

Emotional Competence of Women's Students in Tamilnadu

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Abstract: *Emotional competence refer to the mastering of abilities to do a task, sufficiency of means for living, easy circumstances or, in ethical since, a right to task cognizance which specifies the process of observation, comprehension, explanation, exploration and manipulation of the experiences more objectively, with the fullest use of an individual's normal capabilities. Izard (1993) notes that although emotional experiences are activated by neural, sensorimotor, motivational, and cognitive systems, neural systems can activate emotions without cognitive mediation. Emotions are generally of short duration and are associated with a specific stimulus.*

Keywords: Emotional Competence, Self- efficacy, Intelligence

I. INTRODUCTION

Emotional Competence is the ability to recognize and appropriately respond to the experience of your emotions. Appropriately responding to your emotions means that you are able to make the distinction between useful and not-useful emotions. In addition, it means that you have learned and consistently use the skills of resolving not-useful emotions quickly and thoroughly. It means that the not-useful emotions do not cause you suffering or interfere with your thinking and decision making. When you are emotionally competent, you have the ability to act only from a clam inner clarity and are adept at regaining that calm clarity whenever it may become temporarily masked by the presence of not-useful emotions.

This definition adds a new dimension to the previous definition of Emotional Competence which was more related to the managing of emotions through expressing or releasing them. The prior definition included this – “It implies an ease around others and determines one's ability to effectively and successfully lead and express. It is described as the essential social skills to recognize, interpret, and respond constructively to emotions in yourself and others.” However, there is an essential distinction between managing your emotions and gaining a level of mastery of resolving emotional energies, and also recognizing the important distinction between useful and not-useful emotions. In a sense the previous definition of emotional competence was managing one's emotions with the intellect. To truly be emotionally competent one needs to learn how to resolve not-useful emotions “experientially” not just manage them with the intellect.

1.1 Definition of Emotion

According to Larsen, Diener, and Lucas (2002:64), the most global definition of emotion draws from systems theory, identifying emotion as a multiattribute process that unfolds over time, with the attributes unfolding at different rates. Emotion attributes are manifest in multiple channels (experiential, physiological, expressive, cognitive, and behavioral), and the channels themselves are loosely coupled such that measures of different emotion attributes (such as self-report and physiological) may not correlate highly. Izard (1993) conceptualizes emotion as involving three basic processes, namely: a neural substrate, an expressive or motor component, and an experiential component.

Izard (1993) says that the experiential component of emotions – the experience of pain, anger, and joy – is central to emotions and manifests itself as an action tendency, a biasing of perceptions, or a feeling state. Izard (1992) describes emotions as specific neuropsychological phenomena, shaped by natural selection, that organize and motivate physiological, cognitive and action patterns that facilitate adaptive responses to the vast array of demands and opportunities in the environment. Emotions help humans to solve problems of adaptation and survival.

1.2 Conceptualization of Emotional Competence

The focus of this research is the workplace application of emotional intelligence and thus emotional competence. The conceptualization of emotional competence is based on the mixed model approach to the construct emotional intelligence, which defines emotional intelligence as ability with social behaviors, traits and competencies. The mixed model approach has found support in the writings of Bar-On (1997), Cooper and Sawaf (2000), Goleman (1995, 1998), Palmer and Stough (2001), and Wolmarans (1998, 2002).

Saarni (1997) defines emotional competence as the demonstration of self-efficacy in emotion-eliciting social transactions. Self-efficacy in this context implies that the individual has the capacity and skills to achieve a desired outcome. The application of the notion of self-efficacy to emotion-eliciting social transactions refers to how people can respond emotionally, yet simultaneously and strategically apply their knowledge about emotions and their emotional expressiveness to relationships with others. In this way they can both negotiate their way through interpersonal exchanges and regulate their emotional experiences.

II. STUDIES RELATED TO EMOTIONAL COMPETENCE

Sarita, and Kanta, (2018) conducted a study on emotional competence as an efficiency to deal effectively with several dissociable but related processes is a blending of five competencies i.e Adequate Depth of Feeling, Adequate Expression and Control of Emotions, Ability to Function with Emotions, Ability to Cope with Problem Emotions, Enhancement of Positive Emotions. The present study was attempted to explore the educational academic achievement among 9th class students in relation to emotional competence, gender and locality. This was an empirical research with a sample of 300 ninth class school students selected randomly from Gohana town of Haryana. The study was conducted through descriptive survey method and Emotional competence scale was used for the collection of data. The “t” test was applied to find out the significance of difference between means. The finding revealed: 1) There is no significant difference between Academic Achievement of boys and girls high school students. 2) There is no significant difference between Academic Achievement of boys and girls high school students. 3) There is no significant difference between Academic Achievements of rural and urban of high school students. 4) There is no significant difference between Emotional Competence of rural and urban of high school students.

Patil, B, (2012) studied about the Emotional intelligence among student teachers in relation to general intelligence and academic achievement and found that there is no significant relationship between emotional intelligence and general intelligence if student teachers and there is no significant relationship between emotional intelligence and academic achievement of student teachers.

III. STATEMENT OF THE PROBLEM:

The study taken by the investigator stated as **Emotional Competence of Women’s Students in Tamilnadu**

3.1 Objectives of the Study

1. To study the level of emotional competence of the women students.
2. To study if there is any significant difference in emotional competence between
3. The women students studying in the schools located in the urban area and in the rural area.
4. The women students residing in the urban area and in the rural area.

3.2 Hypothesis of the Study

1. The women students show high level of emotional competence.
2. There is no significant difference in emotional competence between
3. The women students studying in the schools located in the urban area and in the rural area.
4. The women students residing in the urban area and in the rural area.

3.3 Method of Study

The present investigation was undertaken by using normative survey method. The survey method gathers data from a large number of cases at a particular time. It is interested in knowing something about the whole population.

3.4 Tool Used in the Study

Emotional Competence Scale (2016) Constructed and Validated by Harish Sharma and Rajeev Lochan Bharadwaj.

A. Sample

The present study consists of 800 school students studying in various schools in Chennai, Tamil Nadu. The samples were selected by using simple random sampling technique.

B. Statistical Techniques

In this present investigation the following Statistical techniques were used.

Descriptive Analysis

- Measures of central tendency (mean)
- Measures of variability (standard deviation)

Differential Analysis

- Independent sample 't' test
- One way ANOVA 'F' test

Correlation Analysis

- Co-efficient of correlation 'r'

3.5 Delimitations of the Study

- This study is confined to Tamil Nadu State.
- It is confined itself to the 800 school students are studying in various schools.
- It is restricted to certain demographic variables only.

IV. EMOTIONAL COMPETENCE SCALE

A scale to measure the emotional competence scale constructed and validated by Harish Sharma and Rajeev Lochan Bharadwaj (2016) has been used in the present study. This scale consists of 30 items, having five alternatives to each item. Scoring of these five alternative follow a system of 1, 2, 3, 4 and 5 from upper to lower end. An individual score is the sum of all the scores of the 30 items. The score ranges from 30 to 150.

The maximum score that one can get in this is 150. The obtained emotional competence scores were converted in to Z – scores to obtain the levels of emotional competence of a person. With respect of the Z – scores, the person one who scores up to 29 is said to be highly incompetent, one who scores above 29 up to 39 is said to be incompetent, one who scores above 39 up to 59 is said to possess average level of competence, one who scores above 59 up to 69 is said to be competent and one who scores above 69 is said to be highly competent.

The validity and reliability of the self-esteem scale is found to be 0.69 and 0.76 respectively.

V. ADMINISTRATION OF THE TOOLS

To collect data for the present study, the investigator administered the tools of the study individually with prior permission from the school heads. The investigator given brief introduction about his research also provides guidance to the school students. Whenever they face problem the researcher clarified immediately. After that the investigator collated the data with warm welcome from the students. In this manner, the investigator collected all the research tools from the selected sample.

VI. DIFFERENTIAL ANALYSIS

6.1 Null Hypothesis

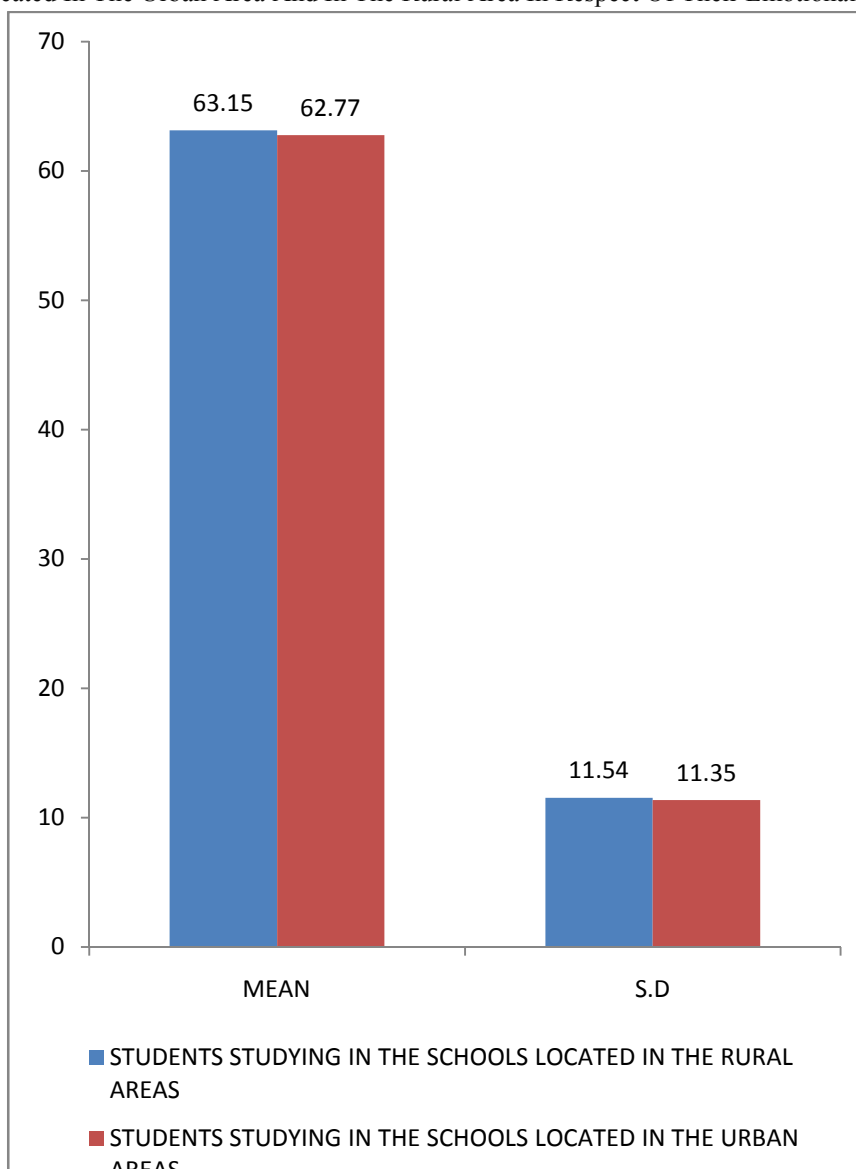
There is no significant difference in the emotional competence between the higher secondary students studying in the higher secondary schools located in the urban areas and in the rural areas.

Table 1: The Significance of the Difference ('T' Value) In Emotional Competence Between The Higher Secondary Students Studying In The Higher Secondary Schools Located In The Urban Areas And In The Rural Areas

SUB-SAMPLES	N	MEAN	S.D	't' VALUE	SIGNIFICANCE AT 0.05 LEVEL
Students Studying In The Schools Located In The Rural Areas	494	63.15	11.54	0.45	Not Significant
Students Studying In The Schools Located In The Urban Areas	306	62.77	11.35		

From the table 4.30 the computed 't' value is found to be 0.45, which is lower than (1.96) at 0.05 level of significance and thus the null hypothesis is retained. Hence, it is concluded that there is no significant difference between the higher secondary students studying in the education colleges located in the urban areas and in the rural areas in respect of their emotional competence.

Figure 1: Bar Diagram Showing The Mean And S.D. Scores Of The Students Studying In The Higher Secondary Schools Located In The Urban Area And In The Rural Area In Respect Of Their Emotional Competence



VII. IMPORTANT FINDINGS

The hypotheses formulated at the beginning of the study have been examined in the light of the data gathered. The following are the main findings of the present investigation.

There is no significant difference in Emotional competence between

- The women students studying in the rural schools and in the urban schools,
- The women students residing in the rural areas and in the urban areas

VIII. RECOMMENDATIONS

- The present study gives a clear-cut view about the present position of students. Based on the important findings of the emotional skills and learning interest the following recommendations are suggested.
- There is a significant relationship found between the emotional skills and learning interest. So, the policy makers should consider this relationship and frame a curriculum according to it.

IX. SUGGESTION FOR FURTHER RESEARCH

The following are the some of the suggested research problems for future researcher and for healthy research outcomes on this present theme.

1. A study could be made on college environment and emotional skills among school students.
2. A study could be made on leadership skills and mental health problem among the school students.

X. CONCLUSION

The present investigation has been found to have the majority of the women students showing an average level emotional competence and this trend is seen in respect of the sub-samples, too.

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