

**A STUDY OF
EMOTIONAL COMPETENCY AMONG COLLEGE
STUDENTS OF NAGALAND IN RELATION TO
THEIR ACADEMIC ADJUSTMENT**

Thesis Submitted for the Degree of Doctor of Philosophy in Education



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DECLARATION

I hereby declare that the Thesis entitled “A STUDY OF EMOTIONAL COMPETENCY AMONG COLLEGE STUDENTS OF NAGALAND IN RELATION TO THEIR ACADEMIC ADJUSTMENT”, submitted by me to Nagaland University, Kohima Campus for the award of the Degree of Doctor of Philosophy in Education (Ph.D., in Education) is the result of my original and independent research work undertaken and carried out under the supervision and guidance of Dr. Rakesh Rai, Professor, Department of Education, Nagaland University and it has not been submitted for the award of any degree in any other university or institutions. I further declared that the materials obtained from other sources have been duly acknowledged and that, the Thesis is free from any plagiarism based on the check carried out through ‘URKUND’ plagiarism detection tool on 15/10/2018. This Thesis is submitted to Nagaland University for the degree of Doctor of Philosophy in Education.

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CERTIFICATE

This is to certify that Ms. Ikali V. Chishi with Registration No. 609/2014 from the Department of Education, Nagaland University has completed his Ph D Thesis entitled, **“A Study of Emotional Competency Among College Students of Nagaland in Relation to their Academic Adjustment”** under my supervision and guidance. The data collected and the facts reported in this study are genuine and original to the best of my knowledge.

The Thesis is fit and ready for submission for the award of PhD Degree in Education.

Prof. Rakesh Rai

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“Too often we understand the power of a touch, a smile, a kind word, a listening ear, an honest compliment or the smallest act of caring, all of which have the potential to turn a life around.”

Leo Buscaglia

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(IKALI V. CHISHI)

(Research Scholar)

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CHAPTER – I

INTRODUCTION

CHAPTER- I

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

From infancy, the individual develop primary perceptions in the form of self, as “awareness of me” and learns to differentiate himself from the outer world. The basic assumptions of self related to real values and possibilities are based on realization and interpretation of physical separation leading him to frame a sense of self identity or real self and gradually develop his ‘ideal self’. This differences of real and the ideal self not only leads him to serious inner conflicts but it affects his basic assumptions and makes him to develop few consistent ways of understanding, thinking and acting in a characteristic ‘modus operandi’ or life style, which happens to be the most powerful explanatory tool of personality by approval or disapproval of his own behaviour.

Like the other aspects of personality, emotions play an important role in the display of the individual’s behaviour. Emotions are present in consciousness and it has been identified since infancy. Emotional state may be termed as psychological conditions or as a physiological conditions modified by cognitive glosses, where physiological arousal emerges as an essential factor which is directed by the present cognitive aspect evaluated by the past experience. The assessments of our emotions are immensely effected by an individual’s capabilities in handling socio-cultural factors. Emotions can bring pleasant as well as unpleasant feelings and experiences so it is important to understand and learn to integrate these feelings for caring and protecting oneself and making competent decision for improving healthy life. Making right decision and trusting oneself enable us to learn how to integrate our emotions, interpret those feelings to relate with life and create balance. Individual become maladjusted with lower self-esteem if their emotions are ignored and processed in unhealthy manner.

The ability of how an individual release their inner feeling and express it spontaneously is referred to as emotional competency. This means being able to be comfortable around others and how successfully an individual control, direct and express their emotions determines its effectiveness. Emotional Competency is an important social skill which determines an individual's capability in handling various emotions in oneself and others and a useful aspect of being human. Emotions are feelings which the individual had to integrate for protection, self care and make competent decision to improve on health and quality of life. Anger protect us from potential harm or hurt and it gives a person the strength to repel the aggression, sadness assist us in the loss of important thing or people by providing us the grieving process for healing and personal growth, fear enable us to react to danger and speed up our actions for self protection, happiness gives encouragement to our soul to release joy and inner energy and smiles and laughter balances our physiological and psychological health. From this, it can be seen that emotions are an important traits of human life. Emotionally competent people are those individual who can identify various emotions, express them according to the demanded situation and are able to understand their own needs and respect the needs of other as they do not suppress the feelings of others.

1.2 A BRIEF INTRODUCTION OF NAGALAND

Nagaland is a vibrant hill State located in the extreme North-Eastern end of India, bounded by Myanmar in the East, Asom in the West, Arunachal Pradesh and part of Asom in the North with Manipur in the South.

Nagaland became the 16th State of Indian Union on 1st Dec 1963 by an amendment in the Constitution of India. It has an area of 16,579 sq km with a population of 1,980,602 as per 2011 census. The literacy percentage according to 2011 Census is recorded as 80.11% with Male as 83.29% and Female 76.69% respectively. It is divided into eleven Districts: Kohima, Phek, Mokokchung, Wokha, Zunheboto, Tuensang, Mon, Dimapur, Kiphire, Longleng & Peren.

Table 1.Comparative decadal literacy percentage of India and Nagaland

Year	1961	1971	1981	1991	2001	2011
India	24.01	29.48	36.23	52.21	65.38	74.04
Nagaland	17.91	27.40	42.57	61.65	67.11	80.11

Sources: Census of India 2011 Nagaland series 14.

Nagaland is a home to 16 major tribes who are known for their own distinct and fascinating cultures. The distinctive character and identity of each tribe in terms of Tradition, Custom, Language and Dresses is clearly discernable to the visitor. The respective tribal festivals are celebrated at interval all over the State. Agriculture is the most important economic activity and other significant economic activity includes forestry, tourism, insurance, real estate and miscellaneous cottage industries.

Nagaland's climate is pleasant throughout the year, making it one of the favoured tourist destinations in the North-Eastern region. There are ample opportunities for adventurous tourists as it is ideal for trekking, rock climbing, jungle camping etc. It offers limitless exploration possibilities in its lush and verdant sub-tropical rain forest which are also a treasure trove of a Plethora of medicinal plants.

Earlier, there was no formal and systematic way of imparting education in the Naga society. However, the existence of indigenous 'Morung' fulfils the needs of the youth. Both boys and girls have their own dormitories where they were taught informally by the village elders relating to war tactics, ancestral folksongs, folktales, weaving, carving, diplomacy, religious rites, customary laws, skill of conduct, social ethics, duties, responsibilities etc.

Western education was first brought by the Christian Missionaries to Nagaland with a means of winning the Nagas to the Christian faith. The British government introduced Western system of education assisted by the Christian missionaries to

bring Nagas in touch with modern civilization. The education of the Nagas boosted up after the arrival of the American Missionaries, who were the first one to introduce formal system of education. After independence much attention was paid for the spread of education and number of educational institutions has expanded all over Nagaland with improvement in quality of education.

1.3 HIGHER EDUCATION IN NAGALAND

Human resource is now universally recognized as the most fundamental of all economic resources. The importance of higher education is accelerating the pace of socio-economic transformation of society through the development of highly skilled man power has been duly recognized. Now the role of higher education is constantly growing and knowledge based industries are now occupying the central place in the development process of a nation. Today we are passing through a significant economic and technological transformation under this environment, the system of higher education needs to be strengthened to equip students with adequate skills and knowledge and to enable the participation in the emerging knowledge society. For students to compete with the rest of the world, we need quality education with a greater emphasis on technology enhanced skills development. Nagaland has a progressive educational infrastructure at the school, college and university levels. The history of education in Nagaland dates back to 1878 when the first school was started in the Naga Hills. Higher education was started in 1959, when Fazl Ali College was established in Mokokchung. At present there are 64 colleges affiliated to Nagaland University. Recently Global Open University, ICFAI University and many colleges are also functional in Nagaland under private sector.

Higher education is concerned with the process in more advanced phase of human learning, where students are mentally mature and capable to analyze, synthesize and grasp concepts and ideas of all kinds of abstract level. Higher education aims at attaining equity, equality and excellence with social justice through knowledge generating processes by way of teaching, research and extension programmes. Higher education influences all levels of education. It affects every field

of human endeavour by providing human resources for production, planning, management and scientific and technological development. It therefore influences the future of the state and the nation. It contributes immensely towards national development through dissemination of specialized knowledge and skill. Higher education is important for its role in advancement of the frontiers of knowledge, discovery of newer technologies and their application in industry, business and agriculture for the betterment in the life of the people. World Bank states, “higher education is of paramount importance of economic and social development. Institutions of higher education have the main responsibility in government, business and the profession”. UNESCO emphasized that “state and society must perceive higher education , not as burden of federal budgets but as long term domestic investments in order to increase economic competitiveness, cultural development and social cohesion”. Higher education system is also at the level which prepares personnel for all other levels of education and expertise for greater variety of jobs that have to be manned in the social, economic and cultural sectors. Therefore, higher education in any society is of vital importance in the whole educational system. If good primary and secondary education are like the strong stems of trees of society, higher education is like the fruits of these trees which are reaped in the form of socio-economic, industrial and technological development ultimately leading any nation towards better quality of life. Being at the apex of the educational pyramid, it has its own importance and place in almost all the societies of the world. In recent years, the scenario of higher education has undergone a sea level change and prospect of higher education has become more competitive and challenging.

The state development model envisages higher sustainable and inclusive growth. To meet these goals, Nagas have to enable science and technology education, research and innovation to play a leading role. Research is unfortunately not a preferred option in the colleges. To promote healthy environment for research, there is a need to increase fellowships, interdisciplinary, inter-colleges, inter-university organisation, collaborations and establish industry incubation parks. The youth has to be equipped with capacity and expertise. Large scale formal vocational training is required for developing a capable workforce. Educational institutions have to usher more responsibility and accountability to elevate Nagaland to greater heights.

Keeping pace with the challenges ahead and move forward with time and space, it is important to impart quality higher education in the state. Quality assurance in higher education is the need of the hour. The UGC has made it mandatory that all higher education institutions undergo assessment and accreditation at the earliest. The immediate need is to reach out to the non- accredited colleges for the creation of awareness for getting accreditation from NAAC.

1.4 IMPORTANCE OF EMOTIONAL COMPETENCY

Emotions are important dimension of individual experience. It is a character that consists of one's feeling and which are cause by situation to live a meaningful life, an individual requires experiences and enjoyment of the wide range of emotions but many of us are afraid to explore our emotions and some are even uncomfortable to express emotions because they are unable to understand and recognise what emotions are, how to react or what situations it can be helpful. Many at times we tend to ignore our true feelings and some started to develop negative emotions which begin to overpower our lives and makes an individual to live a lonely life while others experiencing positive emotions tend to be happy and contented.

Emotions can be easily understood if we try to understand our own feelings, learn from daily experiences by encountering ups and downs, by enjoying both feeling of contentment and loss. How successful we respond to emotions in ourselves and others will determine how competent and successful we are in handling our emotions. Improving our emotional competency can provide many benefits throughout our life. An individual who is competent emotionally will develop better relationship with others lead a contented life and develop a better insight about the effects of negative and positive emotions. This will reduce much of the stress in life and an individual can feel relief and enjoy greater peace of mind.

Emotional Competency is very important and is a constructive force which shapes the behaviour of an individual and is related in making them to be socially adaptable, understand oneself better and have a rational thinking. Emotionally

Competent people will express emotion appropriate to situation and according to need and as an individual increases their emotional competency, they likely experience a positive change in their life. People who tend to have negative emotions will develop more destructive thoughts and behaviour making them to be anxious, isolated, confused and frustrated with life.

1.5 IMPORTANCE OF ACADEMIC ADJUSTMENT

Students beginning college usually have expectations about college life long before actually leaving home. Some look forward to college and are eager to experience more freedom and adventure. Others may be excited initially about college but then discover that the actual experience falls short of their expectations. They do not feel comfortable, happy or secure in their new environment. There are some students who know that it is difficult to leave home and therefore, dread the thought of packing and going to college. No matter what they anticipate, every student meets challenging obstacles or experiences in the college that they do not expect. Positive life changes produce stress and certainly the changes involved in leaving home for college are demanding and can lead to varying emotions including loneliness, sadness, and worry. These feelings are typical and part of the normal developmental transition to college. As the students enters college, the changes that they experience are increased personal freedom and responsibility, time management, different surroundings and relationships at college and changing relationships with family and friends from home etc

Adjustment is a psychological concept that refers to the behaviour that permits people to conform to the demands of the environment. A college is a new environment that sees the different requirements among the students. Life at the college can be challenging and exciting and an increased personal freedom can be frightening and wonderful. College life presents the chance to become more individualistic. The student is confronted with the new found freedom as parental control ceases. The student has to rebuild their relation in a new environment and this often causes physical and mental distress. Bad adjustment with the college life may

force the student to leave the institution. College life is drastically different from school; they get uneasy as they adapt to academic, personal, social and lifestyle changes that the college presents. It is widely recognised that school graduation is not sufficient to prepare students for academic and social independence at the college. It is a cause of concern as an adjustment to the college environment is considered as an important component in predicting college outcomes. The students deal with the transitional problems differently as some deal adjustment problems constructively while others feel overwhelmed and fail to cope with college life.

Adjustment is considered as primary indicators of success in college life as it indicates the student's ability to confront the problems resulting from fulfilling his academic, societal and emotional needs. By achieving adjustment with the college life the students will be able to forge a kind of good relationship with others leading them to enhance their academic accomplishment. Adapting with the college life can be a potent indicator of the academic level of the students from one hand and the level of social relations development and attaining personal goals from the other hand. The phase of college life is an important component of the student's life as they moved from totally dependent on the teacher, curriculum and family into complete independence. Moreover many students move away from their hometowns to new places causing a modification in their psychological, social and cultural environment, which may affect their adjustment in the college.

Our society is ever-changing society and with the passing of time, the needs of human beings are developing day by day. The people today are facing contradictions and hence facing difficulty in adjusting to the surroundings. As a social animal, man needs society and to remain in society he has to adjust with the values of the society. Man cannot live happily without social adjustment and he has to adapt to the changing circumstances of the society. An individual experiences a form of emotional tension, impatience and uneasiness when they cannot adjust themselves to the surrounding.

The world today is characterised by disturbed interpersonal relationship and psychological disorder, computer is making students behave like a machine demanding excessive concentration and quick response. This naturally poses a menace to the student's ego and adjustment mechanism. Materialism occupies a substantial position in the present world situation. Everyone possesses inclination to struggle and to profit more and more power in all walks of life than ever before. The students are demonstrating and agitating and tensions are agitating the minds of the young people. Having a tense mind cannot adjust properly to any situation as it is a well recognized fact that healthy adjustment is necessity for normal maturation of an individual. Education trains the individual for healthy adjustment in various life situations of the present and the future. It is recognized that college life has its own challenges and demands, failing to meet these needs and obstacles will cause academic, psychological and social problems for the student who is mostly affected by those problems. Hence, it is important to lead students to achieve adjustment in order to avoid those problems and accomplish their goals.

1.6 NEED AND IMPORTANCE OF THE STUDY

Cognitive intelligence has received much attention as the single most significant predictor of human functioning but emotional competency cannot be ignored as it has proven that, the more competent an individual is emotionally, the more success they become. Emotional Competences is a skill that can be developed and used in many ways in emotion related aspects. It is important that young people should be trained to develop the ability of identifying their emotions and should be able to determine the ways of handling them. An individual who has effective orientation will not avoid the problems pertaining to emotions rather they try to identify the cause and resolve problems in constructive ways.

The social surroundings determine the emotional development of the individual. How a child is brought up or the relationship the adults of the family had with the child will contribute to child's understanding of emotions. This attachment pattern will have an impact in children's emotional competence. If a child is brought

out in an environment which is open and expressive, tends to develop stable emotional state. A child brought up without love, care and support tend to regulate ineffective emotions which may hinder healthy association with others and they may face difficulties in social life.

Adjustment is a state of balanced relation to the environment where one is able to get satisfaction for one's needs and to meet without fear or hesitation the demands of physical and social life and one can distinguish better adjustment with others and oneself. High order development of human resources, which is central to all sorts of achievements in general and academic achievement in particular, depends on the extent to which its natural potentialities had been encouraged and harnessed. Both educationist and psychologist had a great concern with the matter of magnitudes of adjustment for quite a long time as academic performance is an adjustive behaviour and to realize their maximum potential depends on their ability to adjust to psychological situations encountered. Social adjustment is very important for the students as they find it hard to survive in a competitive environment around them and to seize educational opportunities according to their interest and calibre. Student at the college level is a period of revolutionary change where individual's personality develops into new dimensions. It is a kind of foundation on which based the entire future life of an individual. So, how these changes are taken care of, shapes the future life pattern of the individuals in different walks of life as adjusted or maladjusted.

Emotional Competency is very important constructive force predicting the success of an individual, so a need was felt to do research in this field in order to examine and assess the relationship between emotional maturity and ways of coping with emotions in different situations especially with academic adjustment among the students who are pursuing higher education. With rapid changes and development in the field of education, social and family life, competition level, unemployment problem, job opportunities reaching saturation point etc., it was felt that the students should be emotionally competent and should possess emotional skills such as, ability to interpret, adjust and manage emotions which may serve as a protective factor against risk taking behaviour among emerging adult's. A need was also felt to study

how competent they are emotionally because without emotional efficiency, students cannot learn properly and may not be successful socially as well as academically. Emotionally Competent people do not suppress their emotion, which in turn can lead to improving their health and their relationship with others.

1.7 JUSTIFICATION OF THE STUDY

The present study, “A Study of Emotional Competency among College Students of Nagaland in Relation to their Academic Adjustment”, is done with an aim to study emotional competencies of the college students and how they cope with emotions in different situations especially to academic adjustment because without emotional efficiency and adjustment they cannot be successful socially and academically.

As no study has been done so far in this area, the Investigator felt that it is right to do research on emotional competency in relation to academic adjustment since they are two cardinal dimensions of a person’s behaviour and it was felt that a knowledge of the relationship between the two variables would be enriching and useful and also to suggest measures for improvement in the quality of education as well as quality of life for successful living.

1.8 STATEMENT OF THE PROBLEM

The study is undertaken to examine how competent students are emotionally and how well do they adjust to academic environment because emotional competency and adjustment can be a strong predictor of life success. The ability to distinguish and discriminate emotion is important for individual’s development and it may be influenced by their initial orientation related by their emotional problem. In Nagaland, with rapid changes in the field of education, social and family life, our society is facing severe problems like unemployment where job opportunities are reaching saturation point, competition between educated youths are becoming intense, formal

education becoming more expensive and students lifestyle are becoming more materialistic etc.

Keeping this in mind, the research problem undertaken was titled as, “A study of Emotional Competency among college students of Nagaland in relation to their Academic Adjustment”. With the intention to examine how well do they cope with emotions in different situations and how do they adapt to academic life in the college. With the challenges ahead of them after college education, they need to be competent emotionally because without emotional efficiency they may not be successful socially and academically.

1.9 OPERATIONAL DEFINITION

In order to have a better understanding of the concept, the key terms used in this study are briefly explained as:

- 1.9.1 EMOTIONAL COMPETENCY- Refers to the ability of how an individual release their inner feelings and express their emotions spontaneously.
- 1.9.2 ACADEMIC ADJUSTMENT- Refers to having a positive attitude toward setting academic goals, completing academic requirements. The effectiveness of their efforts to meet these requirements and their academic environment.
- 1.9.3 COLLEGE STUDENTS- College students here refer to final year students studying in Arts and Science streams at bachelor’s degree level in Kohima.
- 1.9.4 LOCALITY- Locality here refers to the student’s coming from rural and urban background.

1.9.5 GENDER- It is biological division of individual assigned at birth based on anatomical differences as male or female. Gender here refers to male as a boy and female as a girl of college students of Kohima.

1.9.6 STREAM- Stream here refers to students studying in Arts and Science colleges.

1.10 OBJECTIVES OF THE STUDY

1.10.1 To find and compare the various dimensions of Emotional Competency of college students in relation to their Gender.

1.10.2 To examine and justify the various dimensions of Emotional Competency of college students in relation to their locality.

1.10.3 To find out the various dimensions of Emotional Competency among college students in relation to their streams.

1.10.4 To examine and justify the Academic Adjustment of college students.

1.10.5 To explore and find the correlation between Emotional Competency and Academic Adjustment among college students.

1.10.6 To suggest measures for improvement of Emotional Competency and Academic Adjustment of college students.

1.11 HYPOTHESES

1.11.1 There is no significance difference between male and female college students in their Emotional Competency.

1.11.1.1 There is no significant difference between male and female college students in their adequate depth of feeling.

- 1.11.1.2 There is no significant difference between male and female college students in their adequate expression and control of emotions.
- 1.11.1.3 There is no significant difference between male and female college students in their ability to function with emotions.
- 1.11.1.4 There is no significant difference between male and female college students in their ability to cope with problems of emotions.
- 1.11.1.5 There is no significant difference between male and female college students in encouragement of positive emotions.

1.11.2 There is no significance difference between students coming from rural and urban background in their Emotional Competency.

- 1.11.2.1 There is no significant difference between students coming from rural and urban background in their adequate depth of feeling.
- 1.11.2.2 There is no significant difference between students coming from rural and urban background in their adequate expression and control of emotions.
- 1.11.2.3 There is no significant difference between students coming from rural and urban background in their ability to function with emotions.
- 1.11.2.4 There is no significant difference between students coming from rural and urban background in their ability to cope with problems of emotions.
- 1.11.2.5 There is no significant difference between students coming from rural and urban background in encouragement of positive emotions.

1.11.3 There is no significance difference between Arts and Science students in their Emotional Competency.

1.11.3.1 There is no significant difference between Arts and Science students in their adequate depth of feeling.

1.11.3.2 There is no significant difference between Arts and Science students in their adequate expression and control of emotions.

1.11.3.3 There is no significant difference between Arts and Science students in their ability to function with emotions.

1.11.3.4 There is no significant difference between Arts and Science students in their ability to cope with problems of emotions.

1.11.3.5 There is no significant difference between Arts and Science students in encouragement of positive emotions.

1.11.4 There is no significant difference between male and female college students in their Academic Adjustment.

1.11.5 There is no significant difference between students coming from rural and urban background in their Academic Adjustment.

1.11.6 There is no significant difference between Arts and Science students in their Academic Adjustment.

1.11.7 There is no correlation between Emotional Competency and Academic Adjustment among college students.

1.12 DELIMITATIONS

The study was delimited in the following area:

1. Present study was delimited to only Kohima district.
2. Present study was delimited only to college students.
3. The investigator covered only three variables i.e., Gender, Locality and Arts and Science streams.

CHAPTER – II

REVIEW OF RELATED LITERATURE

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

To take up any meaningful research work, related literature and findings are indispensable. It provides the new researcher the glimpse of research steps and procedures as to how he should proceed towards an inference of his study. It reflects wider concept and idea to the investigator about his selected problems under study and thereby becomes more experienced in addressing the problems.

The review of related literature has been given under two headings viz:

1. Studies done in India.
2. Studies done Abroad.

2.2 STUDIES DONE IN INDIA

Lavanya M (2016). “A study on the emotional competence, thinking style and work motivation of B.Ed. teacher’s trainees in relation to effectiveness in teaching.”

This study was intended to find out the relationship of emotional competence level with various demographic variables.

The findings of the study revealed that B.Ed. teacher trainees have average level of emotional competence. In comparing with the components of emotional competence, gender, locality and type of institutions differed significantly in related to adequate depth of feeling whereas, it did not differ with marital status, educational qualification, teaching experience and family annual income. With related to expression, control and functioning of emotions, B.Ed. teacher trainees differ significantly only in family income and locality but did not differ in other variables. Emotional competence components did not differ with all demographic variables in respect to ability to cope with problem emotions. Gender and teaching experience differed in enhancement of positive emotions. This study also found that marital

status and educational qualification did not differ significantly with all the five dimensions of emotional competence.

R. BalaKrishnan and G. Raju (2015). “Emotional competency and social competency of teachers at the higher education level.”

In this study, the researcher brings out the emotional and social competencies of teachers at higher education level. It was found that more practices and policies to support and foster educators’ emotional and social competencies are needed. Schools must overcome the wrong assumption that all educators naturally possess these abilities in equal measure but these abilities must build through workshop and other forms of support. The major findings revealed significant relationship between mean scores of emotional and social competencies of teachers at higher education level. Male and female teachers at higher education level differ significantly in their emotional competency in terms of their sex and type of school and a significant difference exists between the mean scores of social competency of higher education level teachers in terms of their sex and type of school.

Khatoon and Humiera (2013). “Emotional intelligence and self-concept as correlates of academic achievement of student teachers.”

Two government and private unaided B.Ed. colleges of Gulbarga district of Karnataka were selected randomly. Self concept Inventory by Agarwal (2002) and Emotional Intelligence Scale by Parek and Trivedi (1994) were used for data collection. Academic achievements of students were taken from school records. Mean percentage analysis and Pearson’s product moment correlation-technique was used for analysing data. The ‘t’ test was employed to study the significance of difference between the mean scores of student-teachers on emotional intelligence, self-concept and academic achievement.

The findings revealed that academic achievement was significantly correlated with emotional intelligence and self concept. There was significant difference in academic achievement of student-teachers at different levels of emotional intelligence

and self-concept and significant difference in interactive effect of emotional intelligence and self-concept on academic achievement was found.

Surender Sharma and Suman Lata (2013). “Compare student’s emotional competence with gender and type of institute.”

The main aim of the study was to compare emotional competence among students studying in K.V (Kendriya Vidyalaya) and Non K.V schools. It was hypothesized that no significant difference of emotional competence among students studying in K.V and non K.V schools.

The finding of the present study revealed that emotional competence of K.V students significantly differ from non K.V students. Another finding indicates that gender does not affect emotional competence.

Sunil Kumar (2012) conducted a “study of emotional competence of male and female and rural and urban teachers.”

The Emotional Competence Scale (ECS) by H.C. Sharma and R. Bharadwaj was used to assess the effectiveness of teachers.

The finding of the study revealed that gender does not affect the emotional competency level of the teachers but age and type of institute affect the emotional competency level.

Sangeeta and Chirag (2012). “Adjustment problems of college students in relation to gender, socio-economic status and academic achievement.”

The investigators have conducted a study of adjustment problems among college students. The main objective of the study was to identify the adjustment problems of under graduate college students and its relationship with academic achievement.

The result of the study indicates that college students have a satisfactory level of adjustment and there is a significant relationship between academic achievement

and adjustments of college students. Significance differences in the college adjustment are also found in relation to gender and socio-economic status.

Holeyannavar and Itagi (2012). “Stress and emotional competence of primary school teachers.”

The aim was to study and identify the relationship between stress and emotional competence of teacher.

The result revealed that teachers have average to high levels of stress and average to competent level of emotional competence. Work experience and age were found to be related to stress. Negative and highly significant relationship was observed between the stress and emotional competence of teachers.

Singh B.P. (2013). “Adjustment of teachers working in secondary schools in Haryana in relation to sex, place of working, marital status and academic results.”

The findings of the study revealed that the difference between the teachers working in rural and urban area was found to be significant as teachers working in urban area were found to be better adjusted than teachers working in rural area. Highly adjusted teachers “shows better results than less adjusted teachers”.

Thukral & Kaur (2010). “The relationship between adjustment and job satisfaction of teachers.”

This study has been conducted to find out the relationship between adjustment and job satisfaction of teachers and found no significant difference in the level of adjustment and job satisfaction in related to gender. Findings also revealed that there exist no significant difference in the level of adjustment and job satisfaction among science as well as arts teachers.

Singh and Dhingra (2005) studied the “emotional competency and anxiety among diagnosed hospitalized alcoholics: a psychological analysis.”

This study sought to find out emotional competency and anxiety level of the diagnosed hospitalized alcoholics and to assess the inter co-relation variables of stress, anxiety and emotional competency.

The findings of the study found that the main dimensions of Emotional Competency are more consistent on the various dimensions of anxiety and show highest score on the variables of guilt, tensions, proneness and suspiciousness levels.

Sindhu, I.S. (2005) study on “teacher’s motivation, student adjustment and their academic achievement.”

This research studies teacher’s motivation, student adjustment and their academic achievement.

This study indicated that with related to achievement, no significant difference was found between boys and girls and most students displayed average and above average adjustment with school environment. The girls displayed superior adjustment as compared to the boys.

Upadhyay & Upadhyay (2004). “Emotional stability and academic achievement of boys and girls at secondary level.”

The aim was to find sex differences in emotional stability and academic achievement and to assess relationship between emotional stability and academic achievement.

The main findings of the study shows that boys were significantly emotionally stable than girls and no significant difference were found between boys and girls in academic achievement. There was no significant relationship between emotional stability and academic achievements of the Students.

Gakhar (2003). “Emotional maturity of Students at secondary stage, self-concept and academic achievement.”

The main objectives was to find the relationship between emotional maturity and intelligence, self-concept and academic achievement, and to assess the differences in the emotional maturity in related to gender, locality, government and private schools; hosteller and day scholars, children of working and non working mother's.

The findings of the study reveal that intelligent person is more capable of controlling their emotions and has the ability to use their emotions as per the demand of the time.

Mittal & Bajaj (2003) studied the “pre-schoolers intelligence as affected by mother's emotional maturity.”

The main objectives were to study the intelligence level of pre-schoolers, emotional maturity of working and non-working women and to assess the relationship between mothers 'emotional maturity and preschoolers' intelligence.

The main findings reveal that the mother's emotional maturity is correlated to their children's intelligence. Children who receive maternal love, healthy home environment and proper care facilities develop an intellectual competency in his future life. Working woman was found to be more emotionally matured than non-working woman.

Manpreet (2002). “A study of adjustment pattern on primary school teachers in Haryana.”

The main aim was to study the adjustment pattern of primary school teachers.

With related to adjustment pattern no significance was found in male and female, rural and urban, highly qualified and low qualified, government and private teachers, high age group and low age groups, married and unmarried teachers working in primary schools situated in rural and urban areas. Also no significant difference

was found between teachers working on full pay scale in government primary school and teachers employed on fixed salary in private and public schools.

Verma and Larson (1999). “An adolescent is more Emotional - A study of the daily emotions of middle class Indian adolescents.”

The objectives of the study were to assess whether adolescents experience more emotional swings than their parents and to evaluate the relationship of their emotions to their psychological adjustment.

The finding shows that girls were significantly more positive only on friendly-to-angry than did boys. Indian middle class adolescents’ average emotions and activation states differed little from their parents; they experienced wider emotional swing with more negative and extreme positive states. Negative states often stemmed from the stress of school while positive states were more often related to the joys of peer association and leisure activities. Family, peer and school variables were primarily related to the balance of positive and negative affect rather than to emotional variability.

Garg (1996) conducted a “study on ego-strength and sex correlated of emotional competencies among adolescence labour.”

The aim was to determine the impact of parental treatment, effect of sex on emotional competency among adolescent labour and to assess the interaction between parenting models and ego-strength.

The findings of the study reveals that emotional competencies among adolescent labour in relation to different parenting models, ego strength and sex have been a thought provoking experience , which remains the neglected class of society for socio-physiological researches. Parenting dimensions like acceptance, over intelligence, overprotection, severe discipline, severe moralism, material adjustment and realistic role expectation are associated in inculcating various emotional competency among adolescent labour.

Sharma (1994) studied on “emotional competency and sex as correlates of psychogenesis needs among handicapped and non-handicapped children.”

The main objectives was to study the impact of Emotional Competency on psychogenic needs among children, to analyse the effect of sex on psychogenic needs, the affect of types of children on psychogenic needs among children and study the interaction between Emotional Competency and sex affecting psychogenic needs.

The finding of the conducted study reveals that the present investigation seems to be just the first step in this direction and there are still miles to go before the goal achieved.

Suderarajan (1994) studied “relation of self concept and various dimensions of adjustment of secondary school teachers.”

Result confirms that female teachers had better health adjustment but in school adjustment and emotional adjustment male teachers were found better than female teacher's. Except health adjustment postgraduate teachers were found to be better than graduate counterparts. Humanities group were better than science group in health adjustment. Except home adjustment, the other areas of adjustment teachers with high self concept were better than their counterparts with low level of self concept.

Saxena J (1995) studied “effectiveness of teacher toward teaching profession.”

The finding state, teacher whether effective or not receive satisfaction from work and have good attitude toward work and found to be well adjusted but effective government, female, urban, untrained and science teachers had better adjustment as compared to rural, private, male, younger and arts teacher.

Ritu (1993) conducted a “study on personality factors and Emotional Competency of the handicapped and non-handicapped children and different socio-economic status.”

The main objective was to study the interaction between handicappedness and non-handicappedness where socio-economic status affect the personality and emotional competency among children.

The major finding reveals that disability happens to be a cause not only to the sufferers but also to the family members, friends and even to the society but manifest socio-economic status should be deemed as a social reality. The need is to provide an opportunity not only the disable but also to those who are not developing the positive life on venturous and Emotional Competency regarded for developing fully functioning person.

Manral, Bheema (1988) investigated the “relation between emotional maturity and academic achievement.”

The main objective was to study whether emotional maturity and academic achievement are related to indiscipline behaviour tendency. Emotional regression was related to student’s union activities. Indiscipline behaviour was also related to prolonged deprivation.

The findings reveal that Emotion was related to indiscipline behaviour. Instability in emotion effects behaviour in classroom, student’s union activities and behaviour in miscellaneous situation. High deprived students differed from low deprived students of emotional maturity, behaviour in library, behaviour in examination and indiscipline behaviour. High achievement differed from low achievement on emotional maturity and all variables of indiscipline behaviour and high indiscipline students differed significantly on prolonged deprivation, emotional maturity and achievement from low indiscipline students.

Sabapathy, (1986). “A study of the relationship of manifest anxiety emotional maturity and social maturity of standard X students to their academic achievement.”

The main objective of the research was to find the relationship between manifest anxieties, emotional and social maturity to academic achievement and to find the significant predictors of the academic achievement.

Emotional and social maturity was positively related to achievement whereas manifest anxiety was negatively related to achievement. English medium school students were found to be better in all areas of academic achievement, private school students scored better than government school students. The result also revealed that emotional, social maturity and socio-economic status were found to be significant predictors of academic achievement.

Arya, A. (1984). “Emotional maturity and value of superior children in family.”

The intention of the research was to analyse the relationship between intelligence, values and emotional maturity of superior children.

The study reveals that superior boys and girls did well on the emotional maturity tests. On the values of children (VOC) differences were observed for urban boys and girls on continuity, tradition and security and motivation. In VOC, girls of urban residence were rated the highest for happiness and affection and the lowest for social status. Semi urban boys were rated highest for happiness and affection and lowest for role motivation. Age wise there was no significant differences on emotional maturity. Boys proved to be more mature. Residence did not link with emotional maturity.

Bhatia, K.T (1984). “The emotional, personal and social problems of adjustment of adolescents under Indian conditions with special reference to value of life.”

The aim of the study was to inquire the social and personal background of college students and study the problems faced by adolescents in their inter-personal relationship in the college.

The findings of the study were, adolescents were treated like adults sometimes and like children sometimes. The girls were not granted the freedom of thought and behaviour but treated like children. Family atmosphere was found to be more tense and unhappy for girls in the Indian environment. Many parents were more favourably inclined towards boys. Majority of adolescents were influenced by their friends in terms of dress, outings, attitudes and ideas. Adolescents claimed that the greater freedom at college gave them more self confidence.

Shanmugam, T.E (1956). “Adolescent personality - An investigation of the emotional behaviour of adolescent boys of low socio-economic families.”

The main aim of the study was to study the adjustment problems of adolescents and to find out the causes and syndromes of emotional instability.

The findings show that religion was important factors influencing emotional instability of adolescents. Two important syndromes were hypersensitivity and excitability. The age group of 15 was characterized by greater emotional instability and the important syndromes in this age group were hypersensitivity, anxiety, orientation towards reality. In other age groups, hypersensitivity alone was important.

2.3 STUDIES DONE ABROAD

Eva Oberle, Kimberly A. Schonert-Reichl, Clyde Hertzman, Bruno D. Zumbo (2014). “Social-emotional competencies make the grade: predicting academic success in early adolescence.”

The goals of this study were to longitudinally examine the association between social and emotional competence (SEC) and academic achievement in early adolescence exploring the moderating role of gender in this relation.

The findings reveal that social, emotional and academic growths are inextricably connected and both need to be promoted in educational settings to achieve school goals including academic competence. The connection between social,

emotional and academic aspects of development shows increasing evidence that earlier SEC predicts later academic success. Participation in programs that successfully enhance SEC also lead to improvements in academic skills and achievement.

**Constanta Dumitriu, Iulia Cristina Timofti, Gheorghe Dumitriu (2014).
“Evaluation and development of student’s emotional competence.”**

The aim of the study was to find the development level of emotional intelligence of students who chose a teaching career. It also intended to assess student’s emotional competence and find out the differences according to gender, age and speciality.

The results showed that the level of emotional intelligence of the students recorded average and above average, regardless of gender, age, specialization. While the level of emotional maturity recorded significant differences according to gender, age, speciality.

Manuel Jose Lopez Martinez (2014). “The social and emotional competences in the earliest academic training of compulsory education teachers within multicultural contexts.”

This article argue about the necessity to give advantage to the social and emotional competences in the earliest academic training of teachers who work in the different grades of compulsory education, taking into account the requirements of the multicultural contexts currently existing in schools in Spain. With this research line, it establishes a basic theoretical corpus for the teacher to be able to adjust his/her identities to the effects derived from the existence of a culturally diverse and complex society.

The research groups from different Spanish universities when applying the Multiple Intelligences theory says that the social and emotional competences development in teachers can solve some difficulties in the classroom. It believe that Intercultural Education is an adequate educative paradigm to be used as both

theoretical and practical tool in these new educative scenarios and to assist the cultural and ethnic diversity within the formal educative system in the best possible way.

This adjustment will result on the welfare of the teacher and their daily practice in the classroom, achieving a more egalitarian socialization and greater well-being among students in the teaching and learning process of formal education.

Stan Maria Magdalena (2013). “Social and emotional competence-predictors of school adjustment.”

The study aims at analyzing the concept of school readiness structurally at the child’s level and to identify the role of his social and emotional competence in school adjustment.

The results confirm that high level of school adjustment is strongly associated with the development of social and emotional competences. School adjustment will be easier if the level of social emotional competences is high so, pupils must construct clear representatives about school, new environment and the educational activity.

Hadia Serwat Pasha, Seema Munaf (2012). “Relationship of self- esteem and adjustment in traditional university students.”

This study was conducted to investigate the relationship between the various dimensions of self-esteem and five domains of adjustment of traditional university freshmen in the first semester of their Masters program.

The findings indicated that there is a positive relationship of global self-esteem with over-all adjustment, with the highest correlation being with academic adjustment. The self-esteem variables of competence were found to be significantly related to all areas of adjustment. Likability, body appearance and defensive self-enhancement were related to some but not all adjustment areas. Self-control and identity integration were not related to any of the areas of adjustment. The importance

of understanding the multidimensional aspects of self-esteem and adjustment to design effective measures of counselling and guidance was discussed.

Al-khatib, Awamleh, Samawi (2012). “Student’s adjustment to college life at Albalqa applied university.”

This study aimed to measure the degree of student’s adjustment to university life at Albalqa applied technical university.

The study findings revealed that the degree of student’s adjustment to university life was moderate. There were no significant differences on the scale of adjustment to college attributed to college, gender, study level and the interactions between them.

Mudhovozi (2012). “Social and academic adjustment of first-year university students.”

The study investigated the social and academic experiences of first year students at a university in Zimbabwe.

The result of the findings shows that content analysis of the responses showed first year students experienced various academic and social adjustment problems. The students were found to be relying mostly on social networks and efficacious beliefs to cope with the challenges so to enable them to smoothly adjust into the new life at university; they need to be exposed to various coping resources.

Kotsou, Ilios, Nelis, Delphine, Gregoire, Jacques, Mikolajczak, Moira. (2011). “Emotional plasticity: Conditions and effects of improving emotional competence in adulthood.”

This study aimed to investigate the possibilities to increase emotional competence in adulthood, if it results in better mental, physical and social adjustment

and if improved, can it be maintained one year later and whether these benefits are accompanied by a reduction in stress-hormone secretion.

Findings reveal that the emotional competencies level increased significantly with the intervention group than with the control group. Increase in emotional competencies lower cortisol secretion, enhanced subjective and physical well-being, improved quality of social and marital relationships in the intervention group. Peer reports on emotional competency and quality of relationships confirmed that emotional competencies can be improved with effective benefits on personal and interpersonal functioning lasting for at least 1 year.

Nada Abdo (2011). “Academic performance and social/ emotional competence in adolescents.”

This research study investigated the connections among students emotional intelligence, academic affect, academic coping and overall school achievement.

The findings revealed that students with higher Grade Point Average (GPA) were more mindful, displayed less negative academic affect, had higher levels of emotional intelligence and more likely to use primary positive coping and less likely to use disengaged coping than their peers. Overall these variables predicted a modest amount of the variance in student’s academic performance. The study predicted a large portion of adolescent’s negative feelings about school, with disengaged academic coping, mindfulness, emotional intelligence and academic stress all emerging as unique predictors.

Hillary Gerdes, Brent Mallinckrodt. (2011). “Emotional, social and academic adjustment of college students: longitudinal study retention.”

This study conducted two surveys. In the first survey under graduate were assessed on their expectations about college adjustment, the second survey was conducted after six years to find out which students had dropped out and what was their academic standing.

Results indicated that the two different sets of items best discriminated among good-standing students. The persisters (n=113) and the leavers (n=29) and among poor standing students, persisters (n=36) and leavers (n=30). Generally, emotional and social adjustment items predicted attrition as well or better than academic adjustment items.

Coetzee, Melinde (2009). “The relationship between personality preferences, self-esteem and emotional competence.”

The objective of this research was to find out whether a relationship exists between personality preferences, self-esteem and emotional competence, and to determine whether variables personality preferences and self-esteem can predict the demonstration of emotional competence.

The results contributed new knowledge about the relationship between individual's self esteem, emotional competence and personality preferences and added perspective on the interpretation of individual's self-ratings, particularly the 360 degree emotional competence assessments.

Elizabeth J Jowdy (2006). “An empirical investigation into the impact of an experience-based learning course on student's emotional competency.”

The intention of this research was to explore new ground to assist in the impact on student's emotional competency development, to study the differences between the experience-based learning, sports event management and two courses using more traditional teaching course methods were investigated.

The findings revealed that experience-based course can increase student's emotional competency over the course of one semester but for graduate students only. But qualitative results showed that both undergraduate and graduate students, the impact of an experience-based learning course was more conducive than traditional courses in fostering the social and emotional learning and contributes to emotional competency development. The experience-based learning course enabled student's

development of emotional competencies to self-understanding and helped in their ability to interact and understand others in organised setting.

James D. A Parker, Laura J. Summerfeldt, Marjorie J. Hogan, Sarah A. Majeski (2004). “Emotional intelligence and academic success: examining the transition from high school to university.”

The purpose of the research was to study the immediate transition from high school to university and to examine the relationship between emotional intelligence and academic achievement.

The findings revealed that the interpersonal dimensions like the students ability to distinguish and understand feelings, adaptability dimensions like student’s ability to identify problems and cope with realistic strategies and ability to manage stressful situation in a calm manner were found to be significant predictors of academic success. Results indicated that students scoring high on this dimensions are impulsive and can work well under pressure.

Friedman, Sara R. (2003). “Aspects of social and emotional competence in adult attention-deficit /hyperactivity disorder.”

In this study social and emotional competences were evaluated using self-report and behavioural measures in adults with attention-deficit hyperactivity disorder (ADHD) and controls.

Findings show that adults with ADHD viewed themselves more sensitive toward violations of social norms than controls and less socially competent. It was observed that there was no group difference for words depicting social or cognitive processes. Adults with ADHD appear more aware of their problem in social versus emotional skills.

Cavazotte, Flavia. (2002). “Diversity, efficacy beliefs and cooperation in small work groups: exploring the role of identification and emotional competence.”

The aim of this research was to contribute to the advancement of knowledge on how diversity affects work groups and to explore the role group composition plays in the emergence of collective efficacy and cooperation.

The findings show that identification with work group influenced perceptions of collective efficacy but racial diversity did not affect efficacy beliefs. When group members were emotionally more competent group cooperation was higher. Groups where members had greater ability to express emotions and empathize with others were more cooperative than those faring lower on these indicators of emotional competence. The effects of emotional competence on group cooperation were independent of racial diversity in the groups.

Dargan, Kelly A. (2000). “Who’s ‘allowed’ to get angry? How power affects emotion management processes.”

The objective of the study was to examine the ways in which power affects emotion management processes.

Findings reveal that women express emotions more than men and highly educated people express emotions more than less educated people. Both order-taker and order-giver significantly affects specific acts of anger expression with these people suppressing anger more frequently than those who take orders.

Seymour, William Lester.(1999). “Competent in the classroom: the effect of a social skills intervention of the social behaviour and academic competence of students with significant emotional difficulties.”

This study evaluated a social skills intervention based in part on a program outlined by Elliot and Gresham (1991) and Dowd and Tierney (1992) with a positive peer reporting (PPR). This specific research questions concerned whether a formalized social skills intervention with a PPR components would significantly increase and maintain gains in student’s social skills and academic competence.

Results reveal that the teacher's post-treatment ratings of student's social behaviour significantly increased and the teacher's ratings of academic competence increased but not sufficiently to support the prediction. The teacher's ratings of follow up performance remained steady or increase.

Covington, Barbara Ann. (1999). "Mentoring African-American first grade students for social and emotional skills and academic improvement."

This main aim was to study the Five African-American first grade students for social and emotional deficits in a community centre in Atlantic state.

The finding shows that even Children who are at risk of failure in school can learn to manage social and emotional behaviour if they are nurtured regularly. Strategies employed were enjoyed by all children in the study, although it was discovered that student required more nurturing for a longer period of time in order to maintain appropriate social and emotional behaviour.

Robert W. Roeser, Jacquelynne S. Eccles, Arnold J. Sameroff (1998). "Academic and emotional functioning in early adolescents- longitudinal relations, patterns and prediction by experience in middle school."

This studies examined the longitudinal relations between early adolescents' school motivation (competence beliefs and values), achievement, emotional functioning (depressive symptoms and anger), and middle school perceptions using both variable- and person-centred analytic techniques.

The findings revealed that adolescents' perceptions of the middle school learning environment predicted their eighth grade motivation, achievement, and emotional functioning after accounting for demographic and prior adjustment measures. Cluster analyses in Study 2 revealed several different patterns of school functioning and emotional functioning during seventh grade that were stable over 2 years and that were predictably related to adolescents' reports of their middle school

environment. Discussion focuses on the developmental significance of schooling for multiple adjustment outcomes during adolescence.

Mark T, Greenberg, Et.al (1995). “Promoting emotional competence in school-aged children: The effects of the PATHS curriculum.”

This study examined the effectiveness of the PATHS (Promoting Alternative Thinking Strategies) curriculum and the emotional development of school children.

The result revealed that the intervention was effective for both low-and-risk children in improving their range of vocabulary and fluency in discussing emotional experiences, their efficacy beliefs regarding the management of emotions and their developmental understanding of some aspects of emotions. Greater improvement was shown in children with higher teacher ratings of psychopathology.

2.4 SUMMARY OF RELATED LITERATURE

Many research studies conducted in India and abroad as discussed above by going through the literature review suggested that Gender differences were observed in emotional competency where boys were significantly emotionally stable than girls but in expression of emotions women were found to be more expressive than men. Positive correlation was found between Emotional Competency and happiness. Urban boys and girls were rated highest for happiness and affection. Emotional Competency was also found to be more consistent on various dimensions of anxiety.

Studies reveal that highly educated people express emotions more than less educated people and intelligent person were found to be more capable of controlling their emotions. Even in working environment, group cooperation was higher when group members were more emotionally competent and had greater ability to express emotions and empathise with others.

Some studies also reveal that parent’s emotional maturity has an impact on their child’s emotional, social and academic development. Family, peer group and school variables were primarily related to the balance of positive and negative effect.

In Indian environment it was found family atmosphere were more tense and unhappy for girls and parents were more favourably inclined towards boys.

In educational environment, emotions were found to be related to indiscipline behaviour, emotional maturity was also positively and significantly related to achievement. Suggestions were made on social, emotional and academic growth which needs to be promoted in educational settings to achieve academic goals. Some studies confirm that a high level of school adjustment is strongly associated with the development level of social and emotional competences. It was also found that children who are at risk of failure in school can learn to manage social and emotional behaviour if they are nurtured regularly. Certain research results contribute to improving teachers training programmes to facilitate the development of Emotional Competences.

It has been realised that in Abroad, number of studies have been undertaken on emotional competency in related to other aspects but in India and Northeast, number of such studies are very few. No work has yet been undertaken on “The study of Emotional Competency among college students of Nagaland in relation to their Academic Adjustment.” This was the major research lacuna.

In order to fill this gap the investigator planned and executed the present research study.

CHAPTER – III

METHODOLOGY AND PROCEDURE

CHAPTER -III

METHODOLOGY AND PROCEDURE OF THE STUDY

3.1 INTRODUCTION

Methodology with effective procedure is the basis necessity in any research study. The success of any research depends upon the kind of methodologies and procedures followed in the step wise execution of the study by the researcher.

This chapter outlines the procedures and strategies that were used to collect data. It focuses on research design, variables, location of the study, target population, sampling techniques and sample size, description of research instruments, description of an outline of methods and techniques that were used to collect data and present data.

In order to achieve the stipulated objectives, the various aspects of the methodology were followed that are being described below.

3.2 METHODS

For the present study, descriptive survey method was used. This method is concerned with the present situations related to conditions, relationships, beliefs and practices. According to Dr. Y. P. Aggarwal (2008), descriptive research gathers information about the current situations for the purpose of describing and interpreting the phenomena.

The survey research employs application of scientific method by critically analyzing and examining the source materials, by analyzing and interpreting data and by arriving at generalization and prediction. Since the present study was undertaken to “study Emotional Competency among college students of Nagaland in relation to their

Academic Adjustment” hence, the descriptive survey method was adopted taking into account factors like gender, locality and subject streams.

3.3 POPULATION

Population means all members or group of people, events or objects through which represent reliable and accurate result and the question of error is almost insignificant. Any group having more than one character are of interest for the researcher. Any individual that comes under population may be of particular type or more restricted part of the group.

The population of the present study covered one thousand (1000) college students in Arts and Science colleges in Kohima.

3.4 SAMPLE

Sampling means small numbers of individuals, objects or events are selected in order to represent the traits and characteristics of the whole populations. The chosen group represent the character of the larger population with the purpose of getting information about the whole population.

Random sampling was followed for the present study. On ascertaining the location of different colleges in Kohima, it was found that there were 14 Arts and Science colleges so all these colleges were selected and the sample consists of one thousand (1000) final year students studying at Bachelor’s degree level.

The following table indicates the number of colleges in kohima selected for the present study:

Table 2 List of colleges selected for the study

Sl.no	Name of the College	Stream
1	Alder College	Arts
2	Baptist College	Arts
3	Capital College of Higher Education	Arts
4	Japfu Christian college	Arts
5	Kohima College	Arts
6	Kohima Science College	Science
7	Kros College	Arts
8	Model Christian College	Arts / Science
9	Modern College	Arts
10	Mountain View College	Arts
11	Mt. Olive College	Arts
12	Oriental College	Arts
13	Sazolie College	Arts
14	St. Joseph's College	Arts / Science

3.5 SAMPLING FRAME

A sampling frame is the source material or device from which a sample is drawn. It is a list of all those specific items within a population that can be sampled and may include individuals, households or institutions. It is a complete list of everyone or everything what the researcher wanted to study.

Chart 1. Sample of the study



3.6 TOOLS USED

In order to get accurate data and information, standardized tool of ‘Emotional competencies scale’ developed by Dr. Harish Sharma and Dr. Rajeev Lochan Bhardwaj was used and for the Academic Adjustment, self developed student’s academic adjustment questionnaire was used to elicit information of academic adjustment.

1. Emotional Competencies Scale

The tool used in this study was Emotional Competencies Scale (ECS) developed and standardized by Dr. Harish Sharma and Dr. Rajeev Lochan Bhardwaj (1998). The questionnaire has 30 items to measure the five dimensions of emotional competencies which have six items in each dimension with five point Likert scale and the score is assigned as 1, 2, 3, 4 and 5 from upper to lower end.

This test can be administered individually as well as to group and in the titled page clear instruction is given as how to go about with the questionnaire. There are 30 questions and each question consists of a statement with five choices on which they can tick anyone alternative as appropriate for them.

2. Academic Adjustment Questionnaire

Questionnaire on Academic Adjustment was framed by the investigator to find out the response from the student's about academic adjustment in the college. The questionnaire comprised of 21 closed ended forms of question where they have to tick Yes or No. The questions were framed in consultation with the supervisor and after the approval by the supervisor the questionnaire was first given for a pilot study with few students in different colleges. After assessing, necessary addition and deletion were made based on their response. Finally the questionnaire was distributed to the selected sample from the population to collect relevant information. The questionnaire was prepared to fulfil the various objectives of the study.

3.7 STATISTICAL TECHNIQUES

For the present study the responses received from the respondents were tabulated and analysed by making use of appropriate statistical technique by finding out mean, standard deviation, t-test and correlation according to the data.

In the words of Horace Secrist, "statistics are aggregate of facts, affected to a marked extent by multiplicity of causes, numerically expressed, enumerated or estimated according to a reasonable standard of accuracy, collected in a systematic manner for a predetermined purpose and placed in relation to each other."

1. Mean

The mean is a mathematical representation of the typical value or central value of a series of numbers, computed as the sum of all the numbers in the series divided by the count of all numbers in the series. It is sometimes referred to as the average.

Table 3. Formula for calculation of mean

Sample mean		population mean
$\bar{X} = \frac{\sum x}{n}$	or, $\bar{X} = \frac{\sum fx}{\sum f}$	$\mu = \frac{\sum x}{N}$

Where,

‘ Σ ’ is the summation or total.

‘X’ represents each value of distribution or data.

‘ \bar{X} ’ is the mean value of the sample.

‘N’ represents number of data items in population.

‘n’ represents number of data items in samples.

And ‘f’ represents a frequency of data.

2. Standard deviation

Standard deviation is the square root of arithmetic average of the squares of deviations measured from the mean. Thus in the calculation of standard deviation, first the arithmetic average is calculated and then a deviation of various items from the arithmetic average are squared. The higher the dispersion or variability, the greater is the standard deviation and greater will be the magnitude of the deviation of the deviation of the value from the mean.

Table 4. Formula for calculation of standard deviation

SD for sample	SD for population
$S = \sqrt{\frac{\sum(x-\bar{x})^2}{n-1}}$	$\sigma = \sqrt{\frac{\sum(x-\mu)^2}{N}}$

Where,

‘ Σ ’ is the summation or total.

‘ σ ’ (sigma) represents the standard deviation of the entire population.

‘x’ represent each value of distribution or data.

\bar{X} Is the mean value of the sample.

‘ μ ’ is the mean value of the population.

‘N’ is the number of values in the population.

‘S’ is the standard deviation of a sample.

And ‘n-1’ is the number of values in the sample minus 1.

3. t-test

A t-test is a statistical explanation of hypothesis testing by comparing two averages (mean) and determine how significant the differences are; that could have happened whether by chance or actual differences.

There are three types of t-test:

1. An independent samples t-test: compares the means for two groups.

2. A paired sample t-test: compares means from the same group at different times (say one year apart).
3. A one sample t-test: compares the mean of a single group against a known.

In the present study researcher used an independent samples t-test to compare the means of two groups.

Table 5. Formula for calculation of t-test of independent samples

$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$	<div style="text-align: center;"> <u>difference between means</u> <u>variance</u> <u>sample size</u> </div>
--	---

Where,

\bar{x}_1 = mean of sample 1.

\bar{x}_2 = mean of sample 2.

n_1 = number of subjects in sample 1

n_2 = number of subjects in sample 2

s_1^2 = variance of sample 1 =

s_2^2 = variance of sample 2 =

4. Correlation

Correlation is a statistical measure that indicates the extent to which two or more variables fluctuate together. A positive correlation indicates the extent to which those variables increases or decreases in parallel. A negative correlation indicates the extent to which one variable increases as the other decreases. For determining the exact degree of correlation and trend of correlation Karl Pearson's method is used.

Correlation analysis is used to find out the relationship between two variables. The correlation coefficient is valuable in the field of education as a measure of relationship between test scores and other measures of performance.

Table 6. Formula for Correlation

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2] \times [N \sum Y^2 - (\sum Y)^2]}}$$

Where,

r – Correlation

$\sum X$ - Total Sum of Group one

$\sum Y$ - Total Sum of Group two

N= Total Number of Cases

It is used to find out the relationship between two or more paired variables. In the present study, correlation coefficient was used to find the correlation between emotional competency and academic adjustment among college students.

3.8 DATA COLLECTION

Data collection is essentially an important part of a research process so that the inferences, hypothesis or generalizations tentatively held may be identified as valid, verified as corrected or rejected as untenable.

Data were collected from both primary and secondary sources. Primary sources were from the questionnaires. For data collection, the investigator contacted the Principals / Vice Principals of colleges in Kohima and as per the permission given by them, personally went to the colleges and administered the test. Two tests were employed, one was standardized psychological test developed by Dr. R. Bhardwaj and Dr. H. Sharma named as Emotional Competencies Scale (ECS). There were five competencies of emotions, each consisting six items making the test 30 questions with five point Likert scale. There were five options given in each item and the respondent can tick (✓) anyone alternative appropriate for them. The other test was self developed student's Academic Adjustment questionnaire. The test comprises of 21 items to measure Academic Adjustment. There were two cells against each item on the answer sheet and the subjects were asked to respond Yes or No by ticking anyone cell which was applicable.

The test was administered personally by the investigator in all the colleges in Kohima and conducted in the classroom in the presence of the teacher after clear instruction was given to the student's. The questionnaire was collected personally by the investigator. Only completely filled questionnaire were tabulated with the help of the scoring key and by employing appropriate statistical technique it was analysed.

Secondary sources were from the books, journals, reports, records, browsing websites, e-reading etc.

CHAPTER IV

ANALYSIS AND INTERPRETATION

OF DATA

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

INTRODUCTION

Data Analysis is the process of bringing order and structure which gives meaning to the collected data and the emergent knowledge is applied to the problems.

Data were collected on the Emotional Competency scale and Academic Adjustment questionnaire from 1000 respondents. These data were analyzed through EXCEL and SPSS by applying statistical measures accordingly. The results were interpreted by comparing the MEAN, STANDARD DEVAITION any by using the t-test at $\alpha = 0.01$ and 0.05 level of significance.

4.1 COMPARISON BETWEEN MALE AND FEMALE COLLEGE STUDENTS IN RELATION TO THEIR EMOTIONAL COMPETENCY.

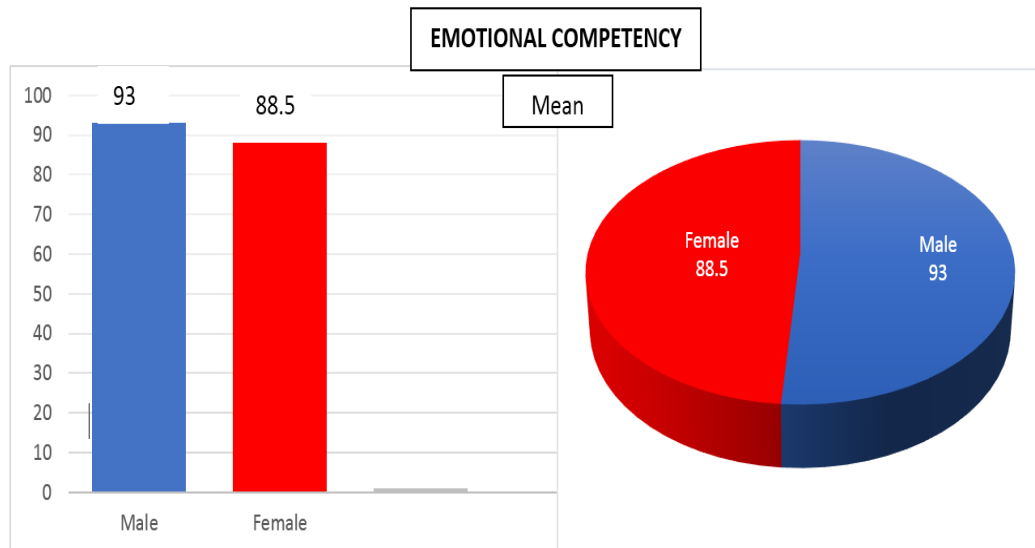
Table 7. Mean, standard deviation and t-value of male and female college students in relation to their emotional competency

GENDER	NUMBER	MEAN	SD	Df	t-value	REMARK
MALE	450	93.0	11.7	998	6.43**	Significance**
FEMALE	550	88.5	10.8			

**significant level at $\alpha=0.05$ and 0.01

From the above table (table 7) it is evident that emotional competency score (Mean =93.0, SD= 11.7) for male college students is numerically larger than that of female college students (Mean =88.5, SD = 10.8) whereas the calculated t-value that was found to be 6.43 is larger than critical value 1.98 at 0.05 level of significance for 998 degree of freedom. This indicates that statistically difference between gender related to Emotional Competency have been found out among college students. So, the null hypothesis (1.11.1) that, “Male and Female college students having no significant difference in relation to their Emotional Competency” is rejected at both levels of significance.

Chart 2. Comparison between male and female college students in relation to their emotional competency



4.1.1 COMPARISON BETWEEN MALE AND FEMALE COLLEGE STUDENTS IN RELATION TO THEIR ADEQUATE DEPTH OF FEELING (ADF).

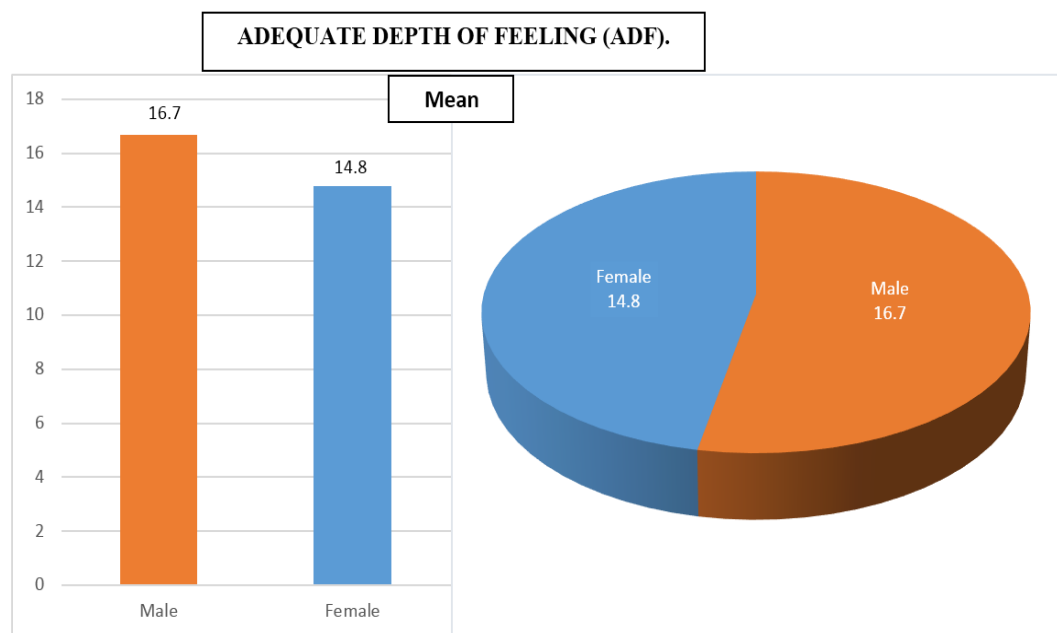
Table 8. Mean, standard deviation and t-value of male and female college students in relation to their adequate depth of feeling.

GENDER	NUMBER	MEAN	SD	Df	t-value	REMARK
MALE	450	16.7	3.63	998	8.51**	Significance**
FEMALE	550	14.8	3.33			

**significant level at $\alpha=0.05$ and 0.01

From the above table it is clear that Emotional Competency scores (Mean= 16.7, SD= 3.63) in terms of adequate depth of feeling, for Male college students is numerically larger than that of Female college students (Mean= 14.8, SD= 3.33) and the t-value that was found to be 8.51 is larger than the critical value of 1.98 at 0.05 and 0.01 level of significance for 998 degree of freedom. It indicates that statistically there is significant differences between the total mean scores of Male and Female college students in relation to their adequate depth of feeling. Therefore, the null hypothesis (1.11.1.1) which states, “no significant difference in related to adequate depth of feeling among female and male college students” is rejected at both levels of significance.

Chart 3. Comparison between male and female college students in relation to their adequate depth of feeling



4.1.2 COMPARISON BETWEEN MALE AND FEMALE COLLEGE STUDENTS IN RELATION TO THEIR ADEQUATE EXPRESSION AND CONTROL OF EMOTIONS (AECE)

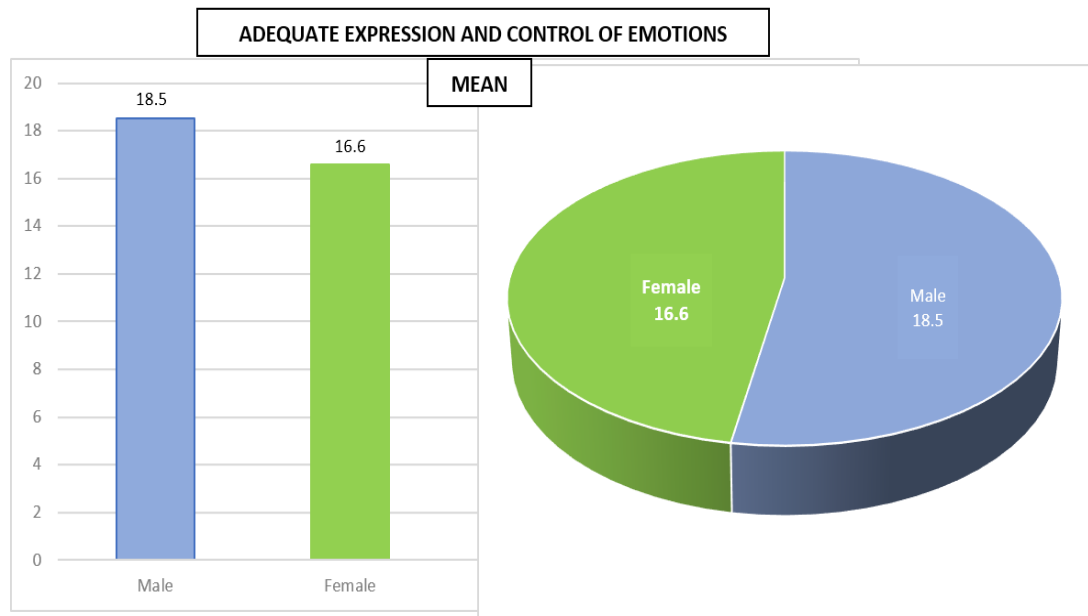
Table 9. Mean, standard deviation and t-value of male and female college students in relation to their adequate expression and control of emotions

GENDER	NUMBER	MEAN	SD	df	t-value	REMARK
MALE	450	18.5	3.30	998	8.52**	Significance**
FEMALE	550	16.6	3.32			

**significant level at $\alpha=0.05$ and 0.01

From the above table it reveals that the Mean and SD of Emotional Competency score in terms of adequate expression and control of emotions for Male college students are 18.5 and 3.30 respectively. Similarly the same for Female college students are 16.6 and 3.32 which are numerically lesser than that of the Male college students. The calculated t-value that was found to be 8.52 is greater than critical value 1.98 at 0.05 and 0.01 level of significance for 998 degree of freedom. It indicates that statistically female and male mean scores have significant differences under adequate expression and control of emotions. Therefore, the null hypothesis (1.11.1.2) that “there is no significance difference Male and Female college students in relation to their adequate expression and control of emotions” is rejected at both levels of significance.

Chart 4. Comparison between male and female college students in relation to their adequate expression and control of emotions



4.1.3 COMPARISON BETWEEN MALE AND FEMALE COLLEGE STUDENTS IN RELATION TO THEIR ABILITY TO FUNCTION WITH EMOTIONS (AFE).

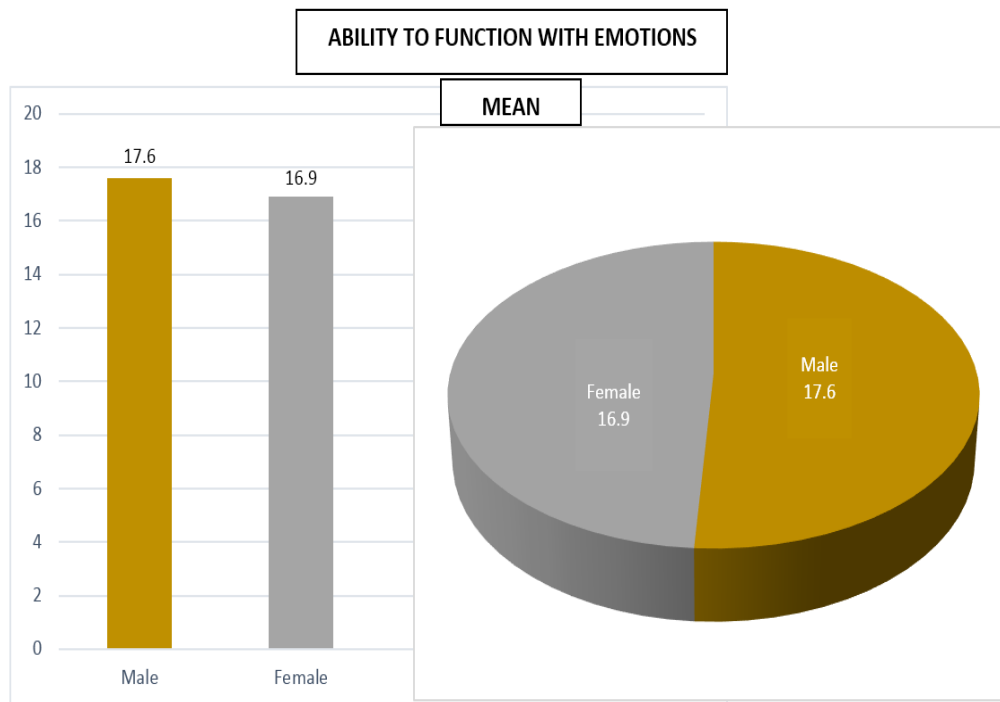
Table 10. Mean, standard deviation and t-value of male and female college students in relation to their ability to function with emotions

GENDER	NUMBER	MEAN	SD	df	t-value	REMARK
MALE	450	17.6	3.06	998	4.14**	Significance**
FEMALE	550	16.9	2.88			

**significant level at $\alpha=0.05$ and 0.01

From the above table it is evident that the mean and SD of Emotional Competency scores in terms of ability to function with emotions for Male college students are 17.6 and 3.06 respectively while for Female college students are 16.9 and 2.88 respectively which are numerically lesser than that of the male college students. The t-value that was calculated to be 4.14 is more than the critical value (1.98) at 0.05 and 0.01 level of significance for 998 degree of freedom. It indicates that statistically there is significant difference between Mean scores of Male and Female college students under the components ability to function with emotions. Therefore, the null hypothesis (1.11.1.3) that, “there is no significance difference between Male and Female college students in relation to their ability to function with emotions” is rejected at both levels of significance.

Chart 5. Comparison between male and female college students in relation to their ability to function with emotions



4.1.4 COMPARISON BETWEEN MALE AND FEMALE COLLEGE STUDENTS IN RELATION TO THEIR ABILITY TO COPE WITH PROBLEM EMOTIONS (ACPE)

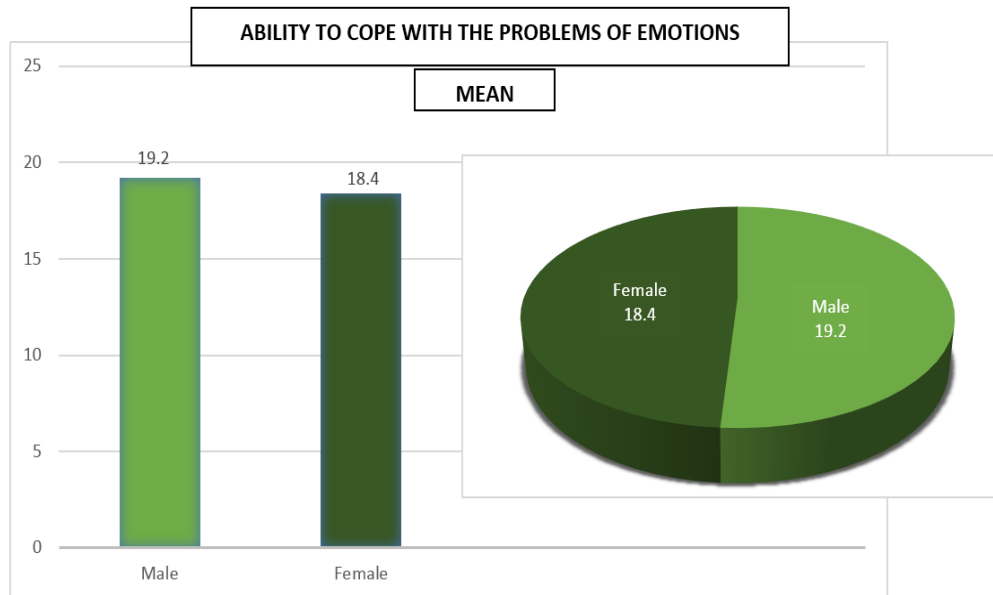
Table 11. Mean, standard deviation and t-value of male and female college students in relation to their ability to cope with problem emotions

GENDER	NUMBER	MEAN	SD	Df	t-value	REMARK
MALE	450	19.2	3.32	998	3.86**	Significance**
FEMALE	550	18.4	3.37			

**significant level at $\alpha=0.05$ and 0.01

It is obvious from the above table that the Mean and SD of Emotional Competency scores in terms of their ability to cope with the problems of emotions for Male College students are 19.2 and 3.32 respectively whereas for Female College students are 18.4 and 3.37 respectively which are numerically lesser than that of the male students. The obtained t-ratio that was calculated to be 3.86 is more than the critical value (1.98) at 0.05 and 0.01 level of significance for 998 degree of freedom. It indicates that statistically male and female mean scores have no significant difference under the component of their ability to cope with the problem of emotions. Therefore the null hypothesis (1.11.1.4) that, “there is no significance difference between Male and Female college students in relation to their ability to cope with problem emotions” is rejected at both levels of significance.

Chart 6. Comparison between male and female college students in relation to their ability to cope with problem emotions



4.1.5 COMPARISON BETWEEN MALE AND FEMALE COLLEGE STUDENTS IN RELATION TO ENHANCEMENT OF POSITIVE EMOTIONS (EPE)

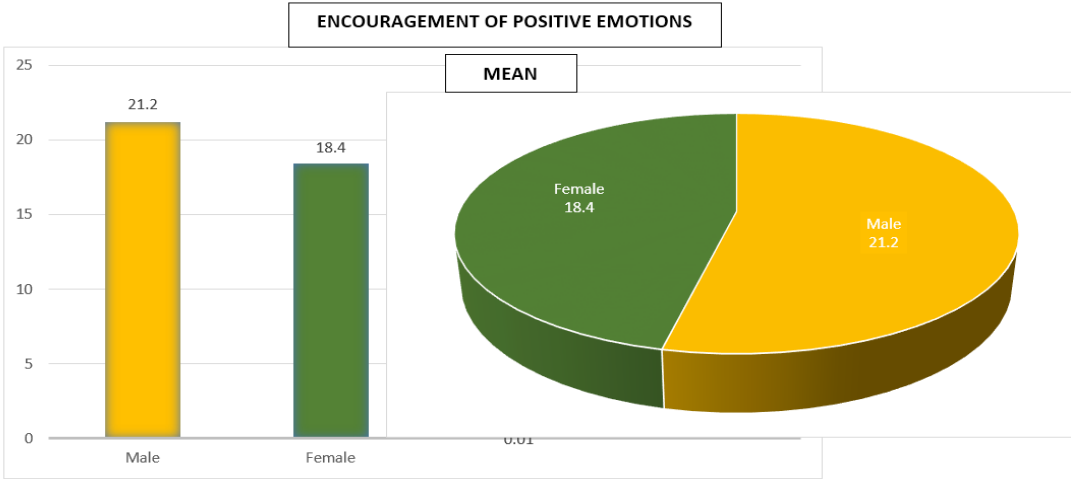
Table 12. Mean, standard deviation and t-value of male and female college students in relation to enhancement of positive emotions.

GENDER	NUMBER	MEAN	SD	Df	t-value	REMARK
MALE	450	21.2	3.50	998	1.30*	No significance*
FEMALE	550	18.4	3.37			

*not significant level at $\alpha=0.05$ and 0.01

The table 4.1.5.a depicted above reveals that the Emotional Competency scores (M=21.2, SD= 3.50) for male college students are more than that of female college students (M= 18.4, SD= 3.37). The calculated t-value that was found to be 1.30 is less than the critical value (1.98) at 0.05 and 0.01 level of significance for 998 degree of freedom. It indicates that statistically there is no significance difference between total mean scores of Male and Female college students in relation to enhancement of positive emotions. Therefore, the null hypothesis (1.11.1.5) which states, “male and female college students in related to enhancement of positive emotions have no significant difference” is accepted at both levels of significance.

Chart 7. Comparison between male and female college students in relation to enhancement of positive emotions



4.2 COMPARISON BETWEEN STUDENTS COMING FROM RURAL AND URBAN BACKGROUND IN RELATION TO THEIR EMOTIONAL COMPETENCY.

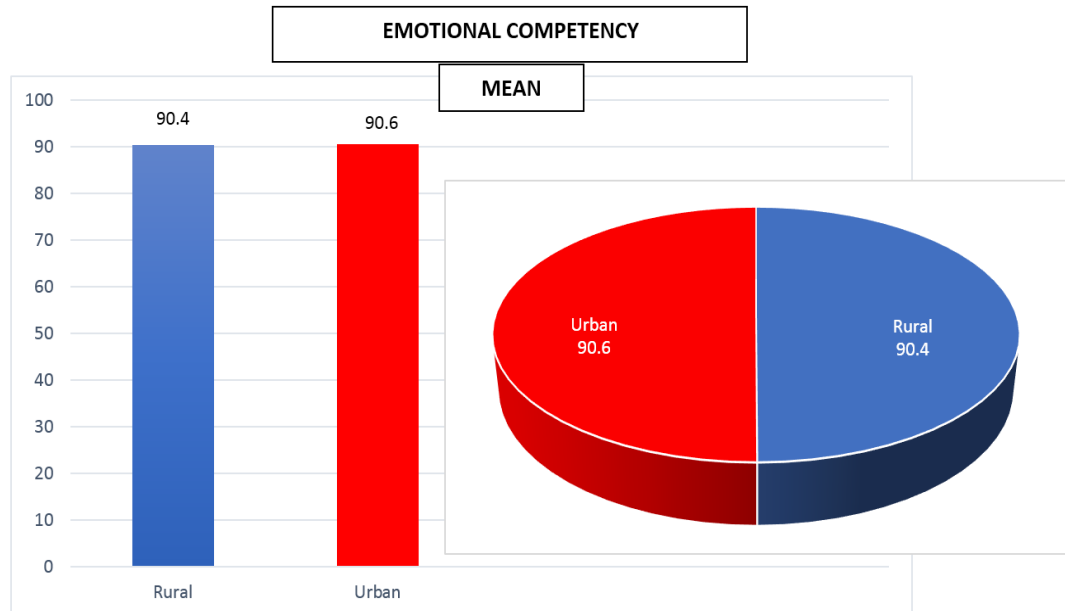
Table 13. Mean, standard deviation and t-value of students coming from rural and urban background in relation to their emotional competency.

LOCALITY	NUMBER	MEAN	SD	df	t-value	REMARK
RURAL	400	90.4	11.7	998	0.327*	No significance*
URBAN	600	90.6	11.2			

*not significant level at $\alpha=0.05$ and 0.01

From the above table, it is understandable that the mean and standard deviation Emotional Competency scores in terms of students coming from rural background are 90.4 and 11.7 respectively whereas from urban background are 90.6 and 11.2 respectively. The obtained t-value was found to be 0.327 is less than the critical value 1.98 at 0.05 and 0.01 level of significance for 998 degree of freedom. It indicates that statistically there is no significant difference between mean scores of students coming from rural and urban background. Therefore, the null hypothesis (1.11.2) that, there is no significant difference between students coming from rural and urban background in relation to their Emotional Competency is retained at both levels of significance.

Chart 8. Comparison between students coming from rural and urban background in relation to their emotional competency



4.2.1 COMPARISON BETWEEN STUDENTS COMING FROM RURAL AND URBAN BACKGROUND IN RELATION TO THEIR ADEQUATE DEPTH OF FEELING.

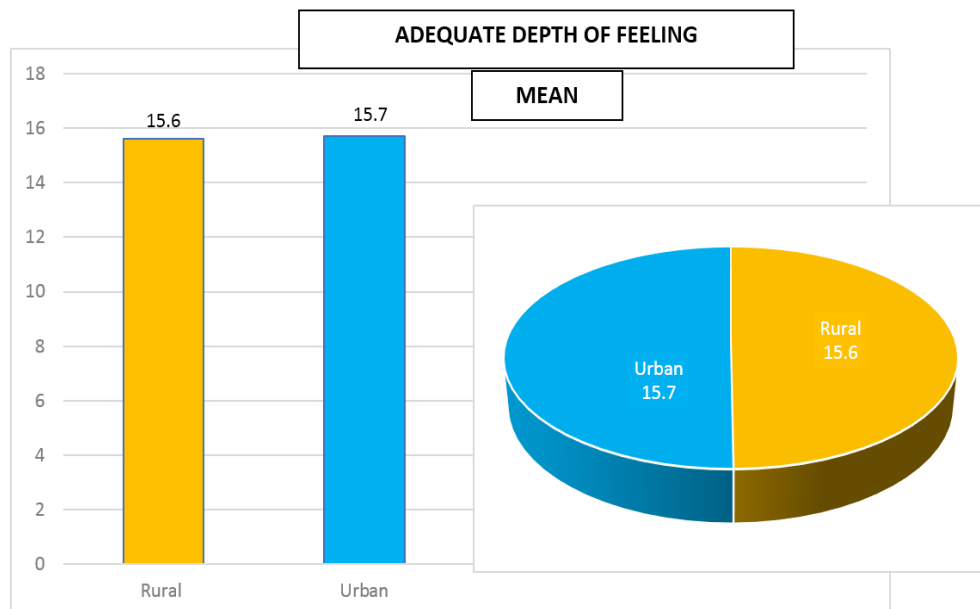
Table 14. Mean, standard deviation and t-value of students coming from rural and urban background in relation to their adequate depth of feeling

LOCALITY	NUMBER	MEAN	SD	Df	t-value	REMARK
RURAL	400	15.6	3.47	998	.403*	No significance*
URBAN	600	15.7	3.67			

*not significant level at $\alpha=0.05$ and 0.01

From the above table it is evident that the mean and standard deviation in terms of adequate depth of feeling for rural background students are 15.6 and 3.47 respectively while for urban background students are 15.7 and 3.67 respectively which are numerically larger than that of rural background students. The calculated t-value was found to be .403 is less than the table value (1.98) at 0.05 and 0.01 level of significance for 998 degree of freedom. It indicates that statistically there is no significant difference between mean scores of students coming from rural and urban background in relation to their adequate depth of feeling. Therefore, the null hypothesis (1.11.2.1) that, “there is no significant difference between students coming from rural and urban background in relation to their adequate depth of feeling” is accepted at both levels of significance.

Chart 9. Comparison between students coming from rural and urban background in relation to their adequate depth of feeling



4.2.2 COMPARISON BETWEEN STUDENTS COMING FROM RURAL AND URBAN BACKGROUND IN RELATION TO THEIR ADEQUATE EXPRESSION AND CONTROL OF EMOTIONS.

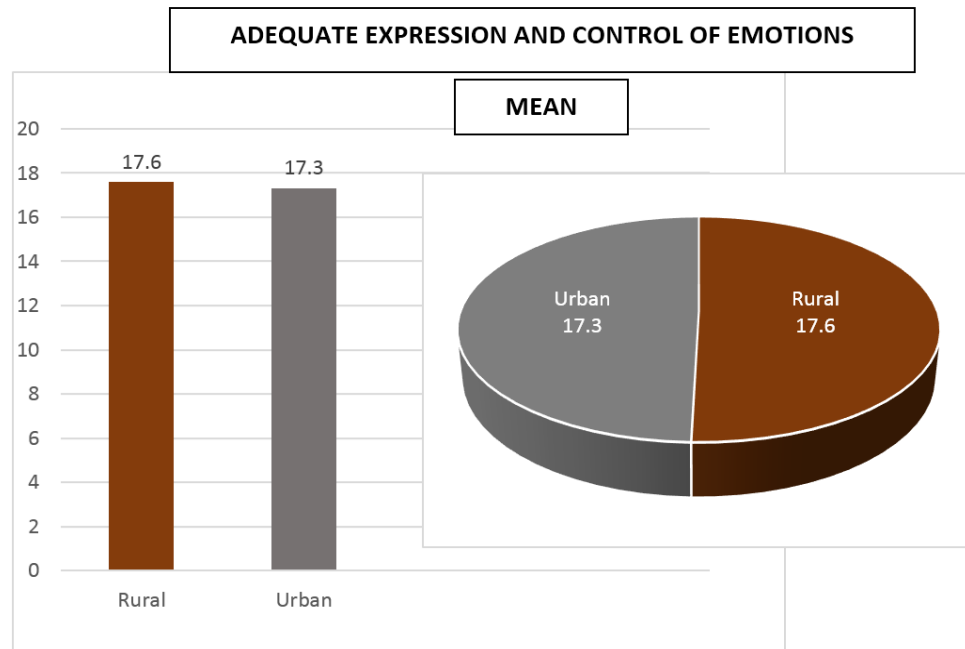
Table 15. Mean, standard deviation and t-value of students coming from rural and urban background in relation to their adequate expression and control of emotions

LOCALITY	NUMBER	MEAN	SD	df	t-value	REMARK
RURAL	400	17.6	3.55	998	1.16*	No significance*
URBAN	600	17.3	3.34			

*not significant level at $\alpha=0.05$ and 0.01

It is apparent from the above table that the mean and standard deviation of Emotional Competency scores in terms of adequate expression and control of emotions for students from rural background are 17.6 and 3.55 respectively while the same for students coming from urban background are 17.3 and 3.34 respectively which are numerically lesser than that of students from rural background. The obtained t-value that was calculated to be 1.16 is lesser than the critical value (1.98) at 0.05 and 0.01 level of significance for 998 degree of freedom. It indicates that statistically there is no significant difference between mean scores of students coming from rural and urban background. Therefore, the null hypothesis (1.11.2.2) that, “there is no significant difference between students coming from rural and urban background in relation to adequate expression and control of emotions” is retained at both levels of significance.

Chart 10. Comparison between students coming from rural and urban background in relation to their adequate expression and control of emotions



4.2.3 COMPARISON BETWEEN STUDENTS COMING FROM RURAL AND URBAN BACKGROUND IN RELATION TO THEIR ABILITY TO FUNCTION WITH EMOTIONS.

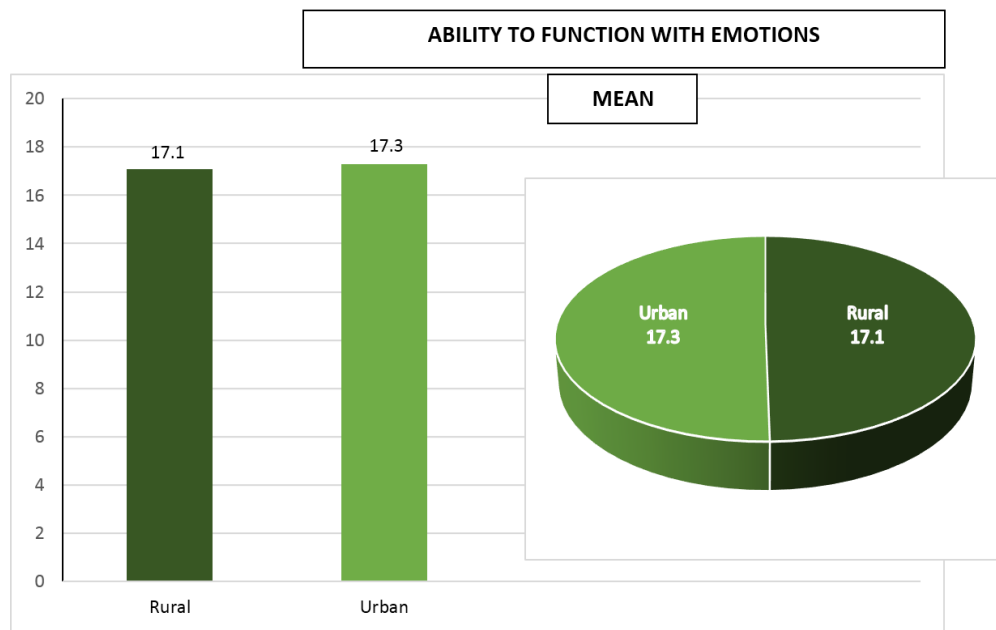
Table 16. Mean, standard deviation and t-value of students coming from rural and urban background in relation to their ability to function with emotions

LOCALITY	NUMBER	MEAN	SD	df	t-value	REMARK
RURAL	400	17.1	3.03	998	0.652*	No significance*
URBAN	600	17.3	2.96			

*not significant level at $\alpha=0.05$ and 0.01

From the above table it is clear that Emotional Competency scores (mean= 17.1, SD=3.03) in terms of ability to function with emotions for students coming from rural background is numerically lesser than that of students from urban background (mean= 17.3, SD= 2.96) and the t-value that was found to be 0.652 is less than the critical value 1.98 at 0.05 and 0.01 level of significance for 998 degree of freedom. This indicates that statistically there is no significant difference between total mean scores of students coming from rural and urban background in relation to their ability to function with emotions. Therefore, the null hypothesis (1.11.2.3) that, “there is no significant difference between students coming from rural and urban background in relation to their ability to function with emotions” is accepted at both levels of significance.

Chart 11. Comparison between students coming from rural and urban background in relation to their adequate expression and control of emotions



4.2.4 COMPARISON BETWEEN STUDENTS COMING FROM RURAL AND URBAN BACKGROUND IN RELATION TO THEIR ABILITY TO COPE WITH PROBLEM EMOTIONS.

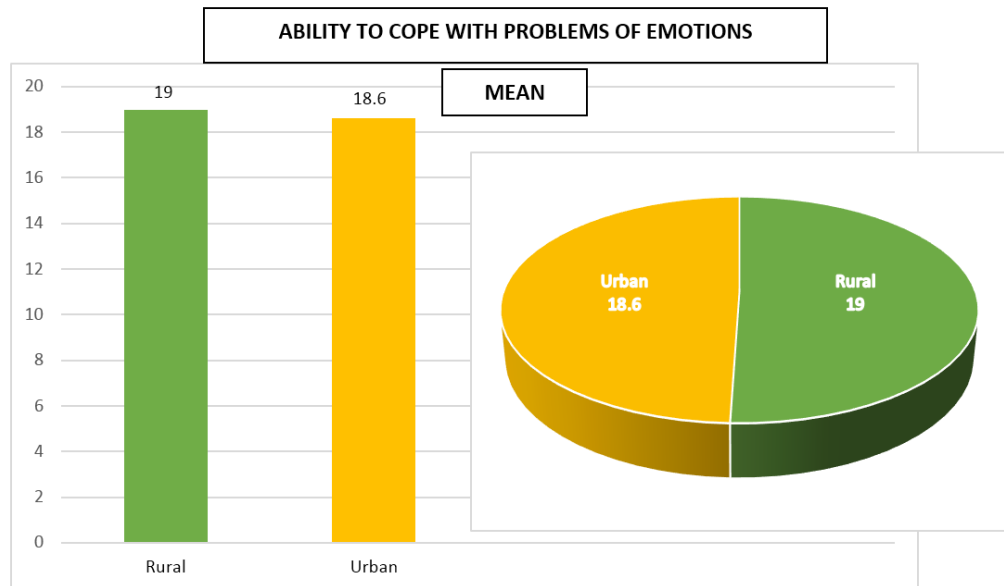
Table 17. Mean, standard deviation and t-value of students coming from rural and urban background in relation to their ability to cope with problem emotions

LOCALITY	NUMBER	MEAN	SD	Df	t-value	REMARK
RURAL	400	19.0	3.32	998	1.58*	No significance*
URBAN	600	18.6	3.42			

*not significant level at $\alpha=0.05$ and 0.01

From the above table it reveals that the mean and standard deviation of Emotional Competency scores in terms of ability to cope with the problems of emotions for students coming from rural background are 19.0 and 3.32 respectively. Similarly the same for urban background are 18.6 and 3.42 which are numerically lesser than that of rural background students. The calculated t-value that was found to be 1.58 is less than critical value 1.98 at 0.05 and 0.01 levels of significance for 998 degree of freedom. It indicates that statistically there is no significant difference between mean scores of students coming from rural and urban background under ability to cope with the problems of emotions. Therefore, the null hypothesis (1.11.2.4) that, “there is no significant difference between students coming from rural and urban background in relation to their ability to cope with the problems of emotion is retained at both level of significance.

Chart 12. Comparison between students coming from rural and urban background in relation to their ability to cope with problem emotions



4.2.5 COMPARISON BETWEEN STUDENTS COMING FROM RURAL AND URBAN BACKGROUND IN RELATION TO ENHANCEMENT OF POSITIVE EMOTIONS.

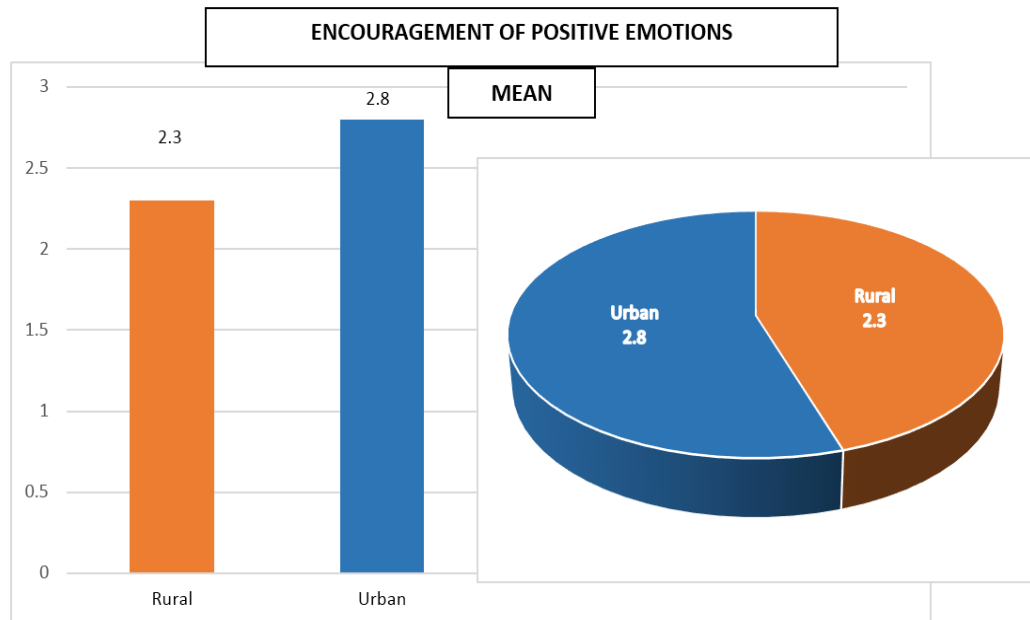
Table 18. Mean, standard deviation and t-value of students coming from rural and urban background in relation to enhancement of positive emotions.

LOCALITY	NUMBER	MEAN	SD	df	t-value	REMARK
RURAL	400	2.3	3.49	998	2.33**	Significance**
URBAN	600	2.8	3.44			

**significant level at $\alpha=0.05$ and 0.01

It is apparent from the above table that the mean and standard deviation of Emotional Competency scores in terms of encouragement of positive emotions for students coming from rural background are 2.3 and 3.49 respectively while the same for students coming from urban background are 2.8 and 3.44 respectively which are numerically more than that of students coming from rural background. The obtained t-value that was calculated to be 2.33 is larger than the critical value (1.98) at 0.05 and 0.01 level of significance for 998 degree of freedom. It indicates that statistically there is significant difference between mean scores of students coming from rural and urban background in relation to enhancement of positive emotions. Therefore, the null hypothesis (1.11.2.5) that, “there is no significant difference between students coming from rural and urban background in relation to enhancement of positive emotions” is rejected at both levels of significance.

Chart 13. Comparison between students coming from rural and urban background in relation to enhancement of positive emotions.



4.3 COMPARISON BETWEEN ARTS AND SCIENCE STUDENTS IN RELATION TO THEIR EMOTIONAL COMPETENCY.

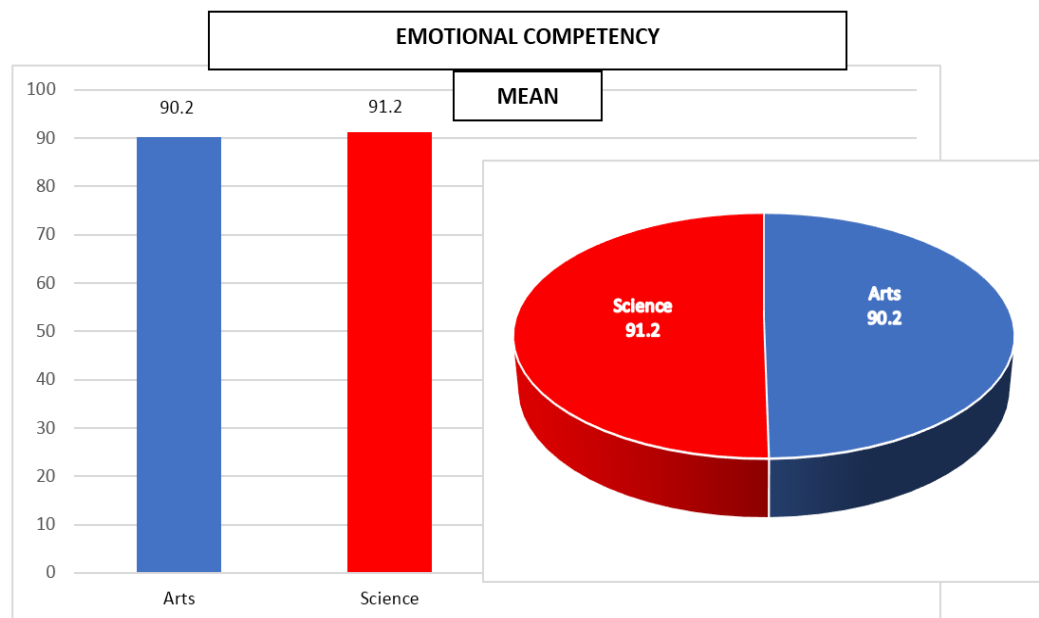
Table 19. Mean, standard deviation and t-value of arts and science students in relation to their emotional competency

STREAM	NUMBER	MEAN	SD	Df	t-value	REMARK
ARTS	650	90.2	11.1	998	1.33*	No significance*
SCIENCE	350	91.2	12.0			

*not significant level at $\alpha=0.05$ and 0.01

From the above table it is evident that Emotional Competency score (Mean =91.2, SD= 12.0) for science students is numerically larger than that of arts students (Mean =90.2, SD = 11.1) whereas the calculated t-value that was found to be 1.33 is lesser than critical value 1.98 at 0.05 and 0.01 level of significance for 998 degree of freedom. This indicates that statistically there is no significant difference between the total mean scores of arts and science students. Therefore, the null hypothesis (1.11.3) that, “there is no significant difference between arts and science students in relation to their Emotional Competency” is retained at both levels of significance.

Chart 14. Comparison between arts and science students in relation to their emotional competency



4.3.1 COMPARISON BETWEEN ARTS AND SCIENCE STUDENTS IN RELATION TO THEIR ADEQUATE DEPTH OF FEELING.

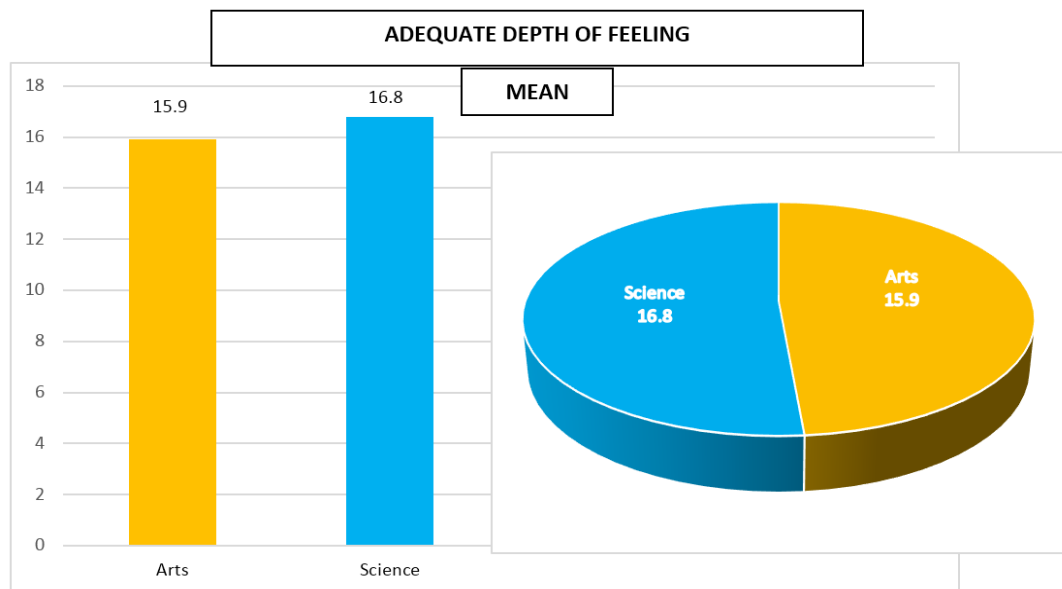
Table 20. Mean, standard deviation and t-value of arts and science students in relation to their adequate depth of feeling

STREAM	NUMBER	MEAN	SD	df	t-value	REMARK
ARTS	650	15.9	3.53	998	1.97*	No significance*
SCIENCE	350	16.8	3.69			

*significant level at $\alpha=0.05$ and 0.01

It is apparent from the above table that the mean and standard deviation of Emotional Competency scores in terms of adequate depth of feeling for arts students are 15.9 and 3.53 respectively while the same for science students are 16.8 and 3.69 which are numerically more than that of arts students. The obtained t-value that was calculated to be 1.97 is lesser than the critical value (1.98) at 0.05 and 0.01 level of significance for 998 degree of freedom. It indicates that statistically there is no significant difference between mean scores of arts and science students in relation to adequate depth of feeling. Therefore, the null hypothesis (1.11.3.1) that, “there is no significant difference between arts and science students in relation to adequate depth of feeling” is accepted at both levels of significance.

Chart 15. Comparison between arts and science students in relation to adequate depth of feeling



4.3.2 COMPARISON BETWEEN ARTS AND SCIENCE STUDENTS IN RELATION TO THEIR ADEQUATE EXPRESSION AND CONTROL OF EMOTIONS.

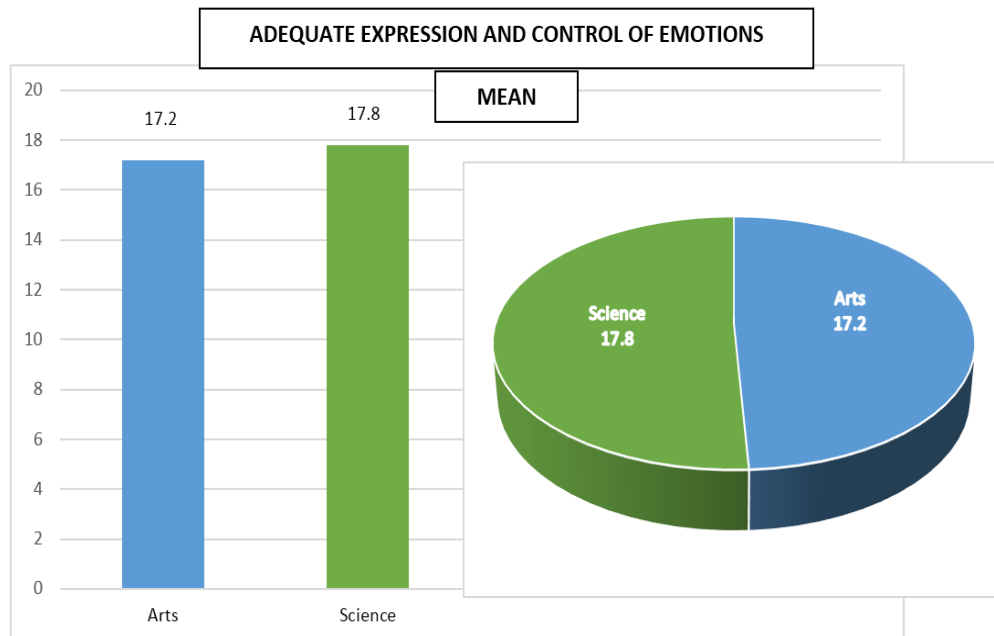
Table 21. Mean, standard deviation and t-value of arts and science students in relation to their adequate expression and control of emotions.

STREAM	NUMBER	MEAN	SD	df	t-value	REMARK
ARTS	650	17.2	3.42	998	2.37**	Significance**
SCIENCE	350	17.8	3.43			

**significant level at $\alpha=0.05$

The above table shows the mean and standard deviation of Emotional Competency scores in terms of adequate expression and control of emotions for arts students are 17.2 and 3.42 respectively and that for science students are 17.8 and 3.43 respectively which are numerically larger than that of arts students. The calculated t-value that was found to be 2.37 is more than the table value 1.98 at 0.05 and 0.01 levels of significance for 998 degree of freedom. It indicates that statistically there is significant difference between mean scores of arts and science students in relation to their adequate expression and control of emotions. Therefore the null hypothesis (1.11.3.2) that, “there is no significant difference between arts and science students in relation to adequate expression and control of emotions” is rejected at both levels of significance.

Chart 16. Comparison between arts and science students in relation to adequate expression and control of emotions



4.3.3 COMPARISON BETWEEN ARTS AND SCIENCE STUDENTS IN RELATION TO THEIR ABILITY TO FUNCTION WITH EMOTIONS.

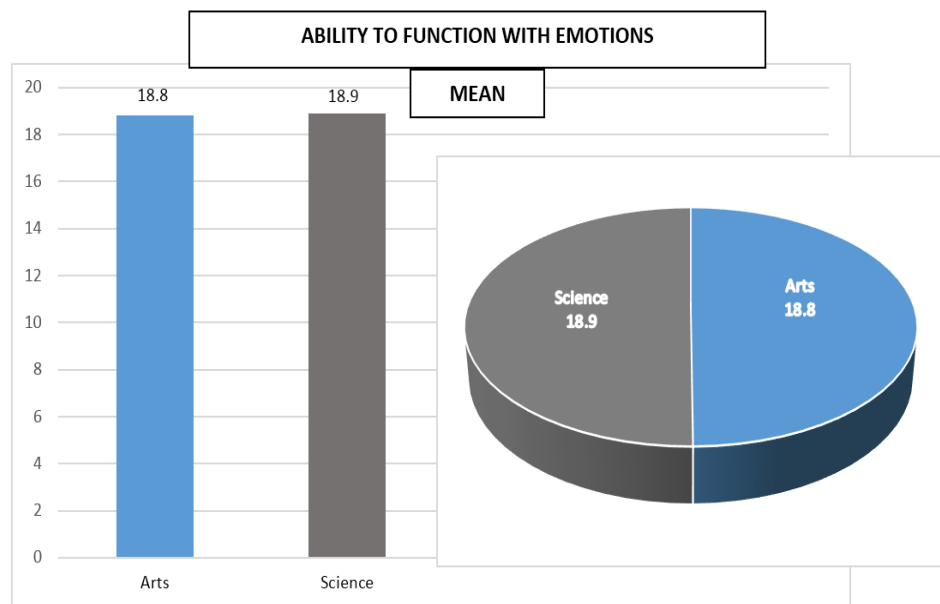
Table 22. Mean, standard deviation and t-value of arts and science students in relation to their ability to function with emotions

STREAM	NUMBER	MEAN	SD	Df	t-value	REMARK
ARTS	650	18.8	3.36	998	.286*	No significance*
SCIENCE	350	18.9	3.42			

*not significant level at $\alpha=0.05$

From the above table, it is understandable that the Emotional Competency scores in terms of their ability to function with emotions for arts students are 18.8 and 3.36 respectively. Similarly the same for science students are 18.9 and 3.42 respectively which are numerically larger than that of arts students. The obtained t-value was .286 which is less than the critical value 1.98 at 0.05 level of significance for 998 degree of freedom. It indicates that statistically there is no significant difference between mean scores of arts and science students. The null hypothesis (1.11.3.3) that, “there is no significant difference in the ability to function with emotions between subject stream” is retained at 0.05 level of significance.

Chart 17. Comparison between arts and science students in relation to their ability to function with emotions



4.3.4 COMPARISON BETWEEN ARTS AND SCIENCE STUDENTS IN RELATION TO THEIR ABILITY TO COPE WITH PROBLEMS OF EMOTIONS.

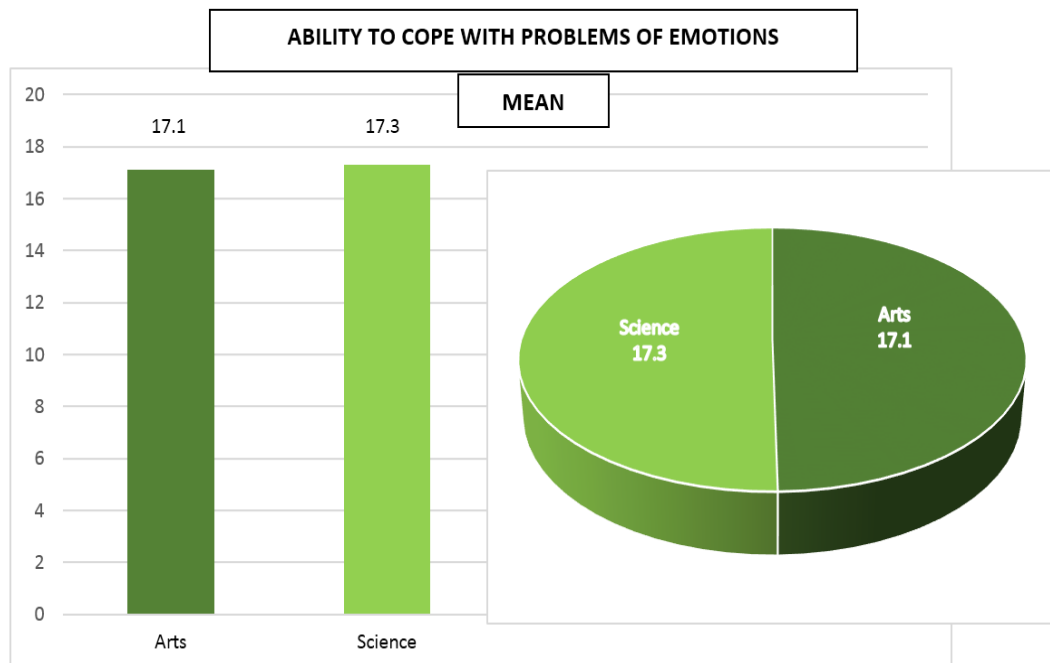
Table 23. Mean, standard deviation and t-value of arts and science students in relation to their ability to cope with problem emotions

STREAM	NUMBER	MEAN	SD	Df	t-value	REMARK
ARTS	650	17.1	3.20	998	.864*	No significance*
SCIENCE	350	17.3	3.34			

*not significant level at $\alpha=0.05$

From the table 4.3.4.a depicted above reveals that Emotional Competency scores (mean=17.1, SD=3.20) for Arts students are numerically lesser than that of Science students (mean=17.3, SD=3.34). The calculated t-value that was found to be .864 is less than critical value (1.98) at 0.05 and 0.01 level of significance for 998 degree of freedom which indicates that statistically there is no significant difference between the total mean scores of Arts and Science students in relation to their ability to cope with the problems of emotions. Therefore the null hypothesis (1.11.3.4) that, “there is no significant difference between Arts and Science students in relation to their ability to cope with problem emotions” is accepted at both levels of significance.

Chart 18. Comparison between arts and science students in relation to their ability to cope with problem emotions



4.3.5 COMPARISON BETWEEN ARTS AND SCIENCE STUDENTS IN RELATION TO ENHANCEMENT OF POSITIVE EMOTIONS.

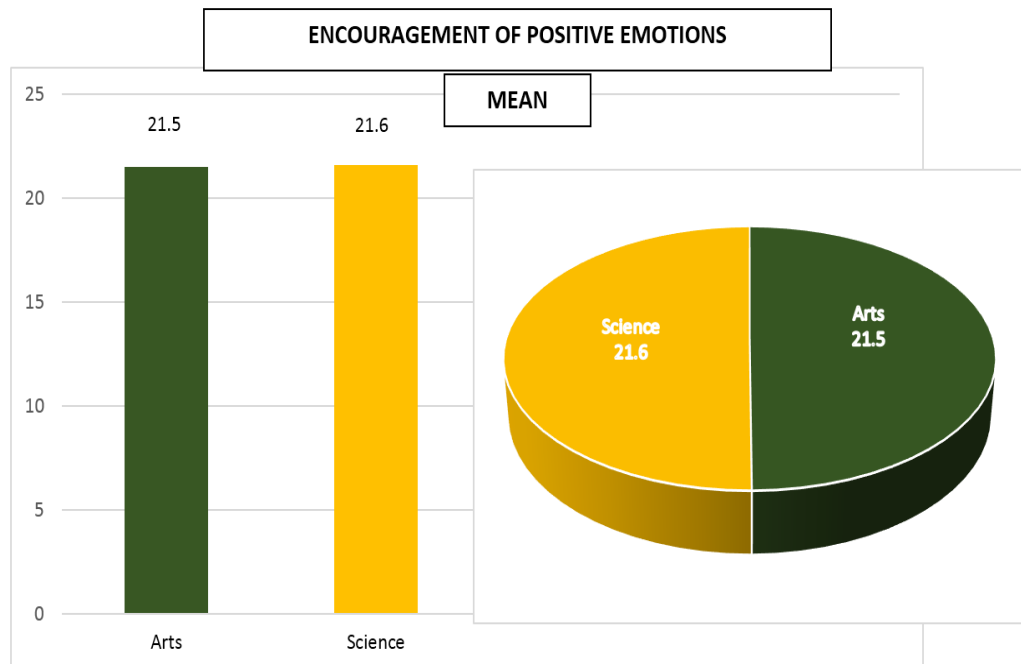
Table 24. Mean, standard deviation and t-value of arts and science students in relation to enhancement of positive emotions

STREAM	NUMBER	MEAN	SD	Df	t-value	REMARK
ARTS	650	21.5	3.47	998	.573*	No significance*
SCIENCE	350	21.6	3.42			

*not significant level at $\alpha=0.05$ and 0.01

It is obvious from the above table that the Mean and SD of Emotional Competency scores in terms of encouragement of positive emotions for Arts students are 21. 5 and 3.47 respectively whereas for Science students are 21.6 and 3.42 respectively which are numerically more than that of Arts students. The obtained t-ratio that was calculated to be 0.573 are less than the critical value (1.98) at 0.05 and 0.01 level of significance for 998 degree of freedom. It indicates that statistically there is no significant difference between mean scores of Arts and Science students under enhancement of positive emotions. Therefore the null hypothesis (1.11.3.5) that, “there is no significant difference between Arts and Science students in relation to enhancement of positive emotions” is accepted at both levels of significance.

Chart 19. Comparison between arts and science students in relation to enhancement of positive emotions



4.4 COMPARISON BETWEEN MALE AND FEMALE COLLEGE STUDENTS IN RELATION TO THEIR ACADEMIC ADJUSTMENT.

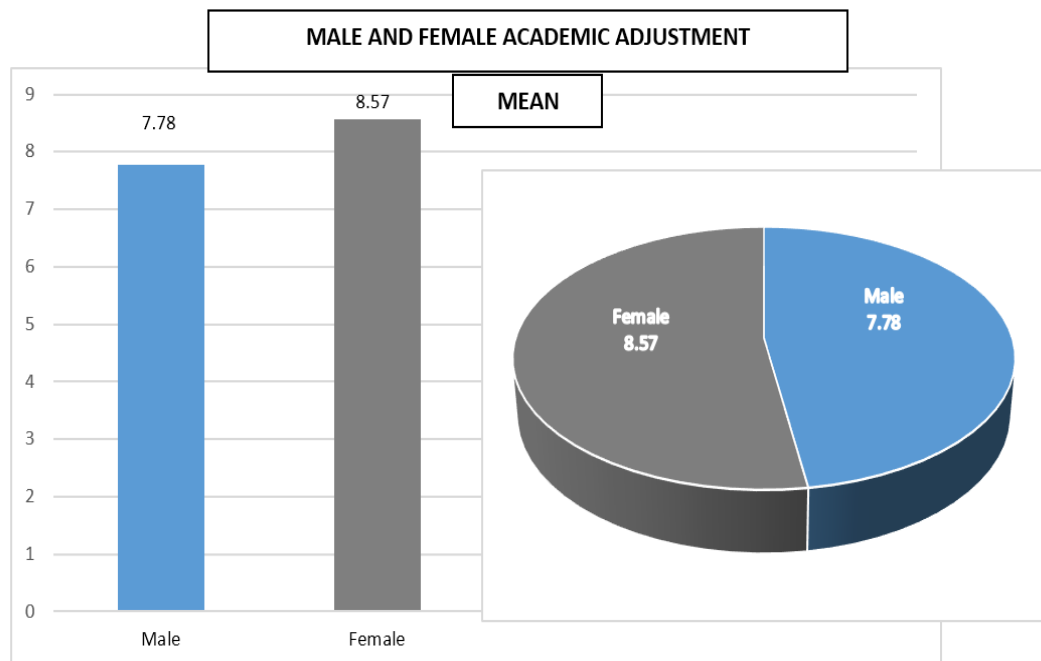
Table 25. Mean, standard deviation and t-value of male and female college students in relation to their academic adjustment

GENDER	NUMBER	MEAN	SD	Df	t-value	REMARK
MALE	450	7.78	3.51	998	3.52**	Significance**
FEMALE	550	8.57	3.62			

**significant level at $\alpha=0.05$ and 0.01

From the above table, it is understandable that the mean and standard deviation of Academic Adjustment scores of Male college students are 7.78 and 3.51 respectively. Similarly the same for Female college students are 8.57 and 3.62 respectively which are numerically larger than that of Male college students. The obtained t-value was 3.52 which are more than the critical value 1.98 at 0.05 and 0.01 levels of significances for 998 degree of freedom. It indicates that statistically mean scores of female and male college students have significant difference in relation to their Academic Adjustment. Therefore, the null hypothesis (1.11.4) that, “male and female academic adjustment in the college have no significant differences” is rejected at both levels of significance.

Chart 20. Comparison between male and female college students in relation to their academic adjustment



4.5 COMPARISON BETWEEN STUDENTS COMING FROM RURAL AND URBAN BACKGROUND IN RELATION TO THEIR ACADEMIC ADJUSTMENT.

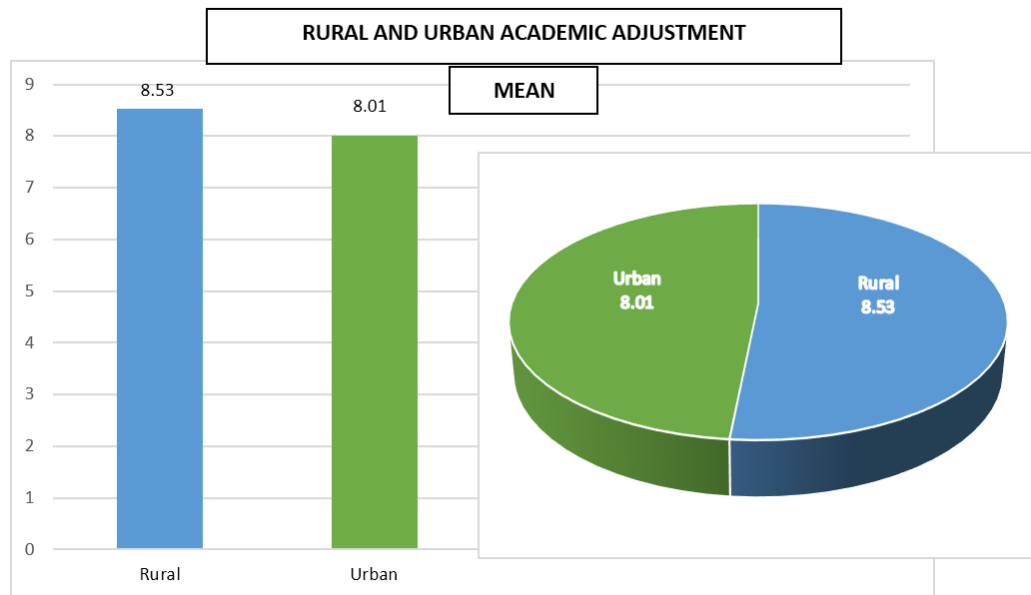
Table 26. Mean, standard deviation and t-value of students coming from rural and urban background in relation to their academic adjustment

LOCALITY	NUMBER	MEAN	SD	Df	t-value	REMARK
RURAL	400	8.53	3.35	998	2.23**	Significance**
URBAN	600	8.01	3.73			

**significant level at $\alpha=0.05$ and 0.01

From the above table it is clear that Academic Adjustment scores (mean= 8.53, SD=3.35) in terms of students coming from rural background is numerically more than that of students from urban background (mean= 8.01, SD= 3.73) and the t-value that was found to be 2.23 is more than the critical value 1.98 at 0.05 level of significance for 998 degree of freedom. This indicates that statistically there is significant difference between total mean scores of students coming from rural and urban background in their Academic Adjustment. Therefore, the null hypothesis (1.11.5) that, “there is no significant difference between students coming from rural and urban background in relation to their academic adjustment” is rejected at 0.05 level of significance.

Chart 21. Comparison between rural and urban college students in relation to their academic adjustment



4.6 COMPARISON BETWEEN ARTS AND SCIENCE STUDENTS IN RELATION TO THEIR ACADEMIC ADJUSTMENT.

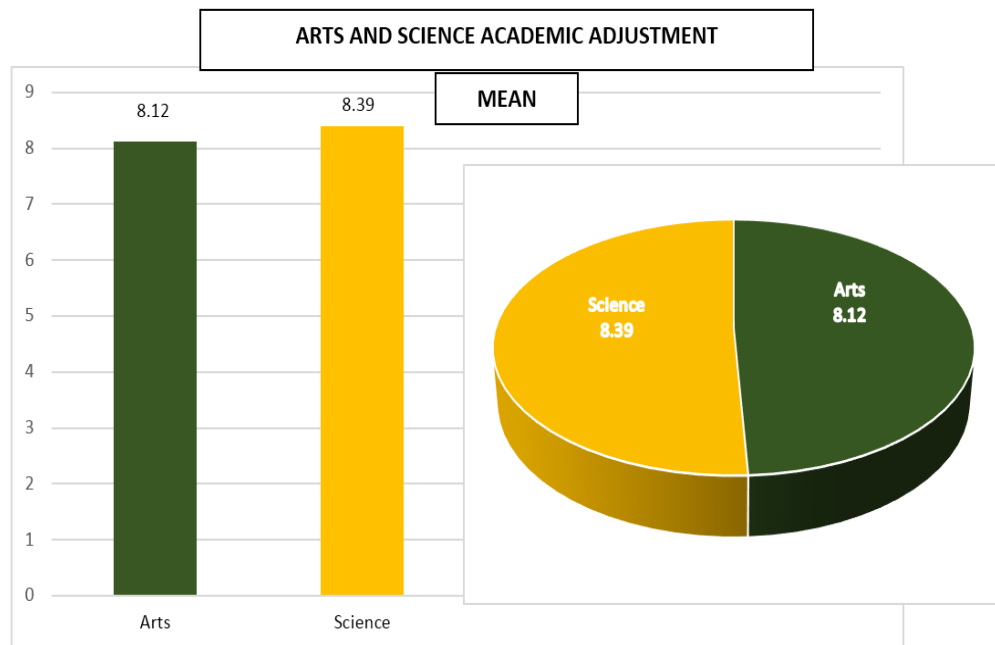
Table 27. Mean, standard deviation and t-value of arts and science students in relation to their academic adjustment

STREAM	NUMBER	MEAN	SD	Df	t-value	REMARK
ARTS	650	8.12	3.84	998	1.12*	No significance*
SCIENCE	350	8.39	3.67			

*not significant level at $\alpha=0.05$ and 0.01

From the above table it reveals that the mean and standard deviation of Academic Adjustment scores in terms of Arts students are 8.12 and 3.84 respectively. Similarly the same for Science students are 8.39 and 3.67 which are numerically more than that of Arts students. The calculated t-value that was found to be 1.12 is less than critical value 1.98 at 0.05 and 0.01 level of significance for 998 degree of freedom. It indicates that statistically there is no significant difference between mean scores of Arts and Science students in their academic adjustment. Therefore, the null hypothesis (1.11.6) that, “there is no significant difference between Arts and Science students in relation to the Academic Adjustment” is retained at both levels of significance.

Chart 22. Comparison between arts and science students in relation to their academic adjustment



4.7. TO FIND OUT RELATIONSHIP BETWEEN EMOTIONAL COMPETENCY AND ACADEMIC ADJUSTMENT AMONG COLLEGE STUDENTS.

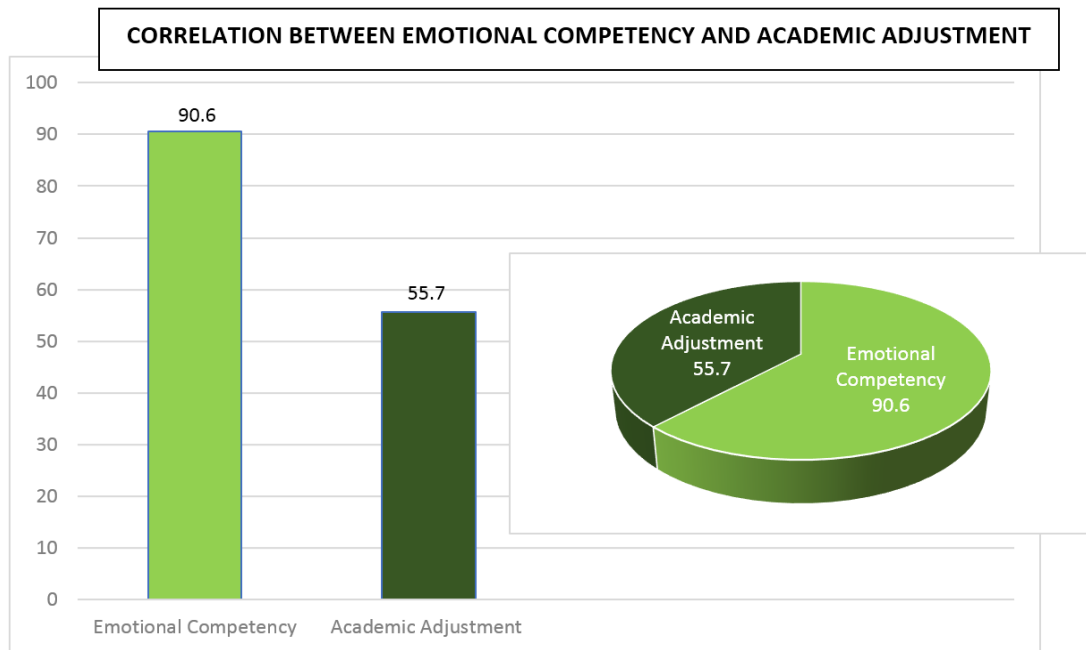
Table 28. co-efficient of correlation of the scores of emotional competency and academic adjustment

VARIABLE	NUMBER	MEAN	SD	COEFFICIENT CORRELATION	REMARK
EMOTIONAL COMPETENCY	1000	90.6	11.4	-0.403	Average negative correlation
ACADEMIC ADJUSTMENT	1000	55.7	15.7		

Significant at 0.05 level

The table 28 depicts that co-efficient of correlation between Emotional Competency and Academic Adjustment of college students is -0.403 which is significant at 0.05 levels of significance. So the null hypothesis (1.11.7) that, “there is no correlation between Emotional Competency and Academic Adjustment among college students” is rejected. Hence, there exists an average negative correlation between Emotional Competency and Academic Adjustment among college students of Kohima, Nagaland. It indicates that Emotional Competency and the Academic Adjustment of college students are negatively correlated with each other.

Chart 23. Correlation between emotional competency and academic adjustment



CHAPTER V

FINDINGS, SUGGESTIONS AND

SUMMARY

CHAPTER V

FINDINGS SUGGESTIONS AND SUMMARY

5.1. FINDINGS OF THE STUDY

5.1.1. There existed *significant difference* between male and female college students in relation to their *Emotional Competency*.

5.1.2. There was *significant difference* between male and female college students in relation to their *adequate depth of feeling*.

5.1.3. There was *significant difference* between male and female college students in relation to their *adequate expression and control of emotions*.

5.1.4. There was *significant difference* between male and female college students in relation to their *ability to function with emotions*.

5.1.5. There was *significant difference* between male and female college students in relation to their *ability to cope with the problems of emotions*.

5.1.6. There was *no significant difference* between male and female college students in relation to *enhancement of positive emotions*.

5.1.7. There was *no significant difference* between students coming from rural and urban background in relation to their *Emotional Competency*.

5.1.8. There was *no significant difference* between students coming from rural and urban background in relation to their *adequate depth of feeling*.

5.1.9. There was *no significant difference* between students coming from rural and urban background in relation to their *adequate expression and control of emotions*.

5.1.10. There was ***no significant difference*** between students coming from rural and urban background in relation to their ***ability to function with emotions***.

5.1.11. There was ***no significant difference*** between students coming from rural and urban background in relation to their ***ability to cope with problem emotions***.

5.1.12. There was ***significant difference*** between students coming from rural and urban background in relation to their ***enhancement of positive emotions***.

5.1.13. The relation between students of Arts and Science stream shows ***no significant difference*** in their ***Emotional Competency***.

5.1.14. The relation between students of Arts and Science stream shows ***no significant difference*** in their ***Adequate Depth of Feeling***.

5.1.15. The relation between students of Arts and Science stream shows ***no significant difference*** in their ***Adequate Expression and Control of Emotions***.

5.1.16. There was ***no significant difference*** between Arts and Science students in relation to their ***ability to function with emotions***.

5.1.17. There was ***no significant difference*** between Arts and Science students in relation to their ***ability to cope with problems of emotions***.

5.1.18. There was ***no significant difference*** between Arts and Science students in relation to their ***enhancement of positive emotions***.

5.1.19. There was ***significant difference*** between male and female college students in relation to their ***academic adjustment***.

5.1.20. The relation between students of Rural and Urban background to their academic adjustment revealed ***significant difference***.

5.1.21. The relation between the students of Arts and Science stream to their academic adjustment revealed *no significant difference*.

5.1.22. There exists average negative correlation between *Emotional Competency and Academic Adjustment*.

5.2. DISCUSSION OF THE STUDY

5.2.1. There existed significant difference between male and female college students in relation to their Emotional Competency.

The result of the present study (table 7) revealed significant difference in the level of Emotional Competency of male and female college students of Kohima. The Mean score of Emotional Competency of male student was significantly higher than female student which indicated that male college student were better in overall Emotional Competency compared to female college students. The existing gender differences in Emotional competences between male and female college students in this study may be attributed to biological differences which contributes to the wide range of physical, cognitive, emotional and social adaptive behaviour displayed by individual. However, individual differences are not solely due to heredity but they are also the product of physical, social and cultural context in which the individual matures. A distinctive combination of genes and experiences promote both the risk and the resilience in human ability and behaviour. These differences may also attribute to cultural values and norms, expectations, parenting practices. Male and female are assigned different societal roles which may lead to differentiated expectations regarding how they should express and experience emotions. So, in many regards parents' uses different approaches to socialize emotions in their sons and daughters however, there are also potential differences due to learning.

The study was in conformity with earlier studies done by R. Balakrishnan and G. Raju (2015). They however differed with those of Surender Sharma and Suman lata (2013), Sunil kumar (2012) who reported that Emotional Competency is not affected by gender. This difference in findings could be a result of time lapse, geographical, religious, social and cultural differences.

5.2.2. There was significant difference between male and female college students in relation to their adequate depth of feeling.

The result of the study (table 8) revealed that, male college students were found to be more emotionally competent than female college students in the component of adequate depth of feelings. This indicates that male college students are more confident and capable with effective judgement and personality integration which ensures vigorous participation in their living. The findings of the present study agreed with the earlier findings of Lavanya, M (2016).

5.2.3. There was significant difference between male and female college students in relation to their adequate expression and control of emotions.

The result (table 9) indicate that male college students were found to have more adequate expression and control of emotions than female students which means that male students had better ability to express emotions accurately and express needs related to them spontaneously as demanded by the situation. This result was in conformity with earlier study done by Verma and Larson (1999) , Dargan, Kelly,A (2000). However it differed with the study of Lavanya M (2016) who accounted that expression and control of emotion is not affected by gender. These differences in findings could be a result of time lapse, geographical, religious, social and cultural differences.

5.2.4. There was significant difference between male and female college students in relation to their ability to function with emotions.

The findings of this result (table 10) indicate that male college students have more emotional competency in their ability to function with emotions. This means that male students have better ability to understand complex feelings e.g. Simultaneous feelings of love and hate or combination of fear and surprise but these emotional reactivity does not influenced them in their adequate mode of functioning and helps him in performing actions of daily routine possible. This study was in agreement with the earlier study done by Upadhyay and Upadhyay (2004) however it differ with the study done by Lavanya M (2016) who accounted that the ability to

function with emotions is not effected by gender. These differences in findings could be a result of time lapse, geographical, religious, social and cultural differences.

5.2.5. There was significant difference between male and female college students in relation to their ability to cope with problem emotions.

According to this study it was found that male college students have more ability in coping with problem emotions than female students. The result (Table 11) shows that male students have better ability to perform daily routine even while experiencing negative emotions and enhancing pleasant ones, without repressing or exaggerating information they may convey. However it differed with the study of Lavanya. M (2016) who accounted that ability to cope with the problems of emotions is not effected by gender. These differences in findings could be a result of time lapse, geographical, religious, social and cultural differences.

5.2.6. There was no significant difference between male and female college students in relation to enhancement of positive emotions. However this finding contradicts with the finding of Lavanya M (2016). These differences in findings could be a result of time lapse, geographical, religious, social and cultural differences.

5.2.7. There was statistically no significant difference between students coming from rural and urban background in relation to their Emotional Competency. It indicated that in the development of Emotional Competency of students both rural and urban background had same contributory impact.

5.2.8. There was no significant difference between students coming from rural and urban background in relation to their adequate depth of feeling. However this finding differs with the finding of Lavanya M (2016). These differences in findings could be a result of time lapse, geographical, religious, social and cultural differences.

5.2.9. There was no significant difference between students coming from rural and urban background in relation to their adequate expression and control of emotions. However it differed with the finding of Lavanya M (2016). These differences in findings could be a result of time lapse, geographical, religious, social and cultural differences.

5.2.10. There was no significant difference between students coming from rural and urban background in relation to their ability to function with emotions. However it differed with the finding of Lavanya M (2016). These differences in findings could be a result of time lapse, geographical, religious, social and cultural differences.

5.2.11. There was no significant difference between students coming from rural and urban background in relation to their ability to cope with problems of emotions. The finding of the present study agreed with the earlier findings of Lavanya M (2016).

5.2.12. There was significant difference between students coming from rural and urban background in relation to their enhancement of positive emotions.

According to the finding students coming from urban background have more Emotional Competency in relation to enhancement of positive emotions than rural background students as shown in table 18. This means that Urban students are more competent emotionally due to better opportunities that they receive like quality education, exposure and adaptability to technology, parents, family members and friends with better educational background to support and tackle the problems they face and they have many advantages and facilities in their brought up as compared to students coming from rural areas. Students coming from urban background have better educational and social opportunities that enable them to believe in themselves, have careful consideration of what is necessary and confidence in one's ability and adequacy. Students coming from rural background has lower emotional competence in relation of enhancement of positive emotions may be attributed to family factor, low socio-economic factor, lack of facilities and resources, lack of qualified teachers during their schooling days. Family background is the most important factor to

determine the emotional competency skill of students. Parental encouragement has a positive influence towards the child attitude and performances but in rural areas parents do not care much for the overall development of the child and the children do not feel any pressure from parents to be competent emotional, socially and academically. Another factor attributing to this may be due to less exposure to the outside world, lack of experience in dealing with people of diverse background, personality and situation during their early educational process. However, the finding of the present study contradicts with the earlier findings of Lavanya M (2016). These differences in findings could be a result of time lapse, geographical, religious, social and cultural differences.

5.2.13. There was no significant difference between Arts and Science students in relation to their Emotional Competency. It indicated that in the development of Emotional Competency of students both arts and science stream had same contributory impact however this finding differed with the earlier findings of Sunil Kumar (2012). These differences in findings could be a result of time lapse, geographical, religious, social and cultural differences.

5.2.14. There was no significant difference between Arts and Science students in relation to their adequate depth of feeling. However it differed with the finding of Lavanya M (2016). These differences in findings could be a result of time lapse, geographical, religious, social and cultural differences.

5.2.15. There was significant difference between Arts and Science students in relation to their adequate expression and control of emotions.

The result of the present study (table 21) revealed that Arts and Science students differed significantly in one component of Emotional Competency with regard to adequate expression and control of emotions where science students were found to be emotionally competent than arts students. This indicates that science students have better ability to express emotions accurately and express needs related to them. They

have a better ability in expressing their feelings and opinions and can manage their emotions and react according to the circumstances. This shows that science students are more controlled and organised over their emotionality. The existing stream differences may be attributed to the mindset that science subject is harder compared to arts subject or science students are more brilliant etc. That might have made them to strive better, more competent, hardworking and practical. Another factor attributed to these differences may be due to pressure to attain good performance when their parents and teachers expectation towards them is high. These factors might be the cause where they are able to express their problems better and have better control over the situations/problems that comes their way. However this result contradicts with the findings of Lavanya M (2016). These differences in findings could be a result of time lapse, geographical, religious, social and cultural differences.

5.2.16. There was no significant difference between Arts and Science students in relation to their ability to function with emotions. The finding of the present study agreed with the earlier findings of Lavanya M (2016).

5.2.17. There was no significant difference between Arts and Science students in relation to their ability to cope with problems of emotions. The finding of the present study agreed with the earlier findings of Lavanya M (2016).

5.2.18. There was no significant difference between Arts and Science students in relation to their enhancement of positive emotions. The finding of the present study was in conformity with the earlier study done by Lavanya M (2016).

5.2.19. There was significant difference between male and female college students in relation to their Academic Adjustment.

The findings (table 25) revealed that female students have more Academic adjustment than male students which means that female college students have more confidence in competing with others, better peer group support, open in expressing their ideas and problems, courage to cope with the societal requirements, challenges and strive for excellence, better in balancing many choices with academic responsibilities, and more sensible in their academic performance. This finding is in conformity with the previous study of Suderarajan (1994), Saxena (1995), Sindhu I.S

(2005) and Singh B. P (2013) however this finding contradicts with the earlier findings of Manpreet (2002), Kumar (2008) Thukral and Kaur (2010) Sangeeta, Chirag (2012), Pilot Mudhovozi (2012), Al-khatib, Awamleh, Samawi (2012). These differences in findings could be a result of time lapse, geographical, religious, social and cultural differences.

5.2.20. There was significant difference between students coming from Rural and Urban background in relation to their Academic Adjustment.

From the finding (table 26) of the study it was found that students coming from rural background have more academic adjustment than students coming from urban background. This indicates that college have better facilities that make them well adjusted, orientation program at the beginning of academic session prepares them for academic adjustment, peer group support, seek guidance from the teachers, better ability to cope with the challenges and strive for excellence, satisfied with the chosen college, better coping skills and learning strategies aiming at achieving satisfactory academic results and better adjustment to academic habits and expectations. This finding of the present study agreed with the earlier studies of Saxena (1995) and Singh B.P (2013) however it contradicts with the findings of Manpreet (2002).

5.2.21. There was no significant difference between Arts and Science students in relation to their academic adjustment. This means that academic adjustment is not effected by subject stream. This finding is in conformity with the earlier findings of Suderarajan (1994), Saxena (1995), Thukral and Kaur (2010) and Al-khatib, Awamleh, Samawi (2012) .

5.2.22. There exists average negative correlation between Emotional Competency and Academic Adjustment. It indicates that Emotional Competency and Academic Adjustment of college students are negatively correlated with each other so, it could be concluded that college students have more Emotional Competency if they have good Academic Adjustment. This means that higher the level of Academic Adjustment, higher the Emotional Competency of college students and vice-versa.

5.3 . CONCLUSION OF THE STUDY

5.3.1 GENDER AND EMOTIONAL COMPETENCY

The result of the present study (table 7) revealed significant difference in the level of Emotional Competence of male and female college students of Kohima. The Mean score of Emotional Competency of Male student was significantly higher than female student which indicated that male college student were better in overall Emotional Competency compared to female college students. Further results (table 8, 9, 10, 11) found significant differences in four components of Emotional Competencies. This indicates that male college students are more confident and capable to make considerate and sensible decision, more organised and balanced, had better ability to express emotions accurately and to express needs related to them, ability to understand complex feelings e.g., simultaneous feelings of love and hate or combination of fear and surprise, ability to perform daily routine even while experiencing negative emotions and enhancing pleasant ones, without repressing or exaggerating information they may convey.

The existing gender differences in Emotional competences between Male and Female college students in this study may also attributed to biological differences which contributes to the wide range of physical, cognitive, emotional and social adaptive behaviour displayed by individual. However individual differences are not solely due to heredity but they are also the product of physical, social and cultural context in which the individual matures. A distinctive combination of genes and experiences promote both the risk and the resilience in human ability and behaviour. These differences may also attribute to cultural values and norms, expectations, parenting practices. Male and female are assigned different societal roles which may lead to differentiated expectations regarding how they should express and experience emotions. So, in many regards parents' uses different approaches to socialize emotions in their sons and daughters however, there are also potential differences due to learning.

With regard to (table 12) it was found that male and female college students had no difference in enhancement of positive emotions which means that both gender had a control over their emotions and regulates them in positive way. Cultivating positive emotions in the midst of stress, adversity, problems etc depends on an individual's ability or willingness in reframing situations with positive or negative feelings so gender differences does not differ in their relation of enhancement of positive emotions.

5.3.2 LOCALITY AND EMOTIONAL COMPETENCY

The result of the present study (table 18) noticed that Rural and Urban differed significantly in the component of Emotional Competency i.e. enhancement of positive emotions. According to the findings students coming from rural background have lower Emotional Competency in the enhancement of positive emotions than students coming from urban background. This means that rural students lack in building a positive mindset of themselves and others which might have led them to a feeling of isolation, lack of confidence and limited capacity for intellectual and social growth. Positive personal development and adjustment depends on an individual's perception towards life, acceptance and the ability to cultivate positive thoughts and actions in spite of negativity will help an individual to develop positive emotions. The existing differences of locality may be attributed to physical, socio-economic condition, educational and cultural context in which the individual is brought up.

Students coming from rural background has lower emotional competence in relation of enhancement of positive emotions may also be attributed to family factor, low socio-economic factor, lack of facilities and resources, lack of qualified teachers during their schooling days. Family background is the most important factor to determine the emotional competency skill of students. Parental encouragement has a positive influence towards the child attitude and performances but in rural areas parents do not care much for the overall development of the child and the children do not feel any pressure from parents to be competent emotional, socially and academically. Another factor attributing to this may be due to less exposure to the

outside world, lack of experience in dealing with people of diverse background, personality and situation during their early educational process.

Urban students are more competent emotionally due to better opportunities that they receive like quality education, exposure and adaptability to technology, educated parents, family and friends to support them to tackle the problems they face and they have many advantages and facilities in their brought up as compared to students coming from rural areas. Students coming from urban background have better educational and social opportunities that raise their self- belief, forethought, self-esteem and self efficacy.

5.3.3 SUBJECT STREAM AND EMOTIONAL COMPETENCY

Similarly, the result of the present study (table 21) revealed that Arts and Science students differed significantly in one component of Emotional Competency i.e. adequate expression and control of emotions where science students were found to be emotionally competent than arts students. This indicates that science students have better ability to express emotions accurately and express needs related to them. They have a better ability in expressing their feelings and opinions and can manage their emotions and react according to their circumstances. This shows that science students are more controlled and organised over their emotionality. The existing stream differences may be attributed to the mindset that science subject is harder compared to arts subject or science students are more brilliant etc. That might have made them to strive better, more competent, hardworking and practical. Another factor attributed to these differences may be due to pressure to attain good performance when their parents and teachers expectation towards them is high. These factors might be the cause where they are able to express their problems better and have better control over the situations/problems that comes their way.

5.3.4 GENDER AND ACADEMIC ADJUSTMENT

The findings of the present study (table 25) revealed that female college students have more academic adjustment than male college students. This means that female college students are more confident, better in forming friendship, expressive, better coping abilities to challenges and strive for excellence, better in balancing academic responsibilities and are more sensible in their academic performance. Whereas Male college students having less academic adjustments may be attributed to the factors like lack of confidence, interest, guidance, motivation and communication skills. Other factors may be due to their inability to cope with academic responsibility and demands like examination, showing progress in subjects and inability to fulfil parents and teachers academic expectation.

5.3.5 LOCALITY AND ACADEMIC ADJUSTMENT

The findings of the present study (table 26) also show significant difference between students coming from Rural and Urban background in relation to their academic adjustment. The findings revealed that students coming from rural background have more academic adjustment than students coming from urban background. This indicate that college have better facilities that make them well adjusted, orientation program at the beginning of academic session prepares them for academic adjustment, they may be having better peer support and guidance from the teachers, better ability to cope with the challenges and strive for excellence, satisfied with the chosen college, better coping skills and learning strategies aiming at achieving satisfactory academic results and better adjustment to academic habits and expectations. Whereas the factors attributing to less academic adjustment of students coming from urban background may be due to their inability to manage intrapersonal abilities like independence, responsibility, self control and interpersonal abilities like cooperation, relation with peers , confrontation with social and academic changes.

5.3.6 SUBJECT STREAM AND ACADEMIC ADJUSTMENT

The findings of the present study (table 27) revealed that no significant difference was found between Arts and Science students in relation to their academic adjustment. This means that academic adjustment is not effected by subject stream.

5.3.7 CORRELATION BETWEEN EMOTIONAL COMPETENCY AND ACADEMIC ADJUSTMENT

The finding of the present study (table 28) shows average negative correlation between emotional competency and academic adjustment. This means that college students have more emotional competency if they have good academic adjustment, so the higher the level of academic adjustment, higher the level of emotional competency of college students and vice-versa.

5.4. EDUCATIONAL IMPLICATION

Research of all kinds are directed towards the goal of discovering new knowledge so it might be utilised for making human living more comfortable. Research study is meaningful if its findings can be part of a profitable use to solve a problem of human interest. The findings of this study have some important implication for educational practices. With rapid changes and development in the field of education, social and family life, competition level, unemployment problem, job opportunities reaching saturation point in Nagaland it is important that students should be emotionally competent and should possess emotional skills such as, ability to interpret, adjust and manage emotions which may serve as a protective factor against risk taking behaviour among emerging adult. The learner's emotions are involved in all activities at institutions; they need to increase awareness and respect for the constructive behaviour of self and others. Every individual also need healthy social emotional development, which include self/other exploration, self/other respect and self/other responsibility. It is important to understand the ways to teach emotional competency development by learning to assess constructive/destructive emotional behaviour, set goals for increasing emotional competency behaviour, plan and

implement strategies for encouraging constructive emotional behaviour and also evaluate the results of instruction directed towards increasing constructive emotional competency behaviour. Educational institutions should provide counselling centres and equip the teachers to provide assistance and helped the students who are not emotionally competent.

Adjustment is important for balancing our conflicting needs in any situation. Successful adjustment in individual will lead to high quality of life. The success of a high potential to realize their maximum potential depends on their ability to adjust to psychological situations encountered. Student at the college level is a period of revolutionary change where individual's personality develops into new dimensions. It is a kind of a base on which rests the entire future life of an individual. The way these changes are taken care of, determines the future life pattern of the individual as adjusted or maladjusted in different walks of life.

Student's emotional competency and academic adjustment is a fundamental provider to their academic performance. The administrators should be aware which components of emotional competency and academic adjustment have more important effects on students. College administrators should pay more attention to the mental needs of the students with the aim of improving their motivation to study more, providing dynamic atmosphere to motivate them for effort, making them feel more enthusiastic to catch their goals and try to make their path straight in innovation and creativity.

It is also important for administrators of college to encourage students to believe in their abilities, make them feel valuable and important, teach them to trust and respect themselves, teach them to feel brave to participate in challenge, assist them to be enthusiastic for taking part in academic competitions, rewarding, regarding and honouring successful students can make them feel more self confident and can give them the chance of believing themselves more confidently. They should also not forget to provide dynamic academic environment and support student's educational

goals which are effective to help students adjust well academically and emotionally. It is important for the administrators and teachers to provide healthy environment by formulating proper curriculum and co-curricular activities in the college. Through proper students support services the students should be helped to re-arrange their priorities in life in order to adjust to new environment and college should also strengthen orientation programmes.

5.5. SUGGESTIONS OF THE STUDY

- 5.5.1 Educators are aware about the importance of attending to emotional and adjustment development of students, however, they are hesitant to integrate programmes which are vague in nature to indicate student's progress and benefits. Teaching emotional skills with empirical evidence can enhance the indication of academic and social adjustment outcomes.
- 5.5.2 Emotional competency skills: motivation, perseverance and self control should be developed in students to instil the quality and productivity in students. These competency skills will enhance academic adjustment and success; improve quality of inter-personal relationship between teachers and students, among peer groups and decrease negative behavioural issues.
- 5.5.3 Most educators and parents support a broader educational agenda which can enhance students social-emotional competences, greater focus on nurturing non-cognitive skills in college will result in social, emotional and behavioural benefits that lead to success, later in life.
- 5.5.4 Parents have an important role to play in nurturing the emotion of their children by creating an environment of trust, respect and support.
- 5.5.5 Teachers and parents should provide themselves as a good exemplary role model as children/students gradually learn how to analyse and cope with life.

- 5.5.6 The institute should arrange workshops and seminars to develop the emotional competencies of students on adjusting college life to help achieve their academic goals.
- 5.5.7 College adjustment will be easier if the level of emotional competency is high. College academic adjustment implies much more than the demand of the new activity. Students must be able to construct clear representations about college, ideals and visions about the new environment and the educational activity.
- 5.5.8 Students must learn to negotiate with various demands and provocations of the college environment, which very often parents and teachers do not explain. The demands and requirements of college include: learning, meeting the deadline, routines and expectations of teacher; acquisition of intra-personal abilities such as responsibility, independence, self control and also inter-personal relations and cooperation with peers, confrontation with social and academic challenges and changes.
- 5.5.9 Emotional competency represents one of the most important factors for ensuring a successful adjustment to the exposed educational demands so formative programmes should be implemented in the college curriculum to have beneficial effect.
- 5.5.10 Moving towards instructional practices that emphasize task master as the goals of learning, provision for student's autonomy, meaningful curricula and emotional support of students are some important aspects that college professionals can begin to address the pressing educational and emotional needs of many students today.
- 5.5.11 As we began to understand complex social environment affecting student's development, college will continue to be an important arena for health promotion and primary prevention and intervention services for young people. Professional understanding on improving college environment will be of

immense potential to impact the quality of college student's academic adjustment and emotional competency.

- 5.5.12 Having unsatisfactory relation with social communities in college, is one of the reasons students claim to cause them leave their higher education programmes. Hence, emphasise on shaping students attitude to socially adjust well in the academic environment will have a strong impact on their study performance.
- 5.5.13 Students get adjustment issues in college as their environment is different with larger classrooms, different teaching styles of instructors, faster pace, frequent and lengthier assignments with higher standards and acute competition. Teacher needs to understand and help students to balance these priorities to become better adjusted to academic habits and expectations.
- 5.5.14 Motivating the students in their educational pursuit will make them more passionate for success. It will also help them to achieve expected academic fulfilment and setting their own goals.
- 5.5.15 Positive and negative relationships with the academic environment influence the academic performance of students. Hence, a healthy academic environment will develop a positive attitude towards academic adjustment.
- 5.5.16 Teacher should be trained with proper strategies to facilitate development of emotional competency and adjustment in classroom.
- 5.5.17 Many theories and research agree that emotional and academic growths are inextricably connected and both need to be promoted in educational setting to achieve educational goals.

- 5.5.18 Based on a number of empirical studies on the connection between emotional and academic aspects of development, there is increasing evidence that earlier emotional competences predict later academic success.
- 5.5.19 Maladjusted children have been shown to be deficient in both the quantity and quality relating to inter-personal problem situations as compared to well adjusted youths.
- 5.5.20 Researchers suggested the need for conducting comprehensive educative adjustment programme for students from the beginning of their college life, to meet the different needs of students and to solve the problem that they may face in their institution.
- 5.5.21 Research also found that students exposed to unique minds educational programmes, focusing of emotional competency showed gains in self efficacy, problem solving and academic grades. It also revealed that students with high level of empathy tends to be less aggressive, better liked and more socially skilled and make greater academic gains than students with lower levels.
- 5.5.22 Research findings also indicated that the emotional quotient is fairly trainable and it is never too late to improve in this field. Today people are judged by a new yardstick; not just how smart they are or their training and expertise but also by how well they handle themselves and others.
- 5.5.23 New students coming to college, especially in the first year need to be equipped with adaptive behaviour in areas such as time management, effective study skills, capability to complete courses and ability to see transition as a normative shift.
- 5.5.24 Orientation programme should be made compulsory at the beginning of academic session in all colleges. Encourage student to strengthen their competency skills and motivate them to actively participate in all round

development activities. Encourage them to share their problems and opinions related to educational, personal, social, emotional and psychological issues.

- 5.5.25 Psychologist or counsellor should be appointed in every college to tackle with the problems and issues related to emotional and academic adjustment. They can also investigate factors affecting emotional competency and academic adjustment and give solutions according to their findings.
- 5.5.26 This study observed gender differences in emotional competency. Therefore, existing gaps should be taken into consideration while designing curricula for improving emotional competency skills and adjustments. There are many potential social environmental influences that help build emotional competence skill. Family environment has greater impact. Positive parenting practices can promote children's emotional competence. Accordingly, Intervention programmes for parents on skills, techniques and strategies that correspond to effective family management practices can be organised. Further, training programmes may be designed for parents to develop proper parenting skills.
- 5.5.27 Teachers, counsellors and educators can play an important role in facilitating emotional competency skills. Learning emotional and adjustment skills are similar to learning other academic skills. Therefore, implementing a preventive programme in college can help students to increase competence as well as learning. Students acquire skill in a classroom through effective and direct classroom participation, engagement in positive activities and involving parents, teachers and community in planning and evaluating.
- 5.5.28 To enable student's control over their emotions, extensive practical sessions must be given to students to make them solve critical situation and self assess any negative behaviour.

- 5.5.29 By imparting meditation and morning chapel as part of co-curricular activities in college, students must be taught on importance of coping with emotional problems as they arise.

5.6 RECOMMENDATIONS FOR FURTHER RESEARCH

- 5.6.1 Impact of intervention programmes to improve emotional competence could be attempted.
- 5.6.2 It will be worthwhile to conduct study of emotional competency with all areas of adjustment i.e., home, social, educational, emotional and health.
- 5.6.3 A comprehensive study can be done on emotional competency and adjustment in relation to psychological variables like personality traits, intelligence, creativity etc.
- 5.6.4 Student's academic adjustment has strong positive correlation with their social personal and emotional adjustment.
- 5.6.5 The same research study may be extended and conducted at school level also.

5.7 SUMMARY OF THE RESEARCH

This chapter includes the summary of the study carried out on the topic: "A study of Emotional Competency among college students of Nagaland in relation to their Academic Adjustment". The overview of this chapter consists of justification of the study, operational definition, objectives, hypothesis and delimitation, methodology of the study including findings, conclusions, educational implication, suggestions and recommendations for further research.

5.7.1 OPERATIONAL DEFINITION

- 5.7.1.1 EMOTIONAL COMPETENCY- Refers to ability of how an individual release their inner feelings and express their emotions spontaneously.
- 5.7.1.2 ACADEMIC ADJUSTMENT- Refers to having a positive attitude toward setting academic goals, completing academic requirements. The effectiveness of their efforts to meet these requirements and their academic environment.
- 5.7.1.3 COLLEGE STUDENTS- College students here refer to final year students studying in Arts and Science streams at Bachelor's degree level in Kohima.
- 5.7.1.4 LOCALITY- Locality here refers to the student's coming from rural and urban background.
- 5.7.1.5 GENDER- It is biological division of individual assigned at birth based on anatomical difference as male or female. Gender here refers to male as a boy and female as a girl of college students of kohima.
- 5.7.1.6 STREAM- Stream here refers to students studying in Arts and Science colleges.

5.7.2 OBJECTIVES OF THE STUDY

- 5.7.2.1 To find and compare the various dimensions of Emotional Competency of college students in relation to their gender.
- 5.7.2.2 To examine and justify the various dimensions of Emotional Competency of college students in relation to their locality.

- 5.7.2.3 To find out the various dimensions of Emotional Competency among college students in relation to their streams.
- 5.7.2.4 To examine and justify the Academic Adjustment of college students.
- 5.7.2.5 To explore and find the correlation between Emotional Competency and Academic Adjustment among college students.
- 5.7.2.6 To suggest measures for improvement of Emotional Competency and Academic Adjustment of college students.

5.7.3. HYPOTHESES

- 5.7.3.1 There is no significance difference between male and female college students in relation to their Emotional competency.
- 5.7.3.2 There is no significance difference between students coming from rural and urban background in relation to their Emotional Competency.
- 5.7.3.3 There is no significance difference between arts and science students in relation to their Emotional Competency.
- 5.7.3.4 There is no significant difference between male and female college students in relation to their academic adjustment.
- 5.7.3.5 There is no significant difference between students coming from rural and urban background in relation to their academic adjustment.
- 5.7.3.6 There is no significant difference between Arts and Science students in relation to their academic adjustment.

5.7.3.7 There is no correlation between Emotional Competency and academic adjustment among college students.

5.7.4. DELIMITATIONS

The study was delimited in the following area:

- 5.7.4.1 Present study was delimited to only Kohima district.
- 5.7.4.2 Present study was delimited only to college students.
- 5.7.4.3 The investigator covered only three variables i.e., Gender, Locality and Arts and Science streams.

5.7.5 SUMMARY OF RELATED LITERATURE

Many research studies conducted in India and abroad suggested that gender differences were observed in emotional competency where boys were significantly emotionally stable than girls but in expression of emotions women were found to be more expressive than men. Positive correlation was found between Emotional Competency and happiness. Urban boys and girls were rated highest for happiness and affection.

Studies revealed that highly educated people express emotions more than less educated people and intelligent person were found to be more capable of controlling their emotions. Even in working environment, group cooperation was higher when group members were more emotionally competent and had greater ability to express emotions and empathise with others. It was also found that family, peer group and school variables were primarily related to the balance of positive and negative effect.

In educational environment, emotions were found to be related to indiscipline behaviour, emotional maturity was also positively and significantly related to achievement. It was also found that children who are at risk of failure in school can learn to manage social and emotional behaviour if they are nurtured regularly. Certain

research results contribute to improving teachers training programmes to facilitate the development of Emotional Competences.

It has been realised that in Abroad, number of studies have been undertaken on Emotional Competency in related to other aspects but in India and North-east, number of such studies are very few. No work has yet been undertaken on “The study of Emotional Competency among college students of Nagaland in related to Academic Adjustment.” This was the major research lacuna. In order to fill this gap the investigator planned and executed the present research study.

5.7.6 METHODS

The descriptive survey method was adopted taking into account factors like gender, locality and subject streams.

5.7.7 POPULATION

The population of the study covered one thousand (1000) college students in Arts and Science colleges in Kohima.

5.7.8 SAMPLE

Random sampling was followed for the present study on ascertaining the location of different colleges in Kohima. It was found that there were 14 Arts and Science colleges so all these colleges were selected and the sample consists of one thousand (1000) final year students studying at Bachelor’s degree level.

5.7.9 TOOLS USED IN THE PRESENT STUDY

In order to get accurate data and information, standardized tools of ‘Emotional competencies scale’ developed by Dr. R. Bhardwaj and Dr. H. Sharma was used and for academic Adjustment a self structured questionnaire by the researcher was used.

5.7.10 STATISTICAL TECHNIQUE

For the present study the responses received from the respondents were tabulated and analysed by making use of appropriate statistical technique by finding out mean, standard deviation, t-test and correlation according to the data.

5.7.11 DATA COLLECTION

Data were collected from both primary and secondary sources. Primary sources were from the questionnaires. For data collection, the investigator contacted the Principals/Vice Principals of colleges in Kohima and as per the permission given by them, personally went to the colleges and administered the test. Two tests were employed, one was standardized psychological test developed by Dr. R. Bhardwaj and Dr. H. Sharma named as Emotional Competencies Scale (ECS). There are five competencies of emotions, each consisting six items making the test 30 questions with five point Likert scale. There are five options given in each item and the respondent can tick (✓) anyone alternative appropriate for them. The other test was self developed student's academic adjustment questionnaire. The test comprises of 21 items to measure academic adjustment. There were two cells against each item on the answer sheet and the subjects were asked to respond Yes or No by ticking anyone cell which was applicable.

The test was administered personally by the investigator in all the colleges in Kohima and conducted in the classroom in the presence of the teacher after clear instruction is given to the student. The questionnaire was collected personally by the investigator. Only completely filled questionnaire were tabulated with the help of the scoring key and by employing appropriate statistical technique it was analysed.

Secondary sources were from the books, journals, reports, records, browsing websites, e-reading etc.

5.7.12 ANALYSIS OF DATA

Data were collected on the Emotional Competency scale and Academic Adjustment questionnaire from 1000 respondents. These data were analyzed through EXCEL and SPSS by applying statistical measures accordingly. The results were interpreted by comparing the MEAN, STANDARD DEVIATION and by using the t-test at $\alpha = 0.01$ and 0.05 level of significance.

5.7.13 FINDINGS

5.7.13.1 There existed significant difference between male and female college students in relation to their *Emotional Competency*.

5.7.13.2 There was significant difference between male and female college students in relation to their *Adequate Depth of Feeling*.

5.7.13.3 There was significant difference between male and female college students in relation to their *Adequate Expression and Control of Emotions*.

5.7.13.4 There was significant difference between male and female college students in relation to their *Ability to Function with Emotions*.

5.7.13.5 There was significant difference between male and female college students in relation to their *Ability to Cope with Problem Emotions*.

5.7.13.6 There was no significant difference between male and female college students in relation to *Enhancement of Positive Emotions*.

5.7.13.7 There was no significant difference between students coming from rural and urban background in relation to their *Emotional Competency*.

5.7.13.8 There was no significant difference between students coming from rural and urban background in relation to their *Adequate Depth of Feeling*.

5.7.13.9. There was no significant difference between students coming from rural and urban background in relation to their *Adequate Expression and Control of Emotions*.

5.7.13.10. There was no significant difference between students coming from rural and urban background in relation to their *Ability to Function with Emotions*.

5.7.13.11. There was no significant difference between students coming from rural and urban background in relation to their *Ability to Cope with Problem Emotions*.

5.7.13.12. There was significant difference between students coming from rural and urban background in relation to their *Enhancement of Positive Emotions*.

5.7.13.13. The relation between students of Arts and Science stream shows no significant difference in their *Emotional Competency*.

5.7.13.14. The relation between students of Arts and Science stream shows no significant difference in their *Adequate Depth of Feeling*.

5.7.13.15. The relation between students of Arts and Science stream shows no significant difference in their *Adequate Expression and Control of Emotions*.

5.7.13.16. There was no significant difference between Arts and Science students in relation to their *Ability to Function with Emotions*.

5.7.13.17. There was no significant difference between Arts and Science students in relation to their *Ability to Cope With Problem Emotions*.

5.7.13.18. There was no significant difference between Arts and Science students in relation to their *Enhancement of Positive Emotions*.

5.7.13.19. There was significant difference between male and female college students in relation to their *Academic Adjustment*.

5.7.13.20. The relation between students of Rural and Urban background to their academic adjustment revealed *Significant Difference*.

5.7.13.21. The relation between the students of Arts and Science stream to their academic adjustment revealed *no Significant Difference*.

5.7.13.22. There existed average negative correlation between *Emotional Competency and Academic Adjustment*.

5.7.14 CONCLUSIONS

5.7.14.1 GENDER AND EMOTIONAL COMPETENCY

The result of the present study revealed significant difference in the level of Emotional Competency of male and female college students of Kohima. The Mean score of Emotional Competency of male student were significantly higher than female student which indicated that male college student were better in overall Emotional Competency compared to female college students. Further results found significant differences in four components- adequate depth of feeling, adequate expression and control of emotions, ability to function with emotions, ability to cope with the problem of emotions. This indicates that male college students were more confident and capable with effective judgement and personality integration which ensures vigorous participation in living, had better ability to express emotions accurately and to express needs related to them, ability to understand complex feelings e.g. Simultaneous feelings of love and hate or combination of fear and surprise, ability to perform daily routine even while experiencing negative emotions and enhancing pleasant ones, without repressing or exaggerating information they may convey.

The existing gender differences in Emotional competences between male and female college students in this study may also attributed to biological differences which contributes to the wide range of physical, cognitive, emotional and social adaptive behaviour displayed by individual. However individual differences are not solely due to heredity but they are also the product of physical, social and cultural context in which the individual matures. A distinctive combination of genes and experiences promote both the risk and the resilience in human ability and behaviour. These differences may also attribute to cultural values and norms, expectations, parenting practices. Male and female are assigned different societal roles which may lead to differentiated expectations regarding how they should express and experience emotions. So, in many regards parents' uses different approaches to socialize emotions in their sons and daughters however, there are also potential differences due to learning.

With regard to enhancement of positive emotions, it was found that there was no significance difference between male and female college students which means that both gender had predominance of positive emotions in the personality make-up of themselves to ensure a meaningful and fairly integrated life. The presence of certain positive emotions like love, affection, joy etc shows a constructive influence in the dynamics of human behaviour so gender differences does not differ in their relation to enhancement of positive emotions.

5.7.14.2 LOCALITY AND EMOTIONAL COMPETENCY

The result of the present study noticed that students coming from Rural and Urban background differed significantly in one component of Emotional Competency i.e. enhancement of positive emotions. According to the findings students coming from rural background have lower Emotional Competency in the enhancement of positive emotions than students coming from urban background. This means that rural students lack in the predominance of positive emotions in the personality make-up of themselves which might have led them to a feeling of isolation, lack of confidence and limited capacity for intellectual and social growth. The healthy growth of personality as well as adjustment with the environment requires the

presence of certain positive emotions like love, affection, joy concern etc. The existing differences of locality may be attributed to physical, socio-economic condition, educational and cultural context in which the individual is brought up. Students from the rural areas mostly receive their education that is inferior compared to the students that lived in urban areas. Students background also impact on their performance, thinking, activities and adjustment ability in the college.

Students coming from rural background has lower emotional competence in relation of enhancement of positive emotions may also be attributed to family factor, low socio-economic factor, lack of facilities and resources, lack of qualified teachers during their schooling days. Family background is the most important factor to determine the emotional competency skill of students. Parental encouragement has a positive influence towards the child attitude and performances but in rural areas parents do not care much for the overall development of the child and the children do not feel any pressure from parents to be competent emotional, socially and academically. Another factor attributing to this may be due to less exposure to the outside world, lack of experience in dealing with people of diverse background, personality and situation during their early educational process.

Urban students are more competent emotionally because of their better quality in their education, availability of information that they get from various sources like mass media and electronic media, their educated families and peer groups which help them to tackle the problems they face and they have many advantages and facilities in their brought up as compared to students coming from rural areas. Students coming from urban background have better educational and social opportunities that raise their self- belief, forethought, self-esteem and self efficacy.

5.7.14.3 SUBJECT STREAM AND EMOTIONAL COMPETENCY

Similarly, the result of the present study revealed that Arts and Science students differed significantly in one component of Emotional Competency i.e.

adequate expression and control of emotions where science students were found to be emotionally competent than arts students. This indicates that science students have better ability to express emotions accurately and express needs related to them. They have a better ability and stability to express and control emotions spontaneously as demanded by the situation. This shows that science students are more controlled and organised over their emotionality. The existing stream differences may be attributed to the mindset that science subject is harder compared to arts subject or science students are more brilliant etc. That might have made them to strive better, more competent, hardworking and practical. Another factor attributed to these differences may be due to pressure to attain good performance when their parents and teachers expectation towards them is high. These factors might be the cause where they are able to express their problems better and have better control over the situations/problems that comes their way.

5.7.14.4 GENDER AND ACADEMIC ADJUSTMENT

The findings of the present study revealed that female college students have more academic adjustment than male college students. This means that female college students are more confident, better in forming friendship, expressive, better coping abilities to challenges and strive for excellence, better in balancing academic responsibilities and are more sensible in their academic performance. Whereas male college students having less academic adjustments may be attributed to the factors like lack of confidence, interest, guidance, motivation and communication skills. Other factors may be due to their inability to cope with academic responsibility and demands like examination, showing progress in subjects and inability to fulfil parents and teachers academic expectation.

5.7.14.5 LOCALITY AND ACADEMIC ADJUSTMENT

The findings of the present study also show significant difference between students coming from Rural and Urban background in relation to their academic adjustment. The findings revealed that students coming from rural background have more academic adjustment than students coming from urban background. This

indicate that college have better facilities that make them well adjusted, orientation program at the beginning of academic session prepares them for academic adjustment, they may be having better peer support and guidance from the teachers, better ability to cope with the challenges and strive for excellence, satisfied with the chosen college, better coping skills and learning strategies aiming at achieving satisfactory academic results and better adjustment to academic habits and expectations. Whereas the factors attributing to less academic adjustment of students coming from urban background may be due to their inability to manage intrapersonal abilities like independence, responsibility, self control and interpersonal abilities like cooperation, relation with peers , confrontation with social and academic changes.

5.7.14.6 SUBJECT STREAM AND ACADEMIC ADJUSTMENT

The findings of the present study revealed that no significant difference was found between Arts and Science students in relation to their academic adjustment. This means that academic adjustment is not effected by subject stream.

5.7.14.7 CORRELATION BETWEEN EMOTIONAL COMPETENCY AND ACADEMIC ADJUSTMENT

The findings of the present study show average negative correlation between emotional competency and academic adjustment. This means that higher the level of academic adjustment, higher the emotional competency of college students and vice versa.

5.7.15 EDUCATIONAL IMPLICATION

Research of all kinds are directed towards the goal of discovering new knowledge so it might be utilised for making human living more comfortable. Research study is meaningful if its findings can be part of a profitable use to solve a problem of human interest. The findings of this study have some important implication for educational practices. With rapid changes and development in the field

of education, social and family life, competition level, unemployment problem, job opportunities reaching saturation point in Nagaland it is important that students should be emotionally competent and should possess emotional skills such as, ability to interpret, adjust and manage emotions which may serve as a protective factor against risk taking behaviour among emerging adult's. The learner's emotions are involved in all activities at institutions, they need to increase awareness and respect for the constructive behaviour of self and others. Every individual also need healthy social emotional development, which include self/other exploration, self/other respect and self/other responsibility. It is important to understand the ways to teach emotional competency development by learning to assess constructive/destructive emotional behaviour, set goals for increasing emotional competency behaviour, plan and implement strategies for encouraging constructive emotional behaviour and also evaluate the results of instruction directed towards increasing constructive emotional competency behaviour. Educational institutions should provide counselling centres and equipped the teachers to provide assistance and helped the students who are not emotionally competent. To achieve and maintain a feeling of adequacy, the individual has to acquire a few workable assumptions about the world, where need for competence emerges as most of the fundamental motives of life, because individual survive through competence, grow through competence and actualize themselves through competence.

Adjustment is considered one of the main indicators of success in college life as it is an indicator for the student's ability to face the problems resulting from fulfilling his academic, social and emotional needs. Through achieving adjustment the students will form a kind of good relationship with others. The success of a high potential to realize their maximum potential depends on their ability to adjust to psychological situations encountered. Student at the college level is a period of revolutionary change where individual's personality develops into new dimensions. It is a kind of a base on which rests the entire future life of an individual. The way these changes are taken care of, determines the future life pattern of the individual as adjusted or maladjusted in different walks of life.

Student's emotional competency and academic adjustment is a fundamental provider to their academic performance. Then, administrators should be aware which

components of emotional competency and academic adjustment have more important effects on students. College administrators should pay more attention to the mental needs of the students with the aim of improving their motivation to study more, providing dynamic atmosphere to motivate them for effort, making them feel more enthusiastic to catch their goals and try to make their path straight in innovation and creativity.

It is also important for administrators of college to encourage students to believe in their abilities, make them feel valuable and important, teach them to trust and respect themselves, teach them to feel brave to participate in challenge, assist them to be enthusiastic for taking part in academic competitions, rewarding, regarding and honouring successful students can make them feel more self confident and can give them the chance of believing themselves more confidently. They should also not forget to provide dynamic academic environment and support student's educational goals which are effective to help students adjust well academically and emotionally. It is important for the administrators and teachers to provide healthy environment by formulating proper curriculum and co-curricular activities in the college. Through proper student support services the students should be helped to re-arrange their priorities in life in order to adjust to new environment and college should also strengthen orientation programmes.

5.7.16 SUGGESTIONS

5.7.16.1 Educators are aware about the importance of attending to emotional and adjustment development of students, however, they are hesitant to integrate programmes which are vague in nature to indicate student's progress and benefits. Teaching emotional skills with empirical evidence can enhance the indication of academic and social adjustment outcomes.

5.7.16.2 Emotional competency skills: motivation, perseverance and self control should be developed in students to instil the quality and productivity in students. These competency skills will increase academic adjustment and success, improve quality of inter-personal relationship between teachers and students, among peer groups and decrease negative behavioural issues.

5.7.16.3 The institute should arrange seminars and workshops to develop the emotional competencies of students on adjusting college life to help achieve their academic goals.

5.7.16.4 Students must learn to negotiate with various demands and provocations of college environment, which very often parents and teachers do not explain. The demands and requirements of college include: learning, meeting the deadline, routines and expectations of teacher, acquisition of intra-personal abilities such as independence, responsibility, self control and also inter-personal relations and cooperation with the peers, confrontation with social and academic challenges and changes.

5.7.16.5 As we began to understand more about complex social environment affecting student's development, college will continue to be seen as an important arena for health promotion and primary prevention and intervention services for young people. Professional understanding on improving college environment will be of immense potential to impact the quality of college student's academic adjustment and emotional competency.

5.7.16.6 Students get adjustment issues in college as their environment is different with larger classrooms, frequent and lengthier assignments, with higher standards and acute competition. Teacher needs to understand and help students to balance these priorities to become better adjusted to academic habits and expectations.

5.7.16.7 Orientation programme should be made compulsory at the beginning of academic session in all colleges, encourage student to strengthen their competency skills and motivate them to actively participate in all round development activities. Encourage them to share their problems and opinions related to educational, personal, social, emotional and psychological issues.

5.7.16.8 Psychologist or counsellor should be appointed in every college to tackle with the problems and issues related to emotional and academic adjustment. They can

also investigate factors affecting emotional competency and academic adjustment and give solutions according to their findings.

5.7.16.9 This study observed gender differences in emotional competency therefore; existing gaps should be taken into consideration while designing curricula for improving emotional competency skills and adjustments. There are many potential social environmental influences that help build emotional competence skill. Family environment has greater impact. Positive parenting practices can promote children's emotional competence. Accordingly, intervention programmes for parents on skills, techniques and strategies that correspond to effective family management practices can be organised. Further, training programmes may be designed for parents to develop proper parenting skills.

5.7.16.10 Teachers, counsellors and educators can play an important role in facilitating emotional competency skills. Learning emotional and adjustment skills are similar to learning other academic skills. Therefore, implementing a preventive programme in college can help students to increase competence as well as learning. Students acquire skills in a classroom through effective and direct classroom participation, engagement in positive activities and involving parents, teachers and community in planning and evaluating.

5.7.17 RECOMMENDATIONS FOR FURTHER RESEARCH

5.7.17.1 Impact of intervention programmes to improve emotional competence could be attempted.

5.7.17.2 It will be worthwhile to conduct study of emotional competency with all areas of adjustment i.e., home, social, educational, emotional and health.

5.7.17.3 A comprehensive study can be done on emotional competency and adjustment in relation to psychological variables like personality traits, intelligence, creativity etc.

- 5.7.17.4 Student's academic adjustments have strong positive correlation with their social personal and emotional adjustment.
- 5.7.17.5 The same research study may be extended and conducted at school level also.

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EC-Scale

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and

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Code

Obtained Score

Give your own information

Sex Age Caste Religion

Education Profession Monthly Income Rural/Urban

Married/Unmarried Place

Instruction –

1. Some incomplete statements are given in this scale.
2. Every incomplete statement can be completed with the help of any of the five alternatives mentioned before the incomplete one.
3. You have to complete every statement in terms of your own, therefore think adequately and respond in an honest manner.
4. Tick the (✓) mark whichever suits you among the five alternatives.
5. The information given by you will be kept secret.

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- | | | |
|---|--------------------------------|-----|
| 1. Even a slight thing to me, | strikes very much | () |
| | strikes much | () |
| | strikes normal | () |
| | strikes slightly | () |
| | strikes very slightly | () |
| 2. When I am inclined to react upon others, I | cannot control absolutely | () |
| | cannot control | () |
| | cannot control normally | () |
| | am able to control | () |
| | am able to control very much | () |
| 3. Due to petty incidents, I my deeds in a very balanced manner. | am able to do very slightly | () |
| | am able to do slightly | () |
| | cannot do normally | () |
| | do | () |
| | am able to do very much | () |
| 4. Even after realising the causes of miseries, I those from my mind. | cannot overcome absolutely | () |
| | cannot overcome | () |
| | cannot overcome normally | () |
| | am able to overcome | () |
| | am able to overcome very much | () |
| 5. The moments of happiness, I open heartedly. | cannot enjoy absolutely | () |
| | cannot enjoy | () |
| | cannot enjoy normally | () |
| | am able to enjoy | () |
| | am able to enjoy too much | () |
| 6. The impact of day to day events on me | is too much | () |
| | is much | () |
| | is normal | () |
| | is slight | () |
| | is very slight | () |
| 7. I my control even on the slight life incidents. | lose very hastily | () |
| | lose hastily | () |
| | lose normally | () |
| | am not able to lose | () |
| | am not able to lose absolutely | () |

- | | | |
|--|-----------------------------------|-----|
| 8. In adverse circumstances, I | become nervous atonce | () |
| | become nervous | () |
| | become nervous normally | () |
| | do not become nervous | () |
| | do not become nervous absolutely. | () |
| 9. The fear of strange circumstances for me | remains too much | () |
| | remains much | () |
| | remains normally | () |
| | does not remain | () |
| | does not remain absolutely. | () |
| 10. To chat with others, I | do not like absolutely | () |
| | do not like | () |
| | do not like normally | () |
| | like | () |
| | like very much. | () |
| 11. I am by the critical notions of others. | affected very much | () |
| | affected much | () |
| | affected normally | () |
| | affected slightly | () |
| | affected very slightly. | () |
| 12. I whatever may be the form of misery. | weep very much | () |
| | weep much | () |
| | weep normally | () |
| | weep slightly | () |
| | weep very slightly | () |
| 13. There are the persons who remain normal even in most adverse conditions but I in adverse circumstances leaving aside all essential work. | become disappointed very much | () |
| | become disappointed much | () |
| | become disappointed normally | () |
| | am not disappointed | () |
| | am not disappointed absolutely | () |
| 14. I the aggression towards others aroused by known or unknown reasons. | cannot keep aside absolutely | () |
| | cannot keep aside | () |
| | cannot keep aside normally | () |
| | keep aside | () |
| | keep aside very much | () |

- | | | |
|---|---------------------------------|-----|
| 15. I to participate with a great zeal on the occasion of happiness like marriage or other functions. | do not like absolutely | () |
| | do not like | () |
| | do not like normally | () |
| | like much | () |
| | like very much | () |
| 16. When some body hurts my feelings, I | become very much sad | () |
| | become much sad | () |
| | become sad normally | () |
| | become sad slightly | () |
| | become sad very slightly. | () |
| 17. People my emotions through my facial and overt gestures. | realise very easily | () |
| | realise easily | () |
| | realise normally | () |
| | cannot realise easily | () |
| | cannot realise absolutely | () |
| 18. In the conditions of indifferent feelings (anxiety, fear anger etc.), I | cannot take decision absolutely | () |
| | cannot take decision | () |
| | cannot take decision normally | () |
| | take decision accordingly | () |
| | take decision easily. | () |
| 19. The impact of misfortunes on me. | remains very much | () |
| | remains much | () |
| | remains normally | () |
| | remains for a while | () |
| | remains for a period slightly | () |
| 20. To go in merry-making, I | like very slightly | () |
| | like slightly | () |
| | like normally | () |
| | like much | () |
| | like very much. | () |
| 21. Usually every body has a habit to say something but I, on hearing their slight remarks. | become impatient very much | () |
| | become impatient | () |
| | become impatient normally | () |
| | become impatient slightly | () |
| | become impatient very slightly | () |

- | | |
|---|---|
| 22. All do express their feelings like laughing, weeping, fearing and becoming angry but I, | express either very much or very little () |
| | express more or less () |
| | express sometimes more or less () |
| | do not express more or less () |
| | do not express very much or little. () |
| 23. In the circumstances of opposite feelings, I keep my behavior | balanced very slightly () |
| | balanced slightly () |
| | balanced normally () |
| | much balanced () |
| | very much balanced. () |
| 24. Thinking in the way, "O dear, leave it, do not worry or feel sad" I my feelings at bay. | cannot keep absolutely () |
| | cannot keep () |
| | cannot keep normally () |
| | keep () |
| | keep accordingly () |
| 25. In the ways others remain happy, I despite having a wish for being happy. | cannot remain absolutely so () |
| | cannot remain so () |
| | cannot remain normally so () |
| | am able to remain so () |
| | am able to remain by large so () |
| 26. Every thing that is related to joy and sorrow, I | take it in depth very much () |
| | take it in depth much () |
| | take it in depth normally () |
| | take it in depth slightly () |
| | take it in depth very slightly. () |
| 27. I am afraid of what people would say about me, I normal expression of feelings | refrain very much from () |
| | much refrain from () |
| | refrain normally from () |
| | do not refrain from () |
| | do not refrain absolutely from () |
| 28. In the mist of some worries, the jobs that I want to perform, I | cannot fulfil absolutely () |
| | cannot fulfil () |
| | cannot fulfil normally () |
| | am able to fulfil () |
| | am able to fulfil very much. () |

29. Leaving aside all superfluous feelings, I must keep my self busy in my jobs, This I cannot do absolutely ()
 cannot do ()
 cannot do normally ()
 able to do ()
 able to do more easily. ()
30. That I never miss any opportunity to remain happy, on me. does not apply absolutely ()
 does not apply ()
 does not apply normally ()
 apply ()
 apply very much ()

Thanking you.

For the use of tester only—							Total
A	1	6	11	16	21	26
B	2	7	12	17	22	27
C	3	8	13	18	23	28
D	4	9	14	19	24	29
E	5	10	15	20	25	30

QUESTIONNAIRE FOR ACADEMIC ADJUSTMENT

NAME:

MALE/FEMALE:

CLASS:

RURAL/URBAN:

NAME OF THE COLLEGE:

ARTS/SCIENCE:

You are requested to read the statement and answer honestly by ticking either yes or no. your responses will be kept secret and will not be used for any purpose other than research.

1. Do you feel that many of your friends have better educational background than you that make you feel inferior to them?

yes	No
-----	----

2. Are you often worried that you may not be able to compete with others academically and in co-curricular activities?

yes	No
-----	----

3. Are you more interested in browsing about star celebrity than your subject matter when you are online?

yes	No
-----	----

4. Do you forget easily what you have learned and read?

yes	No
-----	----

5. Do you think that financial problem could also be one reason that hampers your performance and adjustment in the college?

yes	No
-----	----

6. Do you think your teachers focus more on those brighter students?

yes	No
-----	----

7. Do you feel that your friends have better facilities that make them get better results in the examination?

yes	No
-----	----

8. Does your college gives proper orientation at the beginning of academic session?

yes	No
-----	----

9. Do you agree that poor or healthy college adjustment correlates with your academic performance?

yes	No
-----	----

10. Do you think inadequate high school preparation makes you maladjusted when you first join college?

yes	No
-----	----

11. Is peer group support important for you to have academic adjustment?

yes	No
-----	----

12. Do you know how to get ready for examination and other students activities?

yes	No
-----	----

13. Do you feel bored and sleepy in class even after you had enough of sleep during the night?

yes	No
-----	----

14. Do you think of leaving the college sometimes?

yes	No
-----	----

15. Do you think it is necessary to have mentor/counsellor to encourage you when you have problem?

yes	No
-----	----

16. Is it difficult for you to express your ideas and feelings to others?

yes	No
-----	----

17. Do you have the courage to cope with the challenges and strive for excellence?

yes	No
-----	----

18. Do you think that nobody notices you in the college?

yes	No
-----	----

19. Does it worry you that your teachers and friends think of you less than you really are?

yes	No
-----	----

20. Do you think that you have chosen the right subjects that are most appropriate for you?

yes	No
-----	----

21. Are you able to balance many choices you have with academic responsibilities?

yes	No
-----	----