

EMOTIONAL COMPETENCE OF SECONDARY SCHOOL STUDENTS OF HIMACHAL PRADESH IN TERMS OF THEIR GENDER, SELF CONCEPT AND 'EXPRESSIVENESS' DIMENSION OF 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. Skewness, two-way ANNOVA and Kurtosis 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

Emotion is an important part of our life, as it affects all aspects of life. Most truly, it is the soul of every relationship. **Even Plato** wrote about 2000 years ago that "All learning has an emotional base". Being an integral and significant aspect of human nature and the motivation for behavior, emotions serve as one of the most important ingredient of human nature. Emotion is the experience that demonstrates a person's existence as a living being. It is not only a psychological experience, but it affects the body as well. Psychologically, it refers to a feeling with its distinctive thoughts, psychological and biological states and ranges of propensities to act.

Historically, emotions have been largely viewed as disorganizing forces that disrupts one's ability to reason and think. It was once regarded as a base instinct to be repressed. But now, it is thought that emotions provide information, direct attention, and facilitate the attainment of goals. Emotions were considered as higher order intelligence by **Mowrer (1960)**. Emotion is the complex psycho physiological experience of an individual's state of mind as interacting with biochemical and environmental influence. Interestingly, there is no generally accepted theory of emotions among psychologists though there are areas of agreement. Psychologists have described and explained 'emotion' differently, but all agree that it is a complex state of the human mind involving a variety of bodily changes such as sweaty palms, high pulse rate, glandular secretions etc. Emotions are internal events that coordinate many psychological subsystems including physiological responses, cognitions, and conscious awareness

EMOTIONAL COMPETENCE

The concept of emotional competence comes from the understanding of emotions as being normal and useful aspects of being human. Anger is a reaction to aggression and gives a person the strength to repel the aggression. **Ellis (1987)** defines "emotional competence as the ability to understand, manage and express the emotional aspect of one's life in ways that enables the successful management of life tasks such as learning, forming relationships, solving everyday problems and adopting to the complex demands of growth and development."

Effective management of emotions is an important aspect of human behaviour. Emotions being the most significant and influential components of personality plays an extremely important role on one's well-being. These are emotions, which help us to make important decisions of our life. Emotions facilitate, our attitude and

behaviour towards the attainment of our goals for instance, joy at gaining 'A' grade in English subject. Therefore, it can be said that healthy emotions give clarity in perceptions, thinking and analyzing everyday life situations.

On the other hand, emotions can negatively impact one's behaviour if they are not dealt properly or they remain unfulfilled. Unfulfilled emotions tend to adversely affect the creativity and success of pupils. Furthermore, unhealthy emotional state also leads to the development of different psychological problems which significantly influence one's personal, social and occupational life. Anger is a reaction to aggression and gives a person the strength to repel the aggression. Grief is a reaction to abandonment or feeling unsolved and it has the effect of eliciting sympathetic responses from others. Fear is a response to danger and has a clear physiological effect of heightening our senses and speeding up our reactions.

FAMILY ENVIRONMENT

Children learn the ways of people in their culture by participating in cultural tasks and activities. The family is the primary unit through which customs, beliefs, habits, values, and modes of behaviour are transmitted from one generation to the next through the process of socialization. For pre-school age children, the most important familial influence is the quality of the home environment for academic learning and parental involvement. Researchers report strong correlations between characteristics of the home environment. **Bayder and Brook-Gunn (1991)** found that grandmother care is related to higher cognitive development and fewer behavioural problems among preschoolers. Moreover, there is reason to believe that grand parenting may have particularly strong effects on child socialization. **Gergen (1991)** has described the emerging family form as "the structured family", whose members feel that their lives are scattered in intensified busyness. In addition, exposure to myriad values, attitudes, opinions, life styles and personalities, family members has become embedded in a multiplicity of relationships. The technologies of social saturation like telephone, computer, television etc. have created family turmoil and a sense of fragmentation, chaos and discontinuity. **Whitney (1999)** found that family environment appears to contribute to the well being in present as well as future life of the child.

SELF CONCEPT

Self-concept is best conceived as a system of attitudes towards one self. Just as a person, as a result of experiences, form attitudes which he organizes into self-consistent system and defends against threats and attacks, so the person also forms attitudes towards himself. Self- concept consists of all the perceptions, feelings, attitudes, aspirations and values of oneself concerning one self. Self concept is the key stone of personality, one cannot imagine a person without self. Self is the essence of personality. Favourable self-concept coincides with favorable personality development. Important characteristics such as emotional stability, self- assertion and self-confidence emerge out of the favourable self-concept.

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. **Das (2022)** found that the study was useful in identifying Emotional Intelligence among the school-going children. This has also the greater application in terms of those children who have the emotional, behavioral, and other associated problems in the school. Such problem can be identified as early as possible with adequate planning and measures can be undertaken. Further, this will give an idea as to how to have the proper treatment and rehabilitation programme. This study is most effective for all school student who need regular assessment and intervention to achieve better academic goals in life.

Verma and Henary (2022) the HEIs are vested with huge responsibilities those of ensuring correct dissemination of knowledge to the next generation of citizens of a country while grooming their personalities and building a strong nation. In this endeavour, the content being imparted and the manner in which it is shared both carry importance in equal measures While the content shared forms the base for a well-informed student, how the knowledge has been imparted ensures better comprehension and long-term retention of the same. This could drastically help students develop and retain good skills as they enter the work force positively impacting the economy, soon after they finish their education. In a fast-changing digital world, HEIs carry the to prepare students for fresh challenges. They have the responsibility to meet and exceed student learning expectations and perceptions. In such a challenging setting, the Knowledge Delivery Measurement practices being recommended through this document could go a long way in setting and standardising teaching practices in HEIS. If implemented across other HEIs, the checks postulated here could potentially help raise the bar for teaching and learning experiences in Indian Universities, leading to improved international student admissions and overall improvement in institutional rankings

OBJECTIVES

- To compare the emotional competence of senior secondary school students with respect to
Gender
'Expressiveness' dimension of Family Environment
- To study the interaction effect of gender and 'Expressiveness' dimension of 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
Gender
'Expressiveness' dimension of Family Environment
- 2 There will be no significance interactional effect of gender and on 'expressiveness' dimension of family environment of senior secondary school students.

METHOD

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

DELIMITATION OF THE STUDY

- The study will be limited to the government schools of four districts of Himachal Pradesh.
- The study will be limited to 11th class Himachal Pradesh board of School Education Dharmshala.

SAMPLE

The population for the present research paper is the students studying in class 11th class of government schools of Himachal Pradesh. In the present study a representative sample of 540 students (boys and girls) of 11th class from 23 government senior secondary schools of Himachal Pradesh was collected randomly. The schools were selected randomly and 270 male and 270 females students. The data was collected from the selected schools after getting the permission from the school authority.

TOOL

In the present study the following standardized tools are used:

- Emotional Competence Scale developed and standardized by Dr. H. C. Sharma and Dr. R. L. Bhardwaj (2007).
- 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' are calculated in the present study.

RESULT ANALYSIS AND FINDINGS

Table 1: Mean and Standard Deviations of Emotional Competence of Secondary School Students in Gender x Self Concept x Expressiveness Dimension of Family Environment

Expressiveness Dimensions of Family Environment (C)	Gender (A)				
		Male (A ₁)		Female (A ₂)	
		Self Concept (B)		Self Concept (B)	
		Low (B ₁)	High (B ₂)	Low (B ₁)	High (B ₂)
High (C ₁)	Mean	103.00	105.64	98.70	100.64
	SD	6.48	12.47	11.17	10.59
Low (C ₂)	Mean	99.10	103.06	99.81	102.14
	SD	9.90	9.07	11.06	10.12

It may be noted that from table 1 that mean emotional competence scores of secondary school students showed a variation from 98.70 to 105.64. The results of three-way analysis of variance for significance of main and interaction effects of gender, self concept and expressiveness dimension of family environment shown in table2.

Table 2: Summary of Analysis of Variance (Gender x Self Concept x Expressiveness Dimension of Home Environment) on Emotional Competence of Senior Secondary School Students of Himachal Pradesh

Source	Sum of Squares	df	Mean Square	F-value
Gender (A)	223.658	1	223.658	0.676
Self Concept (B)	48.051	1	48.051	0.145
Family Environment (C)	371.249	1	371.249	1.123
AxB	739.930	1	739.930	2.237
AxC	29.838	1	29.838	0.090
BxC	791.209	1	791.209	2.399
AxBxC	668.352	1	668.352	2.021
Error	44979.552	1	330.732	
Total		136		

*None of above significant at 0.05 level of significance.

MAIN EFFECTS

The results of main effects of gender, self concept and 'expressiveness' dimension of family environment are explained as under;

- **A. Gender:** Table 4.21 indicates that the F-value for the main effect of gender on emotional competence among senior secondary school students has come out to be 0.676 which is not significant at 0.05 level. This reveals that male and female senior secondary school students do not differ significantly in emotional competence.
- **B. Self-Concept:** The F-value for the main effect of self concept on emotional competence was found to be 0.145, which is not significant at a 0.01 level. This indicates that the high self concept groups of students do not differ significantly from low self concept on other parts on their emotional competence. Hence, it may be concluded that self concept has not significant effect on emotional competence of senior secondary schools student.
- **C. Family Environment (Expressiveness):** It was found that the table 1.2 that the F-value for the main effect of high Expressiveness dimension of family environment turned out to be 1.123 which is not significant at 0.05 level. This reveals that students with low cohesion dimension and high expressiveness dimension of family environment students do not differ significantly in emotional competence.

DOUBLE ORDER INTERACTION EFFECT

The results of double order interaction effects of gender x self concept, gender x expressiveness family environment and self concept and expressiveness of family environment are explained here under:

- (i) **Gender x Self Concept:** It can be seen from table 1.2 that F-value for the interaction effect of gender x self- concept on emotional competence came out to be 2.237. This means that the non significant main effects of self concept remain independent of gender groups to explain emotional competence of senior secondary school students as in table 1.33.

Table 3: Mean Emotional Competence Score of Senior Secondary School Students of Himachal Pradesh in Terms of Gender x Self Concept

Self-Concept (B)	Gender (A)		Total
	Male (A ₁)	Female (A ₂)	
High (B ₂)	104.36	101.39	102.87
Low (B ₁)	101.05	99.26	100.15
Total	100.70	100.32	101.51

- (ii) **Gender x Family Environment (Expressiveness Dimension):** It can be seen from table 2 that F-value for the interaction effect of gender x family environment (expressiveness) on emotional competence come out to be 0.090, which is not significant at 0.05 level. This indicates that the non-significant main effects of gender and expressiveness dimension of family environment are independent of each other to explain emotional competence of senior secondary school students as shown in table 3.

- (iii) **Self Concept x Family Environment (Expressiveness Dimension):** The F-value for the interaction of self concept and cohesion dimension of Family Environment turned out to be 2.399, which is not significant at 0.05 levels. This indicates that non-significant main effect of self concept is independent of level of expressiveness dimension family environment to explain emotional competence among senior secondary school students as presented table 4.

Table 5: Mean Emotional Competence Score of Senior Secondary School Students of Himachal Pradesh in Terms of Self Concept x Family Environment (Expressiveness)

Expressiveness Dimensions of Family Environment (C)	Self Concept (B)		Total
	Low (B ₁)	High (B ₂)	
High (C ₂)	101.85	103.14	101.99
Low (C ₁)	99.46	102.60	101.03
Total	100.15	102.87	101.51

TRIPLE ORDER INTERACTION

The F-value for triple order interaction of gender x self concept x expressiveness dimension of family environment came out to be 2.021. It is not significant at 0.05 level. Thus it may be interpreted that non-significant main and double order interactions are independent of the levels of the second and third independent variables to respectively explain emotional competence among senior secondary school students.

CONCLUSIONS

Following conclusions may be drawn, on main and interaction effects of gender, self concept and each of eight dimensions of family environment (namely cohesion, expressiveness, conflict, acceptance and caring, independence, active-recreational orientation, organization and control) taken up in depending in three-way analyses of variance:

MAIN EFFECTS

- There is no significant gender difference in emotional competence of senior secondary school students of Himachal Pradesh.
- The senior secondary school students of Himachal Pradesh with high self concept as compared to those with low self concept have significantly higher level of emotional competence.
- The family environment dimension in terms of expressiveness, acceptance does not show significant effects on emotional competence of senior secondary school students of Himachal Pradesh.
- In nutshell, it may be summed up self concept has shown its positive effect on emotional competence of senior secondary school students. However, expressiveness dimension of family environment on emotional competence of senior secondary school students. Gender, too, did not perceptible effect on emotional competence of senior secondary school students, though it not played an interactive role.

INTERACTIONAL EFFECTS

- Gender and expressiveness dimensions of family environment have not shown marked effect on emotional competence of secondary students in combination with level of self concept.
- Gender and self-concept did not show significant interaction in combination with 'expressiveness' dimension of family environment, to explain emotional competence among senior secondary school of Himachal Pradesh.

EDUCATIONAL IMPLICATIONS

The present study had focus on emotional competence of secondary students of Himachal Pradesh in relation to self concept and family environment (having eight uniquely different dimensions). Thus the findings of the

study, taken into consideration with delimitations, following suggestion may be laid down for educational implications:

- The socio-emotional development of the growing children and adolescents is the — major concern of the society and family, being primary unit, becomes more important agency in growth and development. Thus, it is the need of the hour for parents to look after the young minds by providing safe and healthy environment. This has been necessitated by Covid-19 crisis and its aftermath in social life particularly school life. Thus, collective effectors must made by family and school authorities to nurture the growing minds to enter adulthood as responsible and responsive members of new social order.
- The current era of competitive world, both in employment and social order is characterized by uncertainly, stress and depression. The shrink of employment opportunities in traditional job market and expansion in digital-driven technology based economic order call for new orientation among the school students to enter higher education with more vigorously trained and stable mindset, hence school education – as emphasized in ATAL INNOVATION MISSION — need to collaborate with corporate individual mentors, specialists and other professionals to be an enabling platform of knowledge based social order.
- It should be worthwhile to humbly suggest that family environment did not turn out to be more effective in promotion of emotional competence. Hence it is the state government programmes to nurture the children and adolescent in the relevant age groups in a best possible way to be creative, innovative and productive members of inclusive society. To have effective schools then a need of ‘democratic-supportive achievement oriented’ leaders and teachers with equally high ‘motivational level and emotional intelligence’ to deal with classroom with are full of diverse groups of students. The NEP-2020 should be the ideal foremost in the minds of teachers, principals and all educational administrators to transform the school education for transformation of nation as knowledge-based society.

SUGGESTIONS FOR FURTHER RESEARCH

Keeping in view the delimitations of the study and impact of Covid-19 crisis on social life in educational institutions following suggestions for further research may be laid down.

- The study may focus on emotional competence of school and college going students of Himachal Pradesh across socio-demographic variables such as social class, parental educational and employment status, residential location of school students.
- The role of school climate vis-à-vis home environment in socio-emotional development of secondary school students may be explored through casual-comparative researches.
- The emotional competence may be explored along with life skills and personality structure of school going adolescents in co-relational studies.
- The Covid-19 crisis and its impact on socio-emotional development of growing children and adolescents need to be the focus of future researches for evolving safe and healthy school environment for quality education.

The role of school and home in the wake of national educational policy 2020 in growing up students needs to be explored in developmental studies, following cross-sectional and longitudinal survey across the state, both at elementary and secondary stage of school education.

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