

Emotional Competence of Senior Secondary School Student in relation to Gender and Family Environment

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Abstract

The purpose of this paper was to investigate the emotional competence and family environment of students of Govt. Sr. Sec. school four districts of Himachal Pradesh. The study was conducted among Govt. Sr. Sec. Schools situated in Himachal Pradesh affiliated to HP Board of School Education Dharmshala. For this research work the researcher used emotional competence scale (EC) for students by Sharma and Bhardwaj and Family Environment Scale (FES) by Bhatia and Chadda. Researcher finds out Mean, Median S.D., Two-way ANNOVA and T-value for testing null hypothesis and find that there is no significance difference among both variables.

Key Words: Emotional Competence, Family Environment, Senior Secondary School Students.

Introduction

Academics have become an important factor as far as emotional competence is concerned. Each student wants to excel in every dimension of emotional competence. The role of family also becomes prominent in the emotional competence of the child. Many researchers have been performed on Anxiety, family environment and achievement from time to time. Nowadays, with changing family environments and growing rate of changes in the emotion competence like changes in the Himachal Pradesh School of Education Board Dharmshala patterns, contribute to the emotional anxiety amongst the students and this has made it important to study these variables in the present context.

Emotional competence among senior secondary school students not only enhance innovative idea to foster active learning among students in a conducive environment in school, home and society, it also made student competent and accepted by parents and teachers as well as society.

It help students to keep the lid on their emotion when they are in the situation which they can force students to learn easy way with their emotion. An emotionally competent students can handle his own individual differences and cultivate emotionally

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healthy home environment. It help not only in achieving educational objectives but also develop harmonious personality of the students.

Pamela and Kimberly (2001) conducted a study on emotional competence, emotional socialization and young children peer-related social competence. In the study, the emotional competence measure included situation knowledge, children explanations of emotions and positivity of emotional expression during peer-play and emotional intensity. Results revealed that the emotional competent variables were meaningfully related to the peer variables and for non-constructive anger reactions, maternal reports of anger explained unique variance. Results are discussed in terms of how emotional competence and importance of designing and implementing affective intervention programs for youth children and their families.

Date (2006) in her study “Emotional maturity of Male and Female of Secondary school teacher of Dhule District” shows that there is a significant difference between male and female teachers with respect to emotional maturity. Among secondary school teachers males were found to be unstable in emotions while females are found to be stable in emotions.

Rana (2011) found that level of emotional competence and other variables i.e. sex, stream, family type and type of school do not interact significantly with respect to their combined influence on aggression among senior secondary school students.

Sharma and Tahira (2011) investigated the influence of parental education, parental occupation and family size on science achievement of the secondary school students in western Uttar Pradesh in India. 1500 students were selected as a sample for the study and data was collected through a questionnaire that assessed personal information and science achievement test developed by the researchers themselves. The results indicated that family variables including parental education had significant relationship with the achievement of their children.

Thakur and Chawla (2016) compared emotional competence among teacher trainees in relation to gender. A sample consisting of 200 teacher trainees was taken from the colleges of education of Ludhiana. Data was collected with the help of Emotional Competence Scale (EC-Scale) by Sharma and Bhardwaj (2007). Mean, S.D, skewness, kurtosis and t-test were used to analyse the data. Results revealed that there exist no significant differences between male and female teacher trainees on the variable of emotional competence.

Kumar (2016) conducted a study on emotional competence as a determiner of mental health of prospective teachers of arts stream of Himachal Pradesh, India. Descriptive

survey method of research was used for this study. A sample of 200 arts prospective teachers from the colleges of education of five districts of Himachal Pradesh was selected by random sampling technique. Mental Health Inventory developed by Jagdish and Srivastava and Scale of Emotional Competency (SEC) developed by Sharma and Bhardwaj were used to collect the data. The findings of the 89 study revealed that pre service teachers of arts stream belonging to general and reserved categories were found significantly different in their mental health. There was also found a significant difference in the mental health of high and low emotionally competent prospective teachers of arts. It shows that emotions affect the mental health of prospective teachers of arts.

Objectives

1. To compare the emotional competence of senior secondary school students with respect to
 - i. Gender
 - ii. Family Environment
2. To study the interaction effect of gender and family environment on emotional competence of senior secondary school students.

Hypotheses

1. There will be no significance difference in emotional competence of senior secondary school students with respect to
 - i. Gender
 - ii. Family Environment
2. There will be no significance interaction effect of gender and family environment on emotional competence of senior secondary school students.

Method

For conducting the present investigation, Survey technique under 'Descriptive Method' of Research was used.

Delimitation Of The Study

1. The study will be limited to the government schools of four districts of Himachal Pradesh.
2. The study will be limited to 12th class Himachal Pradesh board of School Education Dharmshala.

Sample

The population for the present study is the students studying in class 12th class of government Sr. Sec. Schools of four districts of Himachal Pradesh. In the present study a representative sample of 540 students (boys and girls) of 12th class from two government senior secondary schools of Districts of Himachal Pradesh were selected randomly. The schools were selected randomly and 270 males and 270 females amongst four districts were selected. The data was collected from the selected schools after getting the permission from the school authority.

Tool Employed

In the present study the following standardized tools are used:

1. Emotional Competence Scale developed and standardized by Dr. H. C. Sharma and Dr. R. L. Bhardwaj (2007).
2. Family Environment Scale (FES) by Bhatia and Chadha (2009).

Statistical Techniques Used

The statistical techniques employed to concise picture of the whole data, so that it can be easily comprehended. Mean, standard deviation, analysis of variance t-ratio are calculated in the present study.

Result Analysis and Findings

Effect of Gender and Family Environment on Emotional competence of senior secondary school students

In order to study the main effect of gender and family environment and their interactional effect on emotional competence scores of Senior Secondary School students Analysis of Variance (2 X 3 factorial design involving two levels of gender i.e. male and female, three levels of quantitative norms of family environment that is high, average and low was applied. The categories wise mean and standard deviation of secondary school students has been given in Table 1. As follows:

Table 1. Mean And Standard Deviation Of Emotional Competence Of Secondary School Students With Respect To Their Gender And Family Environment

Levels Emotional Competence	Measures	Gender		Total
		Male	Female	
High Family Environment	Means	94.066	94.500	94.283
	& S.D	22.04	20.056	

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Average Family Environment	Means	99.830	95.633	97.731
	& S.D	16.646	18.111	
Low Family Environment	Means	100.233	93.233	96.777
	& S.D	17.496	18.199	
Total	Mean	98.043	94.544	

The summary of 2x3 Analysis of Variance is given in table 2 as follow:

TABLE 2. Summary of Analysis of Variance of Emotional Competence Scores Seniors Secondary School Students W.R.T. Their Gender and Family Environment.

Source	Sum of Squares	df	Mean Square	F
Gender	664.446	1	664.446	2.125**
Family environment	312.993	2	156.496	.501*
Gender X Family environment (AXB)	1996.637	2	998.319	3.193
Error Variance	166936.700	534	312.616	
Total	5280107.000	540		
Total Sum of squares	169910.776	539		

*Significant at 0.05 level of confidence

** Significant at 0.01 level of confidence

Main Effects

Gender (A)

Table 4.3 reveals that the F-value corresponding to the Main effect of gender on emotional competence among senior secondary school students has come out to be 2.13 which is insignificant at level of 0.05 level of significance for 1/534 df. In the light of this, hypothesis 1 (i) (a) stated as, “There will be no significant difference on emotional competence among senior secondary school students with respect to gender”, was not rejected. This mean that there does not exist significant difference on emotional competence among male and female senior secondary school students.

Further, it may be seen from the Table 1, the mean value of emotional competence obtained by male and female have been found 98.04 and 94.54 respectively. Although there is no statistically significant difference, yet the trends of means show that both in males and female senior secondary school students males are emotionally competent than females. However higher mean score of male senior school students over lower mean scores of females’ senior school students shows that males students are better in emotional competence than females senior secondary school students.

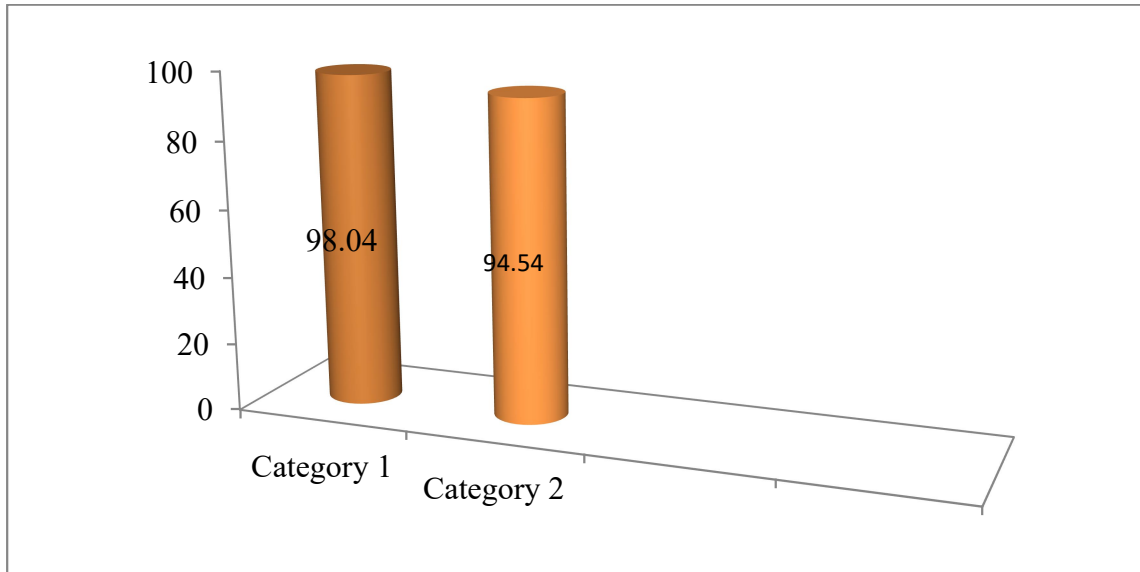


Figure 1 also shows that difference in mean score of males and females senior secondary school students on emotional competence.

From the above analysis it may be interpreted that there is no significance difference in emotional competence of males and females senior secondary school students however the trends of means show that both in males and female senior secondary school students males are emotionally competent than females. However higher mean score of male senior school students over lower mean scores of female's senior school student's shows that males' students are better in emotional competence than females senior secondary school students.

Family Environment (B)

Table 2 reveals that that the F-value corresponding to the independent effect of family environment on emotional competence among senior secondary school students has come out to be 0.50, which is insignificant at 0.05 level of significance for 2/534 df. In the light of this, hypothesis 1 (ii) (B) stated as, "There will be no significant difference on emotional competence among senior secondary school students with respect to family environment", was accepted. This is indicative that the high average and low family environment of senior secondary school students' show does not show significant difference in their emotional competence.

In fact, that the family environment (B) mean square (156.496) insignificant, leads to conclude that three levels of family environment having high, average and low family environment does not differ significantly from each other.

From table I, it can be seen that the mean value of emotional competence score obtained by high, average and low family environment senior secondary school students have been found 94.83, 97.73, and 96.77 respectively. Although there is no statistically significant difference, yet the trends of means shows that average family environment are better in emotional competence of senior secondary school students as in comparison with high, and low family environment senior secondary school students. The students belonging to high family environment and low family environment shows low mean value on emotional competence.

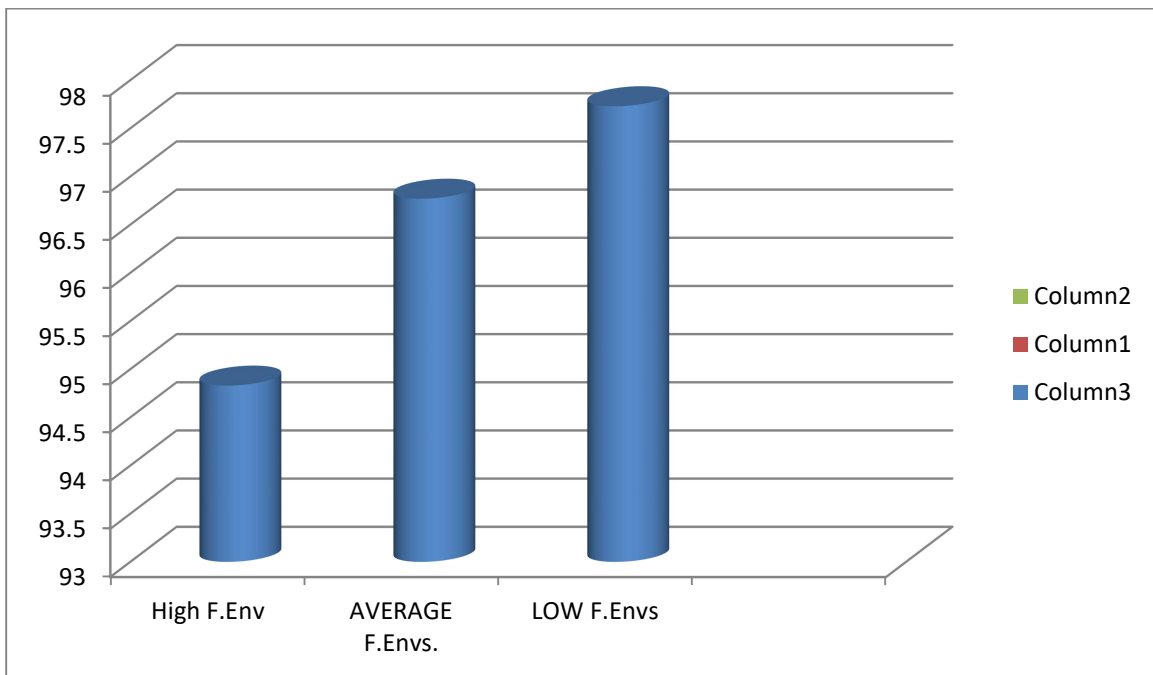


Figure 1.1 also shows the difference in mean score of high, average and low family environment senior school students on emotional competence.

From the above analysis it may be interpreted that there is no significance difference in the emotional competence of senior secondary school students with high, average and low levels of family environment. However, the trends of the means shows that the emotional competence of many students is in the order of high family environment, low family environment and average family environment.

Interaction Effect of Gender and Family Environment (Axb) on Emotional Competence

Table 2, indicates that the calculated value of ‘F’ for the interaction effect of gender and family environment on ‘total’ emotional competence of senior secondary

school student has come out 2.84 which is lower than 'F' table value 3.86 at 0.05 level of which is significance at 0.05 level of confidence for 2/594 df. In the light of this, hypothesis-2 as "There will be no significant interactional effect of gender and family environment on emotional competence of senior secondary school students" was retained.

From the above analysis, it can be said that gender and family environment taken to gather have no significant interactional effect on emotional competence of senior secondary school students.

Summary

1. There is no significance difference in emotional competence of males and females senior secondary school students however the trends of means show that both in males and female senior secondary school students males are emotionally competent than females. However higher mean score of male senior school students over lower mean scores of female's senior school students shows that males students are better in emotional competence than females senior secondary school students.

11. That there is no significance difference in the emotional competence of senior secondary school students with high, average and low levels of family environment. However, the trends of the means shows that the emotional competence of many students is in the order of high family environment, low family environment and average family environment.

111. Gender and family environment taken to gather have no significant interactional effect on emotional competence of senior secondary school students.

IV. There exist no significant difference in their emotional competence of high family environment and low family environment senior secondary school students. In other words, it may be said that high and low family environment senior secondary school students do not differ significantly in their emotional competence.

Educational Implications

1. In the light of study special workshops, lecture, guidance and counselling programme and refresher courses should be organized from time to time so that both male and female students may discuss their problems and causes of dissatisfaction. An orientation to ineffective students may be useful for improving their emotional competence.
2. This study will help the parents and teachers to guide the students with the help of counselors to overcome the problem of senior secondary school students. High Family students mean value trends shows that they are more emotionally competent

over low and high family students .To increase the emotional competent of low and high family environment students, school authority and police makers should frame such curriculum that increase emotional competent of the students and autonomy of teacher to proper guidance to students in this regard.

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