A STUDY OF EMOTIONAL COMPETENCE AMONG SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR GENDER, RESIDENTIAL BACKGROUND AND TYPE OF SCHOOL

A

DISSERTATION

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"Too often we understand the power of a touch, a smile, a kind word, a listening ear, an honest compliment or the smallest act of caring, all of which have the potential to turn a life around."

Leo Buscaglia

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LIST OF ABBREVIATIONS

ACPE	Ability to Cope with Problem Emotions
ADF	Adequate Depth of Feeling
AECE	Adequate Expression and Control of Emotions
AFE	Ability to function with Emotion
AISS	Adjustment inventory for school students
EC	Emotional Competence
EI	Emotional Intelligence
EPE	Enhancement of Positive Emotions
GOVT.	Government
HBSE	Haryana Board of School Education
HES	Home Management Scale
IQ	Intelligence Quotient
PVT.	Private
SSS	Secondary School Students
TOS	Type of School
UDISE	Unified District Information System for Education

ABSTRACT

The present study aims at studying the emotional competence among secondary school students in relation to their gender, residential background and type of school. The data collected from 200 secondary school students from 6 government and 6 private schools of Jammu district selected through stratified random sampling. To assess emotional competence, a standardized tool namely Emotional Competence Scale (ECS) by Dahiya and Gahlawat (2018) has been used. This scale consists of 34 items divided into five dimensions- Self Awareness, Adaptability, Motivation, Empathy, Social Skills. Descriptive Survey Method of research has been adopted for the study. The results of the study showed that the level of emotional competence with respect to five dimensions as well as overall scores on Emotional Competence Scale among secondary school students mainly fall around average. Further, significant differences have been found for mean scores of male and female secondary school students in relation to their Motivation and Social Skills dimensions of Emotional Competence Scale. Furthermore, female secondary school students are found to be more motivated and possess better social skills in comparison to their male counterparts. Moreover, no significant difference has been observed for emotional competence among rural and urban secondary school students on all dimensions of ECS. Additionally, results revealed that students studying in government secondary schools are found to be more self- aware in comparison to students studying in private secondary schools.

KEYWORDS: *Emotional Competence, Secondary School Students, Gender, Residential Background, Type of School , Motivation, Social Skills, Self- Awareness*

CHAPTER-I

INTRODUCTION

1.1 INTRODUCTION

“Education means bringing out of the idea of universal validity which is latent in the mind of every man”

Socrates

Education in the world is a critical factor of human development and it also refines and preserves the collective values embedded in the culture of the society. It is a network of worthwhile knowledge, skills and habits where adequate knowledge of effective citizenship and collective benefits of society is achieved and passed on from one generation to the other (Kumari, N. 2021).

In the report of Education Commissions (1964-66), education is considered, “as a powerful instrument of social, economic and cultural transformation as it is the driving force for economic, social and political development”. Education is the light that removes the darkness of life and focuses attention on the child’s entire development. It’s a tri-polar process. Interaction among the teacher, the students and the social setting is involved and these three components are equally responsible for the educational program’s success and failure. According to Altekar (1957), “Education has always been regarded in India as a source of illumination and power which transforms and ennobles our nature by the progressive and harmonious development of our physical, mental, intellectual and spiritual powers and faculties.” Education is an essential aspect which, by bringing about various humanitarian changes, tends towards the same. It is a cycle of human development and the opportunity to prepare him for being a successful member of society. It’s very similar to the happiness and well-being of an individual's life. The main objective of teaching education is not only to increase efficiency, but also to establish correct values, attitudes and working habits between students, so as to show a strong interest in learning. Education is supposed to be the foundation stones for any type of development, i.e., economic, social, political and so on. In the absence of educated

people, society would not be able to make progress, as educated people do have a significant role to play in the growth of all societies.

Throughout the last two decades, the word "Emotional competence" has begun to emerge (Denham, Blair, DeMudler, 2003; Denham, Bassett and Wyatt, 2007; Dowling, 2001). The EC term has been made up of two words: emotion and competence. The term emotion is a key underlying energizing and motivating force for change and growth. Emotions are intense, positive or negative, transient emotions that affect thinking and actions, such as affection, envy, fear, love, joy, or sorrow. They give us an understanding of the present emotional state. They give strength to our thoughts and behaviors. Emotions are also ways of improving and damaging our lives and the lives of those around us. The term "Competence" refers to the mastery of work skills, ample means for easy living, discovery and exploration of knowledge more objectively. Emotional Competence is a common concept that is applicable to all kinds of emotional abilities. It refers to personal variation in the recognition, knowledge, communication, control and use of one's and other emotions has been identified as significant indicators of the adaptation of individuals to their environment. "Emotional Competence (EC) describes the ability to process emotional information in terms of perception, assimilation, expression, regulation, and emotion management (Brackett and Salovey, 2006)". "Emotional competence includes a set of mental abilities with which individuals employ high-level processes regarding their attitudes to feelings, clarity of feelings, ability to discriminate among feelings, and mood regulating strategies (Brackett and Mayer, 2003)". "Emotional competence can be defined as an individual difference in how effectively people deal with emotions and emotionally charged problems (Ciarrochi, Scott, Deane and Heaven, 2003; Saarni, 1997)". "Emotional competence is an understanding of one's own and others' emotions, the tendency to display emotion in a situationally and culturally appropriate manner, and the ability to inhibit or modulate experienced and expressed emotion and emotionally derived behavior as needed to achieve goals in a socially acceptable manner" (Eisenberg, Cumberland, and Spinrad 1998).

Fundamental Mechanism of Emotional Competences

Emotional competences comprise three fundamental mechanisms. They are following:

A. **Modeling Emotional Expressiveness:** is primarily a matter of the importance for social interactions and the way in which a person expresses his/her negative and positive sentiment toward someone else.

B. **Reacting to Emotions**: this competence explains how children and adults who know their own and others's behaviors are far more likely to be more successful in their interaction than those who do not have that capability.

C. **Teaching about Emotion**: the task of identifying and manipulating the emotions of varying strengths and encompasses both types of external and the internal mechanisms which regulate, evaluate and adjust emotional responses to a particular social goal. In this way, each mechanism influences the component of the emotional competence of children.

Emotional competence describes the ability a person has to express his or her ability a person has to express his or her own emotions with complete freedom, and it is derived from emotional intelligence, which is the ability to identify emotions. Competence is the level of skill with which someone interacts constructively with other people.

A fundamental part of children's emotional development is the acquisition of emotional competence. Emotional competence is usually defined as the ability to understand and causes of emotions, the skill to effectively regulate emotion and to manage emotional expression in the fundamental way (Eisenberg, Cumberland & Spenard, 1998). An essential building block of emotional competence is that, across the adolescent children come to understand their own feelings as well as of others.

It is crucial to children's ability to interact and form relationships with others (Parke, 1994; Saarni; 1990). It is a skill which is used in every place in the society that can and indeed must be learned by every individual. Emotional competence is a skill based on emotional intelligence and is very much helpful to find the best individual from the average ones. Emotional competence refers to personal and social skills that lead to superior performance. As emotional competence is linked to and based on emotional intelligence therefore it is necessary to learn various emotional competencies.

Emotional competence as a form of social intelligence that involves the ability to monitor one's own and other's feelings and emotions to discriminate among them and to use this information to guide one's thinking and action (Solvay & Mayer, 1990). The concept of emotional competence is rooted in understanding emotions as normal, useful aspects of being human. Emotion competences are linked to and based on Emotional Intelligence (EI). A certain level of emotional intelligence is necessary to learn emotional Competencies. Learning of Emotional Competence should be built 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 freedom and adjustment is concerned. Ellis, 1987 defines "emotional competence as the ability to understand, manage and express the emotional aspect of one's life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems and adapting to the complex demand of growth and development". Emotional Competence will also be very helpful for secondary school students to overcome many of the psychological and emotional problems that they face during their time in school. Adolescence is a developmental period between the end of childhood and the beginning of early adulthood, i.e, between approximately 11-12 and 22-24 years of age. The development period begins with pre puberty and puberty, a period of accelerated physical development, including into the development of reproductive maturity following intense physical growth, and then continues into the early twenties. Emotional competence has been an 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.

Emotional competence as an efficiency to deal effectively with several dissociable but related processes is a blending of five competencies, (Coleman, 1970). The different competencies may be understood as explained here with (Amraniya, 2021).

(A) Adequate Depth of Feeling (ADF)

Feeling in its broadest sense is any kind of process or experiencing (English & English, 1958) characterized by predominance of 'affect' and accessible emotions which leads to some kind of involvement to a great degree of the individual. A feeling of being confident or

capable with all reality assumptions may be termed as adequate depth of feeling specifically associated with effective judgment and personality integration, which ensures vigorous participation in living.

(B) Adequate Expression and Control of Emotions (AECE)

Generally the appropriate reaction to a certain situation is not expressed adequately in emotional reactions as a mature person accepts his emotions as a part of himself, neither allows them to rule over him nor rejects them as aligned to his nature and is not at all worried because he accepts them and has an adequate control over them. Emotional competence requires both an adequate expression and their control which may be regarded as the natural dynamic stability of an individual to express and control emotions spontaneously, as demanded by the situation. Adequate expression and control of emotions refers to a tendency marked by adequate emotional expressiveness based on fulsome expression and control of emotions. Any form of inadequacy in either expression or control of emotions may lead to uncontrolled and disorganized emotionality.

(C) Ability to function with Emotion (AFE)

It is sometimes difficult to carry out even routine work, when one finds himself face to face with a highly emotional situation. Emotional competence requires that the individual should develop a characteristic pattern of emotional reactivity which should not let him be influenced in his adequate mode of functioning that helps him in performing actions of daily routine properly.

(D) Ability to Cope with Problem Emotions (ACPE)

Certain problem emotions play a destructive role and pose a potential damage to the life orientations of the individual's course of life. Therefore, emotional competence

requires an understanding of the role of sensitivity and the detrimental effects of such emotions in the beginning and also a development of the ability to resist their harmful effects thereafter.

(E) Enhancement of Positive Emotions (EPE)

The healthy growth of personality as well as adjustment with the environment requires the presence of certain positive emotions like love, affections, joy etc., that shows a constructive influence in the dynamics of human behavior. Man is basically good and would like to deal with positive orientedness in most of the interactive situations of life. The growing vitality and a feeling of wholeness with a continuous capacity for intellectual and spiritual growth are the basic ingredients with an experience of positive emotions.

Previously known as encouragement of positive emotions, this competency has been renamed as enhancement of positive emotions as it felt that one can only foster those emotions which one finds within one's self.

Thus, enhancement of positive emotions refers to the competency of the person to develop a predominance of positive emotions in the personality make up of himself to ensure a meaningful and fairly integrated life.

According to Daniel Golemen (1995), Emotional Competence is a learned ability grounded in Emotional Intelligence. Emotional intelligence influences one’s potential for learning the practical emotional competencies, and developing the emotional literacy necessary for quality of life, life satisfaction, and overall happiness. Such skills include the development of the following:

★Self / Social / Relational Awareness and Competence

★Self / Social / Relational Management and Competence

Carolyn Saarni (1999) defined emotional competence as the functional capacity wherein a human can reach his / her goals, alter an emotion – eliciting an encounter. She also defined emotion as a building block as self efficacy. She describes the use of emotions as a set of skills achieved which then lead to the development of emotional competence.

Attainment of the skills of emotional competence is crucial to self efficacy.

Howard Gardner's (1993) ground breaking conception of individual competence changed the face of education. The important contribution of Gardner broadens the scope of understanding and appreciation of human capacities beyond analytic reasoning. Moreover, the introduction of the concept of emotional intelligence has become a revolution to change the meaning of I.Q as the only criterion for success in work. Though I.Q is fixed in childhood, the continuous development of learning fosters emotional intelligence, extending the potential of the individual to act. In this context, Goleman's work on emotional intelligence seems to revolve around the following four core emotional competencies. (Sangeeta, 2018)

★ Self Awareness (Emotional awareness, Accurate self assessment)

★ Self Management (Emotional control, Self regulation, Emotional literacy,

★ Trustworthiness, Resiliency, Self motivation, Optimism)

★ Social Intelligence (Social awareness, Empathy, Interpersonal effectiveness)

★ Relationship Management (Inspiration, Influence, Conflict management, Assertiveness, Collaboration)

Self Awareness: Without a strong foundation of personal self awareness, it is difficult to do the hard work of self management. Growth of all the competencies depends on it. While there are multiple layers to work on within each competency, a few essential skills can play a major role in developing and strengthening the core competencies. Naturally, self awareness becomes a skill of pre-eminence, and essentially the acquisition of self awareness is a moment by moment opportunity. The skillful self awareness transforms us from reactors to external (and internal) stimuli to responders, and even creators of one's own experience. David Rock refers to this as the 'attentional blink', which provides the time gap required between identifying different stimuli. Usually, one may have ½ second before the mind can be free to think about something new.

Self Management: Often individuals want to skip to this competency and get it done.

People want to get to the bottom of that unwanted emotion and make it go away and feel sorry, if it doesn't work as they like. For these, it is advised that the first step will be for an individual to begin with the task of developing a much broader and more specific emotional vocabulary for their experience. Most people tend to describe their feelings in a handful of generalized terms. This sort of exposition does not help much because one's emotional landscape is rich and deep and one should fulfill the language needs to fit the experience. Recent research has revealed that verbalizing (naming) one's feelings can actually limit and even reverse his / her limbic response by switching on the prefrontal cortex (reasoning).

Social Intelligence: The essence of this competency requires constant practice to understand one's self within a larger social framework. The individual is required to feel the impact of the people in the close environment on his / her person. In short, the impact.

The social environment of the individual seems to be the essence of social intelligence. Development of skills in this area is a challenging one because of the fact that the individuals by nature start thinking of others only after having thought about oneself. Since human beings are the product of a culture, the conditioning of social competencies is very much controlled by what the culture has taught them. That's why, lots of remedial learning is essential for individuals depending on the culture to which they belong to develop social intelligence.

Relationship Management: Some people are natural realtors. They easily throw their weight on others in ways that create comfort and acceptance. However, it is not possible for those who are unassertive or aggressive in making use of their relating style. That's why developing relationship management seems to be a challenging one. Though there is a time or suitable situation to assert one's needs and feelings to others, excelling in this competency requires one to turn his / her attention to what others' think, feel and want. Moreover, Relationship Management functions under the domains relational awareness and competencies, and relational management and competencies. In the domain of Relational Awareness, the following competencies are said to be the components:

★Empathy

★Supporting others

★Build partnership / connections

Similarly, the domain of Relational Management consists of the following competencies:

★Positive impact on others

★Conflict resolution and communication

★Collaboration and connection

★Instrumental in managing positive change

1.1.1 Constructs of Emotional Competence

Carolyn Saarni (1999) has brought out eight core emotional competence skills forming one's emotional competence. They have been stated as detailed below:

Awareness of One's Own Emotions:

The basic requirement for developing one's emotional competence is an understanding about the different types of emotions that people manifest and also an awareness on the part of the individuals to name the type of emotion being exerted in a particular situation by the concerned individual. Generally, human beings are guided by the situations in which they are dealing with, and without having any deliberate thinking depending on the situations the individuals react with a particular form of emotion. The manifestation of an emotion as it is known, depends on the cultural background of the individual and his own personal likes and dislikes, in other words the bias and prejudices he has formed in his mind. This is the reason why even when happy information is passed on to an individual, depending on his / her perception of the information the individual may react, most probably in a happy way, or in exceptional cases revealing an emotion of indifference. So what is important for an individual is first to know of his own emotions and the ability to name what it is like. Only then the individuals will have the capacity to step on into the stage of self

management and other stages such as social intelligence and practicing relationship management.

Ability to Use the Vocabulary of Emotion and Expression:

It is very much pertaining to one's cognitive capacity to name the nature of different emotions and the type of emotions underlying the mode of expressions being used by the communicator. Thought it is a cognitive oriented skill, it is very much required to mark and explain the nature of emotion expressed or exposed by a particular individual so as to help the individual being aware of that particular form of emotion and to enable him to make use of his abilities to modify or control the mode of emotions that are not advisable for one's good social behavior and also for strengthening one's own internal happiness while sharing the company of others.

Capacity for Empathetic Involvement:

Behaving in tune with the situation is the basic quality required of every individual to be considered as a social being. The individual should know where to shut his mouth, where to express the feeling of sadness, how to express his own feeling to share with others with apt words and expressions, or some of the things needed for an individual to manifest empathetic involvement with others. Contrary to this, if the behavior of an individual goes different, he will be considered as non-social for not conforming to the norms of the society. Therefore, it is the basic necessity to put up oneself as a person of good social behavior**.**

Ability to Differentiate Subjective Emotion Experience from External Emotion Expression:

When the individuals are in the childhood stage, they may not have the capacity to control their subjective emotional experience, and as such they express openly with words and expressions inappropriate for the situations. That is, at the childhood stage children may not have that much of ability to suppress their urgent subjective needs, as a result the expressions they voice openly will declare they are immature. Similar to this, certain Adults, because of the urge of their desire or their expectations, speak openly some of the things not suitable for the situations and earn the contempt of others. That's why a cultured individual is said to be the one possessing the ability to

differentiate his / her emotional experience from what he / she may openly express to show off the emotion likely to be his or her own.

Adaptive coping with Aversive Emotions and Distressing Circumstances:

This is supposed to be the crucial one in adult society to expose the competence to bear with anything negative or distressing. Since life is full of problems, most of the time the adults in the capacity of parents, relatives, or social leaders have to demonstrate this sort of adaptive coping with others in spite of their emotions being spurned or they are deliberately put in a nostalgic situation. It has almost become an acid test to identify the strength of an individual's emotional balance.

Awareness of Emotional Communication within Relationships:

Sharing emotion is the hallmark of one's ability to establish and maintain good relationships with the members of his / her liking. In a social context, every individual needs to be aware of such emotional communication to send waves of message to others that 'we are being one', 'all are sailing in the same boat', 'all of us will taste the fruits of our toil' etc. This is the bond that knit all the members of the community or the society together and create the 'we' feeling among all the members. In short, it is this awareness that serves as the bricks of togetherness building the rubrics of integration and solidarity among all the members.

Capacity for Emotional Self Efficacy:

Since self efficacy is a domain based one, pertaining to emotion, therefore, self efficacy will be a boon to the individuals to stand on their own in all circumstances and endure any situation confronting them and get themselves naturalized in such circumstances without waiting for any helping hand from outside. Simply speaking, it is the individual that alone matters in resolving the conflicting situations by totally encompassing all the persons. Psychologically, it is a needed capacity for every man to be a man and every woman to be a woman without being dictated or directed by outside forces.

Emotions

Like various other aspects of personality, emotions play a vital role in the manifestation of the individual's behavior. The emotional growth happens to be rapid during the early years and decreases throughout life, (DiCaprio, 1974).

Emotions are psychological states composed of thoughts, feelings, physiological changes, expressive behaviors, and inclinations to act. Emotions is a four part process consisting of physiological arousal, cognitive, subjective feelings, and behavioral expression. Emotions are tools that we can use to improve or destroy our life and the lives of those around us.

Competence

Competence means that you have the ability to do something well. You are capable of performing a task or job effectively. The term 'Competence" first appeared in an article authored by White in 1959 as a concept for performance motivation. Competence is a combination of knowledge, skills, attitude, and personal traits demonstrated in a person's behavior that allows them to achieve certain objectives in a work related setting.

1.2 NEED AND SIGNIFICANCE OF THE STUDY

Education is the sheet anchor and cradle of personality. The aim of education is not merely imparting bookish knowledge but to make the youth good citizens by bringing about their physical, mental, emotional and intellectual development. That is why it is an important function of education to make the students emotionally competent so that they may become well adjusted individuals. If a person is emotionally disturbed, that person's intellectual abilities suffer. Studies earlier done reveal that emotionally competent professionals, Even if they lack cognitive skills are found to be successful in their chosen field. However, in this contemporary age, people have to race against time computing with their fellow beings in order to be on top of the ladder of success and, eventually, they feel the stress of aspirations and ambitions weigh upon them heavily. If students are not emotionally competent, they will not be able to develop their emotional skills. Hence it is necessary for the students to be emotionally competent so that they could have a positive influence. Tripathi (2012) revealed a

significant correlation between adjustment and emotional competence among college students. Denge (2001) showed that emotional competence was a contributor to young children's social success. Tyagi (2004) found that the level of emotional competence was low, independent of gender and age. This study would help students, teachers, parents, administrators, policy makers and other stakeholders to bring out certain changes in the curriculum to enhance the emotional competence among secondary school students.

1.3 STATEMENT OF THE PROBLEM

"EMOTIONAL COMPETENCE AMONG SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR GENDER, RESIDENTIAL BACKGROUND AND TYPE OF SCHOOL"

1.4 OPERATIONAL DEFINITIONS

Emotional competence: It refers to the ability of how an individual releases their inner feelings and expresses their emotions spontaneously as assessed by *Emotional Competence Scale (ECS)* by Dahiya and Gahlawat (2018)

Gender:- It is the biological division of an individual assigned at birth based on anatomical difference as male or female. Gender here refers to male and female secondary school students.

Type of school:- In present study, type of school refers to two types of schools (Government & Private).

Residential Background: In present study, residential background refers to the area where a student is residing (rural and urban).

1.5 OBJECTIVES

1. To assess the level of emotional competence with respect to five dimensions (Self-Awareness, Adaptability, Motivation, Empathy and Social Skills) as well as overall scores on Emotional Competence Scale among secondary school students.

2. To assess the gender differences in the emotional competence with respect to five dimensions (Self-Awareness, Adaptability, Motivation, Empathy and Social Skills) as well as overall scores on Emotional Competence Scale among secondary school students.

3. To assess the differences in the emotional competence with respect to five dimensions (Self-Awareness, Adaptability, Motivation, Empathy and Social Skills) as well as overall scores on Emotional Competence Scale among secondary school students in relation to their Residential Background.

4. To assess the differences in the emotional competence with respect to five dimensions (Self-Awareness, Adaptability, Motivation, Empathy and Social Skills) as well as overall scores on Emotional Competence Scale among secondary school students in relation to their Type of School.

1.6 HYPOTHESES

1. There is no significant difference in the emotional competence of secondary school students in relation to gender with respect to five dimensions (Self-Awareness, Adaptability, Motivation, Empathy and Social Skills) as well as overall scores on Emotional Competence Scale among secondary school students.

2. There is no significant difference in the emotional competence among secondary school students in relation to their residential background with respect to five dimensions (Self-Awareness, Adaptability, Motivation, Empathy and Social Skills) as well as overall scores on Emotional Competence Scale among secondary school students.

3. There is no significant difference in the emotional competence among secondary school students in relation to their type of school with respect to five dimensions (Self-Awareness, Adaptability, Motivation, Empathy and Social Skills) as well as overall scores on Emotional Competence Scale among secondary school students.

1.7 DELIMITATION OF THE STUDY

1. The study has been delimited to 200 secondary school students studying in Jammu city.

2. The study has been delimited to the use of one standardized tool namely *Emotional Competence Scale (ECS)* by Dahiya and Gahlawat (2018).

CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

"Since effective research is based upon past knowledge, review of related literature helps to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation".

Best (1977)

Review of related literature is an integral part of research, helping the researcher in classification of the problem and avoidance of duplication of work. It also helps in defining and delimiting the problem. The knowledge of related literature brings the researcher up to date on the work which others have done and thus to state the objectives clearly and concisely. It provides background for the study and ideas, theories and methods of research valuable in formulation and studying the problem. The research is continuum between the old theories and the new ones. Knowledge is dynamic and it always grows along this continuum. Hence the past is to be discussed to view a problem in a proper perspective so that a researcher may streamline his/her efforts to solve the problem.

Review of literature is made up of two words: literature and review. Literature refers to the collected information on a specific area of research in the form of published items such as books, journals, articles, etc. which have some academic value. It also includes the research done, findings, conclusions and the gaps to be explored. The word review means the practice through which we explore what has been done and accepted in the particular topic, what are the thoughts of the different researchers and what are the conflict areas or the problems that are unsolved. The review of literature provides the basis of our present research. According to O'Leary review of literature means "not only do you need to engage with a body of literature, you also need to be able to compare, contrast, synthesize, and make arguments with that literature in ways that indicate a readiness to contribute to the literature itself", 2010.

2.2 REVIEWS RELATED TO EMOTIONAL COMPETENCE

Mohani and Geeta (2008) examined Effect of guidance services on academic achievement, self concept and emotional competence of adolescents, Ferozepur district. quota, incidental and purposive sampling. In the present study random sampling technique has been employed due to heterogeneous characteristics of the population. The present research was carried out on six hundred adolescents of 9th class studying in different Senior Secondary/Secondary schools of Ferozepur District. As far as the effect of Guidance Services on the academic achievement of adolescents of the experimental group was concerned, it has been concluded that Guidance Services have significantly affected the level of academic achievement of the adolescents.

Jadhav (2010) investigated an effect of home environment on emotional competence and emotional maturity of college going students of Belgaum District. Normative study method was used. A sample of 300 college students was selected by using a random sampling technique from different colleges from Belgaum district. Standardized tools namely Home Management Scale (HES) by Shana (1990), Emotional Competence Scale by Sharma and Bharadwaj (1995), Emotional Maturity by Veshvivsing and Mahesh Baragava (2006). The result of the study showed a positive and significant relationship between home environment and emotional competence and emotional maturity of college going students.

Chauhan (2014) examined a comparative study of anxiety and emotional competencies of college going students in relation to mode of population. 800 college going students were selected on the basis of random stratified sampling for this study. The age of sample elements was around 16 to 17. Standardized tools namely scale of Emotional Competence by Dr.R.P Singh and scale of Anxiety developed by Dr.R.P Singh. The result of the study revealed no significant difference between urban college going male and female students and rural college going male and female students with regard to emotional maturity.

Kamal Mehrotra and Kishore (2014) conducted a study of School and Home Environment as Determinants of Emotional Competence of Higher Secondary level students in Rohilkhand region. A sample of 600 students from 3 districts of

Rohilkhand region. Standardized tools namely Emotional Competence Scale by Rd. R.L. Bhardwaj and Dr. H.C. Sharma, School Environment. Inventory by Dr. K.S. Mishra, Home Environment. The findings of the study revealed that there is no significant difference in emotional competence of boys and girls of higher secondary level.

Kumar and Thapar (2015) investigated the emotional competence and adjustment of secondary school students belonging to nuclear families. The sample consisted of 200 secondary school students belonging to the nuclear family of Ludhiana district. It consisted of 100 boys and 100 girls students from urban and rural secondary schools of Ludhiana district. Standardized tools namely 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. 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.

Bhutani (2016) investigated the relationship of parental involvement and emotional competency with academic stress among senior secondary school students of Rohtak city. Descriptive survey method is used for this study. The total sample for the study comprises 300 students from 10 schools located in Rohtak district. The present study finds a significant impact of parental involvement on academic stress of secondary school students.

Habib, Habib and Ansari (2016) conducted a study of emotional competence in male and female adolescents of Jammu and Kashmir. The present study was aimed to assess the emotional competence in male and females of Jammu and Kashmir. The sample of this study consists of 200 adolescents between the age group 16 to 19 yrs and the data was collected from two main senior secondary schools of Baramulla district (Kashmir). Emotional competence assessment scale was used in the present study. The scale has been developed by paiva and Kumar in the year 2009, which is used for all age groups. With all in all 35 items and eight dimensions, each dimension

consists of 5 items. The eight dimensions of the scale are; happiness, love, interest, sympathy, fear, anger, sadness and jealousy. It is a four point scale where the subject has to choose one from four responses namely; Always, Sometimes, Rarely and Never. The findings of the study revealed that male and female adolescents differ significantly in respect to their emotional competence examination of the various dimensions of emotional competence.

Kumaravelu (2017) investigated mathematics ability of government model higher secondary school students in relation to their problem solving ability and emotional competence in Tamil nadu. The investigators have adopted the 'Normative Survey Method' for the study. A sample of 926 students was selected randomly.

William (2017) investigated a study on emotional competence among college students in Tiruchirapalli city. As the present study is descriptive in nature, the survey technique was followed to collect the primary data from the students. A sample of 408 students was selected randomly from the students studying undergraduate students from leading colleges in Tiruchirappalli. A questionnaire consisted of general information and an emotional competence scale was used to collect the data from them. There is no significant difference in the perception of emotional competence among the students based on their domicile of the students. But there are significant differences found in Emotional sensitivity, emotional insulation and emotional withdrawal among students based on gender and stream of study. Further it was observed that there is a significant correlation among these Emotional discontent factors among the students.

Chishi (2018) investigated a study of emotional competence among college students of Nagaland in relation to their academic achievement of kohima district. The descriptive survey method was adopted taking into account factors like gender, locality and subject streams. The investigator covered only three variables i.e., gender, locality and arts and science streams. Random sampling was followed for the present study on ascertaining the location of different colleges in kohima. It was found that there were 14 arts and science colleges so all these colleges were selected and the sample consists of one thousand (1000) final year students studying at Bachelor's degree level. Standardized tools of Emotional Competencies scale developed by Bhardwaj and academic adjustment by Sharma. The result of the study revealed a

significant difference in the level of Emotional Competence of male and female college students of kohima.

Kumari (2018) investigated analytical study of emotional and social competence of working women from rural and urban areas of Himachal Pradesh in relation to their personality type.The present survey type of study four district Hamirpur and Bilaspur of Himachal Pradesh were randomly selected out of two randomly selected district 300 subjects were taken randomly selected were taken from urban areas and 300 from rural areas that means the total subject is 600 and the verification of subjects is as 300 urban areas and 300 rural areas. Tools were used namely Emotional Competence Scale by Sharma and Bhardwaj, Social Competence Scale by Sharma.

Sangeeta (2018) investigated a study of learning and decision making styles of senior secondary students in relation to emotional competency, Ambala district. Descriptive method used for this study.The sample of this study consisted of 400 senior secondary students from different schools of Ambala district.The investigator used multi stage random sampling technique. The findings of the study revealed that significant difference was found in the emotional competency of senior secondary students with respect to gender.

Nonglait (2019) investigated the emotional competency in relation to classroom behavior of secondary school teachers' in Meghalaya. The study used a descriptive method. The design of the study involved a quantitative and qualitative approach. A sample of 744 was drawn from the population including secondary school teachers from East khasi hills, west khasi hills and ribhoi districts. After having investigated the study, it was found that there is a significant positive relationship between Social-Emotional Competency in relation to classroom behavior and teaching effectiveness of secondary school teachers'.

Sonia (2019) investigated the effect of cooperative learning on scholastic achievement, academic stress and emotional competence of high school students in Rohtak. Self -developed tools. The sample of present study consisted of 64 students of IX standard (32 as control group and 32 as experimental group).

Priyanka (2021) studied a comparative study of emotional competence and Adjustment of difference between abled and normal students in relation to their home environment of district Dehradun, Haridwar and Nainital of uttarakhand. Descriptive method is used for this study. A sample of 400 students was selected randomly from 40 schools. 200 differently abled students (106 boys and 94 girls) have been selected for this study using a lottery method. The result of the study showed a significant difference in the Emotional Competence of differently abled and normal students. It has been observed that normal students are more emotionally competent than that of differently abled students.

Kumari (2021) examined Scholastic achievement and self efficacy Among secondary school students in relation to obedient disobedient tendency emotional competence and educational aspirations, Haryana Multi-stage random sampling methodology used to investigate this research was used to pick an initial sample of 562 students in high school from governmental and private schools affiliated with the Haryana Board of School Education (HBSE). The findings of the study revealed that a significant difference was found between the scholastic attainment of female urban students with high obedient-disobedient tendency and female rural students with average obedient-disobedient tendency.

Channigavi (2022) investigated 'a study on influence of parental education, emotional competence and academic stress on school adjustment in vijayapura among secondary school students.The study used a descriptive method. The study will be carried out under the five phases. A sample of 500 students shall be selected randomly from IX standard studying in secondary schools of Vijayapura district. The result of the study showed that the students with high parental education and good emotional competency have more influence on school adjustment than the students with high parental education and poor emotional competence.

Kulasegaran (2023) examined multiple intelligence, emotional competence and examination stress as correlates to achievement in science of secondary school students Tamilnadu. Normative survey method has been used in the present investigation. 825 secondary school students were selected as the sample using random sampling technique. Results showed that there is a significant difference in emotional competence between the secondary students residing in the urban area and in the rural area.

2.3 CONCLUSION

Based on the evidence of above mentioned studies, it can be concluded that Emotional competence as a form of social intelligence that involves the ability to monitor one's own and other's feelings and emotions to discriminate among them and to use this information to guide one's thinking and action (Solvay & Mayer, 1990). The results of some of the studies highlighted that a positive and significant relationship between home environment and emotional competence and emotional maturity of college going students (Jadhav, 2010, Kumar and Thapar 2015, Bhutani 2016, Nonglait 2019, Chishi (2018)

CHAPTER-III

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Methodology is an important aspect in any research work. Every research study has its own objectives. The procedure adopted by the research works for the realization of these objectives is known as methodology "Methodology is the science of methods or principles of procedure" (Good, 1945). The methodology adopted enables the investigator to look at the amorphous data in a meaningful way.

In research, there are numerous methods, and procedures to be applied such as Historical Method, Experimental Method, Survey Method, Descriptive Method and Case study Method. Out of these methods, the descriptive method was selected which was most appropriate to the project under investigation. The present study aims to study emotional competence among secondary school students in relation to their gender, residential background and type of school. Once the problem has been selected and identified, the next step is the collection of data. The collection of data is of paramount importance in the conduct of research. The nature of data depends mostly upon the type of tool of technique used by researchers for collecting these data. It is necessary to adopt or evolve systematic procedures to collect essential data. Relevant data, adequate in quality and quantified, should be collected. They should be sufficiently reliable and valid.

Research Methodology is a method to solve the research problem systematically. It may be assumed as a science of studying to know how research is done scientifically. The methodology of educational research is of chief importance in a research process. It describes the several steps that are adopted in solving a research problem. Research Methodology is considered as a methodical formal, rigorous and detailed procedure of investigating a problem. The scope of research methodology is very general. Research methodology not only reflected as a research method but also considered the logic behind the method. It is essential for the researcher to know not only the research methods but also the methodology. It helps the investigator to choose the methods, tools and techniques for the study. It helps the investigator in formulation of the

problem for investigation, to select appropriate statistical techniques to analyze and interpret data and processes of inferences and generalizations.

This chapter deals with the procedure and methodology used in the present investigation and studies the design of study, method of sampling, tools used for collection of data, reliability, validity, administration of tools and statistical techniques employed for data analysis.

3.2 DESIGN OF THE STUDY

The design of the research is the actual blueprint of the procedure for the completion of various research steps and reaching valid conclusions. Research design is a strategy that is more specific than a plan which includes methods to be followed in collecting and analyzing data. Hence it means that how the research objectives will be reached and how the problems encountered in the research will be tackled. It is the overall operational pattern of the project that stipulates what information is to be collected from which sources by what procedure. If it is good design it will ensure that the information obtained is relevant to research questions and that it would be researched by objective and economical procedure.

In the views of Nokerling'er, Research design has two basic purposes: -

★ To provide answers to research questions.

★ To control variances.

Research design is devised to enable the researcher to justify the research findings in terms of reliability, validity, objectivity and accuracy. Any research plan is deliberately and specifically conceived and executed to have empirical evidence to work our research problems.

3.2.1 Method

Descriptive Survey Method of research has been adopted for the study.

3.2.2 Population

The population of the present study consists of 48695 secondary school students of Jammu city (UDISE, 2022).

3.2.3 Sample of the Study

A sample is a smaller set of data that a researcher chooses or selects from a larger population by using a predefined selection method. These elements are known as sample points, sampling units, observations. For this study, a sample of 200 secondary school students from 6 government and 6 private schools of Jammu district has been selected through stratified random sampling by selecting 100 students from each secondary school.

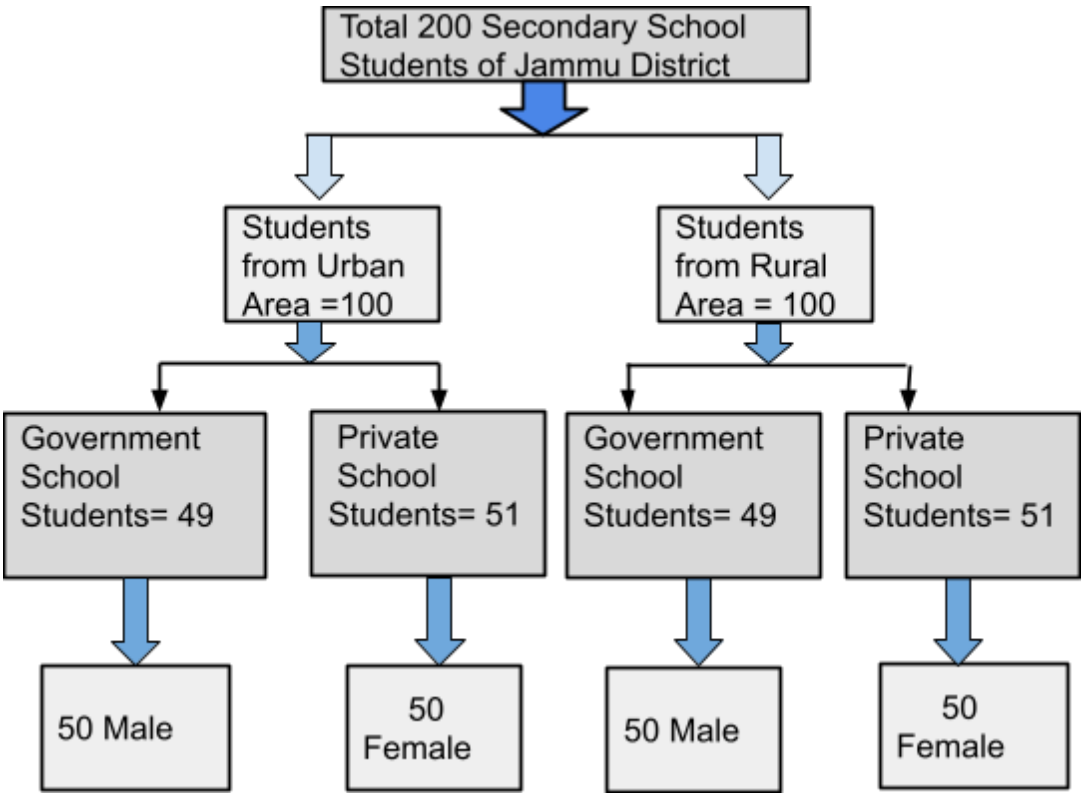


Figure 3.1: Distribution of Sample

Figure 3.1 shows that sample comprised 200 secondary students. Out of those 200 students, 100 belong to 6 Government schools and another 100 belong to 6 private schools, which is further divided into 50 male or 50 female from urban areas and 50 male or 50 female from rural areas.

Table 3.1

Description of Sample from Rural Area

S.No	Name of the School	Number of Students		Total
		Male	Female	
1.	Manik Public High School (Shama Chak)	8	9	17
2.	S.Universal Hr.Sec. School (Shama Chak)	9	8	17
3.	The Calliope School (Doomi)	5	10	15
4.	Government High School (Batehra)	10	7	17
5.	Government Girls High School (Shama Chak)	10	7	17
6.	Government Higher Sec. School (Jhiri)	8	9	17

Table 3.2

Description of Sample from Urban Area

S.No	Name of the School	Number of Students		Total
		Male	Female	
1.	Nand Public Hr. Sec. School (Roop Nagar,Jammu)	8	9	17
2.	Shining Star High School (Muthi)	8	7	15
3.	R.S.Public High School (Jammu)	9	8	17
4.	Government Girls Hr. Sec. School (Muthi)	8	9	17
5.	Government High School (Muthi)	9	8	17
6.	Got Girls Hr. Sec. School (Bakshi Nagar)	8	9	17

3.2.4 Variables of the Study

The following variables have been involved for studies in the present research

A) Independent Variables

★ Gender: Male and Female

★ Residential Background: Rural and Urban

★Type of School: Government and Private

B) Dependent Variable

★Emotional Competence

3.3 TOOL EMPLOYED AND ITS DESCRIPTION

A standardized tool namely Emotional Competence Scale (ECS) by Dahiya and Gahlawat (2018) has been used in the proposed study. This scale consists of 34 items divided into five dimensions- I. Self Awareness, II. Adaptability, III. Motivation, IV. Empathy, V. Social Skills.

Table 3.3

Dimensions-wise Distribution of Items

S.No.	Dimensions	Nature of items	Serial Wise Item No.	Total No. of items	Total
I.	Self-awareness	Positive	1,4,5,6	04	07
		Negative	2,3,7	03	
II.	Adaptability	Positive	8,9,11,12,14,15	06	08
		Negative	10,13	02	
III.	Motivation	Positive	16,17,18,19,20	05	05
		Negative	—	—	
IV.	Empathy	Positive	21,22,23,24,25,26, 27	07	07
		Negative	—	—	
V.	Social Skills	Positive	28,29,30,31,32,33, 34	07	07
Positive Items = 29 + Negative Items = 5 Items				Total	34

Table 3.4

Scoring System

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Positive	5	4	3	2	1
Negative	1	2	3	4	5

3.3.1 Reliability

Reliability of the scale had been measured by Test - Retest method and Split - Half method. For Test-Retest Reliability, the scale was administered on a randomly

selected sample of 100 students. The scale was again administered on this sample after a gap of 15 days. The coefficient of correlation through the test retest method was 0.882. Split-Half Reliability was found 0.81 which has been measured by Spearman-Brown Prophecy Formula. Results given below indicated that the scale was highly reliable.

Table 3.5

Coefficients of Reliability

Types of Reliability	Values	N	Level of Significance
Test-Retest Reliability (15 Days interval)	0.882	100	.01
Split-Half Reliability (Spearman-Brown)	0.81	388	.01

3.3.2 Validity

The scale was validated against the criterion of content validity. All the 78 items were presented to twenty two experts for their opinion and only 58 items were retained which had received 80% unanimity. All the items were found consistent with emotional competence. Therefore, on the basis of content validity, it appears reasonable to agree that Emotional Competence Scale measures Emotional Competence of Students.

3.4 ADMINISTRATION OF THE TOOL

To ensure better response, co-operation, genuine interest and personal contact, the investigator went personally to each school. The actual administration was preceded by a brief talk with the principal of each school with a view to explain the purpose of the investigation and to get his/her help and cooperation and permission. Principals of these schools were contacted and their help was sought for the administration of the tools and collection of data and dates were fixed for the collection of data. The investigator tried his best to build a report with all respondents. Before giving the scales proper rapport was established with the students and they were given assurance

about full confidentiality being maintained regarding their responses. The students were requested to give honest responses and not omit any test items and then the purpose of research was explained to them. Thus after receiving proper cooperation from the schools and students, the investigator distributed the test one by one and collected them after giving proper time to fill them in a congenial environment.

3.5 STATISTICAL TECHNIQUES USED

In order to analyze the data following statistical techniques have been used:

★Percentage

★*t*-Test

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

"Analysis of data means categorizing, ordering, manipulating and summarizing data to obtain answers to the research questions. The purpose of analysis is to reduce the data into intelligible and interpretable form so that the relations of research problems can be studied and tested. Analysis of data can be done on the basis of hypotheses set. (F.N. Kerlinger, 1973)

The design and procedure of the study had been discussed in the preceding chapter. This chapter analyzes and interprets the data as well as discusses the outcomes. The analysis of data is very closely linked to the other fundamental aspects of the study for the investigators. The analysis of data is considered to be a key step in the research project. The next logical step is to analyze and interpret data in order to find an empirical solution after the collection of data by using appropriate tools and techniques. Research analysis is an analysis of the tabulated content for determining factors inherent in it. This is not an end in itself, but a crucial preliminary step in the problem's scientific progress. It is a process of splitting the complex factors into simpler ones and making new configurations. "Analysis means, categorizing, ordering, manipulating and summarizing of data to obtain answers to research questions. The purpose of the analysis is to reduce data into intelligible and interpretable form so that the relation of research problems can be studied and tested. Analysis of data can be done on the basis of hypothesis set earlier," (Kerlinger, 1973). Hence, the purpose of analysis is to establish the rapport among the variables, which lead to hypothesis verification.

4.2 RESULTS AND FINDINGS

The resulting data has been analyzed using statistical techniques, Mean, Standard Deviation, t-test.

4.2.1 Research Objective 1

To study the level of emotional competence among secondary school students

To assess the level of emotional competence with respect to five dimensions (*Self-Awareness, Adaptability, Motivation, Empathy, and Social Skills)* as well as overall scores on *Emotional Competence Scale* among secondary school students.

In order to study the level of emotional competence among secondary school students, numbers and percentages of secondary school students having extremely low, low, below average, average, above average, high and extremely high levels were computed for the data collected through *Emotional Competence Scale (ECS)*. The resulting data for five dimensions of *ECS (Self-Awareness, Adaptability, Motivation, Empathy and Social Skills*) as well as for overall scores on *ECS* have been given in the tables 4.1, 4.2, 4.3, 4.4, 4.5 and 4.6 respectively.

Table 4.1

Range of z-scores, Number and Percentage of Secondary School Students having different levels of Emotional Competence with respect to Self- Awareness Dimension of Emotional Competence Scale

S.No	Range of Z-Score	Level of Emotional Competence	Number of Students	Percentage
1.	+2.01 & above	Extremely High	7	3.5%
2.	+1.26 & +2.00	High	16	8%
3.	+0.51 & +1.25	Above Average	34	17%
4.	-0.50 to +0.50	Average	85	42.5%
5.	-1.25 to -0.51	Below Average	55	27.5%
6.	-2.00 to -1.26	Low	0	0
7.	-2.01 & below	Extremely Low	3	1.5%

From Table 4.1 it is clear that 7(3.5%) students have an extremely high level of emotional competence, 16(8%) students have an high level of emotional competence, 34(17%) students have an above average level of emotional competence, 85(42.5%) students have an average level of emotional competence, 55(27.5%) students have below average level of emotional competence, there is no student having low level of emotional competence and 3(1.5%) students have extremely low level of emotional competence.

Table 4.2

Range of z-scores, Number and Percentage of Secondary School Students having different levels of Emotional Competence with respect to Adaptability Dimension of Emotional Competence Scale

Range of Z-Score	Level of Emotional Competence	Number of Students	Percentage
+2.01 & above	Extremely High	2	1%
+1.26 & +2.00	High	13	6.5%
+0.51 & +1.25	Above Average	38	19%
-0.50 to +0.50	Average	79	39.5%
-1.25 to -0.51	Below Average	55	27.5%
-2.00 to -1.26	Low	4	2%
-2.01 & below	Extremely Low	9	4.5%

From Table 4.2 it is evident that 2(1%) students have an extremely high level of emotional competence, 13(6.5%) students have an high level of emotional competence, 38(19%) students have an above average level of emotional competence, 79(39.5%) students have an average level of emotional competence, 55(27.5%) students have below average level of emotional competence, 4(2%) students have low level of emotional competence and 9(4.5%) students have extremely low level of emotional competence.

Table 4.3

Range of z-scores, Number and Percentage of Secondary School Students having different levels of Emotional Competence with respect to Motivation Dimension of Emotional Competence Scale

Range of Z-Score	Level of Emotional Competence	Number of Students	Percentage
+2.01 & above	Extremely High	0	0%
+1.26 & +2.00	High	12	6%
+0.51 & +1.25	Above Average	45	22.5%
-0.50 to +0.50	Average	93	46.5%
-1.25 to -0.51	Below Average	45	22.5%
-2.00 to -1.26	Low	0	0%
-2.01 & below	Extremely Low	5	2.5%

From Table 4.3 it is found that there is no student having extremely high level of emotional competence, 12(6%) students have a high level of emotional competence, 45(22.5%) students have an above average level of emotional competence, 93(46.5%) students have an average level of emotional competence, 45(22.5%) students have below average level of emotional competence, there is no student having low level of emotional competence and 5(2.5%) students have extremely low level of emotional competence.

Table 4.4

Range of z-scores, Number and percentage of Secondary School Students having different levels of Emotional Competence with respect to Empathy dimension of Emotional Competence Scale

Range of Z-Score	Level of Emotional Competence	Number of Students	Percentage
+2.01 & above	Extremely High	0	0.0%
+1.26 & +2.00	High	16	8%
+0.51 & +1.25	Above Average	54	27%
-0.50 to +0.50	Average	61	30.5%
-1.25 to -0.51	Below Average	52	26%
-2.00 to -1.26	Low	13	6.5%
-2.01 & below	Extremely Low	4	2%

From Table 4.4 it is clear that there is no student having extremely high level of emotional competence, 16 (8%) students have a high level of emotional competence, 54(27%) students have an above average level of emotional competence, 61 (30.5%) students have an average level of emotional competence, 52 (26%) students have below average level of emotional competence, 13(6.5%) students have low level of emotional competence and 4(2%) students have extremely low level of emotional competence.

Table 4.5

Range of z-scores, Number and Percentage of Secondary School Students having different levels of Emotional Competence with respect to Social Skills Dimension of Emotional Competence Scale

Range of Z-Score	Level of Emotional Competence	Number of Students	Percentage
+2.01 & above	Extremely High	0	0%
+1.26 & +2.00	High	20	10%
+0.51 & +1.25	Above Average	40	20%
-0.50 to +0.50	Average	73	36.5%
-1.25 to -0.51	Below Average	54	27%
-2.00 to -1.26	Low	8	4%
-2.01 & below	Extremely Low	5	2.5%

From Table 4.5 it is evident that there is no student having extremely high level of emotional competence, 20(10%) students have a high level of emotional competence, 40(20%) students have an above average level of emotional competence, 73(36.5%) students have an average level of emotional competence, 54(27%) students have below average level of emotional competence, 8(4%) students have low level of emotional competence and 5(2.5%) students have extremely low level of emotional competence.

Table 4.6

Range of z-scores, Number and Percentage of Secondary School Students having different levels of Emotional Competence with respect to Overall Scores on Emotional Competence Scale

Range of Z-Score	Level of Emotional Competence	Number of Students	Percentage
+2.01 & above	Extremely High	0	0%
+1.26 & +2.00	High	17	8.5%
+0.51 & +1.25	Above Average	56	28%
-0.50 to +0.50	Average	54	27%
-1.25 to -0.51	Below Average	59	29.5%
-2.00 to -1.26	Low	11	5.5%
-2.01 & below	Extremely Low	3	1.5%

From Table 4.6 it is clear that there is no student having extremely high level of emotional competence, 17(8.5%) students have a high level of emotional competence, 56(28%) students have an above average level of emotional competence, 54(27%) students have an average level of emotional competence, 59(29.5%) students have below average level of emotional competence, 11(5.5%) students have low level of emotional competence and 3(1.5%) students have extremely low level of emotional competence.

4.2.2 Research Objective 2

To assess the gender differences in the emotional competence with respect to five dimensions (*Self-Awareness, Adaptability, Motivation, Empathy and Social Skills)* as well as overall scores on *Emotional Competence Scale* among secondary school students.

To assess the gender differences in the emotional competence with respect to five dimensions (*Self-Awareness, Adaptability, Motivation, Empathy and Social Skills)* as well as overall scores on *Emotional Competence Scale* among secondary school students; values of Mean, Standard Deviation (SD) and t were computed for data collected through *Emotional Competence Scale (ECS)* as shown in Table 4.7.

Table 4.7

Values of Mean, Standard Deviation (SD) and t for Emotional Competence among Secondary School Students in relation to their Gender

Dimensions	Gender	N	Mean	SD	SE_M	df	t	Level of Significance
Self - Awareness	Male	101	22.95	2.90	0.28	198	0.36	NS
	Female	99	22.79	3.09	0.31			
Adaptability	Male	101	27.56	2.96	0.29	198	1.12	NS
	Female	99	27.02	3.84	0.38			
Motivation	Male	101	19.17	2.77	0.27	198	2.31	0.05
	Female	99	20.08	2.73	0.27			
Empathy	Male	101	27.48	3.71	0.36	198	1.65	NS
	Female	99	28.37	4.05	0.40			
Social Skills	Male	101	25.91	3.71	0.36	198	2.10	0.05
	Female	99	27.07	4.05	0.40			
Overall Scores	Male	101	123.09	11.08	1.10	198	1.37	NS
	Female	99	125.34	12.12	1.22			

Table 4.7 shows that t-values (0.36, 1.12, 1.65, 1.37) for difference in emotional competence among male and female secondary school students with respect Self-Awareness, Adaptability and Empathy dimensions as well as overall scores on *Emotional Competence Scale* have not been found to be significant at 0.01 level of significance. However for the Motivation and Social Skills dimension, t-value (2.31, 2.10) have been found to be significant at 0.05 level of significance. From the mean values, it is clear that female secondary school students have obtained significantly higher means scores on the Motivation and Social Skills dimension of emotional competence scale. Hence it can be said that females are more motivated in comparison to male secondary school students and possess better social skills in comparison to male secondary school students.

Hence, Hypothesis No. 1 stating no significant difference in the emotional competence of secondary school students in relation to gender has been rejected for

Self Awareness, Adaptability, Empathy dimensions of ECS but not for motivation and social skills.

4.2.3 Research Objective 3

To assess the differences in the emotional competence with respect to five dimensions (*Self-Awareness, Adaptability, Motivation, Empathy and Social Skills)* as well as overall scores on *Emotional Competence Scale* among secondary school students in relation to their Residential Background.

To assess the differences in the emotional competence with respect to five dimensions (*Self-Awareness, Adaptability, Motivation, Empathy and Social Skills)* as well as overall scores on *Emotional Competence Scale* among secondary school students in relation to their Residential Background; values of Mean, Standard Deviation (SD) and t were computed for data collected through *Emotional Competence Scale (ECS)* as shown in Table 4.8.

Table 4.8

Values of Mean, Standard Deviation (SD) and t for Emotional Competence among Secondary School Students in relation to their Residential Background

Dimensions	Area	N	Mean	SD	SE_M	df	t	Level of Significance
Self-Awareness	Rural	100	22.49	2.89	0.28	198	1.83	NS
	Urban	100	23.26	3.04	0.30			
Adaptability	Rural	100	27.34	3.36	0.33	198	0.18	NS
	Urban	100	27.25	3.51	0.35			
Motivation	Rural	100	19.89	2.64	0.26	198	1.34	NS
	Urban	100	19.36	2.91	0.29			
Empathy	Rural	100	27.66	3.39	0.33	198	0.98	NS
	Urban	100	28.19	4.18	0.41			
Social Skills	Rural	100	26.98	4.10	0.41	198	1.79	NS
	Urban	100	25.99	3.68	0.36			
Overall Scores	Rural	100	124.35	10.68	1.07	198	0.19	NS
	Urban	100	124.05	12.56	1.25			

Table 4.8 shows that t-values (1.83, 0.18, 1.34, 0.98, 1.79) for difference in emotional competence among rural and urban secondary school students with respect to Self Awareness, Adaptability, Motivation, Empathy and Social Skills dimensions of *Emotional Competence Scale* have not been found to be significant at 0.05 level and 0.01 level of significance. Hence,

Hypothesis No. 2 stating no significant difference in the emotional competence among secondary school students in relation to their residential background has not been rejected for all the dimensions.

4.2.4 Research Objective 4

To assess the differences in the emotional competence with respect to five dimensions (*Self-Awareness, Adaptability, Motivation, Empathy and Social Skills)* as well as overall scores on *Emotional Competence Scale* among secondary school students in relation to their Type of School.

To assess the differences in the emotional competence with respect to five dimensions (*Self-Awareness, Adaptability, Motivation, Empathy and Social Skills)* as well as overall scores on *Emotional Competence Scale* among secondary school students in relation to their Type of School; values of Mean, Standard Deviation (SD) and t were computed for data collected through *Emotional Competence Scale (ECS)* as shown in Table in 4.9

Table 4.9

Values of Mean, Standard Deviation (SD), df and t for Emotional Competence among Secondary School Students in relation to their Type of School

Dimensions	Type of School	N	Mean	SD	SE_M	df	t	Level of Significance
Self-Awareness	Private	95	22.40	2.81	0.28	198	2.15	0.05
	Government	105	23.30	3.08	0.30			
Adaptability	Private	95	27.03	3.13	0.32	198	1.03	NS
	Government	105	27.53	3.67	0.35			
Motivation	Private	95	19.67	2.85	0.29	198	0.23	NS
	Government	105	19.58	2.73	0.26			
Empathy	Private	95	27.43	4.18	0.42	198	1.75	NS
	Government	105	28.37	3.39	0.33			
Social Skills	Private	95	26.22	3.83	0.39	198	0.90	NS
	Government	105	26.72	4.00	0.39			
Overall Scores	Private	95	122.76	11.85	1.21	198	1.68	NS
	Government	105	125.51	11.32	1.10			

Table 4.9 shows that t-values (1.03, 0.23, 1.75, 0.90) for difference in emotional competence among students studying in private and government secondary school with respect to Adaptability, Motivation, Empathy and Social Skills dimensions of *Emotional Competence Scale* have not been found to be significant at 0.01 level of significance. However for Self- Awareness dimension, t-value (2.15) has been found to be significant at 0.05 level of significance. Further the mean values, it is clear that students studying in government secondary school have obtained significantly higher mean scores on the Self-Awareness dimension of *emotional competence scale* in comparison to students studying in private secondary school. Hence, it is clear that government secondary school students are more self- aware in comparison to private secondary school students.

Hence, Hypothesis No. 3 stating no significant difference in the emotional competence among secondary school students in relation to their type of school has been rejected for Adaptability, Motivation, Empathy, Social Skills and has been accepted for self awareness.

CHAPTER-V

FINDINGS, CONCLUSION, DISCUSSION, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 INTRODUCTION

After processing the data, obtaining and interpreting the results in the preceding the results in the preceding chapter, the findings have been delimited and discussed in the present chapter. These findings can be generalized to the extent of representative of the sample and methodology employed in the study keeping the major findings in the view, the educational implications of the study, keeping the major findings in the view of the study have been worked out. As such some suggestions have been for further research. This chapter is therefore, devoted to focusing the findings, conclusion, discussion of the result of the study and for indicating their implications and suggestions for further studies.

5.2 FINDINGS OF THE STUDY

5.2.1 To assess the level of emotional competence with respect to five dimensions (Self-Awareness, Adaptability, Motivation, Empathy, and Social Skills) as well as overall scores on Emotional Competence Scale among secondary school students.

In order to study the level of emotional competence among secondary school students in Self - Awareness dimensions of emotional competence have been calculated and result shows that out of 200 students i.e., 7(3.5%) students have an extremely high level of emotional competence, 16(8%) students have an high level of emotional competence, 34(17%) students have an above average level of emotional competence, 85(42.5%) students have an average level of emotional competence, 55(27.5%) students have below average level of emotional competence, there is no student having low level of emotional competence and 3(1.5%) students have extremely low level of emotional competence.

For Adaptability dimension of Emotional Competence, 2(1%) students have an extremely high level of emotional competence, 13(6.5%) students have an high level of emotional competence, 38(19%) students have an above average level of emotional competence, 79(39.5%) students have an average level of emotional competence, 55(27.5%) students have below average level of emotional competence, 4(2%) students have low level of emotional competence and 9(4.5%) students have extremely low level of emotional competence.

For Motivation dimension of Emotional Competence, there is no student having extremely high level of emotional competence with respect to , 12(6%) students have a high level of emotional competence, 45(22.5%) students have an above average level of emotional competence, 93(46.5%) students have an average level of emotional competence, 45(22.5%) students have below average level of emotional competence, there is no student having low level of emotional competence and 5(2.5%) students have extremely low level of emotional competence

For Empathy dimension of Emotional Competence, there is no student having extremely high level of emotional competence, 16(8%) students have a high level of emotional competence, 54(27%) students have an above average level of emotional competence, 61(30.5%) students have an average level of emotional competence, 52(26%) students have below average level of emotional competence, 13(6.5%) students have low level of emotional competence and 4(2%) students have extremely low level of emotional competence.

For Social Skills dimension of Emotional Competence, there is no student having extremely high level of emotional competence, 20(10%) students have a high level of emotional competence, 40(20%) students have an above average level of emotional competence, 73(36.5%) students have an average level of emotional competence, 54(27%) students have below average level of emotional competence, 8(4%) students have low level of emotional competence and 5(2.5%) students have extremely low level of emotional competence.

For Overall Scores on *Emotional Competence Scale*, there is no student having extremely high level of emotional competence, 17(8.5%) students have a high level of emotional competence, 56(28%) students have an above average level of emotional

competence, 54(27%) students have an average level of emotional competence, 59(29.5%) students have below average level of emotional competence, 11(5.5%) students have low level of emotional competence and 3(1.5%) students have extremely low level of emotional competence.

5.2.2 To assess the gender differences in the emotional competence with respect to five dimensions (Self-Awareness, Adaptability, Motivation, Empathy and Social Skills) as well as overall scores on Emotional Competence Scale among secondary school students

The mean values of scores of emotional competence among male and female secondary school students are 19.17 and 20.08 respectively, and their standard deviation is 2.77 and 2.73 respectively. The calculated t-value is 2.31 which is significant at 0.05 level of significance. Further it is also evident from the study that the mean scores of emotional competence among male and female secondary school students is 25.91 and 27.07 respectively, and their standard deviation is 3.71 and 4.05 respectively. The t-value calculated as 2.10 which is significant at 0.05 level of significance. This means that a significant difference exists between means of emotional competence among male and female secondary school students in relation to their gender. Further, female secondary school students have obtained significantly higher mean scores on the Motivation and Social Skills dimension of emotional competence scale.

5.2.3 To assess the differences in the emotional competence with respect to five dimensions (Self-Awareness, Adaptability, Motivation, Empathy, and Social Skills) as well as overall scores on Emotional Competence Scale among secondary school students in relation to their Residential Background

It has been found from the study that the mean values of scores of emotional competence among rural and urban areas of secondary school students is 124.35 and 124.05 and the value of standard deviation is 10.68 and 12.56 respectively. The calculated t-value is 0.19. Hence, the result shows that there is no significant difference in emotional competence among secondary school students in relation to their residential background i.e., rural and urban.

5.2.4 To assess the differences in the emotional competence with respect to five dimensions (Self-Awareness, Adaptability, Motivation, Empathy and Social Skills) as well as overall scores on Emotional Competence Scale among secondary school students in relation to their Type of School

It has been found from the study that the mean values of scores of emotional competence among private and government secondary school students are 22.40 and 23.30 respectively, and their standard deviation is 2.81 and 3.08 respectively. The calculated t-value is 2.15 which is significant at 0.05 level of significance. This means that a significant difference exists between means of emotional competence among private and government secondary school students in relation to their type of school. Further, government secondary school students are found to be more self-aware in comparison to private secondary school students.

5.3 CONCLUSIONS

Based on the discussion of the findings of the study, the following conclusions could be drawn ;

1) The results of the study showed that the level of emotional competence with respect to five dimensions as well as overall scores on Emotional Competence Scale among secondary school students mainly fall around average.

2) The female secondary school students have obtained significantly higher emotional competence than the male secondary school students. Hence it can be said that females are more motivated in comparison to male secondary school students and possess better social skills in comparison to male secondary school students.

3) There is no significant difference in emotional competence among secondary school students in relation to their residential background in rural and urban areas.

4) There is a significant difference between means of emotional competence among private and government secondary school students in relation to their

type of school. Hence, it is clear that government secondary school students are more self-aware in comparison to private secondary school students.

5.4 DISCUSSION

On the bases of the interpretation of the results drawn in the present study, the following conclusions have been laid down:

1) The present study reveals that the level of emotional competence with respect to five dimensions as well as overall scores on Emotional Competence Scale among secondary school students mainly fall around average. Studies by Kamal (2014) reported similar results indicating that the students have average levels of emotional competence on its various dimensions.

2) The present study reports that the female secondary school students have obtained significantly higher emotional competence than the male secondary school students. Hence it can be said that females are more motivated in comparison to male secondary school students and possess better social skills in comparison to male secondary school students. Studies by Jadav (2010), Kamal (2014), Kumar and Thapar (2015), Bhutani (2016), Habibi, Habib and Ansari (2016), William (2017) also reported similar results dating a significant difference exist between means of emotional competence among male and female secondary school students in relation to their gender. Mohani (2008), Chauhan (2014) and Sonia (2019) reported results contrary to the study stating no significant difference in the value preferences among male and female students.

3) The present study indicates that there is no significant difference in emotional competence among secondary school students in relation to their residential background in rural and urban areas. Studies by Chisi (2018), Kumari (2018), Nonglait (2019) also reported similar results. Kumar (2017) has reported results contrary to the above study stating a significant difference in emotional competence among secondary school students with respect to their residential background.

4) The present study reveals that there is a significant difference between means of emotional competence among private and government secondary school students in relation to their type of school. Hence, it is clear that government secondary school students are more self-aware in comparison to private secondary school students. Studies by Jadhav (2010), Nonglait (2019) reported similar results indicating that there is a significant difference in emotional competence among secondary school students with respect to their type of school. Study by Sangeeta (2018), Mohani (2008) reported results contrary to the study.

5.5 EDUCATIONAL IMPLICATIONS OF THE STUDY

The findings suggest several educational implications. Firstly, since the emotional competence of secondary school students tends to over around the average, it underscores the need for targeted emotional learning interventions to enhance their overall emotional intelligence. Secondly, recognizing the gender-based disparity in emotional competence, educators should create tailored programs focusing on improving male students' motivation and social skills (Chishi, 2018). Thirdly, the absence of variance in emotional competence based on residential background emphasizes the importance of providing consistent emotional learning support regardless of students' geographic locations. Lastly, the disparity in emotional competence between private and government school students highlights the necessity of integrating self-awareness training into private school curricula to bridge the gap (Kamal, 2014). These implications advocate for comprehensive emotional intelligence education in secondary schools to foster balanced development among students.

5.6 SUGGESTIONS FOR FURTHER RESEARCH

After conducting the study, the investigator is in the position to put forth a few suggestions for further studies in related areas. Some of them are as under:-

1. The present study was conducted on a limited sample of 200 senior secondary students. In order to make more valid generalizations, it can be done on large samples.

2. A comparative study of emotional competence can also be undertaken on the students of Kendriya Vidyalayas, Navodaya Vidyalayas and Sainik Schools.

3. The present study is conducted on the variables of gender, residential background and type of school only. A similar study can also be conducted on the variables like age, personality of the child, birth order and family size, stress management, anxiety, locus of control, well being etc.

4. Such a study can also be conducted on secondary school students of other states and districts also.

5. This kind of study may be conducted in the field of special education to enrich their learning.

6. A comprehensive study can be done on emotional competency in relation to psychological variables like personality traits, intelligence, creativity etc.

7. Impact of intervention programmes to improve emotional competence could be attempted.

SUMMARY

TOPIC: EMOTIONAL COMPETENCE AMONG SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR GENDER, RESIDENTIAL BACKGROUND AND TYPE OF SCHOOL

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INTRODUCTION

"Education means bringing out the idea of universal validity which is latent in the mind of every man."

- Socrates

Education in the world is a critical factor of human development and it also refines and preserves the collective values embedded in the culture of the society. It is a network of worthwhile knowledge, skills and habits where adequate knowledge of effective citizenship and collective benefits of society is achieved and passed on from one generation to the other. (Kumari, N. 2021)

In the report of Education Commissions (1964-66), education is considered, "as a powerful instrument of social, economic and cultural transformation as it is the driving force for economic, social and political development". Education is the light that removes the darkness of life and focuses attention on the child's entire development. It's a tri-polar process. Interaction among the teacher, the students and the social setting is involved and these three components are equally responsible for the educational program's success and failure. According to Altekar (1957), "Education has always been regarded in India as a source of illumination and power which transforms and ennobles our nature by the progressive and harmonious development of our physical, mental, intellectual and spiritual powers and faculties."Education is an essential aspect which, by bringing about various

humanitarian changes, tends towards the same. It is a cycle of human development and the opportunity to prepare him for being a successful member of society. It's very similar to the happiness and well-being of an individual's life. The main objective of teaching education is not only to increase efficiency, but also to establish correct values, attitudes and working habits between students, so as to show a strong interest in learning. Education is supposed to be the foundation stones for any type of development, i.e., economic, social, political and so on. In the absence of educated people, society would not be able to make progress, as educated people do have a significant role to play in the growth of all societies.

Throughout the last two decades, the word "Emotional competence" has begun to emerge (Denham, Blair, DeMudler, 2003; Denham, Bassett and Wyatt, 2007; Dowling, 2001). The EC term has been made up of two words: emotion and competence. The term emotion is a key underlying energizing and motivating force for change and growth. Emotions are intense, positive or negative, transient emotions that affect thinking and actions, such as affection, envy, fear, love, joy, or sorrow. They give us an understanding of the present emotional state. They give strength to our thoughts and behaviors. Emotions are also ways of improving and damaging our lives and the lives of those around us. The term "Competence" refers to the mastery of work skills, ample means for easy living, discovery and exploration of knowledge more objectively. Emotional Competence is a common concept that is applicable to all kinds of emotional abilities. It refers to personal variation in the recognition, knowledge, communication, control and use of one's and other emotions has been identified as significant indicators of the adaptation of individuals to their environment. "Emotional Competence (EC) describes the ability to process emotional information in terms of perception, assimilation, expression, regulation, and emotion management (Brackett and Salovey, 2006)". "Emotional competence includes a set of mental abilities with which individuals employ high-level processes regarding their attitudes to feelings, clarity of feelings, ability to discriminate among feelings, and mood regulating strategies (Brackett and Mayer, 2003)". "Emotional competence can be defined as an individual difference in how effectively people deal with emotions and emotionally charged problems (Ciarrochi, Scott, Deane and Heaven, 2003; Saarni, 1997)". "Emotional competence is an understanding of one's own and others' emotions, the tendency to display emotion in a situationally and culturally appropriate

manner, and the ability to inhibit or modulate experienced and expressed emotion and emotionally derived behavior as needed to achieve goals in a socially acceptable manner" (Eisenberg, Cumberland & Spinrad, 1998).

NEED AND SIGNIFICANCE OF THE STUDY

Education is the sheet anchor and cradle of personality. The aim of education is not merely imparting bookish knowledge but to make the youth good citizens by bringing about their physical, mental, emotional and intellectual development. That is why it is an important function of education to make the students emotionally competent so that they may become well adjusted individuals. If a person is emotionally disturbed, that person's intellectual abilities suffer. Studies earlier done reveal that emotionally competent professionals, Even if they lack cognitive skills are found to be successful in their chosen field. However, in this contemporary age, people have to race against time computing with their fellow beings in order to be on top of the ladder of success and, eventually, they feel the stress of aspirations and ambitions weigh upon them heavily. If students are not emotionally competent, they will not be able to develop their emotional skills. Hence it is necessary for the students to be emotionally competent so that they could have a positive influence. Tripathi (2012) revealed a significant correlation between adjustment and emotional competence among college students. Denge (2001) showed that emotional competence was a contributor to young children's social success. Tyagi (2004) found that the level of emotional competence was low, independent of gender and age. This study would help students, teachers, parents, administrators, policy makers and other stakeholders to bring out certain changes in the curriculum to enhance the emotional competence among secondary school students.

STATEMENT OF THE PROBLEM

"EMOTIONAL COMPETENCE AMONG SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR GENDER, RESIDENTIAL BACKGROUND AND TYPE OF SCHOOL"

OPERATIONAL DEFINITIONS

Emotional competence: It refers to the ability of how an individual releases their inner feelings and expresses their emotions spontaneously as assessed by *Emotional Competence Scale* (ECS) by Dahiya and Gahlawat (2018).

Gender:- It is the biological division of an individual assigned at birth based on anatomical difference as male or female. Gender here refers to male and female secondary school students.

Type of school:- In present study, type of school refers to two types of schools (Government & Private).

Residential Background: In present study, residential background refers to the area where a student is residing (rural and urban).

OBJECTIVES OF THE STUDY

1. To assess the level of emotional competence with respect to five dimensions (Self-Awareness, Adaptability, Motivation, Empathy, and Social Skills) as well as overall scores on *Emotional Competence Scale* among secondary school students.

2. To assess the gender differences in the emotional competence with respect to five dimensions (Self-Awareness, Adaptability, Motivation, Empathy and Social Skills) as well as overall scores on Emotional Competence Scale among secondary school students.

3. To assess the differences in the emotional competence with respect to five dimensions (Self-Awareness, Adaptability, Motivation, Empathy and Social Skills) as well as overall scores on *Emotional Competence Scale* among secondary school students in relation to their residential background.

4. To assess the differences in the emotional competence with respect to five dimensions (Self-Awareness, Adaptability, Motivation, Empathy and Social Skills) as well as overall scores on *Emotional Competence Scale* among secondary school students in relation to their type of school.

HYPOTHESES OF THE STUDY

1. There is no significant difference in the emotional competence of secondary school students in relation to gender with respect to five dimensions (Self-Awareness, Adaptability, Motivation, Empathy and Social Skills) as well as overall scores on *Emotional Competence Scale* among secondary school students.

2. There is no significant difference in the emotional competence among secondary school students in relation to their residential background with respect to five dimensions (Self-Awareness, Adaptability, Motivation, Empathy and Social Skills) as well as overall scores on *Emotional Competence Scale* among secondary school students.

3. There is no significant difference in the emotional competence among secondary school students in relation to their type of school with respect to five dimensions (Self-Awareness, Adaptability, Motivation, Empathy and Social Skills) as well as overall scores on *Emotional Competence Scale* among secondary school students.

METHODOLOGY

Method

Descriptive Survey Method of research has been adopted for the study.

Population

The population of the present study consists of 48695 secondary school students of Jammu city (UDISE, 2022).

Sample

A sample is a smaller set of data that a researcher chooses or selects from a larger population by using a predefined selection method. These elements are known as sample points, sampling units, observations. For this study, a sample of 200 secondary school students from 6 government and 6 private schools of Jammu district has been

selected through stratified random sampling by selecting 100 students from each secondary school.

TOOL USED

A standardized tool namely *Emotional Competence Scale* (ECS) by Dahiya and Gahlawat (2018) has been used in the proposed study. This scale consists of 34 items divided into five dimensions- I. Self Awareness, II. Adaptability, III. Motivation, IV. Empathy, V. Social Skills.

STATISTICAL TECHNIQUES USED

In order to analyze the data following statistical techniques have been used:

★Percentage

★*t*-Test

RESULTS OF THE STUDY

RESEARCH OBJECTIVE 1

To assess the level of emotional competence with respect to five dimensions (*Self-Awareness, Adaptability, Motivation, Empathy, and Social Skills)* as well as overall scores on *Emotional Competence Scale* among secondary school students.

Table 1

Range of z-scores, Number and Percentage of Secondary School Students having different levels of Emotional Competence with respect to Overall Scores on Emotional Competence Scale

Range of Z-Score	Level of Emotional Competence	Number of Students	Percentage
+2.01 & above	Extremely High	0	0%
+1.26 & +2.00	High	17	8.5%
+0.51 & +1.25	Above Average	56	28%
-0.50 to +0.50	Average	54	27%

-1.25 to -0.51	Below Average	59	29.5%
-2.00 to -1.26	Low	11	5.5%
-2.01 & below	Extremely Low	3	1.5%

Research Objective 2

To assess the gender differences in the emotional competence with respect to five dimensions (*Self-Awareness, Adaptability, Motivation, Empathy and Social Skills)* as well as overall scores on *Emotional Competence Scale* among secondary school students.

Table 2

Values of Mean, Standard Deviation (SD) and t for Emotional Competence among Secondary School Students in relation to their Gender

Dimensions	**Gender**	**N**	**Mean**	**SD**	**SE_M**	**df**	**t**	**Level of Significance**
Self - Awareness	Male	101	22.95	2.90	0.28	198	0.36	NS
	Female	99	22.79	3.09	0.31			
Adaptability	Male	101	27.56	2.96	0.29	198	1.12	NS
	Female	99	27.02	3.84	0.38			
Motivation	Male	101	19.17	2.77	0.27	198	2.31	0.05
	Female	99	20.08	2.73	0.27			
Empathy	Male	101	27.48	3.71	0.36	198	1.65	NS
	Female	99	28.37	4.05	0.40			
Social Skills	Male	101	25.91	3.71	0.36	198	2.10	0.05
	Female	99	27.07	4.05	0.40			
Overall Scores	Male	101	123.09	11.08	1.10	198	1.37	NS
	Female	99	125.34	12.12	1.22			

Research Objective 3

To assess the differences in the emotional competence with respect to five dimensions (*Self-Awareness, Adaptability, Motivation, Empathy and Social Skills)* as well as overall scores on *Emotional Competence Scale* among secondary school students in relation to their Residential Background.

Table 3

Values of Mean, Standard Deviation (SD) and t for Emotional Competence among Secondary School Students in relation to their Residential Background

Dimensions	Area	N	Mean	SD	SE_M	df	t	Level of Significance
Self-Awareness	Rural	100	22.49	2.89	0.28	198	1.83	NS
	Urban	100	23.26	3.04	0.30			
Adaptability	Rural	100	27.34	3.36	0.33	198	0.18	NS
	Urban	100	27.25	3.51	0.35			
Motivation	Rural	100	19.89	2.64	0.26	198	1.34	NS
	Urban	100	19.36	2.91	0.29			
Empathy	Rural	100	27.66	3.39	0.33	198	0.98	NS
	Urban	100	28.19	4.18	0.41			
Social Skills	Rural	100	26.98	4.10	0.41	198	1.79	NS
	Urban	100	25.99	3.68	0.36			
Overall Scores	Rural	100	124.35	10.68	1.07	198	0.19	NS
	Urban	100	124.05	12.56	1.25			

Research Objective 4

To assess the differences in the emotional competence with respect to five dimensions (*Self-Awareness, Adaptability, Motivation, Empathy and Social Skills)* as well as overall scores on *Emotional Competence Scale* among secondary school students in relation to their Type of School.

Table 4

Values of Mean, Standard Deviation (SD), df and t for Emotional Competence among Secondary School Students in relation to their Type of School

Dimensions	Type of School	N	Mean	SD	SE_M	df	t	Level of Significance
Self-Awareness	Private	95	22.40	2.81	0.28	198	2.15	0.05
	Government	105	23.30	3.08	0.30			
Adaptability	Private	95	27.03	3.13	0.32	198	1.03	NS
	Government	105	27.53	3.67	0.35			
Motivation	Private	95	19.67	2.85	0.29	198	0.23	NS
	Government	105	19.58	2.73	0.26			
Empathy	Private	95	27.43	4.18	0.42	198	1.75	NS
	Government	105	28.37	3.39	0.33			
Social Skills	Private	95	26.22	3.83	0.39	198	0.90	NS
	Government	105	26.72	4.00	0.39			
Overall Scores	Private	95	122.76	11.85	1.21	198	1.68	NS
	Government	105	125.51	11.32	1.10			

SUGGESTIONS FOR FURTHER RESEARCH

After conducting the study, the investigator is in the position to put forth a few suggestions for further studies in related areas. Some of them are as under:-

1. The present study was conducted on a limited sample of 200 senior secondary students. In order to make more valid generalizations, it can be done on large samples.

2. A comparative study of emotional competence can also be undertaken on the students of Kendriya Vidyalayas, Navodaya Vidyalayas and Sainik Schools.

3. The present study is conducted on the variables of gender, residential background and type of school only. A similar study can also be conducted on

the variables like age, personality of the child, birth order and family size, stress management, anxiety, locus of control, well being etc.

4. Such a study can also be conducted on secondary school students of other states and districts also.

5. This kind of study may be conducted in the field of special education to enrich their learning.

DELIMITATION OF THE STUDY

★ The study has been delimited to 200 secondary school students studying in Jammu City

★ The study has been delimited to the use of one standardized tool namely *Emotional Competence Scale* (ECS) by Dahiya and Gahlawat (2018).

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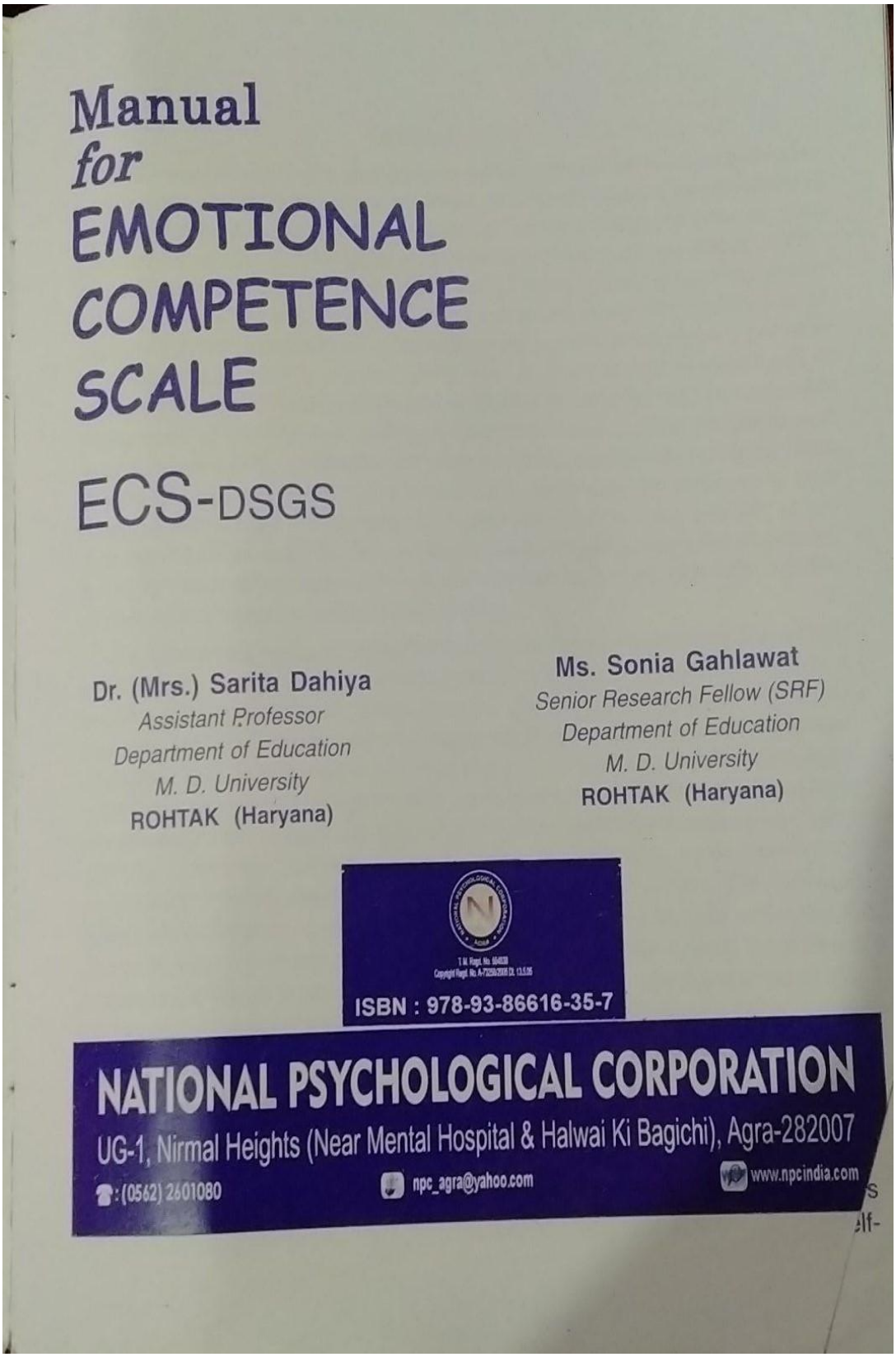
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Appendix


Manual
for
EMOTIONAL
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SCALE
ECS-DSGS
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INTRODUCTION

To achieve and maintain a feeling of adequacy, the individual has to acquire a few workable assumptions about the world, where need for competence emerges as most of the fundamental motives of life, because we survive through competence, grow through competence and actualize ourselves through competence (Allport, 1961). Emotional competence is a crucial dimension of human personality, which gives a person a competitive edge over other. To be successful in any organization, it is not enough if a person has technical or knowledge skill but to be a "top person", one must be emotionally smart. It is a generic term that has been applied to many types of emotion-related skills. Emotional competence is a learnt capability based on emotional intelligence that results in outstanding performance at work. For star performance in all jobs, in every field, emotional competence is twice important as purely cognitive abilities for success. Emotional competence is defined as an efficiency to deal effectively with several dissociable but related processes & it is a blending of five competencies (Coleman, 1970) – Adequate depth of feeling, Adequate expression and control of emotions, Ability to function with emotions, Ability to cope with problem emotions and Enhancement of positive emotions.

The concept of Emotional Competence is rooted in the understanding of emotions as being normal, useful aspects of being human. "Emotional Competence refers to a person's ability to express or release his/her inner feelings & emotions. It implies an ease around others & determines our ability to effectively & successfully lead & express" (Sharma, 1994). Emotional Competence is a learned ability grounded in Emotional intelligence. Emotional Intelligence influences our potential for learning the practical emotional competencies, and developing the emotional literacy necessary for quality of life, life satisfaction, and overall happiness. Such skills include the development of the following : Self/Social/Relational Awareness/ Management and Competence. Emotional Competence can lead to improved health through avoiding stress that would otherwise result from suppressing emotions. Emotional competence is the ability to understand, manage & express the emotional aspect of one's life in ways that enable the successful management of life tasks such as learning, forming relationship, solving everyday problems & adopting to the complex demands of growth & development.

DIMENSIONS OF EMOTIONAL COMPETENCE SCALE

1. Self-awareness : Self-awareness is the capacity for introspection and the ability to recognize oneself as an individual separate from the environment and other individuals. Self-awareness is based on an accurate self-assessment, knowing one's internal states, preferences, resources, intuitions, strengths and limitations. Self-

confidence suggests sureness about self-worth and capabilities. Effective leaders use their awareness to make good decisions.

2. Adaptability : Adaptability is the ability of an individual to alter itself or its responses to the changed circumstances or environment. It is flexibility in handling change & managing disruptive emotions. Innovation is being comfortable with and open to novel ideas, approaches and new information.

3. Motivation : Motivation is the reason for people's actions, desires and needs. Motivation is also one's direction to behavior, or what causes a person to want to repeat a behavior. We are motivated by emotional tendencies that guide or facilitate reaching goals. Our achievement drive motivates us to strive to improve or meet a standard of excellence. Commitment is about aligning with the group's goals. Optimism is manifest in our persistence in pursuing goals.

4. Empathy : Empathy is the experience of understanding another person's condition from their perspective i.e., the capacity to place oneself in another's position. Empathy encompass a broad range of emotional states, including caring for other people and having a desire to help them; experiencing emotions that match another person's emotions; discerning what another person is thinking or feeling; and making less distinct the differences between the self and the other. Empathy can be shown by articulating unspoken feelings and listening to nurture the next generation.

5. Social skills : A Social skill is any competence facilitating interaction and communication with others where social rules and relations are created, communicated and changed in verbal & non verbal ways.

[The present scale has been specifically developed for the secondary and senior secondary school students.]

PLANNING & PREPARATION OF THE SCALE

First Draft of the Scale

At the first instance, the first draft comprising of a number of statements pooled from various journals, text books and websites was developed. Some statements were also added on the basis of discussion with expert faculty, researchers, psychologists and teacher educators. Thus, a draft of 78 items was prepared which were distributed in the five dimensions of emotional competence i.e. Self awareness, Adaptability, Motivation, Empathy & Social skills. These items were initially prepared in both languages Hindi & English in order to improve their usefulness by bringing better understanding among the students for whom they were mainly intended for.

Editing and Modification of items of First Draft of Emotional Competence Scale

After preparing first draft of Emotional Competence Scale, the items were reviewed by seeking the expert opinion. The initial list of 78 items was given to 20 experts. The experts were psychologists, teacher educators and expert faculties. Items were explained on evaluation parameters to the experts and requested to evaluate each item in terms of its technical and logical accuracy as well as relevance to the object under consideration. On the basis of comments offered by experts, only those items which received at least 90% approval of the experts were retained for the second draft of Emotional Competence Scale. In the light of this, 20 items were rejected from the first draft and thus, second draft was comprised of 58 items. In addition to this, the help of language experts was also sought in order to remove any sort of linguistic ambiguity contained in the items. For this, the copies of Emotional Competence Scale were given to language teachers teaching in schools, colleges and universities. Their suggestions were taken into consideration and necessary changes were made.

Item Analysis

The second draft of Emotional Competence Scale with 58 items was administered on 320 school students selected from secondary and senior secondary school of Rohtak, Hisar, Gurugram, Faridabad, Ambala & Panipat districts of Haryana. The item analysis was carried out in accordance with Kelley's method (1939). Firstly, all the response sheets were arranged in ascending order. Secondly, on the basis of total scores of subjects, the two groups were selected 27% high score group & 27% low score gruop. The middle 46% school students were weeded out and not considered for further analysis, after this the mean and standard deviation was calculated to each statement separately for high scoring group as well as low scoring group and then t-values were computed to find out the significance of mean difference among two groups separately for each item of Emotional Competence Scale. The value of "t" is a measure of the extent to which a given item / statement differentiate between the high and low scoring groups of students. Only those items which were found significant at least at 0.05 level of significance were retained. Thus out of 58 items, 24 items were rejected & 34 items were retained.

TABLE 1

t-value in Respect of Various Items of Emotional Competence Scale

Item Number	't' Value	Item Number	't' Value	Item Number	't' Value	Item Number	't' Value
1.	1.026*	16.	5.641	31.	0.254*	46.	0.247*
2.	1.381*	17.	3.214	32.	1.204*	47.	5.230
3.	5.212	18.	6.004	33.	5.268	48.	0.654*
4.	3.247	19.	1.421*	34.	4.958	49.	3.554
5.	1.812*	20.	3.657	35.	3.257	50.	4.241
6.	4.053	21.	1.026*	36.	5.325	51.	1.269*
7.	1.465*	22.	4.521	37.	0.635*	52.	4.336
8.	3.676	23.	3.694	38.	1.365*	53.	2.985
9.	0.874*	24.	0.547*	39.	6.012	54.	1.325*
10.	6.241	25.	4.103	40.	1.247*	55.	0.668*
11.	4.532	26.	0.654*	41.	0.352*	56.	3.472
12.	1.035*	27.	4.536	42.	2.836	57.	5.392
13.	4.691	28.	5.684	43.	3.036	58.	4.654
14.	0.694*	29.	1.245*	44.	0.965*		
15.	3.257	30.	2.995	45.	5.351		

Note : *indicated rejected items (24 items were rejected)

Final Draft of Scale

After Item Analysis of 58 items, 24 items were rejected and the final draft of the Emotional Competence Scale has 34 items. The scale has 05 items negatively worded and 29 positively worded, as given in Table 2.

TABLE 2

Dimensions-wise Distribution of items

Sr. No.	Dimensions	Nature of Items	Serialwise Item No.	Total No. of items	Total
I.	Self-awareness	Positive	1, 4, 5, 6	04	07
		Negative	*2, 3, 7*	*03*	
II.	Adaptability	Positive	8, 9, 11, 12, 14, 15	06	08
		Negative	*10, 13*	*02*	
III.	Motivation	Positive	16, 17, 18, 19, 20	05	05
		Negative	—	—	
IV.	Empathy	Positive	21, 22, 23, 24, 25, 26, 27	07	07
		Negative	—	—	
V.	Social Skills	Positive	28, 29, 30, 31, 32, 33, 34	07	07
		Negative	—	—	
Positive Items = 29 + Negative Items = 05				Total Items	34

TABLE 3

Scoring System

Statement	Strongly Agree	Agree	Unde-cided	Disagree	Strongly Disagree
Positive	5	4	3	2	1
Negative	*1*	*2*	*3*	*4*	*5*

For smooth scoring, • Indicate Negative Items.

Standardization of the Scale

The Emotional Competence Scale has been standardized on a 388 Secondary and Senior Secondary level students randomly selected from 12 senior secondary schools, both government and privately managed of Six districts, viz., Rohtak, Hisar, Panipat, Faridabad, Gurugram & Ambala of Haryana State. The 388 student sample consisted of 196 girls and 192 boys.

Reliability

Reliability of the scale had been measured by Test - Retest method and Split-Half method.

For Test-Retest Reliability, the scale was administered on a randomly selected sample of 100 students. The scale was again administered on this sample after gap of 15 days.

The coefficient of correlation through test retest method was 0.882. Split-Half Reliability was found 0.81 which has been measured by Spearman-Brown Prophecy Formula. Results given below indicated that the scale was highly reliable.

TABLE 4

Coefficients of Reliability

Types of Reliability	Values	N	Level of Significance
Test-Retest Reliability (15 Days interval)	0.882	100	.01
Split-half Reliability (Spearman-Brown)	0.81	388	.01

Validity

The scale was validated against the criterion of content validity. All the 78 items were presented to twenty two experts for their opinion and only 58 items were retained which had received 80% unanimity. All the items were found consistent with emotional competence. Therefore, on the basis of content validity, it appears reasonable to agree that Emotional Competence Scale measures Emotional Competence of students.

Statistical Results

Statistical Results have been given in Table 5.

TABLE 5

Mean's & Standard Deviation's for Female and Male Students on five different Dinensions (Self Awareness, Adaptability, Motivation, Empathy & Social Skills) of Emotional Competence Scale

Sr. No.	Dimension	Gender	N	Mean	SD
I.	Self Awareness	Female	196	23.02	4.45
		Male	192	23.90	4.42
		Total	**388**	**23.45**	**4.45**
II.	Adaptability	Female	196	21.42	5.68
		Male	192	26.02	2.99
		Total	**388**	**23.70**	**5.09**
III.	Motivation	Female	196	18.03	2.96
		Male	192	18.02	2.99
		Total	**388**	**18.03**	**2.97**
IV.	Empathy	Female	196	24.46	4.70
		Male	192	22.02	5.96
		Total	**388**	**23.25**	**5.49**
V.	Social Skills	Female	196	25.00	5.47
		Male	192	25.05	5.43
		Total	**388**	**25.03**	**5.44**
Emotional Competence		Female	196	111.95	12.36
		Male	192	115.02	11.45
		Total	**388**	**113.48**	**11.90**

The range of minimum-maximum score is 34 to 170.

Norms

The raw score of the students on each aspect of Emotional Competence were further converted into Z-scores for the purpose of establishing norms for interpretation. The raw scores and corresponding Z-scores for Emotional Competence Scale in respect of female, male and total students are given in Table 6, 7 and 8 respectively.

Norms for Interpretation of the level of Emotional Competence have been presented in Table 9.

TABLE 6

z-Score Norms for Female Students for Emotional Competence Scale

Mean : 111·95 **SD : 12·36** **N = 196**

RAW Score	z-Score	RAW Score	z-Score	RAW Score	z-Score	RAW Score	z-Score
84	–2·26	99	–1·04	114	+0·16	129	+1·37
85	–2·18	100	–0·96	115	+0·24	130	+1·46
86	–2·09	101	–0·88	116	+0·32	131	+1·54
87	–2·01	102	–0·80	117	+0·40	132	+1·62
88	–1·93	103	–0·72	118	+0·48	133	+1·70
89	–1·85	104	–0·64	119	+0·57	134	+1·78
90	–1·77	105	–0·56	120	+0·65	135	+1·86
91	–1·69	106	–0·48	121	+0·73	136	+1·94
92	–1·61	107	–0·40	122	+0·81	137	+2·02
93	–1·53	108	–0·31	123	+0·89	138	+2·10
94	–1·45	109	–0·23	124	+0·97	139	+2·18
95	–1·37	110	–0·15	125	+1·05	140	+2·26
96	–1·29	111	–0·07	126	+1·13		
97	–1·20	112	+0·00	127	+1·21		
98	–1·12	113	+0·08	128	+1·29		

TABLE 7

z-Score Norms for Male Students for Emotional Competence Scale

Mean : 115·02 SD : 11·45 N = 192

RAW Score	z-Score	RAW Score	z-Score	RAW Score	z-Score	RAW Score	z-Score
88	−2·35	102	−1·13	116	+0·08	130	+1·30
89	−2·27	103	−1·04	117	+0·17	131	+1·39
90	−2·18	104	−0·96	118	+0·26	132	+1·48
91	−2·09	105	−0·87	119	+0·34	133	+1·57
92	−2·01	116	−0·78	120	+0·43	134	+1·65
93	−1·92	107	−0·70	121	+0·52	135	+1·74
94	−1·83	108	−0·61	122	+0·60	136	+1·83
95	−1·74	109	−0·52	123	+0·69	137	+1·91
96	−1·66	110	−0·43	124	+0·78	138	+2·00
97	−1·57	111	−0·35	125	+0·87	139	+2·09
98	−1·48	112	−0·26	126	+0·95	140	+2·18
99	−1·39	113	−0·17	127	+1·04	141	+2·26
100	−1·31	114	−0·08	128	+1·13		
101	−1·22	115	±0·00	129	+1·22		

TABLE 8

z-Score Norms for Full Emotional Competence Scale

Mean : 113·48 SD : 11·90 N = 388

RAW Score	z-Score	RAW Score	z-Score	RAW Score	z-Score	RAW Score	z-Score
81	–2·72	97	–1·38	113	–0·04	129	+1·30
82	–2·64	98	–1·30	114	+0·04	130	+1·39
83	–2·56	99	–1·21	115	+0·12	131	+1·47
84	–2·47	100	–1·13	116	+0·21	132	+1·56
85	–2·39	101	–1·04	117	+0·29	133	+1·64
86	–2·31	102	–0·96	118	+0·37	134	+1·73
87	–2·22	103	–0·88	119	+0·46	135	+1·81
88	–2·14	104	–0·80	120	+0·54	136	+1·90
89	–2·05	105	–0·71	121	+0·63	137	+1·97
90	–1·97	106	–0·63	122	+0·71	138	+2·06
91	–1·88	107	–0·54	123	+0·80	139	+2·14
92	–1·80	108	–0·46	124	+0·88	140	+2·23
93	–1·72	109	–0·37	125	+0·97	141	+2·31
94	–1·64	110	–0·28	126	+1·05	142	+2·40
95	–1·56	111	–0·21	127	+1·13	143	+2·48
96	–1·47	112	–0·12	128	+1·22	144	+2·57

TABLE 9

Norms for Interpretation of the Level of Emotional Competence

Sr. No.	Range of Raw Scores			Range of z-Score	Grade	Level of Emotional Competence
	Full Scale	Male	Female			
1.	138 & above	138 & above	137 & above	+2.01 & above	A	Extremely High
2.	129 to 137	130 to 137	128 to 136	+1.26 to +2.00	B	High
3.	120 to 128	121 to 129	119 to 127	+0.51 to +1.25	C	Above Average
4.	108 to 119	110 to 120	106 to 118	–0.50 to +0.50	D	Average
5.	99 to 107	101 to 109	97 to 105	–1.25 to –0.51	E	Below Average
6.	90 to 98	93 to 100	88 to 96	–2.00 to –1.26	F	Low
7.	89 & below	92 & below	87 & below	–2.01 & below	G	Extremely Low

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SCORING KEY of ECS-DSGS

Item No.	Strongly Agree	Agree	Undecided	Dis-Agree	Strongly Disagree	Item No.	Strongly Agree	Agree	Undecided	Dis-Agree	Strongly Disagree
1.	5	4	3	2	1	18.	5	4	3	2	1
2.	1	2	3	4	5	19.	5	4	3	2	1
3.	1	2	3	4	5	20.	5	4	3	2	1
4.	5	4	3	2	1	21.	5	4	3	2	1
5.	5	4	3	2	1	22.	5	4	3	2	1
6.	5	4	3	2	1	23.	5	4	3	2	1
7.	1	2	3	4	5	24.	5	4	3	2	1
8.	5	4	3	2	1	25.	5	4	3	2	1
9.	5	4	3	2	1	26.	5	4	3	2	1
10.	1	2	3	4	5	27.	5	4	3	2	1
11.	5	4	3	2	1	28.	5	4	3	2	1
12.	5	4	3	2	1	29.	5	4	3	2	1
13.	1	2	3	4	5	30.	5	4	3	2	1
14.	5	4	3	2	1	31.	5	4	3	2	1
15.	5	4	3	2	1	32.	5	4	3	2	1
16.	5	4	3	2	1	33.	5	4	3	2	1
17.	5	4	3	2	1	34.	5	4	3	2	1

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Dr. Sarita Dahiya *(Rohtak)*
Ms. Sonia Gahlawat *(Rohtak)*

Consumable Booklet
of
ECS-DSGS
(English Version)

Please fill in the following entries : ***Date*** ☐☐☐☐☐☐☐☐

Name _____ Father's Name _____

Date of Birth ☐☐☐☐☐☐☐☐ Gender : Male ☐ Female ☐

Class _____

Faculty : Arts ☐ Science ☐ Commerce ☐ Technical ☐

Institution _____ Place _____

Type of Institution : Govt. ☐ Aided ☐ Private ☐ Area : Urban ☐ Rural ☐

INSTRUCTIONS

On the next pages 34 statements have been given for your consideration. Please read each statement carefully and decide your answer on anyone of the Five alternatives, viz., ***Strongly Agree, Agree, Undecided, Disagree*** and ***Strongly Disagree*** and put a ☑ mark in the appropriate box which describes you the best.

Please do answer to all the 34 statements.

Rest assured, your answers will be kept confidential.

Scoring Table

	Raw Score			z-Score	Grade	Level of Emotional Competence
Page	2	3	4			
Score						
Total						

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UG-1, Nirmal Heights, Near Mental Hospital, Agra-282 007

Sr. No.	STATEMENTS	Strongly Agree	Agree	Undecided	Dis-Agree	Strongly Disagree	SCORE
1.	I can properly express my thoughts and feelings to others.	☐	☐	☐	☐	☐	▭
2.	I do not accept my mistakes easily.	☐	☐	☐	☐	☐	▭
3.	I can't express my feelings due to the fear of people.	☐	☐	☐	☐	☐	▭
4.	I can make immediate decision under any situation.	☐	☐	☐	☐	☐	▭
5.	I am able to evaluate myself in all situations.	☐	☐	☐	☐	☐	▭
6.	I am very familiar with my weaknesses.	☐	☐	☐	☐	☐	▭
7.	I lose self confidence in adverse circumstances.	☐	☐	☐	☐	☐	▭
8.	New ideas often attract me.	☐	☐	☐	☐	☐	▭
9.	I am able to handle myself in adverse circumstances.	☐	☐	☐	☐	☐	▭
10.	The effect of a tragic event last for a long time on my brain.	☐	☐	☐	☐	☐	▭
11.	I can easily control negative emotions.	☐	☐	☐	☐	☐	▭
12.	I accept any kind of change easily.	☐	☐	☐	☐	☐	▭

Total Score Page 2 ☐

Sr. No.	STATEMENTS	Strongly Agree	Agree	Undeci-ded	Dis-Agree	Strongly Disagree	SCORE
13.	I lose control on small things.	☐	☐	☐	☐	☐	⬭
14.	I do focus on my goals even in a stressful environment.	☐	☐	☐	☐	☐	⬭
15.	When someone hurts my feelings then I feel very Sad.	☐	☐	☐	☐	☐	⬭
16.	I am always ready to learn something new in life.	☐	☐	☐	☐	☐	⬭
17.	I am always self motivated.	☐	☐	☐	☐	☐	⬭
18.	I also adopt a positive attitude in time of failure.	☐	☐	☐	☐	☐	⬭
19.	Even in obstacles & difficulties, I keep trying to achieve my goals.	☐	☐	☐	☐	☐	⬭
20.	I do not blame others for not achieving goals.	☐	☐	☐	☐	☐	⬭
21.	I am always aware of social issues.	☐	☐	☐	☐	☐	⬭
22.	The pain of others often hurts me.	☐	☐	☐	☐	☐	⬭
23.	I respect the feelings of others.	☐	☐	☐	☐	☐	⬭
24.	I have a positive attitude towards social relations.	☐	☐	☐	☐	☐	⬭

Total Score Page 3 ☐

Sr. No.	STATEMENTS	Strongly Agree	Agree	Undecided	Dis-Agree	Strongly Disagree	SCORE
25.	I always try that no one gets hurt because of me.	☐	☐	☐	☐	☐	▭
26.	I am always ready to help others.	☐	☐	☐	☐	☐	▭
27.	I like to take part in social works.	☐	☐	☐	☐	☐	▭
28.	I like meeting others.	☐	☐	☐	☐	☐	▭
29.	I can deliver my messages to others in a better way.	☐	☐	☐	☐	☐	▭
30.	The other persons quickly agree with my views.	☐	☐	☐	☐	☐	▭
31.	I am able to resolve disputes with others.	☐	☐	☐	☐	☐	▭
32.	I always look forward to meeting the goals of the group.	☐	☐	☐	☐	☐	▭
33.	I develop goodwill in people.	☐	☐	☐	☐	☐	▭
34.	I have good relationship with people.	☐	☐	☐	☐	☐	▭

Total Score Page 4 ☐

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