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A STUDY ON EMOTIONAL COMPETENCE OF GRADUATE STUDENTS



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**ABSTRACT:**

Emotional competence as the ability to understand, manage and express the emotional aspect that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems, and adopting to the complex demands of growth and development. The study was conducted in Cuddalore district of Tamil Nadu and survey method was employed. From 19 colleges 800 graduate students were selected as sample by adopting random sampling technique. The investigator used the emotional competency scale standardized by Dr. H.C.Sharma & R.L. Bharadwaj (2007) to measure the emotional

competence of the students. The findings of the study revealed that the level of emotional competence of graduate students is average. The present study clearly shows that, there is significant difference between boys and girls in their emotional competence.

**KEYWORDS**

*Emotional competence, emotional quotient, graduate students, gender, , 't' test and 'F' test.*

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## INTRODUCTION

Emotional competence refers to one's ability to express or release one's inner feelings (emotions). It is described as the essential social skills to recognize, interpret, and respond constructively to emotions in ourselves and others. Emotional competence enhances our personal, relational and professional performance, and what ultimately helps us to attain an overall increase in our quality of life.

Emotions are internal events that coordinate many psychological subsystems including physical responses, cognitions and conscious awareness. Emotions typically arise in response to a person's changing relationships (John .D Mayer et al 2000). Emotion and intellect are two halves' of a whole. Intelligence Quotient (IQ) and Emotional Quotient (EQ) are synergistic resources; without one the other is incomplete and ineffective.

Emotional competence is an efficiency to deal effectively with several dissociable but related processes is a blending of five competencies. The five different competencies are adequate depth of feeling, adequate expressions and control of emotions, ability to function with emotions, ability to cope with problem and encouragement of positive emotions.

How an individual handles his emotions, whether competently or incompetently, would be a question of immense importance in explaining the growth of personality. Therefore, the present investigation aims to quantify the emotional competency of graduate students.

## REVIEW OF RELATED LITERATURE

Arati et al., (2004) conducted a study on the influence of family environment on emotional competence of adolescents. The results revealed that family environment had significant influence on emotional competence of adolescents. Vorbach et al., (2003) conducted a study on relationship between emotional and social competence of 114 adolescents of 12-15 years of age. The adolescent multifactor Emotional Intelligence Scale (AMEIS) was used to assess emotional skills and knowledge. Findings indicated that the ability to identify others emotions could be measured in a relatively straight forward and highly reliable way, but that the AMEIS demonstrated mixed effectiveness.

## OBJECTIVES

- 1.To find out the level of emotional competence of graduate students.
- 2.To infer the difference, if any, in emotional competence scores between boys and girls, students of rural and urban college, students of government, government aided, autonomous and self finance colleges, nuclear and joint family students.

## HYPOTHESES

- 1.The level of emotional competence of graduate students is high.
- 2.There is no significant difference between boys and girls, rural and urban college, students of government, government aided, autonomous and self finance colleges, nuclear and joint family, students in their mean emotional competence scores.

## METHODOLOGY

### SAMPLE

The study was conducted in Cuddalore district of Tamil Nadu and survey method was employed. The sample was divided into different categories on the basis of gender, location of college, nature of institution and family type. From 19 colleges 800 samples were selected. Out of these 800, 391 were boys and 409 were girls, 440 students from rural and 360 students from urban colleges, 195 students belonging to government college, 174 students belonging to government aided, 113 students belonging to autonomous and 318 students belonging to self finance colleges, 424 students from nuclear family and 376 students from joint family were selected by simple random sampling technique.

### TOOL

The Emotional competency scale standardized by Dr. H.C.Sharma & R.L. Bharadwaj (2007) was used for the present study. The questionnaire consists of 30 items to measure five emotional competencies namely 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. It is a five point scale based on the lines of Likert having five alternatives to each item. Scoring of these five alternatives follow a system of 1,2,3,4 and 5 from upper to end. The addition of item scores horizontally will provides scores of the emotional competencies. The score range is 30-150.

### STATISTICAL TECHNIQUES

For analysing data, mean and standard deviation, 't' test, and 'F' test were computed.

## ANALYSIS AND INTERPRETATION

### DESCRIPTIVE ANALYSIS

To find out the categories of emotional competence the total scores obtained for the entire sample was converted into T scores. Based on the T scores, the emotional competence was classified into five categories i.e., highly incompetent, incompetent, average, competent and highly competent and is presented in the Table 1

**Table 1**  
**CLASSIFICATIONS OF EMOTIONAL COMPETENCE OF GRADUATE STUDENTS**

<b>Range of T Scores</b>	<b>Category</b>	<b>N/%</b>
Below 29	Highly incompetent	8(1%)
30-39	Incompetent	176(22%)
40-59	Average	560(70%)
60-69	Competent	56(7%)
Above 70	Highly Competent	24(3%)

From the Table 1 it is clear that 8 (1%) students have obtained highly incompetent, 176(22%) students have obtained incompetent, 560(70%) students have obtained average, 56(7%) students have obtained competent and 24(3%) students have obtained highly competent.

**DIFFERENTIAL ANALYSIS**

To find out the significant difference between the emotional competence scores of boys and girls, rural and urban college, nuclear and joint family, 't' test was computed and the details are given in Table 2

**Table 2**  
**'T' VALUE FOR THE EMOTIONAL COMPETENCE MEAN SCORE OF BOYS AND GIRLS, RURAL AND URBAN COLLEGE, NUCLEAR AND JOINT FAMILY**

<b>Variables</b>	<b>N</b>	<b>M</b>	<b>SD</b>	<b>t-value</b>	<b>Level of significance</b>
Boys	391	50.75	10.53	3.398	Significant at 0.01
Girls	409	48.39	9.06		
Rural	440	50.86	10.52	4.221	Significant at 0.01
Urban	360	47.93	8.76		
Nuclear	424	50.71	10.79	3.571	Significant at 0.01
Joint	376	48.23	8.54		

It is clear from Table 2 that the obtained 't' value, 3.398 is found to be higher than the table value of 2.58. Based on this it may be inferred that boys and girls differ significantly in their emotional competence scores. Therefore the null hypothesis is rejected.

It is clear from Table 2 that the obtained 't' value, 4.221 is found to be higher than the table value of 2.58. Based on this it may be inferred that rural and urban college students differ significantly in their emotional competence scores. Therefore the null hypothesis is rejected.

Further, Table 2 shows that the obtained 't' value, 3.571 is found to be higher than the table value of 2.58. It may be inferred that the joint and nuclear family students differ significantly in their emotional competence scores. Thus the null hypothesis is rejected.

The emotional competence scores of government, government aided, autonomous and self finance college students were analyzed and the details are presented in Table 3. The mean values secured by the students belonging to government, government aided, autonomous and self finance colleges are 46.40, 54.84, 41.37 and 51.47 respectively . One way analysis of variance was computed to find out whether there are any significant differences among the groups of students in respect of their emotional competence.

**TABLE 3**  
**ANALYSIS OF VARIANCE FOR GOVERNMENT, GOVERNMENT AIDED, AUTONOMOUS AND SELF FINANCE COLLEGE STUDENTS ON EMOTIONAL COMPETENCE SCORES**

<b>Emotional Competence scores</b>	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F-Value</b>	<b>Level of significance</b>	<b>Significant/ Not Significant</b>
Between Groups	15538.959	3	5179.653	6.321	0.01	Significant
Within Groups	62345.430	796	78.231			

It is evident from the Table 3 that the 'F' value obtained is 6.321 and it is found to be higher than the table value of 3.80. It may be inferred that the students belonging to different colleges differ significantly among themselves in respect of their emotional competence scores. Therefore the null hypothesis is rejected.

As the obtained 'F' value was significant, 't' – test has been applied to find out the significant difference between the mean values of government, government aided, autonomous and self finance college students and the results are presented in Table 4.

**TABLE 4**  
**'t' VALUE FOR THE EMOTIONAL COMPETENCE MEAN SCORES OF STUDENTS BELONGS TO DIFFERENT COLLEGES**

S.No	Nature of college	N	Mean	S.D	't' value	Level of significance	Significant/Not significant
1.	Government	195	46.40	10.01	7.975	0.01	Significant
	Government aided	174	54.84	10.30			
2.	Government	195	46.40	10.01	4.671	0.01	Significant
	Autonomous	113	41.37	7.26			
3.	Government	195	46.40	10.01	6.452	0.01	Significant
	Self finance	318	51.47	7.66			
4.	Government aided	174	54.84	10.30	12.083	0.01	Significant
	Autonomous	113	41.37	7.26			
5.	Government aided	174	54.84	10.30	4.125	0.01	Significant
	Self finance	318	51.47	7.66			
6.	Autonomous	113	41.37	7.26	12.194	0.01	Significant
	Self finance	318	51.47	7.66			

It is evident from Table 4 that the obtained 't' values for government and government aided, government and autonomous, government and self finance, government aided and autonomous, government aided and self finance, autonomous and self finance are 7.975, 4.671, 6.452, 12.083, 4.125 and 12.194 respectively. The 't' value of students belonging to government and government aided, government and autonomous, government and self finance, government aided and autonomous, government aided and self finance, autonomous and self finance colleges is higher than the table value of 2.58. It may therefore, be inferred that the students belonging to different colleges differ significantly in their emotional competence. In the present study, nature of college as a factor seems to influence emotional competence.



## FINDINGS OF THE STUDY

1. Emotional competence of graduate students is average level.
2. Boys and girls differ significantly in their mean emotional competence scores.
3. Rural and urban college students differ significantly in their mean emotional competence scores.
4. Government, government aided, autonomous and self financing college students differ significantly in their mean emotional competence scores.
5. Nuclear and joint family students differ significantly in their mean emotional competence scores.

## CONCLUSIONS

This study reveals that the emotional competence of graduate students is average level. The present study clearly shows that, there is significant difference between boys and girls in their emotional competence. The testing of various hypotheses has indicated that factors like location, nature of institution and family type students seem to have impact on the emotional competence of the students. Emotionally competent people are aware of their emotions and welcome the message each emotion brings. Emotionally competent adults develop the essential social skills to recognize, interpret, and respond constructively to emotions in themselves and others. Understanding and impulse control allows reason to prevail over passion as we regulate and interpret our emotions. With study and practice we can each overcome destructive tendencies toward reactivity and become emotionally competent.

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