

A Study of Emotional Intelligence and learning outcomes of senior secondary school students



Education

KEYWORDS: EI- Emotional Intelligence, LO- Learning Outcomes.

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ABSTRACT

This research was conducted to investigate the relationship of EI and LO of senior secondary school students. 200 senior secondary students were the sample of study and they selected through stratified random sampling method from senior secondary schools of Bhopal district of Madhya Pradesh State. For collecting data, standardized tool, of mangal emotional intelligence inventory was used by researcher, and last year annual examination marks of students treated as LO, then analysis of data done by correlation and t test. A finding of the study reveals that EI is positively correlated to LO of senior secondary school students. Gender does not influence the EI and LO of senior secondary school students. The results of this research inferred that secondary school students those studied in schools of urban locality in Bhopal district of Madhya Pradesh state have better EI and LO than their counterparts' students of schools of rural areas.

Introduction: Emotion is the generic term for subjective, conscious experience that is characterized primarily by psycho-physiological expressions, biological reactions and mental states. Emotion is often associated and considered reciprocally influential with mood, temperament, personality, disposition and motivation as well as influenced by hormones and neurotransmitter. Emotion is the driving force behind motivation, positive or negative. Development of emotions takes place during different stages of development of human being. Adolescence is a period of intensive growth and development with respect to children's physical, cognitive, social, emotional and social aspects of their personality. It is the stage in which waves of emotions are in full motion. "There is a tide which begins to rise in the veins of youth at the age of eleven or twelve it is called by the name of adolescence. If that tide can be taken at the flood, and a new voyage begun in the strength and along the flow of its current, we think that it will move on the fortune." (Ross J.S., 1951, p.153)

So many factors affect the emotional development, like social development, community, health and physical development, family environment, school environment, friend circle and intelligence. It is believed that intelligence is the great predictor of success in any walk of life -academic, social, vocational or professional. Intelligence measured in terms of intelligence quotient (IQ). IQ scores are often made into use for the selection, classification and promotion of the individuals in various courses and placements. But 90s onwards, person's EI measured through his emotional quotient (EQ) considered as greater predictor of success than his or her IQ. Emotional intelligence term was given by Dr. John Mayer and Dr. Peter Salovey but the credit for popularizing the term goes to Dr. Daniel Goleman.

Mr. Yetta Lauetenschlager suggest that EI is proficient in four A's i.e. Awareness, Acceptance, Attitude and Action. Awareness means knowing what you are feeling when you are feeling it. Acceptance means believing that emotions are biological process taking place in the body and the brain that is not always rational. It means being able to feel an emotion without judging it. Attitudes are beliefs that are attached to emotion. There are times when the emotion follows an attitude, or is colored by an attitude is challenged, the emotion will continue to be felt in the same direction. Action is the behavior you take based on emotion and attitude. According to Wikipedia, EI is the ability to identify, assess, and control the emotions of oneself, of others, and of groups. It can be divided into ability EI and trait EI. Ability EI is usually measured using maximum performance tests and has stronger relationship with traditional intelligence, whereas trait EI is usually measured using self-report questionnaires and has stronger relationships with personality. EI as powerful and sometimes it is more powerful than IQ. IQ contributes 20% to success in life, the other forces the rest. We can say that EI is one of them.

Researcher wants to know, is there any relationship between EI

and LO of adolescents? Is there any difference of EI and LO of boys and girls of rural and urban areas? So researcher selects the sample of eleventh class students and formulate following objectives.

Objectives:

1. To study the relationship of EI and LO of senior secondary school students.
2. To study the significant difference between the EI and LO of senior secondary school students of urban and rural areas school.
3. To study the influence of gender on EI and LO of senior secondary school students.

Hypothesis:

1. There is no significant relationship of EI and LO of senior secondary school students.
2. There is no significant difference between the EI of senior secondary school students of urban and rural areas school.
3. There is no significant difference between the LO of senior secondary school students of urban and rural areas school.
4. There is no significant influence of gender on EI senior secondary school students.
5. There is no significant influence of gender LO of senior secondary school students.

Design of the study:

Sample: For the present study the survey type descriptive research method was adopted. 200 students of senior secondary schools studying in eleventh class of Bhopal District of Madhya Pradesh State. They were selected through stratified random sampling on the basis of equal allocation. The study involves comparison between rural and urban students, and male and female students. 100 senior secondary school students were selected from four schools of urban area and 100 senior secondary school students were selected from four schools of rural area. Gender of the student considered as the second strata. Total 200 students (100 male and 100 female students) are taken as a sample. The size of the sample is 200 students which include rural and urban, male and female studying in eleventh class.

Tool: For measuring the EI of senior secondary school students researcher used "Mangal Emotional Intelligence Inventory" (MEII) which was standardized by Dr.S.K Mangal and Mrs. S. Mangal. This inventory consists of four areas having total 100 items, each item has two alternative answers, out of which one is correct. For LO researcher considered the last year annual marks of students as LO. After the collection of data, the scoring was done according to the instruction given in manual.

Statistical Techniques: Researcher used correlation and 't' test for analysis of data.

Results: Table.1 Showing relationship between EI and LO.

S.No	Variable	N	df	't'
1.	emotional intelligence	200	198	.68
2.	learning outcomes	200		

From the above table it is clear that, the coefficient of correlation obtained between EI and LO is .68. Hence hypothesis one is rejected. It inferred that positive relationship is found between the EI and LO of senior secondary school students. If EI of senior secondary students increases then their LO will also increases.

Table.2 Showing Significance of 't' between urban & rural senior secondary students in respect of EI.

Locality	Mean	S.D	N	df	't'	Sig.
Urban	63.16	7.12	100	198	5.19	0.01 and 0.05
Rural	58.12	6.67	100			

The value of 't' is 5.19 is found to be significant and the hypothesis is not accepted. Thus, it is concluded that there is significant difference between urban and rural students in respect of their EI. It is observed that urban students (63.16) possess higher level of EI than rural counterparts (58.12). It may be inferred that locality do influence the EI. It may due to in schools of urban areas better exposures provided through various co-curricular activities.

Table.3 Showing significance of 't' between rural and urban senior secondary school students in respect of LO.

Type	Mean	S.D	N	df	't'	Sig.
Rural	60.23	6.92	100	198	7.23	0.01and 0.05
Urban	67.32	7.12	100			

The value of 't' is 7.23 and it is found to be significant at 0.01 and 0.05 level of significance, so the hypothesis is not accepted. Thus, it is concluded that there is significant difference between rural and urban senior secondary school students in respect of their LO. It is further found that urban (67.32) school students are superior to rural school students (60.23) in respect of LO. The urban senior secondary school students possess more favourable learning outcomes than the rural senior secondary school students. It may be inferred that locality do influence the LO supremacy of urban school students may be due to the reason that their parents are able to paid attention, so they are more aware and have high level of LO.

Table. 4 Significance of 't' between male & female students in respect of EI.

Category	Mean	SD	N	df	't'
Male	69.8	7.72	100	198	1.46
Female	71.2	6.69	100		

The value of 't' is 1.46 and it is not found to be significant at 0.01 and 0.05 level of significance, so the hypothesis is not accepted. Thus, it is concluded that there is no significant difference between male and female students in respect of EI. This indicates that there is no difference in their EI. Gender is considered to have no influence on EI.

Table . 5 Significance of 't' between male & female students in respect of LO.

Category	Mean	SD	N	Df	't'
Male	60.35	7.28	100	198	1.88
Female	62,44	8.56	100		

The above table shows that there is no significant difference between male and female students in respect of LO. This indicates that there is no difference in their LO. It may be inferred that gender do not influence the LO.

Discussion: The results of the study can be summarized as:

- There is significant relationship found between EI and LO .
- There is significant difference between urban and rural students in respect of their EI.
- There is significant difference between rural and urban senior secondary school students in respect of their LO.
- There is no significant difference found between the mean of male and female students in respect of their EI.
- There is no significant difference found between the mean of male and female students in respect of their LO.

In present scenario, parents, teachers and the educational institutions are very conscious about to empower the cognitive aspects of the children. They should provide more time and efforts for developing not just for cognitive professional skills but also affective skills for the development of emotional intelligence because it is very important to strengthen the emotional intelligence for the development of balanced personality and to make them well equipped to face the challenges of a competitive future. So there is no denying of the fact that emotional intelligence counts significantly towards one success in one's area of achievement, it may help one to step in for the required success. Teachers and Parents should provide tips for resolving conflict in a trust-building way; it will be very helpful for the development of Emotional Intelligence in children.

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