



A STUDY OF EMOTIONAL AND SOCIAL COMPETENCE AMONG SECONDARY SCHOOL STUDENTS OF WORKING AND NON-WORKING MOTHERS OF SIRSA

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Abstract

Social and Emotional aspects of a child plays an important role in his/her life. So the development of these aspects make them competent in their life. In this research an attempt was made to study and compare Emotional and Social Competence among secondary school students of working and non-working mothers of Sirsa. It was an attempt to answer the research question 1) Is there any difference in Social Competence of students of working and non-working mothers? 2) Is there any relationship between Social and Emotional Competence of students of working mothers? Sample consisted 160 students randomly selected from Sirsa. Standardized tools were used for the collection of data in the study. The data related to this were analyzed with the help of t-test. It was found that there is significant difference in Social and Emotional Competence of students of working and non-working mothers. And there is no significant relationship between Social and Emotional Competence of students of non-working mothers.

Key words: Emotional Competence, Social Competence, working and non-working mothers



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Introduction

Social and Emotional competence of a child is important to develop good relationships with all the members of the society. Conversely, if there is problem in the development of social and emotional aspects of a child may create a barrier in developing healthy relationships. As a child ages into later childhood and adolescence, other social activities become essential, including mockery, teasing and receiving teasing, complementing and receiving complements, fighting strongly but not aggressively, maintaining gossips about topics famous in relevant social groups and the like. Competence refers to sufficiency of knowledge and skills that make able to someone to act in a vast variety of situation. Because each level of responsibilities has its own importance. Competence can occur in any time of a person's life or at any stage of his or her career.

Social competence is the foundation upon which expectations for future interaction with others is built, and upon which individuals develop perceptions of their own behavior. Often, the concept of social competence frequently encompasses additional constructs such as social skills, social communication, and interpersonal communication. Emotional competence refers to one's ability to

express or release one's inner feelings (emotions). Emotional Competence is the ability to recognize and appropriately respond to the experience of your emotions.

Justification of the study

In Indian educational system, Emotional and Social competence are essential parameters to measure the success of students, especially school going adolescents. The study is very important in order to cure and prevent the emotional and social problems of adolescents. It is a valuable study for parents to understand the child fully and accordingly provide family conditions for their emotional and social growth. The result of the study helps the parents and social workers to be in better position to guide their children. Although, a lot of research has been conducted abroad on these two variables emotional & social competence, still these variables in combination have been studied very few. Thus the present study departs from the previous studies already undertaken. Hence the study finds out how for the absence and presence of mother at home determines the development of child with regard to emotional competence and social competence. In metropolitan cities mostly people are employed but at the district level comparing to metropolitan are less employed. So, I want to see the effect of social and emotional competence upon the secondary students of working and non-working mother at district level.

Operational Definition

Social Competence : Social competence of secondary school students of working and non-working mothers is the condition of possessing the social, and intellectual skills and behaviour needed to succeed as a member of society.

Emotional Competence : Emotional competence of secondary school students of working and non-working mothers is the capacity to identify, understand, express, manage and use one's own feelings and those of others.

Working Mothers: Working mothers refers to women who are mothers and who work outside the home for income in addition to the work they perform at home in raising their children.

Non-Working Mothers: Not engaged in paid employment.

Objectives

To study the difference in social competence of secondary school students of working and non-working mothers.

To study the difference in social competence of male students of working and non-working mothers.

To study the difference in social competence of female students of working and non-working mothers.

To study the difference in emotional competence of secondary school students of working and non-working mothers.

To study the difference in emotional competence of male students of working and non-working mothers.

To study the difference in emotional competence of female students of working and non-working mothers.

To study the relationship between social and emotional competence of students of working and non-working mother.

Hypotheses

There is no significant difference in social competence of students of working and non-working mothers.

There is no significant difference in social competence of male students of working and non-working mothers.

There is no significant difference in social competence of female students of working and non-working mothers.

There is no significant difference in emotional competence of students of working and non-working mothers.

There is no significant difference in emotional competence of male students of working and non-working mothers.

There is no significant difference in emotional competence of female students of working and non-working mothers.

There is no significant relationship between emotional and social competence of students of working mothers.

There is no significant relationship between emotional and social competence of students of non-working mothers..

Delimitation of the study

1. The study confined to 160 students only. 2. The study confined to secondary school students only. 3. The study is delimited to Sirsa city only. 4. The study confined to two variables: Emotional competence & Social competence.

Methodology : Normative Survey method was used for the present investigation.

Population : In this study secondary schools students of working and non working mothers from sirsa city were the population.

Sample : The sample of the present study consisted of 160 (80 each from working and non-working mothers) secondary students of sirsa city. The Sample was drawn by employing random sampling technique.

Tools Used: The following tools were used for data collection:

1. Social Competence Scale by Sharma, Shukla and Shukla (1992)
2. Emotional competence Scale by Bharadwaj and Sharma (1998)

Statistical Techniques : Mean, Standard deviation, T-Ratio and Correlation.

Interpretation of the results

Hypothesis-1: There is no significant difference in Social Competence of students of working and non-working mothers.

Table.4.1

Social Competence	N	Mean	Standard Deviation	t-value
Working Mothers Students	80	168.18	19.08	3.029
Non-Working Mothers Students	80	177.07	18.030	

It is evident from the table 4.1 that the mean score and standard deviation of working mothers students are 168.18 and 19.086 respectively and the mean score and standard deviation of non-working mothers students are 177.07 and 18.030. The calculated value of 't' is 3.029 at df:158. Table value of 't' at 0.05 level of significance is 1.97. So, hypothesis is rejected. It implies that there is significant difference in social competence of students of working and non-working mothers.

Hypothesis-2 : There is no significant difference in Social Competence of male students of working and non- working mothers.

Table .4.2

Students	N	Mean	Standard deviation	t-value
Students Of Working Mothers	80	167.45	18.584	0.194
Students Of Non-Working mothers	80	166.75	13.279	

It is evident from the table 4.2 that the mean score and standard deviation of working mothers male students are 167.45 and 18.584 respectively and the mean score and standard deviation of non working mothers male students are 166.75 and 13.279. The calculated value of 't' is 0.194 at df:158. Table value of 't' at 0.05 level of significance is 1.99. So, hypothesis is accepted. It implies that there is no significant difference in social competence of male students of working and non-working mothers as supported by Sandeep kataria and Amarjot kaur (2014) in their study of Social and Emotional Competence of adolescents of working and non-working mother".

Hypothesis-3 : There is no significant difference in Social Competence female students of working and non-working mothers.

Table.4.3

Students	N	Mean	Standard deviation	t-value
Students Of Working Mothers	40	168.92	19.546	6.491
Students Of Non-Working Mothers	40	187.35	16.216	

As shown in the table 4.3 that the mean score and standard deviation of working mothers female students are 168.92 and 19.546 respectively and the mean score and standard deviation of non

working mothers female students are 187.35 and 16.216. The calculated value of 't' is 6.491 at df:78. Table value of 't' at 0.05 level of significance is 1.99. So, hypothesis is rejected. It implies that there is significant difference in social competence of female students of working and non-working mothers

Hypothesis-4 :There is no significant difference in Emotional Competence of students of working and non-working mothers.

Table.4.4

Emotional Competence	N	Mean	Standard deviation	t-value
Working Mothers Student	80	80.512	17.015	3.144
Non-Working Mothers Student	80	88.2	13.744	

It is evident from the table 4.4 that the mean score and standard deviation of students of working mothers are 80.512 and 17.015 respectively and the mean score and standard deviation of students of non working mothers are 88.2 and 13.744. The calculated value of 't' is 3.144 at df:158. Table value of 't' at 0.05 level of significance is 1.97. So, hypothesis is rejected. It implies that there is significant difference in emotional competence of students of working and non-working mothers.

Hypothesis-5 :There is no significant difference in Emotional Competence of male students of working and non-working mothers.

Table. 4.5

Students	N	Mean	Standard deviation	t-value
Students Of Working Mothers	40	79.42	19.35	3.070
Students Of Non-Working Mothers	40	87	10.63	

It is evident from the table 4.5 that the mean score and standard deviation of working mothers male students are 79.42 and 19.35 respectively and the mean score and standard deviation of non working mothers male students are 87 and 10.63. The calculated value of 't' is 3.070 at df:78. Table value of 't' at 0.05 level of significance is 1.99. So, hypothesis is rejected. It implies that there is significant difference in emotional competence of male students of working and non-working mothers.

Hypothesis-6 :There is no significant difference in Emotional Competence of female students of working and non-working mothers.

Table.4.6

Students	N	Mean	Standard deviation	t-value
Students of Working Mothers	40	81.6	14.21	3.241
Students of Non-working Mothers	40	89.4	16.17	

Table 4.6 shows that the mean score and standard deviation of working mothers female students are 81.6 and 14.214 respectively and the mean score and standard deviation of non working mothers female students are 89.4 and 16.178. The calculated value of 't' is 3.241 at df.78. Table value of 't' at 0.05 level of significance is 1.99. So, hypothesis is rejected. It implies that there is significant difference in emotional competence of female students of working and non-working mothers.

Hypothesis-7 :There is no significant relationship between Social and Emotional Competence of students of working mothers.

Table.4.7

Variables	N	Correlation
Social Competence	80	-.270
Emotional Competence	80	

In the table.4.7 the correlation between social and emotional competence of students of working mothers is shown. It is clear from the table that there is negative correlation between social and emotional competence of students of working mothers which is -.270 at df: 158. It implies that there is significant relationship between social and emotional competence of students of working mothers.

Hypothesis-8 :There is no significant relationship between Social and Emotional Competence of non-working mothers.

Table.4.8

Variables	N	Correlation
Social Competence	80	0.091
Emotional Competence	80	

In the table.4.8 the correlation between social and emotional competence of students of non-working mothers is shown. It is clear from the table that there is positive correlation between social and emotional competence of students of non-working mothers which is 0.091 at df:158. Table value of Correlation at 0.05 level of significance is .116. So, hypothesis is accepted. It implies that there is no significant relationship between social and emotional competence of students of non-working mothers as shown in the study of Mr. Christopher J. Trentacosta, Sarah E. Fine (2010). Results shows that the relatively consistent yet modest relations between emotion knowledge and its correlates.

Findings of the study

1. The hypothesis No. 1 reports that there is significant difference in social competence of students of working and non-working mothers.
2. The hypothesis No. 2 reveals that there is no significant difference in social competence of male students of working and non-working mothers.

3. It is observed from hypothesis No.3 that there is significant difference in social competence of female students of working and non-working mothers.
4. It is concluded from hypothesis No. 4 that there is significant difference in emotional competence of students of working and non-working mothers.
5. The hypothesis No. 5 extracts that, there is no significant difference in emotional competence of male students of working and non-working mothers.
6. Its observed from hypothesis No. 6 that there is no significant difference in emotional competence of female students of working and non-working mothers.
7. The hypothesis No. 7 shows that there is significant relationship between social and emotional competence of students of working mothers.
8. It reveals from hypothesis No. 8 that there is no significant relationship between social and emotional competence of students of non-working mothers.

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