



## EMOTIONAL COMPETENCE OF HIGHER SECONDARY SCHOOL STUDENTS

### KEYWORDS

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### ABSTRACT

The present study aims to find out the level of emotional competence of Hr. Sec. School students. A sample of 300 students was selected randomly as the population for the study. The tool adopted in this study was developed by Mangl. S.K & Mangal. S. The results revealed that the higher secondary school students differ emotional competence on the basis of gender, locality and types of group (Arts & Science)

Emotional intelligence is 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 own thinking and action. Adolescence is the most vulnerable stage to the emotional problems, thus teaching adolescents about emotions and how they deal with others as well as their actions can be very helpful in their daily struggles and maintaining good relationships.

According to Dunn (2003), components of emotional intelligence which can be regarded as key to success in life are as follows:

- Self-awareness and self-honesty
- Knowledge about causes of emotions
- Self-regulation and modulation of one's emotions
- Empathy
- Motivation and good decision-making
- Ability to analyze and understand relationships
- Intuitiveness
- Creative and flexible thinking
- Integrated self
- Balanced life

Emotional Intelligence (EI) is used interchangeably with Emotional Quotient (EQ). In simple terms, EI refers to emotional awareness and emotional management skill which provide the ability to balance emotion and reason as to maximize long term happiness. It is being able to monitor our own and others feelings and emotions (Salovey and Mayer ] 990). The emotionally skilled person is skilled in four areas: Identifying, using, understanding and regulating emotions. According to Goleman (1995) EI consists of five components: Knowing our emotions (self awareness), managing them, motivating ourselves, recognizing emotions in others (empathy) and handling relationships.

Emotional intelligence is an ability, skill or, in the case of the trait EI model, a self-perceived ability to identify, assess, and control the emotions of oneself, of others, and of groups. Various models and definitions have been proposed of which the ability and trait EI models are the most widely accepted in the scientific literature. Criticisms have centered on whether the construct is a real intelligence and whether it has incremental validity over IQ and the Big Five personality dimensions.

Emotional competence is nothing but doing anything into doing it well; it is essentially a display of competence and whenever this aspect of personality is related to emotions, it shall be deemed as emotional competence, which happens to be efficiency that an individual acquires to deal with emotional situations effectively.

### Objective

This study aims to understand the emotional competence of Higher Secondary school students of Dindigul District, Tamil Nadu.

### Hypotheses:

The following hypotheses were framed based on the objectives given above

1. The emotional intelligence of Higher Secondary School, students is high
2. There is no significant difference among male and female students with reference to their emotional intelligence.
3. There is no significant difference among rural and urban students with reference to their emotional intelligence.
4. There is no significant difference among Arts and Science group students with reference to their emotional intelligence.

### Methodology

#### Sample of the study

300 of Higher Secondary School students were selected from Dindigul district in Tamil Nadu by using random sampling technique.

#### Tools used for the study

The following tool was used

- Emotional intelligence questionnaire developed by Mangal SK & Mangal S (2004).

#### Statistical techniques used

The following statistical techniques are used to analyse the data collected from the sample

1. Descriptive analysis – Mean and Standard Deviation
2. Differential analysis – 't' test

#### Method of Scoring

##### Emotional intelligence questionnaire (EIQ)

One of the variables of the present investigation is emotional intelligence. For this, the investigator has used Emotional intelligence questionnaire to assess the emotional intelligence of the students, which was constructed and standardized by Mangal SK & Mangal S (2004). This questionnaire consists of 100 statements. Each statement set against 'Yes' or 'No' type response. An individual's score is sum of all the scores for the 100 statements. For scoring, weight of one is given to 'Yes' response and a weight of zero is given to 'No' response. A total score of items were considered for deciding the emotional intelligence of an individual.

#### Statistical techniques used

For the analysis of the data, the following statistical techniques have been used.

- a. Descriptive analysis (Mean & S.D)
- b. Differential analysis ('t' test)

### Results & discussion:

#### Table 1:

##### The Mean and Standard Deviation of Emotional intelligence

**Scores of Higher Secondary School students**

S.No	Variable		N	Mean	S.D
1	Gender	Male	144	51.11	11.711
		Female	156	49.17	12.338
2	Locality	Rural	121	51.04	12.625
		Urban	179	49.47	11.656
3	Subject	Arts	268	50.07	12.275
		Science	32	50.41	10.248

**Entire Sample**

It is evident from the Table the calculated mean score of entire sample is 50.1 and the standard deviation value is 12.06. The calculated mean score is just the mid score of the emotional intelligence scale, which indicates that the students are having average emotional intelligence. So the calculated mean value (50.1) indicates that student's emotional intelligence is average. Thus the hypothesis no.1 is rejected.

**Gender**

The mean score of student studying in the institutes belongs to male and female sex is 51.11 and 49.17 respectively. These mean scores indicate that both male and female students are having average emotional intelligence.

**Locality**

The mean score of students studying in the institutes belongs to rural and urban area is 51.04 and 49.47 respectively. These mean scores indicate that both rural and urban students are having average emotional intelligence.

**Subject**

The mean score of the students studying in the institutes belongs to Arts and Science group is 50.07 and 50.41 respectively. These mean scores indicate that both Arts and Science group students are having emotional intelligence.

**Table 2:**

**The significance of the difference ('t' value) between mean score of male and female Higher Secondary School students in their emotional intelligence**

Gender	N	Mean	S.D	't' value	Significance at 0.05 level
Male	144	51.11	11.711	1.393	Not Significant
Female	156	49.17	12.338		

It is evident from the table the calculated value is 1.393 which is not significant at 0.05 level. Hence, the framed hypothesis no.2 is accepted. It is inferred that male and female students do not differ significantly in their emotional intelligence.

**Table 3:**

**The significance of the difference ('t' value) between mean score of rural and urban locality Higher Secondary School students in their emotional intelligence**

Locality	N	Mean	S.D	't' value	Significance at 0.05
Rural	121	51.04	12.625	1.108	Not Significant
Urban	179	49.47	11.656		

It is evident from the table the calculated value 1.108 which is not significant at 0.05 level. Hence, the framed hypothesis no.3 is accepted. It is inferred that rural and urban located students do not differ significantly in their emotional intelligence.

**Table 4:**

**The significance of the difference ('t' value) between mean score of Arts and Science Higher Secondary School students in their emotional intelligence**

Subject	N	Mean	S.D	't' value	Significan
Arts	268	50.07	12.275	0.15	Not
Science	32	50.41	10.248		

It is evident from the table the calculated value is 0.15 which is not significant at 0.05 level. Hence, the framed hypothesis no.6 is accepted. It is inferred that male and female students do not differ significantly in their emotional intelligence.

**Important findings**

1. The emotional intelligence of students is high
2. There is no significant difference among male and female students with reference to their emotional intelligence
3. There is no significant difference among rural and urban located students with reference to their emotional intelligence
4. There is no significant difference among Arts and Science students with reference to their emotional intelligence

**Recommendations:**

The following recommendations if implemented will go a long way in the development of emotional competence.

- There should be reorientation programmes for students regularly
- Yoga and meditation should be an integral part of pre-service and in-service training programmes.
- Special counselling and guidance programmes should be conducted for developing the emotional competence of Hr. Sec. School students.

**Conclusion:**

The important findings of the present study are that the students are having average emotional intelligence. The present class room environment should be improved so as to have improvement in emotional intelligence of the students. Therefore, the teachers and parents must understand the need and importance of emotional intelligence for their personal development.

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