



**EMOTIONAL COMPETENCE OF UPPER PRIMARY LEVEL STUDENTS: ANALYTICAL  
STUDY IN LIGHT OF DEMOGRAPHIC VARIABLES**

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**Abstract**

Through this paper, an attempt has been made to study emotional competence. Here in this study, the emotional competence of the Upper primary level students is being studied that too in terms of demographic variables. The study was undertaken on a sample of 432 students of Junior high schools in Moradabad district sampled randomly. The data was collected in offline mode through a self-developed Emotional Competence Scale (ECS). The descriptive method of the study was used to measure the emotional competence of children. The analysis of the primary data revealed that the level of emotional competence of children is 53.20%. Moreover, females found to be little more emotionally competent, rural students more than that of urban and the Muslim students more emotionally competent. A significant difference exists in the emotional competence of male and female students. However, an interaction effect of gender and religion was also found significant which reveals that female Hindus are highly competent in an emotional perspective. However, the results reflect a good percentage and little differences on the basis of demographic variables much can be done to improve the situation. Combine efforts of family and school can do a lot in this regard. Proper nourishing, a good and healthy environment, and religious and ethical values can do much. School administration and teachers' behaviour can also create difference.

**Keywords:** Emotional Competence, Upper Primary, Gender, Locality, Religion

**Introduction**

Human beings are considered the best creation. They are endowed with a variety of abilities such as in physical, cognitive, ethical, social, and emotional perspectives. No two individuals are alike. Individual differences exist among individuals. Similarly, individual differences exist from an emotional perspective basis. Every Individual has a different ability to understand the emotions of oneself as well as of others and regulate emotions. This is called Emotional Competence. It is an attribute that makes an individual a better individual. It makes humans – 'human'. So, to turn into a good human being it is essential that one must develop our feelings and emotions, and understand them not only of oneself but also of others. This condition of developing and understanding our feeling and emotions and that of others and maintaining relationships is known as emotional competence. So, it can be said that emotional competence makes a person able to live in society.

This is indeed necessary to develop this ability, as it will aid to foster various other abilities such as it



will help making them good individual by developing good attributes. It will foster student- teacher relationship and also keep them motivated to succeed. This will also aid in academic achievement and lead a psychologically rich life.

### **Emotional Competence**

The word Emotional Competence is formed from the two words 'emotions' and 'competence'. Here the word emotions mean agitation or the disturbances of feelings, minds, or excited mental state. The other word 'competence' means the ability to do something in the best way. Thus, it can be said that Emotional Competence is the way in which an individual manages emotional experiences in their lives. It is defined as the ability or skill of a person to express one's own emotions with complete freedom. It involves recognizing one's own emotions and how these emotions and feeling affects people. Emotional Competence also includes controlling and adapting emotions. This is indeed necessary as to understand one's emotions before we evaluate and understand others' emotions. All these include personal emotional competence. Another aspect of emotional competence is social competence. This means having empathy towards others. This includes understanding the emotions of others, and awareness about them. Having social skills and awareness, maintaining relationship management, and also self-management.

Emotional Competence is a higher form of Emotional Intelligence and is derived from it. Thus, emotional competence can be learned or trained. Development of assertiveness, cooperation, self-control, responsibility and empathy contribute in the development of emotional competence (Salovey & Sluyter, 1997).

Emotional Competence laid the foundation of the academic as well as social success of an individual (Denham, 2006). It also helps in dealing with social-emotional problems. Emotionally Competent people tend to be more happy, sociable, and self-confident. Also, such people are good at handling stress (Housman, 2017). People with higher level of Emotional Competence are able to regulate emotions and also affects the overall health of a person. The development of emotional competence among people helps in changing attitudes and behaviour and increasing job satisfaction by reducing stress related to the job. It also aids in improving communication and better empathy. This also brings improvement in career perspective. Thus emotional competence is essential for every being and turn to be essential for children as well as for teachers. As seen it helps children in their academic achievement in the same way it is necessary for teachers also. It is the emotional competence among the teachers that help to develop a positive attitude among the children and keep them motivated. It also enhances their career.

There are various factors that affect the emotional competence of an individual so that a person is able to live a life free from stress, anxiety and distress and thus lead a happy life. These factors include - personal, academic and family factors. By the word personal factor, we refer to genes, environment, hometown, gender, and ethnicity. It is found that location where a person live, the environment affects the emotional competence of a person to a much extent. Similarly, age and gender also affect the emotional competence of people. Another factor that affects the emotional competence of an individual is academic factors. It is found that a good academic achievement affects the emotional competence of a person positively (Aithal et al., 2016; Akbarilakeh et al., 2018; Jan and Anwar, 2019; Johar, 2019; Rabha and Saikia, 2019). It is the family that aids in developing the emotional competence of an individual. The economic condition of the family also influences the emotional competence of an individual. It is found that those who have higher economic backgrounds are more emotionally

competent than those having lower economic backgrounds (Harrod and Scheere, 2005).

## Theoretical Framework of Emotional Competence

### *Goleman's Mixed Model*

Daniel Goleman is popular since he gave the concept of “Emotional Intelligence”. He is not only a psychologist but an author and as well as scientific journalist. This Concept of Emotional Intelligence was first given by Peter Salavoy and John Mayer. His this work on Emotional intelligence was first published in his book Emotional Intelligence: Why It can matter more than IQ. Goleman developed a framework that consists of five components coupled with a few skills which will help in developing an emotionally competent person. The five components of Emotional Intelligence is as follows-

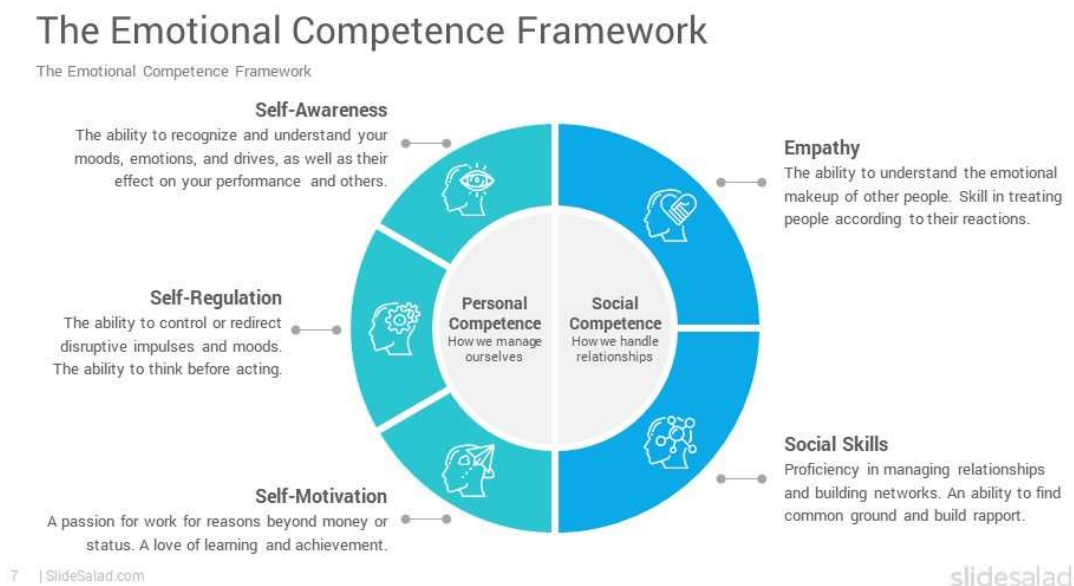


Figure 1, Goleman Framework of Emotional Competence

1. Here the *Self-Awareness* means the ability to understand and recognize our own thoughts, feelings and emotions. It includes knowing our strengths and weakness.
2. *Self-Regulation* – Self-Regulation is the ability to control our emotions, feelings, and behavior so that a healthy relationship can be maintained. This also helps in developing a positive outlook. This will also aid to adapt oneself in different situations.
3. *Motivation*- It is the motivation that works as a booster and provides strength thus making a person stronger. It helps in achieving success. It is the driving force that persuades a person to feel energetic to put in effort and achieve success. This is of two types-intrinsic and extrinsic is one driven by oneself and the other one which comes from the external environment and factors such as incentives, rewards, etc.



4. *Social Skills*- This includes all the skills of an individual that helps in making maintaining a harmonious relationship with all and also maintaining the same. This involves adapting oneself to various circumstances and understanding the different aspects or perspectives so that will cater to developing and maintaining relationships with all.
5. *Empathy*- This is one of the most important components of the Goleman. This refers to feelings of others. It is the ability of the way an individual responds to others on the basis of emotional reactions. It also involves the concern for others. All this will help the people to make the people confident and valuable.

### **Literature Review**

Time to time various research have been conducted to measure the emotional competence. Denham et al. (1990) conducted a study and studied that prosocial behavior was related to likeability among all children. Children who have better understanding about emotional situations were seen likeable by their peers and teachers. Children who were confused between happy and sad or happiness and anger were liked less by the peers. Children who were consistently seen happy by their peers are liked more than those who were consistently seen angry. "Smile" was not always liked instead the child had to show the positive affect and do prosocial things to be liked by the peers. Girls were seen doing more prosocial behavior than those of boys. Seligman (1990) evaluated that self-confidence, empathy and positive attitude are essential to be proficient in emotional competence as it is important to increase performance and productivity. Garg (1996) studied that Strength of ego promotes the ability to function with emotions and the ability of cope with problem emotions. Further Garg (1996) found that differences on the basis of gender shows that male adolescent laborers had greater adequate depth of feeling than female adolescent labors. Sheena and Umesh (2003) found that people who have high managerial performance had more emotional competence and its four clusters than those of people with relatively lower managerial performance. Trentacosta, et al. (2006) examined the relations between two aspects of emotional competence-emotion knowledge and emotion expression. It was also disclosed from the study that emotions is important not only for the development of social skills but also for the performance of the children in the class. Emotional competence and attentional performance results in academic success of the children. Emotional knowledge promotes peer and teacher's relation which foster academic motivation and attention to academic task. Attentional Competence predicated peer nominations of sadness, happiness and anger expression and emotional knowledge predicted peer nominations of anger expressions. Hessler et al. (2010) found through their study that children with poor emotional awareness and regulation are more likely to use hard drugs. Those having difficulty in regulating emotions are associated with having sexual partners. Difficulties in emotion regulation and expression are associated with greater behavioural adjustment problems. Anger is found as an important emotion. Findings reveal that emotional competence of children may serve as a point of intervention to decrease risky behavior in adolescence. Colle and Giudice (2011) investigated a middle childhood sample of 122 children of age seven years and thus gave a relationship between the patterns of attachment and emotional competence. It was observed that secure children produced the highest frequency of cognition engagement strategies while the disorganized children the lowest. Insecure children produced more behavioral engagement strategies and fewer behavioral diversions one. Minor effect of attachment on emotional recognition



was seen. Disorganized children scored least in the discrimination of facial expression. Sex differences were also seen in the direction of female advantage of emotional competence. Girls were seen with higher emotional recognition, regulation task knowledge, more cognitive strategies and fewer helpless answers as compared to the boys. Lecates and Diane Wanas (2019) examined the relationship between 48 new teachers training of teaching experience four years or less, their emotional competence and effectiveness in the classroom. The Teachers enrolled in Delaware's Comprehensive Induction Program participated in the study completed the Widener Emotional Learning Scale (WELS) -- a self-report measure used to assess emotional competencies. The New Teacher Training Survey -- gathered data of training types received for effective teaching components that incorporate emotional competencies. The teaching effectiveness was evaluated based on the Delaware Performance Appraisal System (DPAS II) -- statewide teacher evaluation system utilizing Danielson's Framework for teaching. The findings of the study showed a relationship between the type of training received by new teachers, especially training in courses, lessons and professional development and all five of the emotional competencies -- self-management skills, tolerance of difference or conflict, flexibility in perspective taking and behavior, interpersonal relationships and awareness of emotions in self and others examined. It is also revealed that new teacher self reported emotional competence for tolerance and awareness were highest and potential strengths among the emotional components; while flexibility was the lowest and potentially an emotional competency that could be strengthened. Emotional competence measured depicts the performance of new teachers of demonstrating knowledge of students, managing the behavior of students and developing professionally. Thus it can be concluded that when new teachers received training for incorporating emotional competence, their emotional competence tends to increase and so their teaching effectiveness. Pavlovic et al.(2021) studied the differences in the development of emotional competence in exam situations in students with different academic achievements and depending on the study program they study. The study reveals that there are no differences in the development of emotional competence in exam situations in students with different academic achievements, but there are differences when it comes to the development of emotional competence in exam situations depending on the study program that they study. Students whose study socio-humanistic areas have more positive emotional competencies than those whose studies are related to natural-technical areas.

The above reviews reveal that till now various researches have been conducted related to emotional competence. The researches covered various aspects of emotional competences. Some researches tried to study the various dimensions of emotional competence while some researches tried to studied the children having emotional competence are happy. Girls were found to be doing more prosocial behaviour. Few researches focus on some essential elements required to be emotionally competent. It affects various other developments like social skills and also the achievement of children. It aids in academic success. Moreover a low emotional competent individual leads to taking drugs. But In the present study we have tried to study the emotional competence of children of upper primary level as it is essential for the students of this age to be emotionally competent. Thus in the present study we have taken into consideration to emotional competence of Upper Primary level students.





### Objectives of the Study

1. To study of the level of Emotional Competence of the Upper Primary Level Students.
2. To compare the Emotional Competence of the Upper Primary Level Students with reference to gender.
3. To compare the Emotional Competence of the Upper Primary Level Students with reference to locality.
4. To compare the Emotional Competence of the Upper Primary Level Students with reference to religion.
5. To study the interaction effect of gender, locality and religion on the Emotional Competence of the Upper Primary Level Students.

### Hypotheses of the Study

1. There exists no significant difference in the emotional competence of the Upper Primary Level Students with reference to gender.
2. There exists no significant difference in the emotional competence of the Upper Primary Level Students with reference to locality.
3. There exists no significant difference in the emotional competence of the Upper Primary Level Students with reference to religion.
4. There exists no significant interaction effect of gender, locality and religion towards the emotional competence of the Upper Primary Level Students.

### Methodology

**Method:** In the present study, the investigator used a descriptive method of study in order to study the emotional competence of the upper primary level students in terms of demographic variables. Along with this, the factorial design was also used to examine the interaction effects.

**Participants:** The population of the study consisted of all the upper primary students of the Moradabad district. Out of which, 432 students from all the schools of Junior Higher Schools were taken into account randomly. The students were restricted to students of Class VIII. For this the questionnaire was filled. The responses sheet was analysed in terms of the nature of the response given by the participants. Both exclusion and inclusion criteria were followed strictly. Respondents who provided an incomplete response, repeated response, or false 4 response were excluded from the study, and other respondents were included. The following table shows the variable-wise number of samples with percentages.

**Instrument:** A Self- developed Emotional Competence Scale (ECS) is used to measure the Emotional Competence of the students of Upper Primary level students. The tool developed is a Likert five-point scale. The final version of the scale consisted of 14 items. The scale is divided into two broad dimensions of personal competence and social competence respectively. The dimensions were further divided into -self-awareness, emotional -awareness, emotional regulation, responsible decision-making, and trust in expressivity. The other dimension of social competence includes-social awareness, social skills, and



relationship management. The scale has been found valid and reliable with content and face validity as well as a reliability of 0.77.

**Data Collection:** In the present study, primary data was collected by getting the questionnaire filled out from the students of Class VIII of Junior High Schools with the prior permission of Basic Shiksha Adhikari and Principals of the schools respectively.

#### Result:

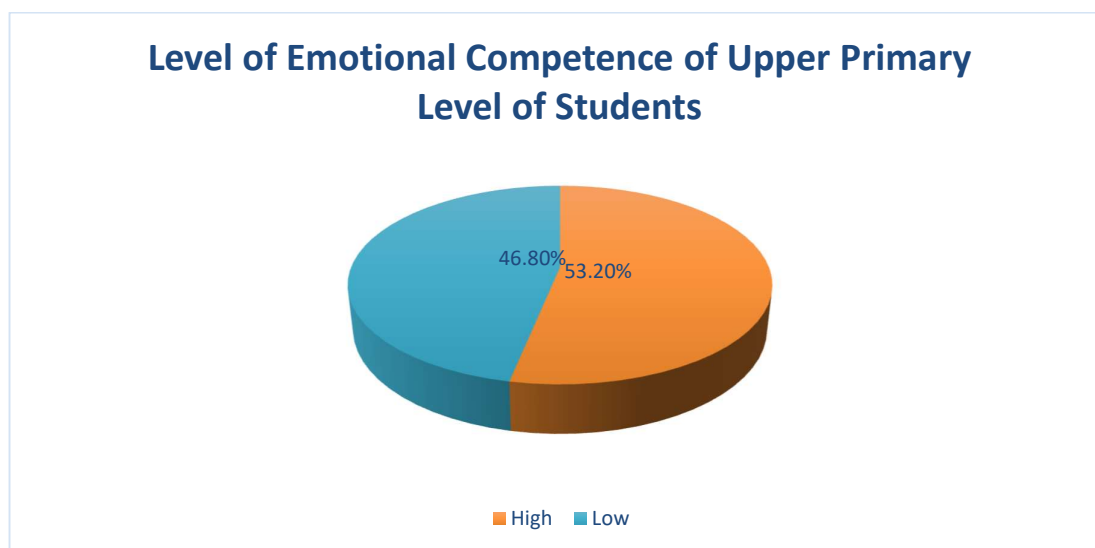


Figure 2, Level of Emotional Competence of Students

From the above Figure 2, it can be concluded that 53.20% of the upper primary level students have a high level of Emotional Competence while a portion of 46.08% have a low level of Emotional Competence.

#### a. Variable and Parameter wise descriptive analysis

The descriptive analysis of the data was done with the help of Mean, SD and N in terms of demographic variables i.e. gender, locality and religion. The result of the descriptive analysis has been revealed as shown below-

Table 1, Variable-wise analysis of Emotional Competence of Upper Primary Level Students

Variables	Levels	Mean	SD	N
	Male	52.45	7.83	148

<b>Gender</b>	<b>Female</b>	54.81	8.42	284
<b>Locality</b>	<b>Urban</b>	53.63	9.09	181
	<b>Rural</b>	54.27	7.68	251
<b>Religion</b>	<b>Hindu</b>	53.63	8.22	300
	<b>Muslim</b>	54.85	8.43	132

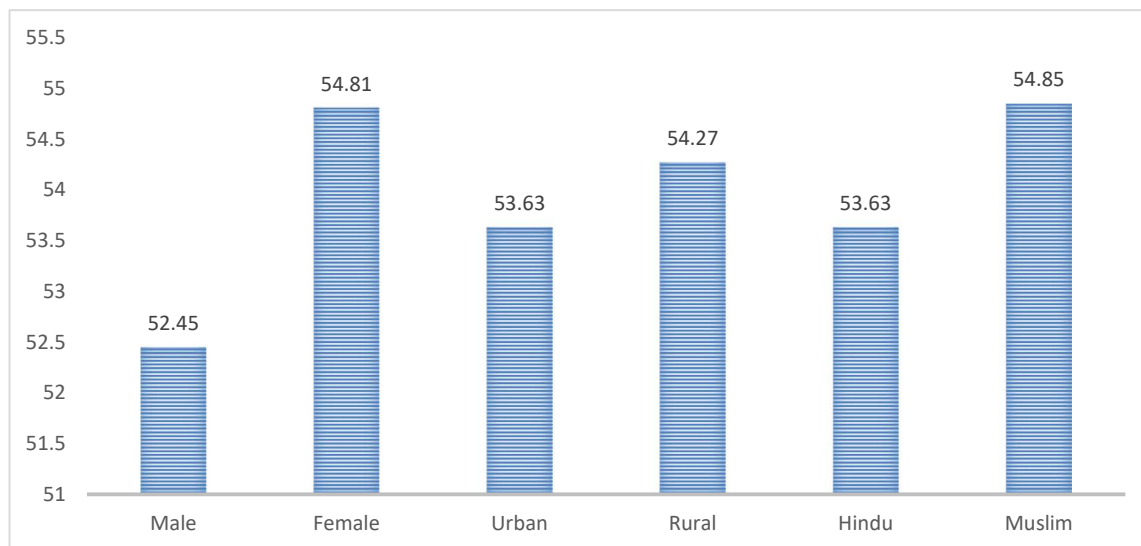


Figure 3, Comparison of Upper Primary Level Students on the basis of demographic variables

The above table and figure show mean scores of Emotional Competence of students of upper primary level with reference to demographic variables. The figure shows that there was a difference in the mean scores of emotional competences of male and female of upper primary level students and level of emotional competence is slightly higher in females than that of males. With regard to locality, it was found that there was a little difference between level of emotional competence of rural and urban students. Rural area students are found to be more emotionally competent. As far as religion is concerned, there was variation in the level of emotional competence of students. Muslim students found to have higher level of emotional competence than their Hindu counterparts.





**b. Analysis of Independent and Interaction effect**

*Table 2, Mean, SD, N, df and t-value of emotional competence of Upper Primary Level students wrt gender*

	Levels	Mean	SD	N	df	t-test
EC	Male	52.45	7.83	148	430	0.005
	Female	54.81	8.42	284		

The above table depicts that there was a significant difference ( $t(df)=430$ ,  $p=0.005$ ) in scores of male ( $M=52.45$ ,  $SD=7.83$ ) and female ( $M=54.81$ ,  $SD=8.42$ ). Thus, the null hypothesis is rejected that there exists no significant difference between emotional competence level of male and female students of upper primary level. Since the mean score of emotional competence of female is high they have higher emotional competence.

*Table 3, Mean, SD, N, df and t-value of emotional competence of Upper Primary Level students wrt locality*

	Levels	Mean	SD	N	df	t-test
EC	Urban	53.63	9.09	181	430	0.430
	Rural	54.27	7.68	251		

The above table depicts that an there was no significant difference ( $t(df)=430$ ,  $p=0.430$ ) in scores of urban ( $M=53.63$ ,  $SD=9.09$ ) and rural ( $M=54.27$ ,  $SD=54.27$ ). Thus, the null hypothesis is accepted that there exists no significant difference between emotional competence of upper primary students of urban and rural students.

*Table 4, Mean, SD, N, df and t-value of emotional competence of Upper Primary Level students wrt religion*

	Levels	Mean	SD	N	df	t-test
EC	Hindu	53.63	8.22	300	430	0.159
	Muslim	54.85	8.43	132		

The above table depicts that an there was no significant difference ( $t(df)=430$ ,  $p=0.159$ ) in scores of Hindus ( $M=53.63$ ,  $SD=8.22$ ) and Muslim ( $M=54.85$ ,  $SD=8.43$ ). Thus, the null hypothesis is accepted that there exists no significant difference between emotional competence level of Hindu and Muslim students of upper primary level.

*Table 5, Sum of the square, df, mean square, F, and Sig. value of emotional competence based on demographic variables*



Factors	Sum of Square	df	Mean Square	F	Sig.	Remark
Gender	191.79	1	191.79	2.863	0.91	NS
Locality	123.83	1	123.83	1.849	0.175	NS
Religion	137.97	1	137.97	2.060	0.152	NS
Gender*Locality	4.074	1	4.074	0.61	0.805	NS
Gender*Religion	275.03	1	275.03	4.17*	0.043	p<0.05
Locality*Religion	148.99	1	148.99	2.224	0.137	NS
Gender*Locality*Religion	1.250	1	1.250	0.19	0.891	NS

Table-5 depicts the factorial analysis and reveals that a significant interaction effect was found in the case of Gender \* Religion. The following tables explain the results of significant interaction effects.

Table 6, Interaction effect of Gender and Religion on Emotional Competence of Students

Gender	Religion	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Male	HINDU	51.285	.807	49.699	52.870
	MUSLIM	54.674	1.436	51.852	57.497
Female	HINDU	54.926	.589	53.768	56.084
	MUSLIM	54.347	.880	52.617	56.078

The F-value of the interaction effect of gender and religion was found to be 4.17, which was significant at 0.05 level with df=1/72. This revealed a significant interaction effect of gender and religion on the Emotional Competence. Thus, the null hypothesis that there is no significant interaction effect of gender and religion on the emotional competence of upper primary level students is rejected. Based on the mean scores of emotional competence of upper primary level students of gender and religion, it can be concluded that the mean scores of Emotional Competence of female students having Hindu religion were found to be 54.92, which is significantly higher compared to others. So, it can be said that female students having Hindu religion have high-level of emotional competence.

## Discussion

The descriptive analysis of the study revealed that the level of emotional competence of the upper primary level students is 53.20% high. However, it is high but its percentage should be much higher as the emotional competence of the students will help a lot in various aspects. It is emotional competence that helps in navigating everyday lives. It also helps in developing positive outcomes such as -academic achievement as well as personal well-being. This is also generated among students by reading habit. The more student read the more positive and emotional words are generated (Dylman et al.,2020). Further



study, reveals that since mean of female students is much higher than that of males so the level of emotional competence of the females is higher than that of males. This finding has been supported by (Bansibihari and Surwade,2006; Sharma 2003). On the other hand, (Deshwal,2015) contradict the fact. A little high emotional competence is found among rural students than those of urban students of upper primary level students. This is supported by (Kant,2019).A comparison on the basis of religion reveal that Muslim students of upper primary level have a higher level of emotional competence than those of Hindus. Various researches also establish the fact that a relation exists between religion and emotional intelligence. Religion serves as source of emotional well-being (Silberman,2003; Emmons,2005). A significant difference exist between the male and female students and since the mean of female is high it can be said that they are emotionally more competent. Similarly, an interaction effect exists between gender and religion which reveals that female students of Hindu religion have high emotional competence.

There might be various reasons for this. It is said that females are better at understanding emotions and have better social skills (Barrett,2009; Shields,2002). Other reason could be they have a major role in social-emotional roles such as child care. Females are better at inaccurate labelling like sadness as well as in detecting danger. Rural students found to have more emotionally competent. This might be because of the environment they live in which nourishes them in such a way that makes them able to be competent in emotions. Similarly, religion has to do with emotional competence. The practices of any religion and beliefs make an individual to be able to create a balance between its extreme negative and positive emotions and thus create equilibrium. It is also found that female Hindu students have higher emotional competence. Here both the two factors are such that affect emotional competence. As discussed earlier also, females have more competence to deal with and regulate emotions than males. Every religion and belief make an individual to be emotionally competent by creating empathy and balance between our emotions. It might be possible that females from the Hindu religion might be able to attain this equilibration of emotions.

### **Implications**

Development of emotional competence helps in improving their health both physically and mentally. This will also aid in maintaining healthy classroom environment which will enhance learning and consequently academic achievement of students. This will help in better development of children in all aspects. It will grace his personality. Emotional competent students has more chances of good academic achievement and working efficiency. Moreover, it will also turn them into a good individual and develop social skills and relationship-making and management.

### **Conclusion**

The investigation conducted in this current study revealed that the level of emotional competence is high but should be much higher. This is because it can be turned out to be fruitful for the students of upper primary level as this will affect their academic achievement, turned them to be happy individuals as well develop healthy relationships with teachers and others. Also, it has been revealed through the study that females are more emotionally competent than men. Rural students are also more emotionally competent



than students in urban areas. Similarly, Muslims are also more emotionally competent. A significant difference exists between male and female students. Similarly, significant interaction effects exist between gender and religion. In this regard, both the family and school can do a lot on their part in order to develop emotional competence among their ward. A lot can be done by imparting ethical and moral values. Teachers behavior and efforts can also help in this regard. Intervention programs can be organized so as to develop this.

### **Suggestion**

A similar study can be conducted for students of other levels such as primary level or senior secondary. A study to find the causes for the low emotional competence level of the students can also be conducted so that it may help in increasing their emotional competence which will help in developing emotional competence levels amongst the students. Studies to find the relation of it other developments can also be conducted.

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ISSN: 0378-1143