Research Paper Education

Emotional Competence and Adjustment of Secondary School Students Belonging to Nuclear Families

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ABSTRACT

The present study aims at studying the levels of emotional competence and adjustment of secondary school students. For this purpose a sample is taken which is the representative of the population. The investigator has used Scale of Emotional Competence by Usha and Rekha (2006) and Adjustment Inventory for school students (AISS) by Sinha and Singh (1984) to collect the data. Non-probability method of sampling was followed for selection of Ludhiana district,out of 20 districts of the state. Then, using the probability method of sampling, 10 secondary schools of Ludhiana district and further, the secondary students from these schools were selected belonging to nuclear families. In all, a sample of 200 secondary students was drawn from the different schools of Ludhiana district. The results of the study showed a significant positive relation between emotional competence and adjustment among secondary school students belonging to nuclear families.

KEYWORDS | Emotional Competence, Adjustment, Secondary School Students, Nuclear Families.

Introduction

In recent years there has been an increased interest in studying both the Emotional Competence of students and their emotional adjustment in schools. It is argued that the current demands of society require additional skills in the areas of emotional awareness, decision-making, social interaction and conflict resolution in children. Emotional competence has been a emerging topic among social and organizational, psychologies emotional competence as a set of interrelated skills, which composed the ability to perceive accurately, appraise and express emotions, the ability to access and/or generate feelings when they facilitate thought; the ability to regulate emotions to promote emotional and intellectual growth.

The concept of Emotional competence is rooted in understanding emotions as normal, useful aspects of being human. Emotional competence is the personal and social skill that leads to superior performance in the world of work. Emotional competencies are linked to and based on emotional intelligence. A certain level of emotional intelligence is necessary to learn emotional competencies. Solvey and Mayer (1990) Emotional competence as a form of social intelligence that involve the ability to monitor one's own and other's feeling and emotions to discriminate among them and to use this information to guide one's thinking and action.

Learning of Emotional competence should be in-build within the curriculum of the school so that each and every student is able to have the maximum advantage of it and by the time he/she completes school, grows into a person who is fully secure as far as personal growth and adjustment is concerned. Emotional competence will also be very helpful for students to overcome many of the psychological and emotional problems that they face during their time in school. Sharma and Lata (2013) found that emotional competence of K.V students significantly differs from non K.V students. Kumar and Singh (2013) found that there exist no significant relationship between adjustment and emotional intelligence among sighted students. Further the emotional intelligence has adverse relation with the adjustment of sighted students. The present study is conducted after the review of related literature. Seeing the importance of emotional competence and satisfactory adjustment in the lives of secondary school students and the active part which families can play in achieving the same. Therefore the researcher feels a need to study the emotional competence and adjustment of secondary school students belonging to nuclear families.

Objectives of the Study

1. To find out the relationship between the emotional competence and adjustment of secondary school students belonging to nuclear families.
2. To find out and compare the emotional competence of secondary school boys and girls belonging to nuclear families.
3. To find out and compare the emotional competence of secondary school urban boys and rural girls belonging to nuclear families.
4. To find out and compare the adjustment of secondary school boys and girls belonging to nuclear families.
5. To find out and compare the adjustment of secondary school urban boys and rural girls belonging to nuclear families.

Method

Sample

Sample for the present study is inclusive of 200 secondary school students belonging to nuclear families of Ludhiana District. It consists of 100 boys and 100 girls students from urban and rural secondary schools of Ludhiana District. The sample was equally distributed between boys and girls students. The probability method of sampling was used to select 10 secondary schools of Ludhiana district and further, the secondary students belonging to nuclear families from these schools were selected.

Measure

In the present study, Scale of Emotional Competence by Usha and Rekha (2006) and Adjustment Inventory for school students (AISS) by Sinha and Singh (1984) were employed by the investigator to collect the data.

Procedure

The study was designed to investigate the emotional competence and adjustment of secondary school students belonging to nuclear family. Descriptive survey method of investigation was employed for the present study. Prior to the administration of scale of emotional competence and adjustment inventory for school students, the investigator sought the cooperation of the head of the secondary schools and students. First of all purpose of the test was clarified to the students and instruction given to them according to the manual and rapport established with them. The scale of emotional competence was administered to the manual and after getting the response sheet, adjustment inventory for school students was also administered in the same way. Scoring was done with the help of scoring key.

Analysis and Interpretation of the Results

COEFFICIENT OF CO-RELATION AMONG VARIABLES

Table 1

Coefficient Correlation Matrix of Emotional Competence and Adjustment of Secondary School Students to belonging to nuclear families

	Emotional competence	Adjustment
Emotional competence	1.00	0.39
Adjustment	0.39	1.00

Table 1 the entries made in the table revealed that the co-efficient correlation between emotional competence and adjustment is .39. The value of the coefficient of correlation of emotional competence with adjustment is significant at both the levels of confidence i.e.0.05 as well as .0.01. Entries in the table show that there is a significant relationship between emotional competence adjustment. Many studies conducted by Farqadany (2004) found the relationship between emotional intelligence and social adjustment found that there is a significant relationship between these two components. Kumar and Singh (2013) in his study find that there exist no significant relationship between adjustment and emotional intelligence among sighted students. Further the emotional intelligence has adverse relation with the adjustment of sighted students.These studies also support the present results that there is a significant relationship between emotional competence and adjustment of secondary school students belonging to nuclear families.

SIGNIFICANCE OF DIFFERENCE OF MEANS

Table 2

Significance of the Difference in Emotional Competence on the basis of gender and areas of Secondary School Students belonging to nuclear families.

Variable	**N**	Categories	Mean	SD	SE_D	t-value
Emotional Competence	100 100	Boys Girls	98.76 87.42	41.18 37.74	5.58	2.03
Emotional Competence	100 100	Urban Rural	86.48 98.70	40.62 36.80	5.47	2.23

It is evident from Table 2 that the mean scores of emotional competence among the boys and girls of secondary school students as 98.76 and 87.42 respectively, and their standard deviation as 41.18 and 37.74 respectively. The t-value was calculated as 2.03 which is significant at 0.05 level of significance. This means that there is significant difference exits between means of emotional competence among boys and girls secondary school students belonging to nuclear families . Further It is also evident from Table 2 that the mean scores of emotional competence among urban and rural secondary school students as 86.48 and 98.70 respectively, and their standard deviation as 40.62 and 36.80 respectively. The t-value calculated as 2.23 which is significant at 0.05 level of significance. This means that there is significant difference exists between means of emotional competence among urban and rural secondary school students belonging to nuclear families. Many studies conducted by Sharma and Lata (2013) found that emotional competence of K.V students significantly differs from non K.V students. Ekeh and Njoku (2014) find that the regular students rated higher than special needs students in academic motivation and emotional competence and the difference that existed between them on these two issues was statistically significant in favour of the regular students. These studies also support the present study results that there are significant difference exits between means of emotional competence among secondary school students belonging to nuclear families.

Table 3

Significance of the Difference in Adjustment on the basis of gender and areas of Secondary School Students belonging to nuclear families.

Variable	N	Categories	Mean	SD	SE_D	t-value
Adjustment	100 100	Boys Girls	36.28 29.90	14.66 17.32	2.27	2.81
Adjustment	100 100	Urban Rural	28.36 33.98	13.79 15.88	2.10	2.67

It is evident from the table 3 the mean scores of adjustment among boys and girls secondary school students belonging to nuclear families as 36.28 and 29.90 respectively, and their standard deviation as 14.66 and 17.32 respectively. The t-value calculated as 2.81 which is significant at both levels of significance. This means that there is significant difference exists between means of adjustment among boys and girls secondary school students belonging to nuclear families. Further, It is also evident from the table 3 that the mean scores of adjustment among the urban and rural secondary school students belonging to nuclear families as 28.36 and 33.98 respectively and their standard deviation as 13.79 and 15.88 respectively. The t-value was calculated as 2.67 which is significant at both levels of significance. This means that there is significant difference exists between means of adjustment among urban and rural secondary school students belonging to nuclear families. Many studies conducted by Singh (2006) examined the effects of social, emotional and socio-emotional climate of the school and sex on the adjustment of students along with their interaction effects. Boys were significantly better than girls in their health adjustment at different levels of socio-emotional climate of the school. Chauhan (2013) studied that there is a significant difference in adjustment of higher secondary school's students and Female students have a good adjustment level when compared to the male students. Basu (2012) in his study reveals that there exist highly significant differences between the adjustment of secondary school students when compared on the basis of gender, type of family structure and medium of instruction in school. These studies support the present study results that there is significant difference exist between the adjustment of teachers with respect to areas and gender.

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