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### Original Article

# A comparison of the emotional competences of learning of middle girl students in regular and smart schools in Roudsar city

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## Abstract

**Introduction:** This research is a comparison between ordinary guidance school girl students' emotional learning competency and smart school girl student's emotional learning in Roudsar in the academic year of 2012-13.

**Materials and Methods:** The method of the research was causal- comparative, and the instruments used were; emotional competency questionnaire of Golman (1998). In order to determine the permanency of questionnaire Alpha correlation of Cronbach was used and the number attained, was 0.84. Descriptive statistics (frequency, percentage, mean and standard deviation) was used and to analyze the data the independent t-test was used.

**Results:** The analysis of the data showed that there is not a meaningful difference between emotional learning competency of the two groups of students in the elements of self-awareness, self-regulation, self-motivation, social awareness, and social skills ( $P>0.05$ ).

**Conclusion:** The results showed that there is not a meaningful difference between emotional learning competency of ordinary school girl students and smart school girl students.

**Keywords:** Competency, Emotional, Learning, School

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## Introduction

Among the characteristics of man is his special talent for learning. The importance of the role of emotions in learning has also caused that since long ago, in order to stimulate, influence and guide thoughts, this aspect of human existence has been the focus of educators and education practitioners. In addition, knowing emotions and how they grow and how effective they are in learning individual and social behavior, as well as their balanced cultivation in order to prevent

emotional poverty and achieve scientific and moral progress, is one of the educational issues (1).

On the other hand, with the emergence and development of the phenomenon of information technology, the process of global developments is expanding with greater acceleration centered on the element of information and knowledge. This phenomenon has entered the field of education for more than a decade and has challenged educational systems and educational

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environments. Undoubtedly, one of the most important achievements of the development of information technology is the transformation in the field of education. The development of virtual classes, smart schools, and in general, electronic learning and online education, as well as the reduction or elimination of interaction and face-to-face communication, have challenged the development of the emotional dimension in modern education. (2), which seems to require a new definition of the role and function of schools as the main educational institution in society.

On the other hand, the use of information and communication technology today is not as a tool, but in the form of an enabling infrastructure for professional education and training, and most of the people involved in the education system emphasize that the emotional skills of knowledge learning Students, including self-awareness, self-regulation, self-motivation, social awareness and social skills that play an effective role in their personal and social life, should be given more attention.

Because emotional competencies are a set of personality traits that are effective in the student's destiny and lifestyle and make a person use appropriate ways to live life and its stages. By definition, self-awareness is a type of individual ability to understand emotions and moods, self-regulation, the ability to express emotions in an appropriate and socially friendly manner, self-motivation, orienting and directing emotions towards a specific goal, social awareness, the ability to understand emotions others and using their emotions to achieve purposeful desires, and finally social skill is the ability to communicate with others in different social situations or the same social capacity (3).

Despite the importance of the emotional skills of learning, most of the experts believe that the cycle of education is still based on a traditional movement and mainly revolves around cognitive education, and the development of emotional skills is neglected or less. Therefore, the role of the emotional dimension in the teaching-learning process seems to be considered (4).

Today, one of the most important issues and concerns of any educational system is creating a suitable platform for the growth and excellence of intellectual capital in the information and knowledge-based society. Schools are also one of

the most important social institutions and the main pillar of education, which are responsible for guiding and all-round development of students in social, cognitive, emotional and psychological dimensions.

A smart school in which the process of implementing all processes, including management, teaching and learning, educational resources and educational assistance, evaluation, etc., is based on technology and is designed in a research-oriented manner (5) in this regard, it deserves more attention. On the other hand, most educational experts believe that learning emotional skills is as important as cognitive learning, such as math and reading. Because emotions; They are considered as a motivational and dynamic force in the transformation of cognition, and cognition and emotion are two independent components, but complement each other (6).

According to Diono, emotional competencies are a useful guide for acquiring life skills as well as measuring the improvement of students' reactions to life events during the years of learning in school. Because emotional competencies play a role in creating a favorable and stimulating environment for learning and communicating more effectively. On the other hand, various researches have shown that learning cannot be realized without communication with students' emotions, and emotional programs improve the level of students' academic progress scores and their performance.

In other words, when students lack the necessary skills to cope with their problems or lack social skills, self-management and lack of recognition of their talents, any educational program, however rich, will not help their academic progress. (7).

In this context, the research results of Spence et al. and Wang et al. also revealed that recognizing emotions is one of the key steps in learning, and paying attention to the development of students' emotional competencies in addition to their academic success is a commitment to a goal. Deeper and long-term, it brings well-being and personal development, inner satisfaction, establishing positive relationships with others and having a happier and healthier life (8).

Garner also reported in a research entitled the effect of emotional competences on teaching and learning of students that there is a positive relationship between stable emotions and academic performance of students in schools, and teenagers with managed emotions both academically and will perform better socially (9).

Education experts believe that the importance of the emotional skills of learning is due to the durability and stability of the learning it produces. According to them, unplanned and involuntary events, because through the presence of students in the heart and context of educational situations and receiving different messages that are understood and internalized in these situations and involve their emotions, It can be a lasting legacy of their education throughout their lives. In addition, emotional competence not only plays an effective role in the sustainability of students' learning, but also has positive consequences in life, helping academic progress, success at work, stress tolerance, increasing group productivity and efficiency, and in general Coexistence and social welfare (9).

Despite this, and in spite of the great importance that the emotional competencies of learning can have in the personal and social development of students, few researchers have investigated and compared this issue in one place and comprehensively. Therefore, the current research aims to investigate the emotional learning competencies of students in ordinary schools and smart schools.

### Materials and Methods

The current research is of a causal-comparative type and has compared the level of emotional learning competencies of two groups of female middle school students of ordinary and smart schools in order to determine the effects of the structure of two types of schools (ordinary and smart) in the development. The emotional competencies of students' learning should be investigated and studied. The statistical population of this research is all middle school female students studying in Roodsar city in the academic year of 1992-1991, which according to the obtained statistics amounted to 562 people. The statistical sample includes 230 female middle school students (128 from ordinary schools and 102 from smart schools) who were selected using Morgan and Karjesi's table and stratified stratified sampling method.

#### Research instrument

A) *Golman's (1998) 52-item Questionnaire of Emotional Competencies*: This questionnaire is a five-point Likert scale and items 1 to 11 are related to self-awareness component, items 12 to 22 are related to self-regulation, items 23 to 31 are related to self-motivation, items 32 to 42 are related to Social awareness and items 43 to 52 are related to social skills. Also, Cronbach's alpha test was used to measure the reliability of the questionnaire, and the reliability of the test was calculated as 0.84 (6).

### Results

**Table 1.** The mean and standard deviation of the emotional competence components of learning

Group	ordinary school students (N=128)		smart school students (N=102)	
	Mean	SD	Mean	SD
Self-awareness	33.18	3.881	32.55	4.284
Self-regulation	30.80	4.488	30.77	4.047
Self-motivation	27.74	3.576	27.07	3.586
Social awareness	32.45	5.177	23.26	5.193
Social skills	30.00	4.980	30.22	4.469
Total	154.47	17.200	153.28	13.670

As can be seen in the data of Table 1, there is a difference between the average emotional competencies of female students of ordinary and smart middle schools. This means that the average of the total emotional competencies of ordinary school students (154.47) is slightly higher than the total average of smart school students (153.28). Also, the average scores of

ordinary school students in the three components of self-awareness (33.18), self-regulation (30.80) and self-motivation (27.74) are slightly higher than those of smart school students, and the average scores of smart school students in the dimensions Social awareness (36.33) and social skills (22.30) are slightly higher than students of ordinary schools.

**Table 2.** The results of the t-test for the significance of the difference in the average emotional competence of ordinary and smart school students

Variable	Group	t	(df)	P	mean difference	standard error difference	Secure distance 95%	
							Low limit	High limit
		0.567	228	0.571	1.184	2.088	-2.930	5.299

Based on the results of Table 2, because the t calculated at the alpha level of 5% is not significant ( $t = 0.567$ ,  $P < 0.05$ ), therefore, with 95% confidence, it can be stated that there is a

significant difference between the emotional competence of female students. There is no significant difference between ordinary and smart guidance.

**Table 3.** The results of T-test for the significance of the difference between the average components of emotional competence of ordinary and smart school students

Variable	t	(df)	P	mean difference	standard error difference	Secure distance 95%	
						Low limit	High limit
Self-awareness	1.169	228	0.224	0.631	0.539	-0.432	
Self-regulation	0.053	228	0.958	0.030	0.570	0.094	
Self-motivation	1.417	228	0.158	0.674	0.475	0.263	
Social awareness	0.333	228	0.184	0.917	0.688	-2.273	
Social skills	0.341	228	0.733	0.216	0.632	-1.461	

According to the results of Table 3, in the condition of equality of variance, no significant difference was observed between the mean scores of emotional competence components including self-awareness, self-regulation, self-motivation, social awareness and social skills of female students of ordinary and smart schools. The data

in the above table shows that the calculated t is not significant in all cases and at the alpha level of 5% ( $P < 0.05$ ). Therefore, it can be stated with 95% certainty that there is no significant difference between the components of the emotional competence of learning of female students of ordinary and smart secondary schools.

## Discussion

The present study was conducted with the aim of comparing the emotional learning abilities of middle school girl students in ordinary and smart schools. As expected, no significant difference was observed between the emotional learning abilities of female students of normal and smart schools. In the review and general explanation of the findings of this research, it can be said that learning combined with emotion is basically more stable, and emotion causes motivation and encourages students to learn. Also, most of the experts agree on this basic point that emotional competence plays an effective role not only in the sustainability of students' learning. Rather, one of its positive consequences in life is helping academic progress, success at work, stress tolerance, increasing group productivity and efficiency, and overall coexistence and social well-being (10).

Based on the results of the present research, it seems that the change in the infrastructure and development of smart schools, despite the fact that the process of implementing all processes, including management, teaching and learning, educational resources and educational assistance, evaluation, etc., is based on technology and It is research-oriented, but this does not necessarily conflict with the development of students' emotional learning skills, and it probably has not faced limitations and challenges.

Another explanation about the findings of the present research is that it is possible to teach and develop emotional competence skills both in normal schools and in the studied smart schools, with school intervention programs in the form of various classroom activities, above. The program, the training of teachers and students' parents, etc., is not supported and expanded (11) and these behaviors are less performed by managers who are leaders of transformation in schools and have the greatest impact on the emergence of students' emotional competencies (12).

Therefore, it is possible that this has been involved in the lack of significance in the difference in the emotional competencies of students in normal and smart schools.

This result is new and unique in Iran, from the perspective of comparing the emotional learning abilities of two groups of ordinary and smart school students. In spite of this, the results of this

research are consistent with the conducted research in some aspects. Garner's research findings showed that there is a positive relationship between stable emotions and students' academic performance in schools, and adolescents with managed emotions will perform better in school both academically and socially (9). Parker et al. (11) also found in their research titled the study of the relationship between emotional competencies and academic progress of adolescents that emotional competencies are an important and significant predictor of academic success.

The education of students is important in all grades without any gender difference, and students with high emotional competence do more successful studies.

It is suggested to the planners, authors and practitioners of education in order to improve the emotional skills of students, by using the research and experiences of leading schools in Iran and other countries of the world, more appropriate and diverse practical programs. In this field, they should be compiled and included in the educational programs of schools. Since in this research the difference between the emotional competencies of female students of normal and intelligent middle schools was not significant, it is suggested to the students and researchers to use other research methods and tools to conduct research in this field and compare the results with compare each other Due to the importance of developing students' emotional competencies and the lack of research, more extensive research should be done in this field.

## Conclusion

Since emotional competencies help to improve students' learning and the success in this matter depends on the correct training of these skills to managers, teachers and trainers, therefore, it is necessary to adopt an arrangement so that these people in teacher training centers, In-service courses, holding educational workshops in the form of practical research (action research) to familiarize students with these strategies and the need to teach them.

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