
Emotional competence of Residential and Non-Residential School Adolescents

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ABSTRACT

Emotional competence is the ability to recognize our emotions and appropriately respond to the experience or situations. When we are emotionally competent, we have the ability to act in every situation or circumstances with calm inner clarity and have expertise in regaining that calm clarity. The present study was undertaken to evaluate and compare the emotional competence of residential and non-residential school adolescents. Total sample comprised of 200 school students, 100 adolescents studying in residential school and 100 adolescents studying in non-residential school were included in the sample. Further, sample was bifurcated according to gender of adolescents (50 girls and 50 boys). Emotional Competence Scale (Sharma and Bharadwaj, 1996) was used for collection of data. The obtained data were analyzed using Mean, S.D, 't'test and ANOVA statistical techniques. The results revealed significant differences in emotional competence of adolescents residing in residential and non-residential schools. Non-residential school adolescents have higher emotional competence as compared to residential school adolescents. Girls of residential school possessed more adequate depth of feeling and ability to function with emotions than the boys of residential school.

Keywords: *Emotional Competence, residential schools, non-residential schools, adolescents*

Emotional competence is an essential social skill which boosts our professional, relational and personal performance. It also helps us to enhance quality of life. One person might be good in mathematics, one good in music, and another good in sports, they each differ in their emotional competence. Some of us might easily recognize an emotion that others don't even notice. Just as studying mathematics increases our mathematics competence, and practice with a musical instrument increases our musical competence, studying emotions and practicing constructive responses can increase our emotional competence. While some people seem to have a knack for mathematics, and others have a knack for music, some people easily attain high levels of emotion competence, even without formal instruction. These people are naturally high in Emotional Intelligence. But just as most of us don't learn mathematics without careful study, most of us can benefit greatly by studying how to improve our emotional competence.

Emotional competence plays a vital role in every aspect of life. It helps to increase our relationship satisfaction and contentment in life. It provides us insight and helps to understand one's motives and actions. We can free ourselves from destructive emotions which cause pain and hurt. As we engage ourselves more deeply with others, we feel more relieved and enjoy greater peace of mind. As we begin to understand human interactions we can transform our

destructive behavior into constructive behavior.

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 (Allport, 1961). The motivation towards competence is evident even in early playful and investigatory behavior of children (White, 1959) which they seek in social realm and as close as any other need (closer than sexual) to sum up the growth of the personality. A varieties of factors such as intellectual, emotional and physical competencies play a part, (Coleman, 1970: Maslow, 1970) to acquire skill and knowledge and the individual begins to develop two important virtues—method and competence—in the congenial growth of personality.

Doing a thing is quite different from doing it well, where one can produce the type of effects, one desires, (White, 1959) may be termed as competence. It also refers to the mastering of abilities to do a task, Sufficiency of means for living easy circumstances on in ethical sense, a right to take cognizance which specifies the process of observation, comprehension, explanation, exploration and manipulation of the experiences more objectively, (Allport, 1961) with the fullest use of an individuals normal capabilities. What turns doing anything into doing it well is essentially a display of competence and whenever this aspect of personality is related to emotions, it shall be deemed as emotional competence which happens to be efficiency that an individual acquire to deal with emotional situations effectively. The motivation to be emotionally competent is concerned more with product of abilities rather than their

sheer exercise and works as a constructive force in shaping the individuals behaviour.

Hostel was a place where students stay away from their homes for pursuing education formally but the concept was not only related to the place of residence, it was the human practical laboratory. Living in hostel, give an experience of learning various things from their inmates as well as with their teachers. Early adulthood in commonly known as the “growing up & settling down age” in which it was assumed that when individual whether boy or girl, reached the age of legal maturity, their days of carefree freedom were over and the time had come to settled down and assume the responsibilities of adult life that meant to settling into a line of work. This age was also known as the problem age (Mishra, A.N.,1994).

Emotional intelligence of a person largely depends on the agents which are very influential for the successful and socialization of a person. Emotional intelligence has been highly predisposed by culture of the society in which the individual belongs (Berrocal, P.F, et. al., 2005).

Emotional intelligence is the ability or tendency to perceive, understand, regulate and harness emotions adoptively in self and in others (schutte et al 1998). Researchers have conceptualised emotional intelligence both as ability and as a trait. It includes the ability to understand and regulate others as well as one’s own emotion. People who have control over their life can manage their feelings well and deal effectively with other people’s feelings while the people who cannot have control over their emotional life, fight inner battles that sabotage their ability to focus on work and think clearly. While the role of emotional intelligence influence a wide range of action, thought and affect,

including those associated with general well-being—general selfevaluations and patterns of behaviour, coping, and emotion. First, as emotional intelligence also contribute to adolescents’ well-being, Schools and school achievement are obviously important, at least in a general way, to adolescents’ self-evaluations and well-being. The person who succeeds in managing emotions can bounce back far more quickly from life’s setbacks. It has been found that there is link between emotional intelligence and interpersonal relations, empathic feelings, perspective taking, self-monitoring in social situation, social skills, cooperativeness, affectionate relationship and satisfaction in relationships. All emotionally intelligent people are more successful and have less mental health problems as they handle emotional stress productively. It leads to a feeling of wellbeing.

Viewed against this backdrop, this study aimed to explore the emotional competence of adolescents staying in residential and non-residential schools.

To measure the objectives of the study following hypotheses have been framed for this research work:

- (1) Residential and non-residential school adolescents will not differ significantly on emotional competence.
- (2) Gender of adolescents will not affect significantly in terms of emotional competence of residential and non-residential schools.

2. Method

2.1 Respondents

A total of 200 respondents (Residential School=100; Non-residential school=100) studying in class XI and XII standard were selected. Further, we bifurcated our sample according to gender, 50 girls and 50 boys

were selected from the required universe. Researcher personally collected the data. The selections of the respondents were done from three cities namely Roorkee, Haridwar and Dehradun of Uttarakhand State, India.

3. Measures

3.1 Demographic data Sheet

The data sheet was used to gain demographic details of the respondents (e.g. age, gender, residential status, and qualification).

3.2 Emotional Competence Scale

This scale was constructed and standardized by Sharma and Bharadwaj (1996). It consists of 30 items, which measures five competencies by means of 6 items in each competence namely; Adequate depth of feeling, Adequate expression and control of emotions, Ability to function with emotions, Ability to cope with problem emotions and Encouragement of positive emotions. It is Likert type scale having five alternatives to each item allotted a score of 1 to 5 from upper to lower end. High score represents high emotional competence of each aspect. The reliability of the scale has been derived by employing two methods, viz., test-retest and split-half method.

4. Procedure

Prior to the administration of the above mentioned tools, rapport was established with participants. The researcher informed all the participants that the information obtained from them will be used only for research purpose and will be kept confidential. After that tools were administered on the participants and participants were thanked for their co-operation.

5. Statistical Analysis

The collected data were classified and tabulated in accordance with the objectives to arrive at the meaningful and relevant inferences by using arithmetic mean, standard deviation, t-test and analysis of variance.

6. Results

To examine the significance of difference between residential and non-residential school adolescents on their emotional competence, obtained data was treated with the help of Mean, SD, t-test and ANOVA. The outcomes of the analysis are presented in the tables (table 1, 2, & 3).

As illustrated in Table I, the results of the test indicated that the t values found to be significant on the adequate depth of feeling ($t=2.813$, $p<0.01$), adequate expression and control of emotions ($t=2.502$, $p<0.05$), ability to function with emotions ($t=2.286$, $p<0.05$) and total emotional competence ($t=3.314$, $p<0.01$). Mean scores for residential and non-residential school adolescents on emotional competence also demonstrated that non-residential school adolescents have higher emotional competence as compared to residential school adolescents.

In Table II, comparison of gender of residential school adolescents, found to be significant t value on adequate depth of feeling ($t=2.492$, $p<0.05$) and ability to function with emotions ($t=2.388$, $p<0.05$). Girls of residential school possessed more mean score on adequate depth of feeling ($M=17.27$) and ability to function with emotions ($M=19.85$) than the boys of residential school (adequate depth of feeling= 14.65 and ability to function with emotions= 17.62). Whereas comparison of

gender of non-residential school adolescents on emotional competence, the values of t did not found significant at any level of significance.

Two way (2x2), Analysis of variance (ANOVA) are performed to determine the interaction effect between school (residential and non-residential) and gender (girls and boys) of adolescents.

As exhibited in table III, the F value found to be significant in terms of Gender on the emotional competence dimensions, i.e. Adequate depth of feeling ($F=4.197$, $p<0.05$) and Ability to cope with problem emotions ($F=4.270$, $p<0.05$). Therefore, it shows significant difference between gender of adolescents on said dimensions of emotional competence. However, there is no interaction effect found between the gender and school of adolescents on dimensions of emotional competence.

7. Discussion

The analysis outcome indicated that non-residential school adolescents have higher emotional competence as compared to residential school adolescents (table I). Results also revealed that girls of residential school possessed more emotional competence on dimensions of adequate depth of feeling and ability to function with emotions as compared to boys of residential school (table 2). Table III, also revealed significant F value in terms of Gender on the emotional competence dimensions, i.e. adequate depth of feeling and ability to cope with problem emotions.

Findings of this study enable us to understand that non-residential school adolescents are more emotionally competent as compared to residential school adolescents. As explained in the study by Llanos, Bravo, and Del Valle (2006), that longer stays in residential care were

associated with an increase in emotional problems such as anxiety, depression and isolation. Similarly, Lázaro & López (2010) observed that the longer adolescents remained in care, the less likely they were to participate in programs designed to promote social and personal development.

Parke et al. (2002) argued that parents play a key role as regards the relationships which their children develop with peers, and suggested that this occurs through three mechanisms: 1) the parent-child interaction, whereby parents teach the social skills required for successful social relationships and provide their children with a working model of such relations; 2) direct advice from parents about peer relationships; and 3) regulation by parents of the activities through which their child has access to peers. In this regard, often residential care units would be unable to fulfill sufficiently this parental function (Sala et al., 2012). Nevertheless social support from adults outside the family, and mainly their affection, seems to have a positive influence on the minors' adjustment, particularly at school and in social settings (Martín & Dávila, 2008).

Research in the general population has found that women have greater competency in relation to understanding emotions and interpersonal skills (Bar-On, 1997a, 1997b; Bindu & Thomas, 2006; Brackett, Warner, & Bosco, 2005). This was reflected in the present study when comparing boys and girls of residential school, where girls scored higher on adequate depth of feeling and ability to cope with problem emotions. One explanation for these findings would be that girls are better able to adapt to the residential school setting and to understand the fact of being in care. If adolescents in residential care are subsequently to make a successful transition into adulthood it is

therefore essential that they are able to develop these skills (Bravo & Fernández del Valle, 2001; Gilligan, 2007; Sala et al., 2012).

Cohen, A. B., Pierce, J. D., Chambers, J., Meade, R., Gorfine, B. J., & Koenig, H. G. (2005) reported that boarding school administration had taken few measures in terms of altering the prevailing environment, which proved to be helpful to lessen the rate of disordered personality among the students, but in the long run it was unable to eliminate the adverse effect of boarding school. Certain Studies in 1994 reported that boarders possess lack of emotional expression which later on converts into problematic behavior such as feeling of inadequacy, restiveness, antagonism violence and egocentricity. Brown, D. R., & Gary, L.E. (1994) explained that boarder's students exhibited lower scores on determinants of ego identity, self esteem. For boarders homesickness is said to be a normal developmental process of place identity. Residential school students used to suffer from the problems of absorption in different living setup which results into poor academic performance and emotional maladjustment.

8. Conclusion

1. Non-residential school adolescents have higher emotional competence as compared to residential school adolescents.
2. Girls of residential school possessed more adequate depth of feeling and ability to function with emotions than the boys of residential school.

9. Suggestions for Future Research

1. Studies can be carried out in relation to mental health and adjustment of students at whole level.

2. Similar study on class 8th to 10th students will be a significant area of research to depict their personality characteristics.
3. The present study is conducted on class 11th and 12th students. Similar studies may be undertaken on this variable at the other levels of education as well.
4. In the present study cross sections that have been investigated are girls/boys and residential schools/non-residential schools. Many other cross sectional comparison of various other categories of students like rural/urban, government/private schools may be carried out.
5. Studies can be carried out in relation to adjustment in different communities including minority groups.
6. Studies can be carried out in relation to adjustment with respect to students at secondary level coming from nuclear and joint family structure.
7. The relationship between family members and friends has bearing on adjustment and forms another area of research.

Table 1: Means, Standard Deviations and t-values of residential and non-residential school adolescents on emotional competence

Emotional Competence	School	N	Mean	SD	t
Adequate depth of feeling	Residential	100	15.54	4.75	2.813**
	Non-residential	100	17.47	4.73	
Adequate expression and control of emotions	Residential	100	18.75	3.75	2.502*
	Non-residential	100	20.16	4.07	
Ability to function with emotions	Residential	100	18.02	4.45	2.794**
	Non-residential	100	19.82	4.44	
Ability to cope with problem emotions	Residential	100	18.22	4.26	2.286*
	Non-residential	100	19.67	4.46	
Encouragement of positive emotions	Residential	100	23.27	5.46	1.617
	Non-residential	100	24.38	3.97	
Total	Residential	100	93.81	16.35	3.314**
	Non-residential	100	101.53	15.80	

Table 2: Comparison of gender of residential and non-residential school adolescents on emotional competence

Emotional Competence	Gender	N	Residential School			Non-residential		
			Mean	SD	t	Mean	SD	t
Adequate	Girls	50	17.27	5.17	2.492*	17.3500	4.63847	.369

depth of feeling	Boys	50	14.65	4.19		16.9750	4.45771	
Adequate expression and control of emotions	Girls	50	19.65	3.62	1.410	19.2500	3.86138	.193
	Boys	50	18.52	3.51		19.0750	4.24498	
Ability to function with emotions	Girls	50	19.85	3.98	2.388*	18.9500	3.85606	.080
	Boys	50	17.62	4.34		19.0250	4.48638	
Ability to cope with problem emotions	Girls	50	19.57	3.33	1.248	19.3750	4.02357	1.671
	Boys	50	18.47	4.46		17.8750	4.00760	
Encouragement of positive emotions	Girls	50	23.57	5.03	.752	23.6250	4.47608	1.376
	Boys	50	24.32	3.79		24.8500	3.41603	
Total	Girls	50	99.92	14.54	1.861	98.5500	15.94373	.215
	Boys	50	93.60	15.82		97.8000	15.21672	

Table-3: F values for emotional competence of residential and non-residential school adolescents

Source of variation	Adequate depth of feeling	Adequate expression and control of emotions	Ability to function with emotions	Ability to cope with problem emotions	Encouragement of positive emotions	Total
Gender	4.197*	1.158	2.652	4.270*	2.183	2.113
School	2.686	.015	.143	.404	.185	.337
Gender * School	2.361	.618	3.035	.101	.126	1.312

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