



A STUDY OF EMOTIONAL COMPETENCE AND ALIENATION IN RELATION TO SOCIAL VARIABLES AMONG ADOLESCENTS OF PUNJAB

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ABSTRACT:

The present study aimed at Emotional Competence & Alienation in relation to socio variables among Adolescents of Punjab. To achieve the objectives of the study, standardized test Emotional Competencies Scale by Dr. H.C.Sharma and Dr. R.L. Bharadwaj (2007) and Alienation Scale by Dr. R.V. Patil (1986) were used to assess the Emotional Competence and Alienation among 10+1 students. A sample of 600 senior sec. school students was selected on the basis of random sampling method. Descriptive statistics was used to analysis the data. Results indicate that there is no significant difference in the emotional competence of high and low group on the basis of type of family and income. The present study also reveals that there is no significant difference in the high and low group of alienation on the basis of type of family and family income.

INTRODUCTION

The period of adolescence is one during which the child is slowly transformed into a mature adult. So, it is characterized as a period of intensive growth and change in all aspects i.e. physical, mental, social and emotional. Emotional Competence is the ability to recognize and appropriately respond to the experience of emotions. Emotional competence is nothing but doing anything and doing it well. This aspect of personality is related to emotions. This is an efficiency which an individual acquires to deal with emotional situations effectively. Appropriately responding to emotions means that one is able to make the distinction between useful and useless emotions. In other words, it means that one has learned and consistently used the skills of resolving useless emotions quickly and thoroughly. Useless emotions do cause suffering or

interfere with thinking and decision making. 'Alienation' is one of the greatest problems confronting us today (Mohan, et al., 1999). Probably adolescents feel this much more than the aged or children. They experience powerlessness, normlessness, rootlessness and drift in values. It is revealed in large number of adolescents today who have lost faith and are actively rebelling against many accepted standards of society and in results become dropout from the society (Sharma, 2002).

REVIEW OF LITERATURE

Nanda and Chawla (2007) concluded that type of family had impact on emotional maturity. Joint family system had positive impact on emotional maturity, maximum number of girls was found emotionally stable and no girl was unstable in joint family. **Sivakumar (2010)** found that the sex, community and the family type did not play any role (no significant difference) in the emotional maturity of the college students. **Sharma (2002)** studied and observed no significant relationship of alienation with family environment of the students. **Aaron & Richard (2011)** conducted a study and found that students who were alienated from one parent report higher levels of alienating behaviour. **Shah and Dorene (2012)** examined and found significant differences among female college students reporting higher anxiety, self-esteem and alienation than male college students.

STATEMENT OF THE PROBLEM

A Study of Emotional Competence & Alienation in relation to Social Variables among Adolescents of Punjab.

JUSTIFICATION OF THE PROBLEM

'Adolescence' in human life is a stage where rapid changes take place. It is a specific need for identifying the phenomena of change of Emotional Competence as a natural and inevitable essential outcome of student's growth and development. Emotional competence is important for healthy emotional development; it is a kind of processes that make a man more mature in emotional condition. A person who is not able to keep his emotions under control he suffers with self-pity; in result suffered with serious problems like stress, depression, anxiety,

alienation etc. He then does not like to join the peer groups or society and live alone. It is common among adolescents that if they think they are not able to stand and compete the situation; they would move apart from it and become alienated. This study helps to study and understand the emotional competence and alienation level among adolescents in relation to socio variables.

OBJECTIVES OF THE STUDY

The present study endeavors for the realization of the following objectives:-

1. To compare the difference in the level of Emotional Competence of Adolescents on the basis of their
 - a) Type of family.
 - b) Family income.
2. To compare the difference in the level of Alienation of Adolescents on the basis of their
 - a) Type of family.
 - b) Family income.

HYPOTHESES

The following hypotheses are formed on the basis of the related research literature:-

1. There may exist significant difference in the level of Emotional Competence of Adolescents on the basis of their type of family.
2. There may exist significant difference in the level of Emotional Competence of Adolescents on the basis of family income.
3. There may exist significant difference in the level of Alienation of Adolescents on the basis of their type of family.
4. There may exist significant difference in the level of Alienation of Adolescents on the basis of family income.

RESEARCH METHOD

The investigator has selected the **descriptive research design**. Survey method was used by the investigator to collect necessary data regarding the emotional competence and alienation of adolescents.

SCALE USED

In the present investigation following scales were used to collect data.

- Emotional Competencies Scale By Dr. H.C. Sharma and Dr. R.L. Bharadwaj (2007)

- Alienation Scale by Dr. R.V. Patil (1986)

SAMPLE

Sample of 600 students (300 boys & 300 girls) of 10+1 class of school from three districts (Ludhiana, Fatehgarh Sahib and Patiala) were randomly selected for the study.

ANALYSIS AND INTERPRETATION

1. To find Emotional Competence on the basis of Type of Family

To find the Emotional Competence on the basis of type of family i.e. joint and nuclear family data was obtained by the investigator through the column of general information on standardised test from the students of 10+1 (300 boys and 300 girls) of senior secondary schools. By using the formula $\text{Mean} \pm 1 \text{ S.D.}$; four groups of high and low group of emotional competence were formed (students having high or low score on emotional competence scale) with respect to two groups of students belonging to joint family (having high and low emotional competence score) and nuclear family (having high and low emotional competence score). Further to find the variance it was decided to have equal number of cases i.e. 20 in each group. To test the significance of mean difference and the test of difference of emotional competence in relation to type of family Mean, S.D & t-values were calculated.

Table 1

High and Low Emotional Competence group viz-a-viz joint and nuclear family

Emotional Competence	Joint Family		Nuclear Family		t-value
	Mean	S.D	Mean	S.D	
High Emotional Competence	112.9	18.16	110.05	7.17	0.51*
Low Emotional Competence	62.65	7.98	62.6	7.83	0.98*

**Insignificant at 0.05 & 0.01 levels.*

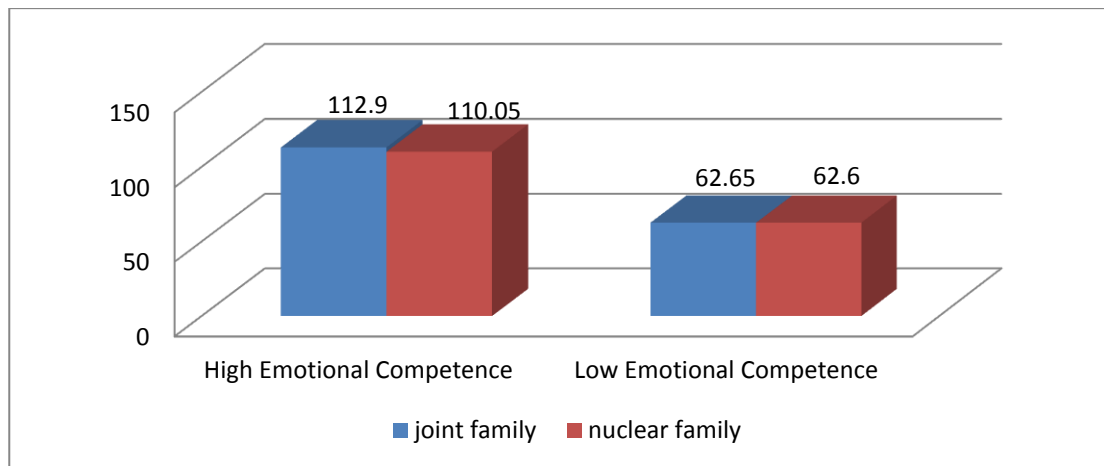
Interpretation of the table

Table 1 shows the mean and standard deviation of high and low emotional competence groups in relation to joint and nuclear family and the t-values of high and low emotional competence groups in relation to the types of family are 0.51 and 0.98 respectively which are

insignificant at 0.05 and 0.01 levels. It indicates that the high and low groups of emotional competence in relation to the types of family do not differ significantly.

Fig 1

Mean Difference of High and Low Group of Emotional Competence on the basis of Type of Family



Interpretation of the figure

Fig 1 shows the graphical representation of mean scores of joint and nuclear families of high and low emotional competence groups. It shows that the values of emotional competence of adolescents of joint family and nuclear family is almost same in case of both low and high groups of emotional competence which means that the very little difference is found concerning emotional competence in relation to the type of family. In other words we can say that both joint and nuclear families try to provide more opportunities and the right atmosphere to the adolescents to be more emotionally competent.

2. To find Emotional Competence on the basis of Family Income

To find the Emotional Competence on the basis of family income data was obtained by the investigator through the column of general information on standardised test from the students of 10+1 (300 boys and 300 girls) of senior secondary schools. By using the formula Mean \pm 1S.D; two groups of high and low family income were formed and their score on emotional competence scale were observed. Further to find the variance; it is decided to have equal number of cases i.e. 20 in each group. To test the significance of mean difference and the test of difference; of emotional competence in relation to gender; Mean, S.D & t-values were calculated.

Table 2

Emotional Competence viz-a-viz High and low Family Income Group

Family Income	Emotional Competence		t-value
	Mean	S.D	
High Family Income	98.8	22.60	0.02*
Low Family Income	84.05	14.16	

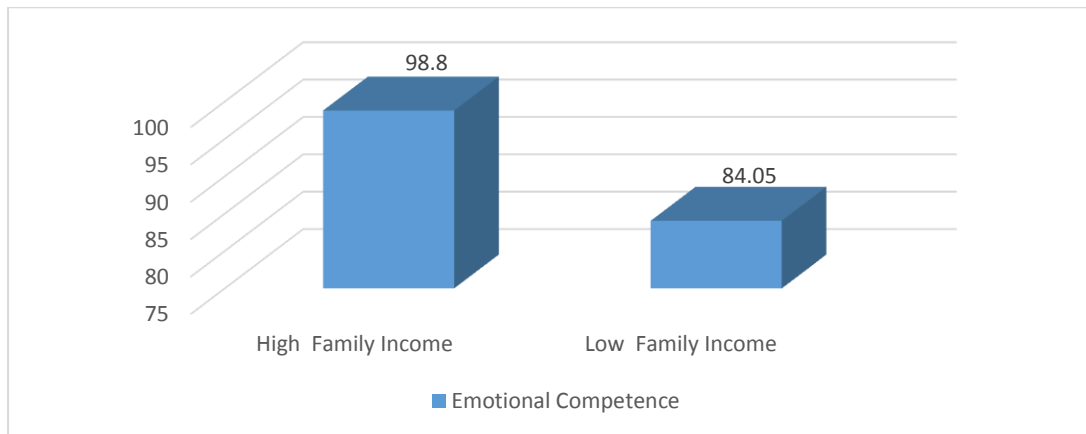
**Insignificant at 0.05&0.01 levels.*

Interpretation of the table

Table 2 shows the mean and standard deviation of emotional competence of adolescents in relation to high and low family income groups and the t-value of emotional competence of adolescents in relation to high and low family income groups is 0.02, which is insignificant at both 0.05 and 0.01 levels. It indicates that the emotional competence of adolescents in relation to high and low family income groups do not differ significantly.

Fig 2

Mean Difference of High and Low Group of Family Income on the basis of Emotional Competence



Interpretation of the figure

Fig 2 shows the graphical representation of mean scores of emotional competence in relation to high and low family income groups. It shows that the emotional competence of adolescents is almost at the same level in case of both high and low family income groups which

indicates that the high and low family income do not have direct impact on the emotional competence of adolescents. In other words we can say that emotional competence among adolescents might not be varying just because of high or low family income.

3. To find Alienation on the basis of Type of Family

To find the Alienation on the basis of type of family i.e. joint and nuclear family data was obtained by the investigator through the column of general information on standardised test from the students of 10+1 (300 boys and 300 girls) of senior secondary schools. By using the formula $\text{Mean} \pm 1 \text{ S.D}$; four groups of high and low groups of alienation were formed (students having high or low score on alienation scale) with respect to two groups of students belonging to joint family (having high and low alienation score) and nuclear family (having high and low alienation score). Further to find the variance it was decided to have equal number of cases i.e. 20 in each group. To test the significance of mean difference and the test of difference of alienation in relation to gender Mean, S.D & t-values were calculated.

Table 3

High and Low Alienation Group viz-a-viz Joint and Nuclear Family

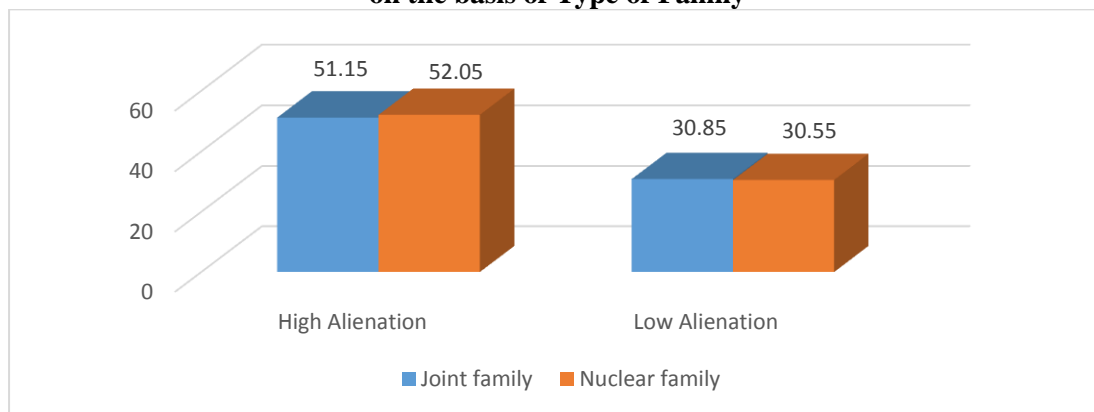
Alienation	Joint Family		Nuclear Family		t-value
	Mean	S.D	Mean	S.D	
High Alienation	51.15	3.49	52.05	2.60	0.36*
Low Alienation	30.85	7.50	2.60	30.55	0.03*

**Insignificant at 0.05&0.01 levels.*

Interpretation of the table

Table 3 shows the mean and standard deviation of high and low alienation groups in relation to joint and nuclear family and the t-values of high and low groups of alienation in relation to the type of family are 0.36 and 0.03 respectively which is insignificant at 0.05 and 0.01 levels. It indicates that the high and low groups of alienation in relation to the type of family do not differ significantly.

Fig 3
Mean Difference of High and Low Group of Alienation
on the basis of Type of Family



Interpretation of the figure

Fig 3 shows the graphical representation of mean scores of high and low alienation groups in relation to joint and nuclear family. It shows that in case of both high and low alienation groups; the level of alienation among adolescents on the basis of the type of family is almost same, which indicates that the type of family do not have direct impact on the alienation level.

4. Alienation on the basis of Family Income

To find the Alienation on the basis of family income data was obtained by the investigator through the column of general information on standardised test from the students of 10+1 (300 boys and 300 girls) of senior secondary schools. By using the formula Mean±1S.D; two groups of high and low family income were formed and their score on alienation scale were observed. Further to find the variance it is decided to have equal number of cases i.e. 20 in each group. To test the significance of mean difference and the test of difference of emotional competence in relation to family income Mean, S.D & t-values were calculated.

Table 4
Alienation viz-a-viz High and Low Family Income Group

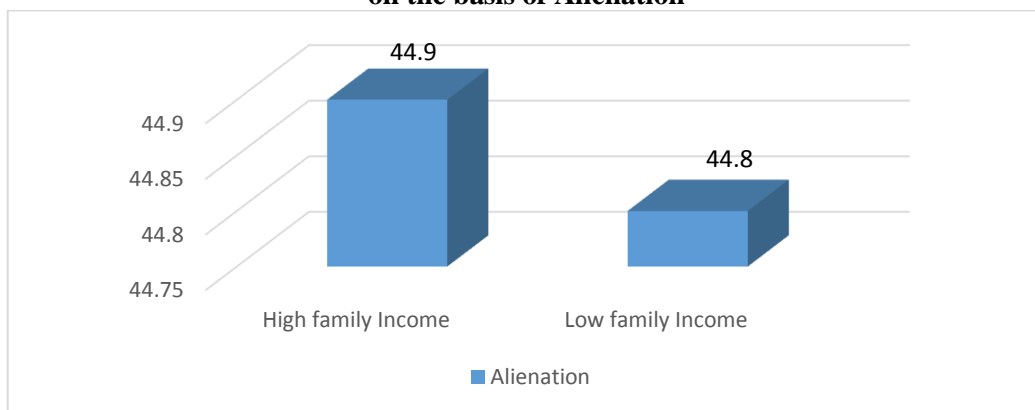
Family Income	Alienation		t-value
	Mean	S.D	
High Family Income	44.9	6.80	0.96*
Low Family Income	44.8	6.30	

**Insignificant at 0.05 & 0.01 levels.*

Interpretation of the table

Table 4 shows the mean and standard deviation of level of alienation of adolescents in relation to high and low family income groups and the t-value of level of alienation of adolescents in relation to high and low family income groups is 0.96, which is insignificant at 0.05 and 0.01 levels. It indicates that the level of alienation in relation to high and low family income groups do not differ significantly.

Fig 4
Mean Difference of High and Low Group of Family Income on the basis of Alienation



Interpretation of the figure

Fig 4 shows the graphical representation of mean scores of level of alienation in relation to high and low family income groups. It shows that the level of alienation in adolescents of high and low family income groups is almost at the same level which indicates that the high and low family income has not any direct impact on the level of alienation in adolescents.

CONCLUSIONS

1. The research findings prove that there is no significant difference in the emotional competence of high and low group on the basis of type of family. In this context, the hypothesis (1) is rejected.
2. The research findings highlight that there is no significant difference in the emotional competence of high and low group on the basis of family income. In this context, the hypothesis (2) is rejected.

3. The research findings prove that there is no significant difference in the high and low group of alienation on the basis of type of family. In this context, the hypothesis (3) is rejected.
 4. The research findings highlights that there is no significant difference in the alienation of high and low group on the basis of family income. In this context, the hypothesis (4) is rejected.
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