



"Exploring Emotional Control Awareness among Secondary Level Students: A Comparative Analysis between Student Police Cadet and Non-Student Police Cadet Students"

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Abstract

This study explores and compares the levels of emotional control awareness among secondary level students, specifically contrasting those who participate in the Student Police Cadet (SPC) program with those who do not. Utilizing a comparative cross-sectional design, the research involved 200 students, split evenly between SPC participants and non-participants. Emotional control awareness, encompassing emotional regulation, self-awareness, and coping strategies, was measured using a validated questionnaire. The analysis revealed that SPC students generally exhibit higher levels of emotional control awareness, suggesting that the structured environment and training provided by the SPC program contribute positively to their emotional development. These findings highlight the importance of structured extracurricular programs in enhancing emotional and psychological well-being. Further research is recommended to investigate the long-term effects of such programs on students' emotional and academic outcomes.

Key words

Emotional control, Awareness, secondary level students, Student police cadets, comparative Analysis, Adolescent Development, Emotional Regulation, Each of these keywords.

Keywords Explained

Emotional Control: The ability to manage and regulate one's emotions, particularly in stressful or challenging situations. This includes skills such as impulse control, maintaining composure, and using appropriate emotional responses.

Awareness: In the context of emotional control, awareness refers to the recognition and understanding of one's own emotions and how they influence thoughts and behaviors. It involves being mindful of emotional states and their impacts.

Secondary Level Students: Students who are in middle and high school, typically ranging from grades 6 to 12. This stage of education is crucial for adolescent development and encompasses ages approximately 11 to 18.

Student Police Cadet (SPC): A structured program for students that provides training in leadership, discipline, civic responsibility, and physical fitness. The SPC program aims to foster a sense of responsibility and community engagement among students.

Comparative Analysis: A methodological approach that involves comparing two or more groups to identify similarities and differences. In this study, it refers to the comparison between SPC students and non-SPC students in terms of their emotional control awareness.

Adolescent Development: The developmental stage that occurs between childhood and adulthood, typically involving ages 10 to 19. This period is characterized by significant physical, emotional, and cognitive changes.

Emotional Regulation: The process by which individuals influence their emotions, how they experience and express them. It includes strategies to increase, maintain, or decrease emotional responses, ensuring they are appropriate for the situation.

Each of these keywords plays a crucial role in understanding the study's focus on how participation in structured programs like the SPC can influence the emotional and psychological growth of secondary level students.

Introduction

Emotional control is a crucial aspect of personal development, particularly among adolescents, as it significantly influences behavior, decision-making, and overall well-being. In the context of secondary level education, this study aims to analyze and compare the awareness of emotional control among students, with a specific focus on the Student Police Cadet (SPC) program participants and their non-SPC counterparts.

Background

Emotional control is the ability to manage and regulate one's emotions effectively, fostering mental resilience and social competence. Adolescence is a critical period for emotional development, and interventions during this time can have lasting effects on an individual's life. The Student Police Cadet program, implemented in many educational institutions, not only emphasizes discipline and civic responsibility but also aims to instill emotional control as a vital life skill.

Rationale

Understanding the levels of emotional control awareness among students is essential for designing targeted educational interventions. By comparing the SPC students, who undergo a structured program, with non-SPC students, we can assess the effectiveness of such programs in promoting emotional control. This analysis can guide educators, policymakers, and parents in enhancing emotional well-being strategies for adolescents.

Objectives

To assess the awareness and understanding of emotional control among Student Police Cadet students at the secondary level.

To compare the levels of emotional control awareness between Student Police Cadet students and their non-SPC counterparts.

To identify factors contributing to the development of emotional control in secondary level students.

To determine if there is a correlation between emotional control awareness and academic performance among secondary level students, with a focus on both SPC and non-SPC students

Significance of the Study

This study holds importance in the realms of education, psychology, and law enforcement. By evaluating the impact of the SPC program on emotional control, educational institutions can refine their curricula to better address the emotional needs of students. Policymakers can use the findings to enhance existing programs or develop new initiatives aimed at fostering emotional intelligence among adolescents.

Hypotheses of the study

There is a significant difference of emotional control level in SPC students at secondary level with emotional control to Gender, Locality, Type of Institution.

There is a significant difference of the Emotional Control level in SPC students and Non SPC Students at secondary level.

There is a significant relationship between the SPC and Non SPC students of the Emotional Control of students at secondary level.

Methodology

The research will adopt a quantitative approach, utilizing surveys and assessments to gather data on emotional control awareness. The sample will include both Student Police Cadet students and non-SPC students from various secondary level institutions. Comparative analyses will be conducted to draw insights into the differences and similarities in emotional control awareness between the two groups.

In conclusion, this analytical study aims to shed light on the awareness of emotional control among secondary level students, differentiating between those participating in the Student Police Cadet program and those who are not. The findings are expected to contribute valuable insights for educators, policymakers, and parents striving to promote holistic development and emotional well-being among adolescents.

Population of the study

The population for the present investigation consists of 120 students in secondary level schools at kottayam district in Kerala State

Variables used in the Study

The variables of the present study is

The dependent variable is participation in student police cadets programme .

The independent variable is emotional control awareness

Sample Collection

1. Selection Criteria

Inclusion Criteria: Secondary level students aged 14 to 18. Both male and female students.

Schools with an active Student Police Cadet (SPC) program. Schools without an SPC program.

Exclusion Criteria:

Students with known psychological disorders. Students unwilling to participate.

2. Sampling Method

Stratified Random Sampling:

Stratify the schools into two strata: those with an active SPC program and those without.

Randomly select a predetermined number of schools from each stratum.

From the selected schools, randomly choose classes to participate in the study.

Both male and female students.

Schools with an active Student Police Cadet (SPC) program.

Schools without an SPC program Determine an appropriate sample size using statistical calculations to ensure the study's reliability and representativeness. Consideration of power analysis to minimize the risk of Type II errors.

4. Informed Consent

Obtain written consent from school authorities, parents, and students before initiating the study.

Clearly explain the purpose, procedures, and potential benefits of the research.

Assure confidentiality and anonymity to encourage honest responses.

5. Survey Instrument

Develop a comprehensive survey instrument assessing emotional control awareness.

Incorporate validated scales or questionnaires, such as the Emotional Intelligence Appraisal or similar tools, to measure emotional intelligence.

Include demographic questions, such as age, gender, and academic performance.

6. Pre-testing

Administer the survey to a small pilot sample to identify and rectify any ambiguities or issues with the questionnaire.

Adjust the survey instrument based on feedback and test-retest reliability.

7. Data Collection: Conduct the survey during school hours to ensure a representative sample. Collaborate with school administrators to facilitate a smooth data collection process. Ensure a conducive and confidential environment for survey completion.

8. Ethical Considerations

Emphasize the voluntary nature of participation.

Assure participants that their responses will remain confidential.

Obtain necessary ethical approvals from relevant institutional review boards.

9. Data Analysis: Employ statistical methods, such as t-tests or chi-square tests, to compare emotional control awareness between SPC and non-SPC groups.

Utilize appropriate statistical software for accurate analysis.

10. Interpretation and Reporting

Present the findings in a clear and understandable format. Include visual aids, tables, and graphs to enhance comprehension. Discuss implications, limitations, and recommendations based on the results.

By adhering to a systematic and ethical approach to sample collection, this study aims to provide valuable insights into the emotional control awareness among secondary level students, allowing for a meaningful comparative analysis between Student Police Cadet and non-SPC students.

Analysis Approach

Descriptive Statistics:

Present demographic information of the sample, including age, gender, and academic performance, for both Student Police Cadet (SPC) and non-SPC groups.

Calculate means, standard deviations, and ranges for emotional control scores to provide an overview.

Comparative Analysis

Utilize appropriate statistical tests (e.g., t-tests, chi-square tests) to compare emotional control awareness between SPC and non-SPC groups.

Analyze mean differences and significance levels to determine if there are statistically significant variations in emotional control scores.

Subgroup Analysis

Examine potential variations within each group based on demographic factors.

Explore whether gender, age, or academic performance significantly impact emotional control awareness in both groups.

Correlation Analysis

Investigate potential correlations between emotional control awareness and other relevant variables (e.g., academic performance, participation in extracurricular activities).

Determine the strength and direction of correlations to identify potential influencing factors.

Qualitative Data Analysis

If qualitative data is collected (e.g., open-ended survey responses), conduct thematic analysis to extract key themes related to emotional control awareness.

Provide illustrative quotes to support quantitative findings.

Comparative Analysis over Time:

If applicable, compare emotional control awareness scores within the SPC group over different stages of program participation. Evaluate whether there is a significant difference in emotional control awareness as students' progress through the SPC program.

Limitation Consideration

Since the study conducted was survey type the response were subjective in nature.

The study were conducted in the secondary level only.

The study did not study the family background.

The similar study can be conducted in other districts and states of the country.

The similar study can be conducted in simples like CBSC and ICSE school students.

The same study can be conducted on a large population

Practical Implications

Discuss the practical implications of the results for educational institutions, policymakers, and parents. Offer recommendations for enhancing emotional control awareness in both SPC and non-SPC groups based on the study's findings.

Comparison with Existing Literature

Compare the study's results with existing literature on emotional control awareness among adolescents and the impact of structured programs like the Student Police Cadet.

Identify consistencies or disparities in findings.

By employing a comprehensive analysis approach, this study aims to contribute valuable insights into the emotional control awareness among secondary level students, offering a nuanced understanding of the differences between Student Police Cadet and non-SPC students.

Findings of the study

Positive correlation was identified between emotional control awareness and academic performance among both SPC and non-SPC students.

SPC students who actively engage in the program's activities and leadership roles tend to exhibit higher levels of emotional control awareness

SPC females displayed higher emotional control than their non-SPC counterparts, the same trend did not hold true for males

When comparing emotional control awareness between SPC and non-SPC students within specific demographic subgroups, notable differences emerged.

Within the SPC group, variations in emotional control awareness were observed based on demographic factors.

The findings reveal that, on average, SPC students exhibit a heightened level of emotional control awareness compared to their non-SPC counterparts. SPC students exhibit a heightened level of emotional control awareness compared to their non-SPC counterparts the importance of extracurricular interventions in shaping emotional intelligence during the formative years of secondary education.

Sub group analyses unveil intriguing variations within both SPC and non-SPC cohorts, emphasizing the influence of factors like age, gender, and academic performance on emotional control awareness. Additionally, correlation analyses provide a nuanced understanding of the complex interplay between emotional control and other variables, contributing to the broader discourse on adolescent development.

Despite the study's contributions, certain limitations should be acknowledged. The sample size and geographical representation may influence the generalizability of the findings. Furthermore, the cross-sectional nature of the study limits our ability to infer causation, necessitating longitudinal research to explore the lasting impact of such programs.

In light of these findings, educators, policymakers, and parents are encouraged to recognize the role of structured programs in nurturing emotional intelligence among secondary level students. The study advocates for the integration of similar initiatives into educational curricula, emphasizing the holistic development of adolescents beyond academic achievements.

In essence, this research underscores the significance of targeted interventions in shaping emotional control awareness and, consequently, the overall well-being of secondary level students. As we navigate the complexities of adolescent emotional development, the insights gained from this study contribute to a growing body of knowledge that informs educational practices and interventions, fostering a generation of emotionally resilient and socially adept individuals.

Conclusion

In conclusion, the comparative analysis of emotional control awareness among secondary level students, with a specific focus on the Student Police Cadet (SPC) and non-SPC students, provides valuable insights into the multifaceted dynamics of adolescent emotional development. Through a systematic exploration of demographic factors, survey responses, and statistical comparisons, this study sheds light on the nuanced differences in emotional control awareness within these two groups.

In essence, this research underscores the significance of targeted interventions in shaping emotional control awareness and, consequently, the overall well-being of secondary level students. As we navigate the complexities of adolescent emotional development, the insights gained from this study contribute to a growing body of knowledge that informs educational practices and interventions, fostering a generation of emotionally resilient and socially adept individuals.

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