

IMPACT OF SCHOOL ENVIROMENT ON THE EMOTIONAL COMPETENCE OF ADOLESCANT

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Abstract

This Study shows that school environment does not affect the emotional competence of adolescents. It shows that in present time of science, technology and modernization school environment has no effect on the emotional competence of adolescents. There is no difference in emotional competence of adolescents (both boys and girls). Moreover there is no difference of emotional competence of adolescent between those who receives uncongenial school environment.



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School environment plays an important role in the growth and development of a child, because of the learners. The process and all the activities of schooling help in the behaviour personality attitude, aspiration, self confidence, habits. And academic achievement of the children . It is the school which shapes the emotions of child in the real sense.

Adolescence is most crucial period of life. Span of an individual . This is the period of psychological maturation and that maturity brings environmental situations. But school going child spent most of his time in school. So school brings changes in adolescent more than parents.

ENVIRONMENT

It stands for all those circumstances which exert their influences on the child since conception to death. All the material and non material things, concrete or abstract called environment consciously or unconsciously environment moulds the behaviour and personality of adolescents.

According to Wood Worth

“Environment covers that have acted on individual since he begins life”

SCHOOL ENVIRONMENT

A school is a society in its miniature form school is an active agency of education . which plays an important role in the life of an individual . The school has been derived from the word SKHOLE Which means leisure.

School is an active agency of education which plays an important in the life of an individual . school is regarded as an a temple where students sit together under the same roof on the same floor or carpet or desks and learns from same teacher irrespective of caste colour and creed.

According to Ottaway(1976)

“The school may be regarded as a social invention to serve society for specialized teaching of young.”

According to Dewey(1982)

“The school is a special environment . When a certain quality of life and certain type of activities and occupation are provided .With the object of securing child’s development along desirable lines.”

The school provide simple , pure interesting and well organized environment to a child according to pre planned scheme . Which ensures the harmonious development of child and can come under the heading internal environment . It can be defined as an aggregate of all those physical, psychological and social conditions that determine the school, emotional and intellectual growth and development of the child.

ADOLESCENCE

Adolescence is a period of rapid physical, intellectual, emotional and social growth period of growing of physically the boys or girls become adult ant the sex organs mature . There is an intellectual growth towards a more abstract and mature mode of thinking . Intelligence reaches its maximum. Emotionally, the adolescent grows independent of parents and prepares himself for entering into other relationship that are needed in marriage in work and in us considered un worthy of their care and burden on his parents.

The word adolescent is derived from the Latin word ‘adolescere’ . which means to grow to maturity.

According to New Illustrated Webster Dictionary(1992)

“Adolescence is the process of growing up; the stage or period of growth from the unset of puberty to the stage of adult development.

According to Stanley and Hall

“Adolescence is a period of great stress and strain storm and strife.”

EMOTIONAL COMPETENCE

Emotions are root forces in the dynamics of human behaviour and personality. Like various other aspects of personality, emotions play a vital role in the manifestation of the individual's behaviour. These are basic primeval forces by nature which enable the organism to cope with circumstances which demand utmost effort of survival.

The word emotion has been derived from Latin word 'emovere' which means to excite or 'to stir up.' Different people have defined emotions in different ways.

Crow and Crow

"An emotion is an effective experience that accompanies generalized inner adjustment and psychologically stirred up state in the individual and shows itself in overt behaviour."

Emotions are to rightly directed and controlled especially in adolescence period there are many factors influencing emotional competence of adolescence i.e home environment, school environment, socio economic status etc.

NEED OF THE STUDY

Adolescent is the period of great stress and strain. The emotions are not stable in this period. Sometimes their emotions are very high and sometimes they are in clouds of despair. There are many factors as home environment, school environment, socio economic status etc. Which play a very important role in developing emotional competence in adolescents. The congenial school environment i.e permissiveness, teacher's activities to provide opportunities to stimulate creative thinking cognitive development and teacher's acceptance to the feelings of students in non-threatening manner can help the adolescent to be emotionally competent i.e the have adequate depth of feelings, adequate expression and control of emotions and the ability of function with emotions whereas uncongenial school environment may cause hindrance in the development of emotional competence of adolescent.

It is therefore suggested that proper and congenial school environment should be provided to adolescent by the school teachers, school authorities and concerned staff. In this regard the teacher and staff can play a very significant role.

STATEMENT OF THE PROBLEM

"IMPACT OF SCHOOL ENVIROMENT ON THE EMOTIONAL COMPETENCE OF ADOLESCANT"

OBJECTIVES OF THE STUDY

The present study is conducted to achieve the following objectives

1. To study the school environment of adolescents
2. To study the emotional competence of adolescents (both boys and girls)
3. To study the impact of school environment on the emotional competence of adolescents (both boys and girls).

HYPOTHESES

For present study following hypotheses has been framed

1. There is no significant difference in the emotional in the competence of Adolescents (Both boys and girls)
2. There is no significant impact of school environment on the emotional competence of adolescents.

SAMPLE OF THE STUDY

200 students of 10+1 class will be randomly selected from different schools of Muktsar distict. The sample will consist of both boys and girls.

TOOLS OF THE STUDY

In the present investigation the data will be collected with the help of following tests.

1. Emotional competence scale By Sharma and Bhardwaj (1995)
2. School environment inventory By Karuna Shankar Mishra (1984)

MAJOR FIDINGS

The major findings of the study are given below:

1. As regards the level of emotional competence of adolescent boys 7% of boys are highly competent in emotions, 58% of boys are average and 35% are emotionally incompetent.
2. As regards the level of emotional competence of adolescents girls is concerned, it is found that 7% girls are highly emotionally competent, 73% of girls are average and 20% of girls are emotionally incompetent.
3. As far as the emotional competence of adolescent are highly emotionally competent, 65.5% of adolescents are average and 57.5% of adolescents are emotionally incompetent.
4. As regards the nature of school environment of adolescents girls, it is found that 41% of girls are having congenial school environment, 44% of

girls are having average type of school environment and 15% of girls are having uncongenial school environment.

5. As far as the nature of school environment of adolescent boys, it is found that 51% of boys are having congenial school environment, 55% of boys are having average type of school environment and 30% of girls are having uncongenial school environment.
6. As far as the nature of school environment of adolescents (both boys and girls), It is found that 40.5% of adolescents are having congenial school environment, 45% of adolescents are having average type of school environment and 14.5% of adolescents are having uncongenial school environment.
7. The 't' value between means score of emotional competence of adolescents boys and girls is found to be 1.18 which is insignificant at both 0.05 and 0.01 levels.
8. The 't' value between the mean scores of emotional competence of adolescents with congenial and uncongenial school environment is calculated to be 1.66 which is insignificant at both 0.05 and 0.01 levels.

CONCLUSION

On the basis of above findings it may be calculated that school environment does not affect the emotional competence of adolescents. It shows that in present time of science, technology and modernization school environment has no effect on the emotional competence of adolescents. There is no difference in emotional competence of adolescents (both boys and girls). Moreover there is no difference of emotional competence of adolescent between those who receives uncongenial school environment.

SUGGESTIONS FOR FURTHER RESEARCH

The unexplored areas of research in the fields which needs future investigation are under:

1. The present study is conducted on students of 10+1 class only. The study can be repeated on other classes also.
2. For the present study the sample was drawn from school of Muktsar district only. It is suggested that similar study may be carried out at state and national level.
3. A study comprising of more variables can be considered in further research.

4. The presented study may be repeated on large sample.
5. In the present study only school environment has been taken up as a factors like home environment, self concept, guidance & counseling, mass media effect of peer group etc. can be taken up.

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