



INFLUENCE OF TYPE OF SCHOOL ON EMOTIONAL COMPETENCE OF HIGHER SECONDARY STUDENTS

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ABSTRACT

The main purpose of the study was to find out the influence of type of school on emotional competence of higher secondary students. A descriptive survey method was adopted by the investigator to conduct this study. The investigator used the simple random sampling technique for selecting the sample. The sample consists of 300 higher secondary students randomly selected from 10 schools from Sivagiri Taluk. Emotional Competence was prepared by investigator (Mr.U.Alagesan) and guide (Dr.V.Kasirajan). the finding of the study reveals that i) 7.0% have low level, 77.0% have moderate level and 16.0% have high level of emotional competence of higher secondary students. ii) 18.3% of govt school, students have low level, 71.0% of them have average level and 10.8% of them have high level of emotional competence. iii), 10.7% of govt. aided school students have low level, 81.4% of them have average level and 7.9% of them have high level of emotional competence. iv)0% of private school students have low level, 96.7% of them have average level and 3.3 % of them have high level of emotional competence. v) There is significant difference among Govt School, govt aided school and private school of higher secondary school students in their emotional competence.

KEYWORDS : Emotional competence(EC), higher secondary students

INTRODUCTION

Emotional Competence which refers to individual differences in the identification, understanding, expression, regulation and use of one's own emotions and those of others, has been found to be an important predictor of individuals' adaptation to their environment. Higher EC is associated with greater happiness, better mental and physical health, more satisfying social and marital relationships and greater occupational success. While it is well-known that EC (as a whole) predicts a number of important outcomes, it is unclear so far which specific competency (ies) participate(s) in a given outcome. This is because no measure of EC distinctly measures each of the five core emotional competences, separately for one's own and others' emotions. This lack of information is problematic both theoretically (we do not understand the processes at stake) and practically (we cannot develop customized interventions). In Emotional Competence, individuals are more likely to become aware of their emotional cycles, such as feeling guilty about being angry. This new awareness may improve their ability to cope with their emotions. Emotional Competence also becomes more skillful at presenting their emotions to others. For example, they become aware of the importance of covering up their anger in social relationships. And there are more likely to understand the importance of being able to communicate their emotions constructively to improve the quality of a relationship. Although the increased cognitive abilities and awareness of emotional competence prepare them to cope more effectively manage with stress and emotional fluctuations, many emotional competences do not effectively manage students' emotions.

SIGNIFICANCE OF THE STUDY

Emotional intelligence was described formally by Salovey and Mayer (1990) according to whom "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions." According to Daniel Goleman (1995), "Emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationships." Emotional competence is a scientific human endeavour to bridge between two different human conditions of one human body, originating from head and heart respectively. Such collaboration of meaningful human emotions plays a pivotal role in deciding human achievement. Emotional competence is a phase that incorporates the intricate aspects of both emotion and competence. Emotions rule the heart while ability reigns supreme in the brain. The twice-qualities are inseparable and they exercise tremendous influence in the lives of individuals. Emotional competence can make a unique contribution to a better

understanding of people and also use their potential to success. The intellectual behaviour of a person is meaningfully decided by the emotional state of mind. Students with mental disorders have lower overall emotional competence. Several studies have shown that emotional abilities are of particular relevance to psychological health and wellbeing. In addition, it has been found that emotional problems are related to the tendency to get involved in deviant behaviour and self-destructive acts. A recent study was one of the first attempts to examine the relationship between emotional abilities, assessed with performance measures, and mental disorder. Emotional intelligence includes the ability to a) perceive emotions, b) use emotions to facilitate thought, c) understand emotional information, and d) regulate emotions.

OBJECTIVES OF THE STUDY

1. To find out the level of emotional competence of higher secondary students.
2. To find out of the level of emotional competence higher secondary students with respect to type of school.
3. To find out whether there is any significant difference in emotional competence of higher secondary students with respect to type of school.

NULL HYPOTHESES OF THE STUDY

1. The level of emotional competence of higher secondary students is average.
2. The level of emotional competence of higher secondary students with respect to type of school is average
3. There no significant difference in emotional competence of higher secondary students with respect to type of school.

METHOD OF THE STUDY

The Authors used Normative Survey method was found appropriate for this study. Since this study attempts to bring out relevant details from students regarding various expected outcomes of the systems of emotional competence and self confidence assessment in schools. Normative Survey method was found appropriate for this study.

SAMPLETECHNIQUE

The Authors were used simple random sampling and samples are collected only from the students of higher secondary level in various Schools located in and around Sivagiri area which is located in Tirunelveli district, Tamil Nadu state, South India.

DELIMITATION OF THE STUDY

This study is delimited to the sivagiri Taluk, Tirunelveli district,

Tamilnadu, SouthIndia. This study is considering the higher secondary students those who are studying in Tirunelveli only.

TOOLS

1. Emotional Competence was prepared by investigator (Mr.U.Alagesan) and guide (Dr.V.Kasirajan)

ANALYSIS OF THE STUDY

1. To find out the level of emotional competence of higher secondary students

TABLE-1.1 THE LEVEL OF EMOTIONAL COMPETENCE OF HIGHER SECONDARY STUDENTS

| Variable | Low | | Moderate | | High | |
|----------------------|-----|-----|----------|------|------|------|
| | No | % | No | % | No | % |
| Emotional competence | 21 | 7.0 | 231 | 77.0 | 48 | 16.0 |

It is inferred that among high secondary students, 7.0% have low level, 77.0% have moderate level and 16.0% have high level of emotional competence of higher secondary students.

2. To find out the level of emotional competence of higher secondary students with respect to type of school.

TABLE-2 LEVEL OF EMOTIONAL COMPETENCE OF HIGH SECONDARY STUDENTS WITH RESPECT TO TYPE OF SCHOOL

| Variable | Type of school | Low | | Average | | High | |
|----------------------|----------------|-------|------|---------|------|-------|------|
| | | Count | % | Count | % | Count | % |
| Emotional Competence | Government | 17 | 18.3 | 66 | 71.0 | 10 | 10.8 |
| | Govt. Aided | 19 | 10.7 | 144 | 81.4 | 14 | 7.9 |
| | Private | 0 | .0 | 29 | 96.7 | 1 | 3.3 |

It is inferred from the above table that, with regard to government school students 18.3 % of students have low level, 71.0% of students have average level and 10.8% of the students have high level of emotional competence of higher secondary school students. With regard to Govt. aided school students, 10.7% of students have low level, 81.4% students have average level and 7.9% of the students have high level of emotional competence of higher secondary school students. With regard to private school .0% of students have low level, 96.7% of the students have average level and 3.3% of the students have high level of emotional competence of higher secondary school students.

Null Hypothesis 1

TABLE-3 ONE way ANOVA showing significant difference among government, aided and private higher secondary school students in their emotional competence

| Variable | SOURCE | Sum of squares | Degree of freedom | Mean square value | Calculated 'F' value | Table value | Remark at 5% level |
|----------------------|---------|----------------|-------------------|-------------------|----------------------|-------------|--------------------|
| Emotional Competence | Between | 1672.638 | 2 | 836.319 | 5.445 | 3.00 | S |
| | Within | 45620.758 | 297 | 153.605 | | | |
| | Total | 47293.397 | 299 | | | | |

(Table value of 'f' at 5% level of significance is 3.03)

It is inferred from the above table that the calculated 'f' values (5.445) is greater than the table value (3.03) at 5% level of significance. Hence, the null hypothesis is rejected. It shows that there is significant difference gov. gov. aided and self – finance higher secondary students in their emotional competence.

MAJOR FINDINGS

1. 7.0% have low level, 77.0% have moderate level and 16.0% have

high level of emotional competence of higher secondary students.

- 18.3% of govt school, students have low level, 71.0% of them have average level and 10.8% of them have high level of emotional competence.
- , 10.7% of govt. aided school students have low level, 81.4% of them have average level and 7.9% of them have high level of emotional competence.
- 0% of private school students have low level, 96.7% of them have average level and 3.3 % of them have high level of emotional competence.
- There is significant difference among Govt School, govt aided school and private school of higher secondary school students in their emotional competence.

INTERPRETATION

The 'F' test result shows that there is significant difference in emotional competence of higher secondary students with respect to type of school. The mean value government higher secondary students are better than other counterparts. This may be due to the fact that the government school provides a well-maintained, pleasant school environment and establishes a happy atmosphere in their learning situation and also give proper guidance about the student's emotions. So they have high level of emotional competence.

RECOMMENDATIONS OF THE STUDY

- Excellent performance in emotional competence is the key target and goal for each student regardless of ethnic group. In order to obtain good results, apart from effective learning techniques, students should be able to recognize themselves in particular of self emotions, so that it does not become a stumbling to success. Hence the need to identify oneself, emotional competence should be noted not only for self – confidence but also for success in life.
- The inclusion of emotional intelligence as part of the curriculum could lead to a variety of positive personal, social and societal outcomes. Increasing emotional intelligence may not only facilitate the learning process and improve career choice and likelihood of success, but could also enhance the probability of better personal and social adaptation in general. The educational experience would be more balanced or holistic as it would focus on educating the whole person. There could also be beneficial effects for the institutions, improving the environment in which the educational experience occurs.
- Students need the ability to appraise a situation correctly, react appropriately in difficult circumstances and exercise stress tolerance or display impulse control when making judgments about academic decisions. Students need activities and advising sessions that help establish proactive patterns that increase awareness about emotional intelligence. The goal is to foster skills that lead to academic success.

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