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NURTURING EMOTIONAL COMPETENCIES AMONG TRIBAL STUDENTS OF SECONDARY STAGE

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ABSTRACT
Emotional competence is an individual's capacity to effectively convey or release their internal emotions and sentiments, indicating comfort in building relationships and influencing our aptitude to lead and communicate proficiently. The present study was undertaken to study how Intervention Strategies will helps to nurture Emotional Competencies among Tribal students of secondary stage. The sample of the study consisted of 51 tribal students studying IX grade during the academic year 2024-25 at EMRS Bhopal (Phanda), Madhya Pradesh. The post test was done just after the intervention program. t- Test was done to assess the emotional competencies of the students to compare the mean scores of pre-test (before intervention) and post (after intervention). The results demonstrated a significant improvement in emotional competencies scores from 93.39 (pre-test mean) to 98.16 (post-test mean) p<.01, which signifies that after the intervention the emotional competency was enhanced.

KEY WORDS: *Emotional Competencies, Tribal students*

INTRODUCTION
"The aim of education will not only be cognitive development, but also building character and creating holistic and well-rounded individuals equipped with the key 21st century skills." (NEP, pp 13, para 4.4). The National Education Policy (NEP) 2020 advocates for a comprehensive and transformative educational experience, emphasising the imperative to fortify emotional skills throughout students' academic journeys. Further it advocates for a holistic and multidisciplinary education that aims to develop all capacities of human beings, including the emotional aspect, in an integrated manner (NEP, 2020, p 36). As NEP 2020 introduces the pedagogical and curricular structure, the integration of affective aspects and related skills among students becomes an important agenda of education. The policy emphasizes that teachers, through innovative approaches, contribute significantly to the socio-emotional learning crucial for a student's development.

The National Curriculum Framework for School Education (NCF-SE 2023) takes this vision forward by emphasising the role of emotional development, regulation, and support for students at different stages of their education. It acknowledges that a safe and emotionally secure classroom environment, built on positive relationships and trust, can enhance students' learning experiences (NCF-SE 2023, Section 3.3.1, pp. 68-69).

This research aligns with the NEP's vision by exploring how emotional competencies contribute to cognitive abilities, critical thinking, and relationship-building skills among secondary stage students.

LITERATURE REVIEW
Juyal, S. L., &Dandona, A. (2012) examined the relationship between emotional competence and factors such as boarding status, sports participation, and gender among adolescents. Using a sample of 160 participants, including an equal number of boarders and day scholars, athletes and non-athletes, as well as boys and girls, the study employed descriptive statistics to analyse emotional competence. The findings indicate that athletes tend to be more emotionally competent than non-athletes, and day scholars demonstrate greater emotional competence compared to boarders. Additionally, boys who are both day scholars and participate in sports exhibit the highest levels of emotional competence, while non-athlete girls who are boarders show lower competence. The study concludes that participation in sports plays a significant role in enhancing emotional competence, particularly for day scholar boys, when compared to other groups.

Sharma, S., & Lata, S. (2013) did a comparative study of Emotional Competence among Students in Relation to their Gender and Type of Institute. The researcher used a suitable selection technique, 200 pupils from the Ludhiana district of Punjab were administered the Emotional Competence Scale. The results of this study showed that K.V. student's emotional competency differs significantly from that of non-K.V. students. One more finding of this study suggested that emotional competence is not influenced by gender.

Sahi, M., (2017) investigated self-leadership in relation to emotional competence and personality. The study involved a sample of 100 males from both government and private sector organizations. Data was collected using the Emotional

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Competence Inventory by Wolff (2005), the Abbreviated Self Leadership Questionnaire by Houghton et al. (2012), and the International Personality Item Pool Big Five Personality Questionnaire by Goldberg et al. (1992). Pearson correlation coefficient and linear regression analysis were employed for data analysis. The findings revealed a significant correlation between self-leadership and emotional competence. Additionally, significant correlations were found between personality traits and self-leadership, including agreeableness, conscientiousness, neuroticism, and openness. Linear regression analysis indicated that 28.9% of the variance in self-leadership could be predicted by emotional competence and personality traits, with a significance level of $p > .05$.

Chitra, G., & Balasubramanian, N. (2017) investigated a correlational study entitled as Emotional Competence of the Principals of Colleges of Education. The study examined 50 college principals from Tamil Nadu, selected through stratified random sampling from three districts. A descriptive survey method was used, incorporating the Emotional Competency Inventory for Teachers by Balasubramanian and Abilash Babu (2009). Its findings revealed a significant difference in self-awareness between unmarried and married principals, with unmarried principals scoring higher at the 0.05 level. In contrast, no significant differences were observed in emotional competence scores based on sex, marital status, locality, or type of institution. Additionally, significant positive correlations were found between various emotional competence dimensions, such as Self-Awareness and Self-Management, and Self-Management with Social Awareness and Relationship Management. However, no significant correlations were found between Self-Awareness and Social Awareness, or between Social Awareness and Relationship Management.

Arora, S., & Kaur, S. (2017) study aimed at studying Emotional Competence in Relation to Depression among Adolescents of Punjab in terms of gender difference. The Mental Depression Scale by L.N. Dubey (2006) and the Emotional Competencies Scale by Drs. H.C. Sharma and R.L. Bharadwaj (2007) were used to measure depression and emotional competence in 10+1 students. Using the random sampling approach, 600 senior secondary school students made up the sample. The findings show that there is no gender-related difference between the high and poor groups for emotional competence and depression.

Sinha, P., et al., (2021), investigated the Emotional Competence among Day Scholars and Hostellers. In this study, the Emotional Competence scale by Bhardwaj and Sharma (1998) was used and a total of 123 samples were collected for this purpose. The result indicated that there is no effect of living status on emotional competence; however, there was a significant effect of gender on emotional competence. There was no significant interaction effect of gender and living status on emotional competence.

OBJECTIVE OF THE STUDY

To study the impact of intervention based strategies on Emotional Competencies amongst tribal students of secondary stage.

METHODOLOGY

Population

The population of the present study consists of Scheduled Tribe (ST) students at the secondary level in Eklavya Model Residential Schools from five states: Rajasthan, Assam, Andhra Pradesh, Madhya Pradesh, and Odisha.

Sample

For this study the list of 154 EMRS which were functional in five respective chosen states, the researchers randomly selected five schools from one district of five states, Rajasthan (Alwar dist.), Assam (Baksa dist.) , Odisha (Kirimira dist.), Andhra Pradesh (Nellore dist.), and Madhya Pradesh (Phanda dist.). The sample consists of approximately 300 students (60 from each region) students of 9th class of EMRS from the selected states of each region. Class will be taken as a unit including gender and disability as part of this unit.

List of Schools Selected from each District for the Survey

S. No.	Name of the Schools
1.	**Rajasthan:** Ekalavya Model Residential School (EMRS), Mallana
2.	**Madhya Pradesh:** Ekalavya Model Residential School (EMRS), Phanda
3.	**Andhra Pradesh:** Ekalavya Model Residential School (EMRS), Ojili
4.	**Odisha:** Ekalavya Model Residential School (EMRS), Kirimira
5.	**Assam:** Ekalavya Model Residential School (EMRS), Dalbari

Tool

In the present study, the investigator developed an Emotional Competencies Scale to measure the Emotional Competencies of Tribal Students of secondary stage. The tool was developed with the help of the professors and in consultation with experts in the related field.The Emotional Competencies scale was constructed based on reviewing the related literature and theories related to John Mayer and Peter Salovey's model of Emotional Intelligence (1997) and another model by Sibia, Srivastava, and Misra's (2008).

Selection of Components

The Emotional Competencies scale was constructed by the investigator based on reviewing the related literature and

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theories related to John Mayer and Peter Salovey's model of Emotional Intelligence (1997) and another model by Sibia, Srivastava, and Misra's (2008). Based on the understanding of these two models the following elements of the Emotional Competencies are selected to be incorporated into the proposed study:

1. **Perception of Emotions:** It involves the ability to accurately perceive and express emotions. Individuals with high emotional intelligence can recognize and understand their own emotions as well as the emotions of others.
2. **Emotional Facilitation:** Individuals high in emotional competencies can harness emotions to enhance their cognitive abilities and adaptability in various situations. It is also helpful for reasoning processes.
3. **Understanding Emotions:** Emotionally competent individuals can deconstruct complex emotional experiences, identify the factors influencing emotions, and comprehend the nuanced interplay of emotions in different contexts.
4. **Management of Emotions:** Emotional intelligence includes the skill of regulating one's own emotions and influencing the emotions of others. Salovey emphasizes the importance of adaptive emotional regulation, allowing individuals to manage stress, control impulses, and maintain emotional balance even in challenging circumstances. It also helps to find ways to manage difficult situations.
5. **Social Sensitivity:** It is a crucial aspect of interpersonal relationships, as it is intrinsic to the understanding of other-selves. Like empathy, social sensitivity consists in understanding the states and feelings of others.
6. **Pro-social Values:** These behaviors are connected with high moral standards and benefit society. Pro-social behaviors are voluntary in nature and apply to the betterment of others.

The final version of the Emotional Competencies Scale consists of 24 items in total, 14 positive items and 10 negative items, which were then used for pre-testing. This final draft has been employed to explore the emotional competencies of secondary-stage students. To enhance the validity of the test, negative items were also included. These negative items contradict the positive ones, thereby making the evaluation more accurate.

DATA COLLECTION

After the finalization of the Emotional Competencies tool the investigator obtained the official permission from the selected schools to visit those Eklavya Model Residential Schools (EMRS) within five states for collecting data. The researchers visited the schools with due permission of the school officials and collected data from the schools without any hindrance in their academic affairs. The data was collected in two phases: pre and post-test.

DATA ANALYSIS

As per the design of the study the needed data were collected and subjected to statistical treatment to verify the stated objective of the study. After providing intervention to the 9th-grade tribal students of Eklavya Model Residential School (EMRS), Phanda, Bhopal, Madhya Pradesh, a post-test was conducted to assess the effect of the intervention on the student's emotional competencies. The purpose was to determine the extent of improvement in their emotional competencies. In the post test the mean of every dimension was calculated and compared with the pre-test results to evaluate the impact of the intervention. In the statistical method, the t- test was done.

RESULTS

Table: 1: Mean, SD and t-value of Pre and Post intervention on Emotional Competency

Condition	Mean	df	t-value
Pre-intervention	93.39	50	3.15**
Post-intervention	98.16		

Table No.1 indicates that there was significant difference in the pre and post condition on the measure of emotional competency. Initially, the mean of baseline score on emotional competency was 93.39 before intervention, which was increased after the intervention to 98.16, the difference between scores on emotional competency of pre and post intervention was found to be significant (**p<.01). It means that since the p-value is very small, the result is considered to be statistically significant, meaning the increase in emotional competency scores (from 93.39 to 98.16) is likely due to the intervention rather than random variation. It signifies that after the intervention the emotional competency was enhanced.

Educational Implications

The educational implications of this present study are significant, particularly in the context of fostering emotional competencies among tribal students at the secondary stage. The key implications include:

- Emotional competencies can be integrated into student's cultural and social contexts through appropriate pedagogical approaches.
- Teachers play a vital role in nurturing students' emotional competencies. Training programs can equip them with the necessary skills to recognize, assess, and enhance students' emotional well-being.
- The findings can be utilized to promote emotional inclusion of diverse children in the classroom.

CONCLUSION

Adolescence is an age where students undergo transitional changes where they struggle with physical, psychological, social, and emotional changes. The recent research studies are focusing mainly on the mental, psychological and social well-

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being of an individual where emotional well-being was found to be studied less in the present scenario especially in the context of the scheduled tribe. Scheduled Tribe students belonging to the same cultural background were found to be less emotionally competent. They lack skills in expressing their emotions effectively mostly while interacting with the people belonging with the other cultural background. Emotional Competence is important in tribal students along with their cognitive, social, and academic development. Emotional competence was found to be closely linked to cognitive skills, decision-making, and academic performance, aligning with the objectives of NEP 2020 and NCF-SE 2023. As in Obiakor (2001) research it was explored that student's Emotional Intelligence significantly impacts their educational success. Students, who effectively manage their time, stress, and emotions tend to excel in the classroom. Educators who foster Emotional Intelligence emphasize the importance of individual differences, teamwork, and problem-solving skills, empowering students to develop positive social skills. These skills enhance student's social skills, mutual respect, and make them engaged in the learning process. From the literature review it was discovered that few studies findings demonstrated that emotional competence training can significantly benefit tribal students by improving their academic motivation, decision-making skills, and interpersonal relationships. Teachers play a crucial role in developing emotional competencies through innovative pedagogical approaches (as recommended by NEP 2020). As the teacher's role is vital the need has raised for training the teachers by conducting training programs for them on emotional intelligence so, they can address the emotional needs of the students in the classroom by conducting engaging activities for them catering to their emotional needs and nurturing their emotional competencies by including it in their curriculum. To serve the purpose of this research study, it was important to integrate emotional competence training into the curriculum of Eklavya Model Residential Schools (EMRS). The EMRS school students' emotional competencies were needed to be identified and nurtured. Therefore, Emotional Competencies tool was constructed in the context of scheduled tribe students of secondary stage. Five EMRS of five states according to the pan India mission such as Rajasthan, Assam, Andhra Pradesh, Madhya Pradesh and Odisha were taken on which pre-test was done where its results revealed that students were lagging behind mainly in the four dimensions among six such as Perception of Emotions, Emotional Facilitation, Management of Emotions and Social Sensitivity and it shows that students have high emotional competencies in the other two of the six dimensions such as Understanding Emotions and Pro-Social Values. Therefore, the Intervention program was conducted in only one state i.e. Madhya Pradesh due to the feasibility and time restraints. 26.5 hours of activities were planned and were successfully implemented. The post test was conducted just after the intervention to see the impact of the intervention strategies focusing on the aim to nurture the emotional competencies of the scheduled tribe students of the secondary stage. T- test was done for this experimental study by using the SPSS software to assess the emotional competencies of the students to compare the mean score of pre-test (before intervention) and post (after intervention). The intervention was given to a sample of 51 students of 9th grade from EMRS, Madhya Pradesh. Therefore, its findings revealed that the intervention program significantly improved their emotional competencies. t- Test was done for this experimental study by using the SPSS software to assess the emotional competencies of the students to compare the mean score of pre-test (before intervention) and post-test (after intervention). The pre-testing mean was 93.39 and after giving intervention the mean was calculated as 98.16, which means that there is a difference between scores on emotional competency of pre and post intervention and found to be significant at **p<.01 level.

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