

### ANALYSIS OF EMOTIONAL COMPETENCES AMONG SCHOOL STUDENTS

Emotional competence is the ability to recognize and appropriately respond to the experience of individual's emotions. Appropriately responding to human's emotions means that they are able to make the distinction between useful and non-useful emotions. In addition, it means that they have learned and consistently use the skills of resolving not-useful emotions quickly and thoroughly. To be truly emotionally competent one needs to learn how to resolve not-useful emotion's 'experientially' not just manage them with the intellect.

**Table 1: A 2X2 ANOVA Performed on Emotional Competency among Socially Deprived and Non-Deprived School Students**

Source	SS	df	ms	F	p
Total	8846313.00	200	-----	-----	-----
Caste (C)	67087.84	1	67087.84	51.90	<.01
Sex (S)	214	1	214	.166	n.s.
C X S	54549.04	1	54549.04	42.20	<.01
Error	253322.26	196	1292.46		

The table 1 makes it clear that the main effect of caste on the measure of emotional competence was found as  $F(1,196) = 51.96$ ,  $p < .01$  statistically significant. More appropriately, the average score of scheduled caste students on the measure of emotional competency was found as 187.49 whereas the average scores of non-scheduled caste students was found 224.12. From the average score it is clear that the non-scheduled caste students have better emotional competence as compared to their counterpart. Therefore Hypothesis No. 1 which states that, "There will be significant difference between socially deprived and non-deprived school students in terms of emotional competences (boys and girls)" got accepted. But main effect of sex was found  $F(1,196) = .166$ ,  $p < 0.05$  as statistically non-significant. More appropriately, the average score of boys on the measure of emotional competency was found as 256.84 whereas of the girls was found 204.77. From the average score it is clear that the boys have better emotional competency as compared to girls. Therefore Hypothesis No. 1 which states that, "There will be significant difference between socially deprived and non-deprived school students in terms of emotional competences (boys and girls)" got accepted. The two way interaction (2X2) between caste and sex  $F(1,196) = 42.20$ ,  $p < .01$  was found statistically non-significant.

**Table 2: Average Score of Socially Deprived and Non-Deprived School Students on the Measure of Emotional Competency**

	Scheduled Caste	Non-Scheduled Caste	Average
Boys	205.04	208.64	256.84
Girls	169.94	239.60	204.77
Average	187.49	224.12	230.80

The above table 2 makes it clear that the average score of boy's students on the measure of emotional competency is 256.84 whereas the average score of the girl's students on the emotional competency is 204.77. The mean score make it evident that the boy's students are emotionally more competent as compared to their girl's counterpart. Boys are very skillful in emotion expression and emotion regulation as compare to the girls. The boys live in free social and emotional environment in our societies to express their emotions. The study of Rita (1990) investigated the relationship between happiness emotional intelligence and expression, emotion appraisal and emotion regulation that differentiate male and female students. The emotional intelligence effect on their academic progress and the male student has higher emotional intelligence as compared to female students.

Similarly average score of scheduled caste student on the measure of emotional competency was found as 187.49 whereas the non-scheduled caste as 224.12. the average score makes it clear that the scheduled caste students have poor emotional competency as compared to their non-scheduled caste counterpart. Scheduled caste students always dominated our society due to curse of untouchability and caste system they could not get the facility which provide our society for upper class students for their growth and development in emotional aspect. Further Patel (2012) in his study indicated that there is significant difference between scheduled caste male and female of

higher secondary school students. This study reveals that scheduled caste students having low emotional intelligence. The lower-caste students act negatively and male/female scheduled caste students have poor emotional intelligence as compared to upper caste students.

## RESULTS

The results of the present study are as follows: -

- The scheduled caste students were found poorer in emotional competency as compared to non-scheduled caste students.
- The non-scheduled caste boys were found more emotionally competent as compared to the scheduled caste boys.
- The non-scheduled caste girls have more emotional competence as compared to the scheduled caste girls.
- The main effect of caste on the measure of emotional competence was found as  $F(1,196) = 51.96, p < .01$  as statistically significant wherein the scheduled caste students were found poorer (187.49) as compared to their non-scheduled caste students counterpart (224.12). The two way interaction between Caste X Sex was found  $F(1,196) = 42.20, p < .01$  as statistically significant.

## SUGGESTIONS

- There is a great need to provide urban facilities in rural schools. Better infrastructure, library, free-books and concession in the fees may increase emotional competence of scheduled caste students. .
- Reservation in seats for the socially deprived students at school level be provided so as to increase their emotional competence.
- Door-to-door counseling is required for reducing caste system, so as to encourage the well-being and performance of the socially deprived school students.
- There is a need to counsel teachers for maintain well-being of socially deprived children.

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