

# A STUDY OF EMOTIONAL COMPETENCE OF ADOLESCENTS IN RELATION TO THEIR MENTAL HEALTH

RAMANDEEP KAUR SIDHU\*

## ABSTRACT

*The present study reveals that a study of emotional competence of adolescents in relation to mental health of schools of Ludhiana district. For this study 200 adolescents were taken. Emotional Competence Scale by R.Bhardwaj and H.Sharma (1998) and Mental Health Check List (MHC) by Promod Kumar are used to collect the data. Significant relationship between emotional competence and mental health was found among adolescents of schools of Ludhiana district. Significant relationship between emotional competence and mental health was found among adolescents of schools of Ludhiana district w.r.t urban as well as both sexes. Also significant relationship between emotional competence and mental health was found among adolescents of schools of Ludhiana district w.r.t rural.*

**Key words-** emotional competence, mental health, adolescents

## INTRODUCTION

The great importance of the period of adolescence has been clearly emphasized by philosophers, sociologists and psychologists. The problem of emotional competence and mental health assumes special significance during this stage of life. As adolescent personality function effectively if he is free from emotional disturbances.

Emotional competence leads an individual to make best decisions and successful at work place and also keep him to build healthier relationship. So it also affects his mental health. If an individual is not emotionally competent, he will fail to do all there and this indirectly affect his mental health. Due failures, he become depressed, dejected anxious person .So emotional competence also effect and mental health.

---

\* Asst. Prof. BCM college of Education, Ludhiana, 141104, Punjab, India

## **EMOTIONS**

Different people define emotions in different ways. Some make a distinction between emotions and feelings saying that a feeling is the response part of the emotion and that an emotion includes the situation or experience, the interpretation, the perception, and the response or feeling related to the experience of a particular situation. For the purposes of this article, I use the terms interchangeably.

MC Clelland (Clelland et al. 1977) outlines the history of the definition of emotion: In the third century BC, Aristotle considered emotion an experiencing and evaluating stimuli that weights experiences taking into account the potential for gain or pleasure. This definition represents the first sign of dualism, the belief that mind and body are two completely different entities. The consequence of this belief is that mind and body were studied like two isolated and even irreconcilable subjects. Dictionaries in the 17th and 18th centuries described emotion in a direct meaning from the Latin derivation *emovere* (to move away from): "1695: a moving out, a migration. 1735: causing a movement 1822: a physical moving, stirring or agitation" (Clelland et al. 1977).

## **COMPETENCE**

The concept of competence has different meanings. It is not always immediately clear which of the many forms of competence is being used or discussed. Four influential (but confusing) definitions during the last decade can be summarized as:

1. Predictive competency - i.e. testing the characteristics and aptitudes that are likely to differentiate superior performers.
2. Organizational core competencies - i.e. aggregates of capabilities, where synergy is created that have sustainable value and broad applicability for an organization.
3. Proven competence - i.e. a real and demonstrated ability to successfully carry out some activity which is totally identified.

4. Adaptive competence - i.e. 'met competence' or the ability to read a new situation and adapt/apply appropriate competences.

## **EMOTIONAL COMPETENCE**

Emotional competence refers to a person's competence in expressing or releasing their emotions. It implies an ease around emotions which results in emotionally competent people being relaxed about other people being emotional. of the situation. The concept of emotional competence is rooted in the understanding of emotions as being normal, useful aspects of being human. Anger is a reaction to aggression and gives a person the strength to repel the aggression. Fear is a response to danger and has a clear physiological effect of heightening our senses and speeding up our reactions. From this it can be seen that the suppression of emotion is not useful and that teaching people to suppress their emotions is part of trying to control them. Emotionally competent people will express emotion appropriate to the situation and their needs and they will not seek to suppress emotions in others.

According to Daniel Goleman (1998), "For star performance in all jobs, in every field, emotional competence is twice important as purely cognitive abilities. For success at the highest levels, in leadership positions, emotional competence accounts for virtually the entire advantage." He further elaborated it by saying, "Organizations must refocus their training to include the Limbic (emotional) system. They must help people break old behavioral habits and establish new ones. That not only takes much more time than conventional training programs, it also requires an individualized approach"

## **Concept of Mental Health**

The term 'Mental Health' consists of two words : 'Mental' and 'Health'. Health generally means sound conditions or well-being or freedom from diseases. Mental Health means a sound conditions or a state of psychological well-being or freedom from mental diseases. Mental Health is a condition or state of harmonious functioning of human personality. It is a state of one's own peace of mind, satisfaction, happiness, effectiveness and harmony brought out by one's level of adjustment with his self and world at large.

A person is said to be physically healthy or fit when his body is functioning well

and he is free from pains and troubles. Similarly person is in good mental health, when his mind or body function effectively and he is free from emotional disturbances. In general, he enjoys life with happiness. Mental health in broader terms, suggests a degree of happiness and satisfaction, under condition that warrant such a state of mind and a capacity for making satisfactory personal and social relationship. According to Crow and Crow (1951) "Mental health includes physical well being, adjustment to mental ability, emotional control, social adjustment and sex adjustment."

### **NEED AND SIGNIFICANCE OF THE PROBLEM**

There are changes and advancement in every sphere of life. Like various other aspect of personality, emotion plays a vital role in the manifestation of individual's behaviour. Emotions are basic primeval forces of great power and influence and designed by nature to enable the organism to cope with circumstances which demand the utmost effort for survival. Today, the adolescent face so many complex problems, which affect their emotional competence. Emotional competence is one of the major factors, which affect our performance in every field of work. So it is quite hot issue and a major requirement of each person for best performance.

A successful teacher is one who communicates very well with the students and students also reveal things about himself with the teacher. A teacher is required to communicate with the child constantly so as to guide him and to help him in developing good mental health. A mentally healthy person is able to understand his situation and mould his approach according to the requirements.

From the literature reviewed, it is apparent that large number of studies on emotional competence has been conducted abroad. Though a few studies are conducted in Indian schools yet the results of these studies are inconsistent. Keeping in view, the importance of emotional competence and mental health of our students, this has been undertaken by the investigator to measure the emotional competence of adolescent in relation to their mental health. The present investigation was designed to study emotional competence of adolescents of Ludhiana District in relation to their mental health. Data was

collected from adolescents between age 14-17 years, of different schools and it was subjected to statistical analysis.

### **OBJECTIVES OF THE STUDY**

1. To find out relationship between Mental Health and Emotional Competence of adolescents.
2. To find out relationship between Mental Health and Emotional Competence among adolescents of schools of Ludhiana district with respect to locale.
3. To find out relationship between Mental Health and Emotional Competence among adolescents of schools of Ludhiana district with respect to sex.

### **HYPOTHESES**

1. There exist no significant relationship between emotional competence & mental health of adolescents.
2. There exists no significant relationship between Mental Health and Emotional Competence among adolescents of schools of Ludhiana district with respect to locale.
3. There exists no significant relationship between Mental Health and Emotional Competence among adolescents of schools of Ludhiana district with respect to sex.

### **DELIMITATION OF THE STUDY**

Only 200 adolescents were taken for present study. The present study is restricted up to Ludhiana (District) only.

### **TOOLS to be employed**

1. Emotional Competence Scale [R.Bhardwaj and H.Sharma(1998)]
2. Mental Health Check List (MHC) – Promod Kumar (1992)

### **DESIGN OF THE STUDY**

The generally accepted methods of research are historical method, experimental method, survey method and case study method. The given

problem “A study of Emotional competence of adolescents in relation to their mental health”, is of survey type. Therefore, the investigator has used survey method

**STATISTICAL TECHNIQUES USED**

The statistical techniques mean, S.D, t-ratio and product moment correlation was employed.

**Table 1 : There exist no significant relationship between emotional competence & mental health of adolescents.**

Variable	r value	Level of significance
Emotional competence	0.169	Significant at 0.05 level
Mental Health		

The value of coefficient of correlation is 0.169at 0.05 level f confidence. It means that there is significant relationship between emotional competence and mental health of adolescents. Hence the hypothesis there exist no significant relationship between emotional competence & mental health of adolescents is accepted .It means that there exist significant relationship between emotional competence & mental health of adolescents.

**Table 2 There exist no significant relationship between emotional competence and mental health of urban adolescents.**

Variable	Group	r value	Level of significance
Emotional competence	Urban	0.065	Not significant
Mental Health			

The value of coefficient of correlation shows is 0.065, which is insignificant. It means that there is no significant relation between emotional competence and mental health of urban adolescents. Hence the hypothesis there exist no significant relationship between emotional competence & mental health of urban adolescents is accepted. It means there exist no significant relationship between emotional competence & mental health of urban adolescents.

**Table 3 There exist no significant relationship between emotional competence and mental health of rural adolescents.**

Variable	Group	r value	Level of significance
Emotional competence	Rural	0.307	Significant at 0.01 level
Mental Health			

The value of coefficient of correlation is 0.307, which is highly significant at 0.01 levels. It means that there is significant relationship between emotional competence and mental health of rural adolescents. Hence the hypothesis there exist no significant relationship between emotional competence & mental health of rural adolescents is rejected. It means there exist significant relationship between emotional competence & mental health of rural adolescents.

**Table 4 : There exist no significant relationship between emotional competence and mental health of male adolescents.**

Variable	Group	r value	Level of significance
Emotional competence	Male	0.252	Significant at 0.05 level
Mental Health			

The value of coefficient of correlation 0.252 at 0.05 levels, it shows that there is significant relationship between emotional competence and mental health of male adolescents of Ludhiana (District). Therefore hypothesis that there exist no significant relationship between emotional competence and mental health of male adolescents is rejected. It means there exist a significant relationship between emotional competence & mental health of male adolescents.

**Table 5: There exist no significant relationship between emotional competence and mental health of female adolescents.**

Variable	Group	r value	Level of significance
Emotional competence	Female	0.139	Not significant
Mental Health			

The value of coefficient of correlation 0.139 is in significant; it shows that there is no significant relationship between emotional competence and mental

health of female adolescents. There fore the hypothesis there exist no significant relationship between emotional competence & mental health of female adolescents is accepted. It means there exist significant relationship between emotional competence & mental health of Female adolescents.

## REFERENCES

- Best JW. Research in Education. New Delhi: Prentice Hall of India; 1986
- Bhardwaj R and Sharma H. Manual for emotional competence. Agra: National *Psychological Corporation*; 1998
- Crow LW. and Crow A. Mental Hygiene. Inc. N: McGraw Hill book Co; 1951
- Garret HE. Statistics in Psychology and Education: Hague Building, A Sprout Road, Balard Estate, Bombay; Vakils, Feffer and Simons Ltd.; 1973
- Goleman D. Dictionary of Education. New York: Mc Grow Hill Book Company Inc.; 1998
- Kumar P. Manual for Mental Health Checklist. Agra: National Psychological Corporation; 1992
- McClelland D. Testing for Competence rather than Intelligence. American: Journal of American Psychologist; 1975
- Woodworth RS. Psychology. London: Methuen; 1945