

Emotional Competences In Young Adolescents

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Abstract: *The present paper tries to explore emotional competences in young adolescence. A sample of 260 students from age groups 12-15yrs studying 8 and 9th classes were selected for the study. The Emotional & Social Competencies : Inventory by Boyatzis, Goleman & Rhee (1999).ESCI was administered. The results of the study reveal that in components of emotional competencies the sample had average level. The study concludes that intervention programmes for these young adolescents is very much required to enhance their competences*

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I. Introduction

Emotional competence is one of most important predictor of human performance and life success. Emotional competence can be understood as a group of skills related to many types of emotions. Emotional competence is the ability to express one self. It is the essential social skill to recognize, interpret, and respond constructively to emotions in self and others. Emotional competence enhances personal, relational and professional performance, and ultimately helps to attain an overall increase in quality of life. According to Daniel Goleman, Emotional Competence is a learned ability grounded in Emotional Intelligence. Salovey and Mayer, first used the term emotional intelligence in four domains of knowing one's emotions, knowing others' emotions, handling one's emotions, and handling others' emotions. The multiplicity and integration of the concepts provide a more comprehensive framework for investigating emotional competence. Boyatzis offer a descriptive definition of emotional competence that, a person demonstrates the competencies that constitute self-awareness, self-management, social awareness, and social skills at appropriate times and ways in sufficient frequency to be effective in the situation.

Colle and Del Giudice noted that in middle childhood development of emotional competence reaches its critical phase, when children gain understanding of complex emotions and employ emotion regulation strategies. The adolescence is a time to understand the development of emotional competence. Adolescents experience more frequent and intense emotions than younger or older individuals (Silk,et.al.,2003), due to neurobiological changes. Neural systems implicated in emotional processing go through a social reorientation during adolescence (Nelson et.al.,2005). It is therefore essential to examine adolescent emotional competence in order to better understand adolescent mental health and adjustment.

Objective: The main objective of the study is to understand emotional competence in adolescence.

II. Methodology

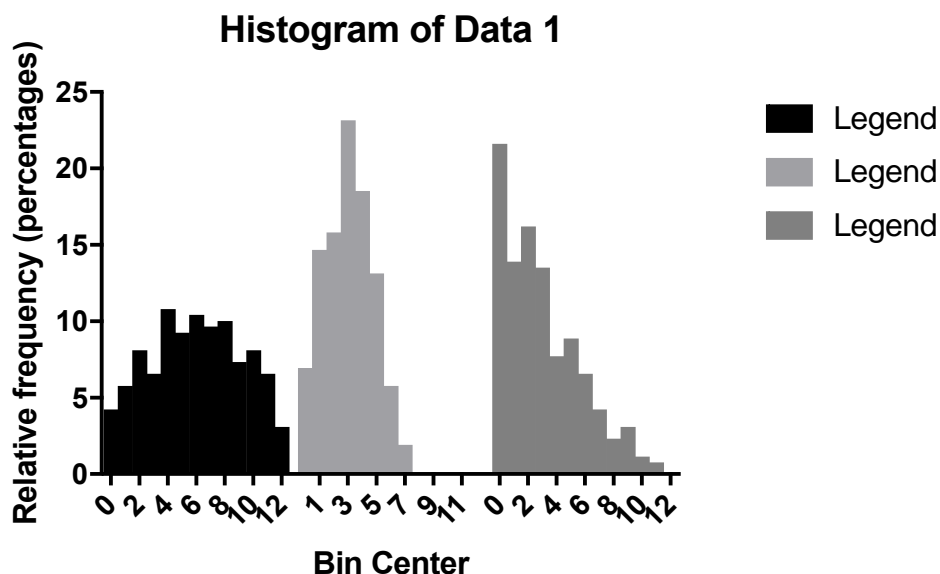
To get a representative sample, every tenth English medium schools were selected from the list of schools in a zonal map of east Hyderabad. It is random selection where in east Hyderabad every English medium school would have choice of participation. Then the principals of the selected schools were approached and explained about the research work. The selected sample includes 260 students with the age group of 12-15 years from 8th and 9th classes.

Instruments Used: Emotional & Social Competencies : Inventory by Boyatzis, Goleman & Rhee (1999).ESCI

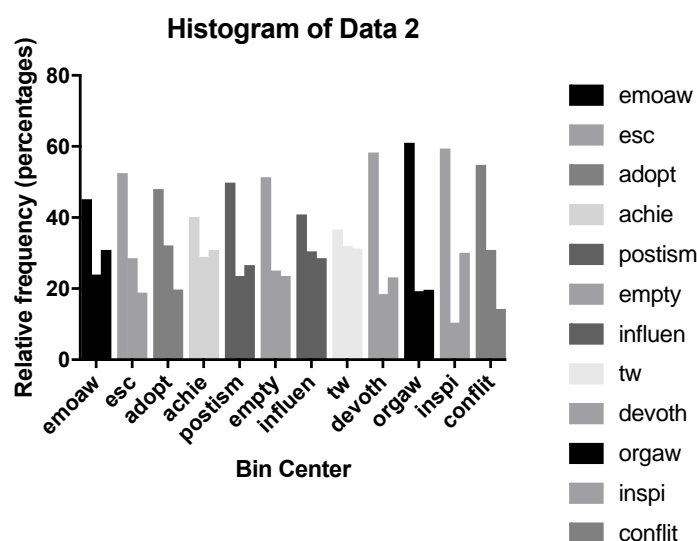
The Emotional and Social Competence Inventory (ESCI) is a 360-degree tool designed to assess the emotional and social competencies of individuals and organizations. It is based on emotional competencies identified by Dr. Daniel Goleman, Boyatzis, Goleman and Rhee (1999). The ESCI is a 68-item instrument that measures 12 competencies organized into four clusters defining emotional intelligence: Self-Awareness, Self-Management, Social-Awareness, and Relationship Management.

III. Results and discussion

After test is conducted, the data was entered and scoring was done for emotional competencies inventory as per instructions in the manual. Frequencies were calculated for each emotional competency at 25, 50, 75 percentile and students who got up to 50 percentiles are taken as low and from 50-75 percentile as medium and above 75-100 are taken as high score.



The figure 1 shows the frequency of students and levels – low, medium and high level in twelve emotional competencies. Black bars show student who are low light grey show medium and dark grey show high in twelve emotional competencies in all 259 student. It can be seen from the figure that all 12 competencies low are also there, are number of students low in 6 to 12 competencies. The light gray showing medium level the students are maximum 4to5 competencies. There are no students who got medium level more than 7 competencies. The dark grey showing the maximum number of students at 0 competencies and then slowing decreasing up to one student in 11 competencies.



In figure 2 the frequencies of low, medium and high are shown in each emotional competency. In all competencies students in low level are maximum and in high level are less. Maximum low levels are in the organization orientation, developing others, inspirational leadership and conflict management. In teamwork low level is less and high level number of students are more. Inspirational leadership medium level number of students are very less.

TABLE : showing the means and standard deviation of the 259 adolescents in the different emotional competencies.

Emotional competencies	N	Min	Max	Mean	S D
Emotional awareness	259	1.5	5	3.22	0.62
Emotional self-control	259	1	4.67	3.05	0.61
Adaptability	259	1.83	4.67	3.08	0.61
Achievement orientation	259	1.83	5	3.70	0.69
positivity	259	1.67	5	3.55	0.75
Empathy	259	1.4	5	3.28	0.65
Influence	259	1.33	5	3.21	0.62
Teamwork	259	1	5	3.72	0.68
Coach and mentor	259	1.4	5	3.32	0.69
Organizational awareness	259	1.6	5	3.37	0.65
Inspirational leadership	259	1.67	4.83	3.25	0.60
Conflict management	259	1.2	5	3.05	0.65

By looking at the mean averages (total score for each competency divided by number of items representing the competency) table the sample adolescents studying in eighth and ninth classes are found to have highest Teamwork, Achievement orientation and Positivism when compared to other competencies with standard deviation also as high. The sample adolescents are found to have low Emotional self-control, adaptability and conflict management when compared to other competencies with a uniform and low standard deviation. The other competencies are on average.

IV. Conclusion

Adolescence is a time of rapid changes not only physical but also social and emotional development. The study concludes that in selected sample emotional competences in all dimensions are average. But the concern point is that if the emotional competences are not enhanced at this level, the needed life skills for their future roles and their mental health will be affected. Intervention helps the individual to observe and recognize his/her emotions, his/her fears, his/her communication weaknesses and his/her inhibitions. It also guides to experience mindfully an emotion in a situation, emotional communication through verbal and nonverbal expression, to experience the pain or pleasure resulting from the emotional communication on/of others, and to experience how emotion affects thought giving pain or pleasure. It will facilitate the individual to connect emotion to physiological changes in the body while experiencing in a situation.

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