



SOCIO-EMOTIONAL COMPETENCE OF ADOLESCENTS WITH RESPECT TO GENDER AND LOCALITY

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Abstract

Socio-emotional skills are the abilities and capabilities of the individual which are very essential to have command on emotions and behaviours, good relationships, appropriate decisions in difficult social situations and to accomplish desirable goals. Thus, socio-emotional competence is very important for all round development of adolescents. The present paper is a genuine attempt to study levels of socio-emotional competence with their gender and locality. In this study, a descriptive survey method was used and 100 adolescents of Anantnag District of Jammu and Kashmir Union territory were selected. Findings of the study indicated that adolescents had various levels of social-emotional competencies and no gender and locality difference was found on socio-emotional competence of adolescents. The present study has its implications for students, teachers, and parents. Development of social-emotional skills are very vital during this stage and it is possible with the active support and loving behaviour of their parents and teachers. Thus, it is the responsibility of parents and teachers to be cooperative with their wards and take some essential remedial measures to enhance their socio-emotional competence.

Keywords: *Socio-emotional competence, adolescent, gender and locality*

INTRODUCTION

Adolescence is considered the most crucial and important stage of human life. This stage has been denoted as the stage of stress and storm which includes the confusion of role in society and the urge for identity and existence in this world. During adolescence different bodily changes take place like an increase in height, muscle mass as well as the appearance of secondary sexual characters. At this stage due to misinterpretation of social situations adolescents are facing a number of problems like physical, social, mental, family problems



(Kumar & Bhat, 2019). It is the stage of development that precedes adulthood. Social-emotional skills are the abilities and capabilities of the youth by which they know and to take command of their emotions and behaviours. Socio-emotional skills help students learn to recognize what is happening inside them. It helps them to think about a situation before action. Socio-emotional competence makes students able to learn others emotions and perspectives which helps them to be empathetic and show compassion and also involves understanding how those emotions can influence social situations. With the help of socio-emotional skills, youth and adults can maintain and set up good relationships; make appropriate decisions in difficult conditions, and accomplish desirable goals. Students with socio-emotional skills improve academically, have more friends and are less likely to behave in problematic ways. So socio-emotional learning should become an important part of curriculum around the world because SEL is important to students' success in life.

NEED AND SIGNIFICANCE OF THE STUDY

The present research aimed to study the socio-emotional competence of adolescent students in relation to their gender and locality. The study will be very useful to improve the socio-emotional competence of adolescents and accordingly to take the major steps to enhance the socio-emotional competence of adolescents. Jones, Crowley, and Greenberg (2017) conducted "A study on improving socio-emotional skills in children enhancing long-term well-being and economic outcomes". The results show that the students who had acquired good socio-emotional learning competencies had long-term positive outcomes and also had a greater likelihood for the college from where they are graduating, the capability of more positive work, and are competent in family relationships. They have better physical and mental health and reduced criminal activity. Kumar and Raj (2016) administer a study on "the effect of attachment styles on the social competence of adolescent students of Kanyakumari, Tamilnadu" and found that adolescents who feel secure and insecure attachment styles differ greatly in terms of social competence. Further, adolescent girls were better at their social competencies. Findings also revealed that attachment styles are having a significant interaction effect and also of gender on social competence.

Students who had acquired good socio-emotional learning competencies had long term positive outcomes and had better physical and mental health (Jones et al., 2017). Socio-emotional skills are basic skills and improvement of these skills enhances students' learning and academic

achievement (Alzahrani, Alharbi & Alodwani, 2019). “Collaborative for Academic Social & Emotional Learning” (CASEL) is dedicated to making proof-based learning of social emotional skills an integral part of all school systems. CASEL analysed in the field of SEL and identifies these competencies as fundamental to socio-emotional learning i.e. “Self-awareness, self-management, social awareness, relationship skills, and responsible decision-making”. The above five core skills are fundamental to build social-emotional competence among adolescents. Socio-emotional skills are also contributing in promotion and enhancement of 21st century skills and National Education Policy-2020 also highlights the importance of SEL for holistic improvement of children. Therefore, this research study is very useful to gain good understanding about socio-emotional competence in that context.

STATEMENT OF THE PROBLEM

In the light of the review of the literature, the present paper is designed to study “Socio-emotional competence of Adolescents with respect to gender and locality”.

OPERATIONAL DEFINITION OF THE TERMS USED

- **Socio-emotional competence:** In the present study, socio-emotional competence means ability to take the appropriate decisions in various social contexts and it includes five core skills i.e. “self-awareness, social awareness, self-management, relationship management and responsible decision-making skills”.
- **Adolescents:-** In this study, adolescents refer to students studying at class 9th in Government and private secondary schools of Anantnag District of Jammu and Kashmir Union Territory.
- **Gender:** - In the present study gender refers to male and female adolescents.
- **Locality:** - In the present study, locality refers to the adolescents residing in urban and rural areas.

OBJECTIVES

1. To identify the levels of socio-emotional competence of adolescents of Anantnag District of Jammu and Kashmir Union Territory.
2. To compare socio-emotional competence of male and female adolescents.
3. To compare social-emotional competence of rural and urban adolescents.

HYPOTHESES

1. Adolescents of Anantnag District of Jammu and Kashmir Union Territory have various levels of socio-emotional competencies.
2. There is no significant difference in socio-emotional competence of male and female adolescents.
3. There is no significant difference in socio-emotional competence of rural and urban adolescents.

RESEARCH METHOD

For the present study, Descriptive Survey Method was used.

SAMPLE OF STUDY

In the present study, 100 adolescents were selected (including male & female, and urban & rural strata) on the basis of stratified random sampling of Anantnag District of Jammu and Kashmir Union territory.

TOOL USED

For the present study, Socio-emotional competence Scale (2012) developed by Mingming Zhou and Jessie Ee was used.

STATISTICAL TECHNIQUES USED

In the present study, Frequencies, Percentage, Mean, Standard deviation (SD) and 't' value statistical techniques were employed.

RESULTS

In the light of aforesaid objectives, the results of the study are given below:

Table No. 1

Levels of Socio-emotional competence of Adolescents (N-100)

Levels of Socio-emotional competence	Male Adolescents (Frequencies & %)	Female Adolescents (Frequencies & %)	Total Adolescents (Frequencies & %)
High	22	14	36
Average	09	15	24
Low	22	18	40
Total	53	47	100

Table No.1 indicates that adolescents have different levels of socio-emotional competence. Out of 100, 36% adolescents have high level, 24% adolescents have average level, and 40% adolescents have low level of socio-emotional competence. 22% male adolescents and 14% female adolescents have high levels of socio-emotional competence while 22% male adolescents and 18% female adolescents have a low level of socio-emotional competence. Therefore, Hypothesis No. 1 “Adolescents of Anantnag District of Jammu and Kashmir Union Territory have various levels of socio-emotional competencies” has been accepted. Hence, it may be concluded that adolescents had various levels of socio-emotional competencies and the majority of adolescents (40%) had a low average level of socio-emotional competency.

Table No. 2

Comparison of Male and Female Adolescents on Socio-Emotional Competence

Gender	N	Mean	S.D	‘T’ Value	Significance
Male	53	73.77	6.14	0.40	Not significant at any level (0.05 and 0.01)
Female	47	73.28	6.01		

Table No. 2 reveals that male adolescents have mean-73.44, sd-6.14, while female adolescents have mean-73.28, sd-6.01, and ‘t’ value is 0.40 which is less than table value and also not significant at any level of significance. Thus, Hypothesis No. 2 “There is no significant difference in socio-emotional competence of male and female adolescents” has been accepted. Hence, male and female adolescents had the same socio-emotional competencies.

Table No. 3

Comparison of Rural and Urban Adolescents on Socio-Emotional Competence

Locality	N	Mean	S.D.	T value	Significance
Rural	56	73.89	5.84	0.65	Not significant at any level (0.05 and 0.01)
Urban	44	73.09	6.36		

From the Table No. 3, it can be interpreted that Rural adolescents have mean-73.89, sd-5.84, while Urban adolescents have mean-73.09, sd-6.36, and ‘t’ value is 0.65 which is less than table value and also not significant at any level of significance. Thus, Hypothesis No. 2 “There is no significant difference in socio-emotional competence of rural and urban adolescents” has been accepted. Hence, it may be concluded that rural and urban adolescents had similar socio-emotional competencies.

EDUCATIONAL IMPLICATIONS

The finding of the present study had its implications for stakeholders. Students need to develop socio-emotional competence to adjust adequately to the changing environment and to be prosperous, integrated and successful in their lives. Therefore, students should attend different social activities and try to remain emotionally stable and balanced. With this competence, they gain more confidence, have better behaviour and memory. This study found that socio-emotional ability is attributed to positive academic performance of the student. Thus, teachers should be well aware about the importance of socio-emotional competence and accordingly, they will create a favourable environment in schools so that adolescents get an opportunity to gain an adequate level of social-emotional competence. Teachers should try to create different situations in schools so that socio-emotional competence of adolescents should be enhanced. They may organize some enhancement programmes to improve socio-emotional competence among adolescents. Findings indicate that parents should create a socio-emotionally positive environment at home so adolescents may attain socio-emotional competence appropriately and motivate students to be in touch with different social activities. The results of this study could be implemented to create knowledge among policy makers about the need and significance of socio-emotional competence so educational policy makers should frame curriculum in such a manner that the students can learn different aspects of culture and enhance socio-emotional competence skills.

CONCLUSION

The present paper is designed to know levels of socio-emotional competence of adolescents with their gender and locality. Findings indicate that adolescents have various levels of socio-emotional competencies. Some adolescents are very high; some are average and some have low levels of socio-emotional competence. Further the study reveals that there is no gender and locality difference on socio-emotional competence. The study had its implications for different stakeholders to provide a favourable environment by which students can make the right decisions in the difficult social situations/contexts and be well-adjusted in the society. Studies show that students with socio-emotional competence are less likely to behave in problematic ways. Thus, socio-emotional learning should become an important part of curriculum around the world because SEL is important to students' success in life.

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WEB SOURCES



- <https://www.cfchildren.org/what-is-socio-emotional-learning/>
- <https://www.sciencedirect.com/science/article/abs/pii/S0160289606000535>
- <https://www.ibe.unesco.org/en/glossary-curriculum-terminology/s/social>
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