

Review Of Research



ABSTRACT:-

The present study was conducted to examine emotional competence between male and female adolescents. Total two hundred (N=200) adolescents which include one hundred (n=100) male, one hundred (n=100) female adolescents were selected to act as subjects. The age of the subjects were ranging from 14 to 17 years. Random sampling technique was applied to select the subjects studying at various Government schools of Chandigarh. Emotional competence was measured by applying the Emotional Competence, Revised Scale prepared by Sharma, H. C. and Bharadwaj, R. L. (2007). The 't' test was applied to find out the significant differences between male and female adolescents. The level of significance was set at 0.05 level. It has been observed from the results that significant differences were found between male and female adolescents on the sub-variables; adequate depth of feeling, ability to function with emotions, ability to cope with problem emotions and on the variable emotional competence (total). However, Insignificant differences were observed on the sub-variable enhancement of positive emotions. While comparing mean values of both the groups, it can be seen that male adolescents had possessed significantly better adequate depth of feeling and ability to function with emotions, ability to cope with problem emotions and on the variable emotional competence (total) as compared to their counterpart female adolescents.

Keywords:

Emotional Competence, Male, Female and Adolescents.



EMOTIONAL COMPETENCE AMONG THE GENDER: A PSYCHOLOGICAL PROBE



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INTRODUCTION

The term adolescence has often been identified as a period of turmoil because of many biological, psychological and developmental changes. Emotions play a significant role in guiding and directing our behavior of adolescents. Etymologically, the word emotion is derived from Latin word 'emovere' which means 'to stir up' or 'to excite'. Emotion can thus be understood as an agitated or excited state of our mind and body. The concept of first proposed originally by Bridges (1932) holds that we are born with single emotion and that other emotions become differentiated as time passes. Like instincts emotions are very important forces for the development of the child. Emotions are said to be the springs of action. In every activity that we perform we feel pleasure, lethargy or pain. It is gradually being revealed by psycho-analysis that a great deal of misery of human being is due to undisciplined or misdirected emotions. A happy individual is one who has well trained emotions (Walia, 2003). Thus, emotions as an impulse towards a definite form of behaviour (Drever, 1972) may arouse, sustain and direct activity and play an emerging role (Coleman, 1970) in the undaunted expression of behaviour. Activation of emotions depend on complexity, novelty and role of presenting information on one hand (Tomkins, 1963) and (Singer, 1981) evaluating mental abilities and subjective qualities or 'self' on the other hand. Emotions are states of feeling that have cognitive, psychological and behavioural components (Hayes, 1998). Emotional competence is that area of human ability which plays a bigger role than any other life skill in managing a person successfully. It consists of simple things like managing the mood, loving job, handling impulses and simply getting along with people. These qualities are more important in human life. Emotional competence is a learned capability based on emotional intelligence that results in outstanding performance at work place. Our emotional intelligence determines our potential for learning the practical skills based on the five elements: self-awareness, motivation, self-regulation, empathy and adeptness in relationships. Our emotional competence shows how much of that potential we have translated into on-the-job capabilities (Goleman, 1995). Emotional competence reflects a developmental process wherein individuals learn to recognize, interpret, use, and respond to their own and others' emotions. Because our 'emotional response is contextually anchored in social meaning' (Salami, 2008), it is clear that emotional competence emerges within a social and cultural framework of experiences (Griffiths and Scarantino, 2009). Emotional competence is the ability to identify and manage one's emotions. This includes knowing how to nourish your emotional state, take turns, delay gratification, and cope with failure and loss. It also involves knowing how to control impulses, use good judgement and adapt emotions in response to others' emotions and reactions (Gross and John, 2003). Hence it is an ability to perceive, use and manage emotion is essential to the fulfillment of universal human needs. This process begins with infancy period and continues throughout life. Emotional competencies are intricately related to pragmatics, social communication and communication with one's self. Therefore the purpose of the present study is to compare the emotional competence between male and female adolescents.

METHODOLOGY

Sample

For the present study, total two hundred (N=200) adolescents which include hundred (n=100) male, hundred (n=100) female adolescents were selected to act as subjects. Random sampling technique was applied to select the subjects studying at various Government schools of Chandigarh.

Tool

For measuring emotional competence among male successful, unsuccessful and non-athlete adolescents, Emotional Competence, Revised Scale prepared by Sharma, H. C. and Bharadwaj, R. L. (2007) was applied. Emotional Competence has blend of five different competencies: (a) Adequate depth of feeling (ADF), (b) Adequate expression and control of emotions (AEC), (c) Ability to function with emotions (AFE), (d) Ability to cope with problem emotions (ACPE), (e) Enhancement of positive emotions (EPE).

Statistical Design

The 't' test was applied to find out the significant differences between male and female adolescents. The level of significance was set at 0.05 level.

Results

The result with regard to the variable emotional competence between male and female adolescents has been presented below in table-1.

Table-1

Significance of difference between male and female non-athletes on the variable Emotional Competence

Variables	Male		Female		Mean Difference	SEDM	t-value	Sig.
	Mean	SD	Mean	SD				
Adequate depth of feeling	55.17	7.07	45.39	7.65	9.78	1.04	9.388*	.000
Adequate expression and control of emotions	51.88	7.08	44.05	7.43	7.83	1.03	7.63*	.000
Ability to function with emotions	52.28	7.18	45.00	6.29	7.28	0.95	7.62*	.000
Ability to cope with problem emotions	55.75	5.98	49.61	6.46	6.14	0.88	6.97*	.000
Enhancement of positive emotions	58.42	6.78	56.18	9.88	2.24	1.20	1.87	.063
Emotional competence(total)	273.50	22.93	240.23	23.07	33.27	3.25	10.23*	.000

*Significant at 0.05 level

Degree of freedom=198

Table-1 presented the results of male and female adolescents with regard to the variable emotional competence. The mean score of male non- athlete on the sub-variable adequate depth of feeling was found 55.17 whereas the mean score of female adolescents was recorded as 45.39 with mean difference 9.78. The standard deviations (SD) of male and female adolescents were 7.07 and 7.65, respectively. However, the standard error difference of mean was found 1.04. The 't'-value 9.388 as shown in the table was found statistically significant ($p < 0.05$). It has been observed that male had demonstrated significantly better adequate depth of feeling than their counterpart female adolescents.

The mean score of male adolescents on the sub-variable adequate expression and control of emotions was found 51.88 whereas the mean score of female adolescents was recorded as 44.05 with mean difference 7.83. The standard deviations (SD) of male and female adolescents were 7.08 and 7.43, respectively. The standard error difference of mean was found 1.03. The 't'-value 7.63 as shown in the table was found statistically significant ($p < 0.05$). It can be noticed that male adolescents had exhibited significantly better adequate expression and control of emotions than their counterpart female adolescents.

The mean score of male adolescents on the sub-variable ability to function with emotions was found 52.28 whereas the mean score of female adolescents was recorded as 45.00 with mean difference 7.28. The standard deviations (SD) of male and female adolescents were 7.18 and 6.29, respectively. The standard error difference of mean was found 0.95. The 't'-value 7.62 as shown in the table was found statistically significant ($p < 0.05$). It can be seen that male adolescents had shown better ability to function with emotions than their counterpart female adolescents.

The mean score of male adolescents with regard to the sub-variable ability to cope with problem emotions was found 55.75 whereas the mean score of female adolescents was recorded as 49.61 with mean difference 6.14. The standard deviations (SD) of male and female adolescents were 5.98 and 6.46, respectively. The standard error difference of mean was found 0.88. The 't'-value 6.974 as shown in the table was found statistically significant ($p < 0.05$). It has been observed that male adolescents had exhibited better ability to cope with problem emotions than their counterpart female adolescents.

The mean score of male adolescents on the sub-variable enhancement of positive emotions was found 58.42 whereas the mean score of female adolescents was recorded as 56.18 with mean difference 2.24. The standard deviations (SD) of male and female adolescents were 6.78 and 9.88, respectively. The standard error difference of mean was found 1.20. The 't'-value 1.87 as shown in the table was found statistically insignificant ($p > 0.05$). When compared the mean score of both the groups, it can be seen that male adolescents had exhibited better enhancement of positive emotions than their counterpart female adolescents.

The mean score of male adolescents with regard to the sub-variable emotional competence (total) was found 273.50 whereas the mean score of female adolescents was recorded as 240.23 with mean difference 33.27. The standard deviations (SD) of male and female adolescents were 22.93 and 23.07, respectively. However, the standard error difference of mean was found 3.25. The 't'-value 10.23 as shown in the table was found statistically significant ($p < 0.05$). It has been observed that male adolescents had shown significantly better emotional competence (total) than their counterpart female adolescents. The comparison of mean scores of both the groups has been presented graphically in figure-1.

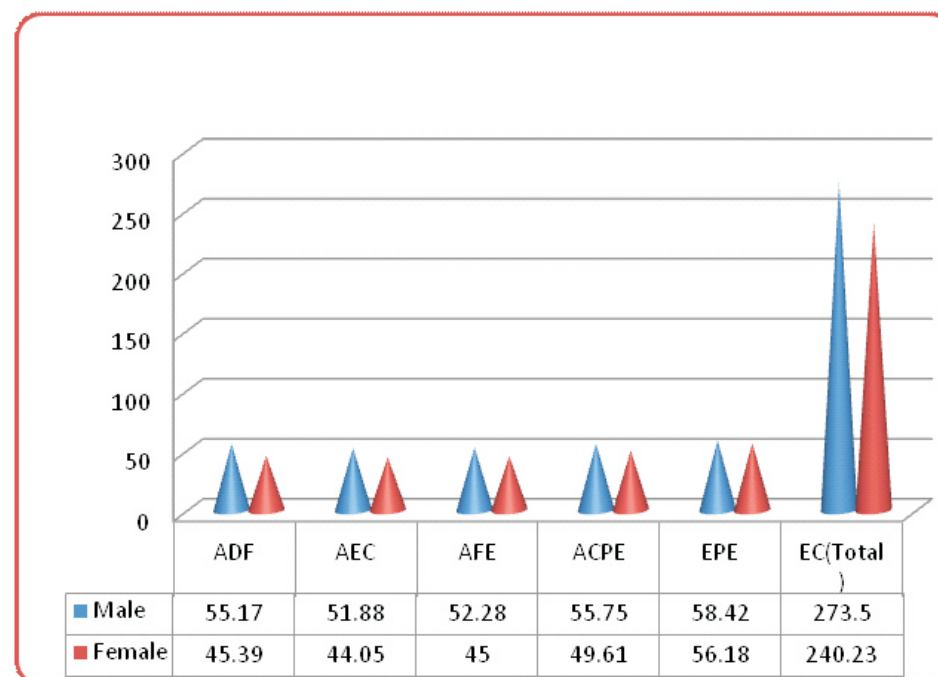


Figure-1 Graphical representation of mean scores of male and female adolescents with regard to the sub-variables i.e. adequate depth of feeling, adequate expression and control of emotions, ability to function with emotions, ability to cope with problem emotions, enhancement of positive emotions and emotional competence (total).

DISCUSSION

It is evident from above findings that significant differences were found with regard to the sub-variables; adequate depth of feeling, adequate expression and control of emotions, ability to function with emotions, ability to cope with problem emotions and emotional competence (total) between male and female adolescents. When compared the mean scores of both the groups, it was found that male adolescents had demonstrated significantly better adequate depth of feeling, adequate expression and control of emotions, ability to function with emotions, ability to cope with problem emotions and emotional competence (total). Findings of the study are in line with the study conducted by Garg (1996) reported gender difference with regard to emotional competence between male and female adolescent labourer. The result of his study revealed that male adolescent labourers had higher emotional competence as compared to their counterpart female labourer adolescents. Similarly, Molinuevo et al. (2010) revealed better emotional and social adjustment on the part of boys as compared to girls. However, no significant difference has been observed on the sub-variable enhancement of positive emotions between male and female adolescents. Therefore, it can be presumed that both the groups were equally developed on the above said sub-variable.

CONCLUSION

It is concluded from the above findings that significant differences have been observed on the sub-variables; adequate depth of feeling, adequate expression and control of emotions, ability to function with emotions, ability to cope with problem emotions and emotional competence (total) between male and female adolescents. However, no significant difference was found on the sub-variable enhancement of positive emotions between male and female adolescents. It is further concluded that male adolescents had possessed significantly better adequate depth of feeling and ability to function with emotions, ability to cope with problem emotions and on the variable emotional competence (total) as compared to their counterpart female adolescents.

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