



Relationship Between Self Respect And Emotional Control Among Student Police Cadets At Secondary School Level

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Abstract

Any experience accompanied by vigorous mental activity and a certain level of pleasure or discomfort is referred to as emotional. Emotions have a powerful impact on how individuals think, behave, and react. People may be motivated to act in a good or harmful way by it. Having a healthy lifestyle and peace of mind is crucial, so it is essential to learn how to manage them. The present study, Relationship between Self Respect and Emotional Control among SPC at Secondary Schools, intends to find what ticks students to behave divergently. For the research, the investigator is conducting a pilot study for tool standardization. Tool A sample of 100 secondary levels SPC was used to manage the final tool and the data collected was analyzed, concluding.

Keywords

Self -Respect, Emotional Control, Secondary level

Introduction

For all of us, education is a vital instrument that enables us to succeed in life. Higher education enables individuals to gain the esteem of their social and family circles as well as special recognitions. In one's life, both personally and socially, education is crucial. "Learning is the process of acquiring knowledge, skills, values, beliefs, and habits, "according to the definition of education. A solid educationist essential to success in life and is necessary for advancement. Education fosters self-assurance and aids in the development of a person's personality.

The definition of self-respect is “the capacity of a person to perceive themselves as someone who has the same fundamental rights and dignity as others.” Regardless of their circumstances, self-respecting people are driven by the underlying conviction that they are just as distinctive contributors to society as a whole as anybody else, and that this is not the result of isolation or dependence. Emotions can be thought of as strong mental processes that are accompanied by varying degrees of enjoyment or annoyance. If we don’t respect ourselves, people will be able to mock and degrade us with ease. Additionally, it is much more fruitful to act positively regardless of our emotions and feelings when we have a strong sense of self-respect.

Emotional control, in the words of Gross, is “a phase of emotion regulation, which refers essentially to the attempts undertaken by an individual to manage generations of experience, expression of feelings, and / or one’s emotional responses.” The ability to control one’s emotions refers to one’s capability respond to a request or piece of information with a range of affection in a flexible and socially acceptable manner. When necessary, research on emotional self-regulation aids in measuring both immediate and delayed spontaneous reactions. Therefore, difficulties with emotional regulation in students often lead to problems with other social skills with peers, adults, preceptors, or even their parents. Being able to respond emotionally to various events helps us to have the time to duly reflect upon the stylish response, given that situation.

Statement of the Problem

The topic for the study is entitled “Relationship between Self-Respect and Emotional Control among Student Police Cadets at secondary level“

NEED OF THE STUDY

Self-Respect is a type of ritual that aids in reminding us of who and what we are; it is a sense of value. A person who respects themselves always has the capacity to regulate or manage their emotions. Emotional control helps to learn, how to slow down anger. Emotions are very potent, especially because of the effect on how people think and act. Emotions can boost a person’s thinking, thereby focusing on the outcome, either good or bad things. A person with Self-Respect always has the ability to control or regulate his emotions.

Research Questions

The main research focused on the following questions

1. When I receive question paper, I become nervous?
2. My friend’s opinion and attitude always hurt me?
3. I feel confidence in answering questions in front of the class?
4. In order to reduce my negative emotions, I try to change my attitude?
5. I control my anger by not expressing it towards others.
6. My individual goal is more important than the prosperity of society?
7. When I evaluate myself, I am a calm and soft?

Definition/Operational Definitions of the Key Terms

Self-Respect

“Self-Respect is the fruit discipline; the sense of quality grows with the capability to say no to one self “– Abraham Joshua Herschel

Emotional Control

James J. Gross has defined Emotion regulation – “It is defined and distinguished from coping, mood regulation, defense, and affect regulation. In the increasingly specialized discipline of psychology, the field of emotion regulation cuts across traditional boundaries and provides common ground.”

Secondary Level

Students studying in the eighth, ninth and tenth classes, in the age group 12 to 15 is referred to as secondary level school students

Objectives of the Study

1. To find out the position of self-respect in the middle of secondary academic scholars with respect to Gender, Locality and Type of Institution.
2. Find out the level of Emotional Control among secondary school Student Police Cadets.
3. Compare the Self-respect among SPC in secondary academic students.
4. To compare the Emotional Control among SPC in secondary academic pupils.
5. To learn the relationship between self-respect and emotional control in the middle of secondary academic students.
6. Learn the difference in relationship between Self Respect and Emotional control.

Hypotheses

1. The major difference in Self-respect of student at secondary level with respect to Gender, Locality and type of Institution.
2. There is a substantial difference in Emotional Control of students at secondary level.
3. There is a noteworthy difference in the relationship between self-respect and Emotional Control of students at secondary level.
4. There is a major relationship between self-respect and emotional control of students.

RESEARCH METHODOLOGY

“Normative Survey Method is concerned with the condition or relationship that exists, practice that prevail, views or attitudes that are held, process that are going on and the effects that are being felt trends that are developing”

Population and sample

The population and sample taken for the present research consists of secondary school students across South Kerala. The sample consists of 320 secondary pupils from Kerala's kottayam district make up the sample.

Variables of the study

Variable is a measurable categorized that varies. It is a concept that serves particular motive in instructional research. The Variable used within the present examine is Self-Respect and Emotional Control.

Tools used for the study

- a) Personal information schedule (investigator constructed information schedule with the help of supervising Teacher which collects the details of the respondents, such as age, gender, type of institution, locale of students.
- b) A scale for measuring Self Respect (Investigator will construct and standardized tool with the help of the Supervising Teacher and experts in the field)
- a) Emotional control scale (Investigator will construct and standardized tool with the help of the Supervising Teacher and experts in the field).

Procedure for Data Collection

The investigator selected different schools within the district, where permissions was granted, for conducting the study, comprising of both boys and girls category, at the secondary level students. For an effective atmosphere, the investigator creates a rapport with the students and explained the purpose of the study. After that, the investigator distributed the tools to them.

Statistical Techniques Used

- a) Descriptive statistics
- b) Inferential statistics

Conclusions and Findings

The major findings and conclusions of this research gained as a result of the analysis and interpretations

There is an average level of Self-respect among SPC at secondary level

Out of the 100 SPC students at secondary level, 12% are low, 77%are average and 11% are high in the Self-respect score.

There is an average level of Emotional control among SPC at secondary level.

Out of the 100 SPC students at secondary level, 9% are categorized as low, 77% as average and 14% are construed in the high category, under the emotional control scoring data.

There is significant difference in the mean scores of Self-respect among SPC at secondary level with respect to gender.

The obtained mean score of boys at secondary level is 99.22 and standard deviation is 16.11. The mean score of girls at secondary level is 105.05 and standard deviation is 13.85. The calculated 't' value of self-respect of pupils at secondary level with respect to gender is 3.47 which is greater than 2.58 and is notable at 0.01 level.

There is significant difference in Self-respect among SPC at secondary level with respect to locality of institution.

The obtained mean score of urban students at secondary level is 99.37 and standard deviation is 16.208 the mean score of rural students at secondary level is 104.5 standard deviation is 13.85. The calculated 't' value of self-respect of student at secondary level with respect to locality is 2.794, is greater than 2.58 and is notable at 0.01 level.

There is no significant difference in Self-respect among SPC at secondary level with respect to type of management of institution.

The attained mean score of Government students at secondary level is 103.02 and standard deviation is 15.35. The mean score of private students at secondary level is 100.76 and standard deviation is 15.19. the calculated 't' value of self-respect among students at secondary position with respect to type of management is 1.323, it is less than 2.58 and is not significant at 0.01 level.

There is significant difference in Emotional Control among SPC at secondary level with respect to gender.

The calculated 't' value of Self-respect of student at secondary level with respect to gender is 0.630 is less than 2.58 and is noteworthy at 0.01 level. Therefore, there is no significant difference in the mean scores of Self-respect among student at secondary level with respect to gender. So the hypothesis is rejected.

There is significant difference in Emotional Control among SPC at secondary level with respect to locality of institution.

The calculated 't' value of Self-respect of student at secondary level with respect to locality of institution is 2.477, that is less than 2.58 and is significant at 0.01 level. Therefore, it can be concluded that there is no significant difference in the mean scores of Self-respect among students at secondary level with respect to gender. Thus the hypothesis is rejected.

There is significant difference in Emotional Control among SPC at secondary level with respect to type of management.

The calculated 't' value of Self-respect of student at secondary level with respect to type of management of institution is 2.015 and that is less than 2.58 and is significant at 0.01 levels. So there is no notable difference in the mean scores of Self-respect among student at secondary level with respect to type of management. Therefore, the hypothesis is rejected.

There is significant relationship between Self-respect and Emotional Control of spc at secondary.

The calculated 'r' value of Self-respect of student at secondary level 0.072 that is less than the "t" value 2.58 at 0.01 levels. Thus it can be concluded that no significant difference in the mean scores of Self-respect among students at secondary level. Hence the hypothesis is rejected

There is significant relationship between Self-respect and Emotional Control among SPC at secondary level with respect to Gender.

The calculated 'r' value of Self-respect among Boys at secondary level 0.2457 that is greater than the table value 0.181 at 0.01 levels. From the findings of 6.8.8 the calculated 'r' value of Self-respect among girls at secondary level 0.0364 which is less than the table value 0.181 at 0.01 levels. Therefore, the hypothesis is partially substantiated.

There is significant relationship between Self-respect and Emotional Control among students at secondary level with respect to locality of institution.

The calculated 'r' value of Self-respect of students at secondary level 0.5157 which is greater than 0.181 at 0.01 level, The calculated 'r' value of Self-respect of students at secondary level 0.113 which is less than 0.118 at 0.01 level. It can be concluded that there is significant relationship between Self-respect and Emotional Control among urban students at secondary level and there is no significant relationship between Self-respect and Emotional Control among rural students at secondary position. So the hypothesis is partially substantiated.

There is significant relationship between Self-respect and Emotional Control among student t to Type of management.

The calculated 'r' value of Self-respect of student at secondary level 0.2502 which is greater than 0.181 and is significant at 0.01 level, he calculated 'r' value of Self-respect of student at secondary level -0.0467 which is less than 0.118 and is significant at 0.01 level. So the hypothesis is partially substantiated.

There is significant difference in the relationship between the Self-respect and Emotional Control among students at secondary level based on Gender

The obtained 'r' value of boy's student at secondary level is 0.254 and 'z' value is 0.254. The 'r' value of girl's student at secondary level is 0.0364 and 'z' value is 0.0364. The calculated 't' value with respect to gender is 1.852 it is less than the table value 2.58 at 0.01 level

There is significant difference in the relationship between the Self-respect and Emotional Control among SPC students at secondary level based on locality of institution.

The obtained 'r' value of urban student at secondary level is 0.5157 and 'z' value is The 'r' value of rural student at secondary level is 0.1129 and 'z' value is 0.1129. The calculated 't' value with respect to gender is 3.97, that is greater than the table value 2.58 at 0.01 level. Hence the hypothesis is accepted.

There is significant difference in the relationship between the Self-respect and Emotional Control of SPC students at secondary level based on type of management.

The attained 'r' value of boy's pupil at secondary level is 0.2502 'z' value is 0.2502 .The 'r' value of girls pupil at secondary position is 0.0467 and 'z' value is 0.0467. The calculated 't' value with respect to gender is 1.890 which is less than the table value 2.58 at 0.01 situations. Therefore, hypothesis is rejected.

Delimitations

This study was limited due to lack of time at the disposal; it is not a comprehensive study as many desirable areas have been left out. However some limitations has crept into the study, the major limitations are follows:

1. The same study can be conducted on a large population.
2. The study is only grounded on the subgroups gender, locale and type of institution, similar studies can be conducted in other sub groups like age, caste, family background.
3. The present study can be replicated by using wide samples from all district of Kerala.
4. Similar study can be conducted in samples like CBSC and ICSE school students.
5. The same research can be carried out in districts or states in a country.

Implication

The findings of this research have direct implications in the field of education. The present research showed a favorable association between secondary school students 'Self-Respect and Emotional Control in a good way. The following recommendation for potential educational effects was made:

- a) Secondary school students should be provide opportunities expression themselves.
- b) Giving the students, clear and constructive feedback, leading to improved Self- respect among the students.
- c) Rewarding students is another method that can be used effectively to increase Self-respect.
- d) This study helps to improve self-awareness of the student.
- e) The present study would be useful for teachers to assess student's self-respect and emotional control
- f) The present study helps to understand level of students, their Emotional Control.
- g) The present study provides opportunities to understand the importance of self-Respect and Emotional Control in human life.

Conclusions

Through this study, the investigator understood that the Self-respect and Emotional Control of student at secondary level are an average level and it can be improved with systematic training. The students must be inculcating the qualities of Self-respect and Emotional Control, thereby improving their esteem and confidence. The schools should arrange for personality developmental programs for the evolving personality of the students and this can lead them to develop a better quality of Self-respect and Emotional Control.

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