



EMOTIONAL INTELLIGENCE AND INTERPERSONAL BEHAVIOUR OF HIGHER SECONDARY SCHOOL STUDENTS - A CORRELATION ANALYSIS

Education

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ABSTRACT

The main objectives of the study were to find out the level of Emotional Intelligence and Interpersonal behaviour of higher secondary school students and to find out the relationship between Emotional Intelligence and Interpersonal Behaviour of higher secondary school students. The sample consists of 295 higher secondary school students randomly from 10 schools of education from Sankarankovil taluk of Tirunelveli district, Tamil Nadu. Emotional Intelligence scale and Interpersonal Behaviour inventory was used as tools to collect data. The research reveals that the level of Emotional Intelligence and Interpersonal Behaviour of higher secondary school students was moderate and there is significant relationship found between Emotional Intelligence and Interpersonal Behaviour of higher secondary school students.

KEYWORDS:

Emotional Intelligence, Interpersonal behaviour, higher secondary students.

INTRODUCTION

Emotional intelligence is the capability of individuals to recognize their own and other people's emotions, discern between different feelings and label them appropriately, use emotional information to guide thinking and behavior, and manage and/or adjust emotions to adapt to environments or achieve one's goal(s). No individual should be emotionally mature. Individuals need the skill to communicate work in teams and let go of the personal and family issues. An individual should be emotionally mature which is reflected in one's ability to manage and monitor one's emotions. The dictionary physiology refers emotional maturity as a state of condition of having reached an adult level of emotional development and therefore no longer displaying emotional parents appropriate to children. Emotional maturity therefore is not a state in which all problems are solved but, instead is a process of clarification and evaluation, an attempt to integrate feeling, thinking and behavior.

Interpersonal behavior is how people interact with one another. Specifically it is studied as the way people behave when this behavior would affect a relationship. Making jokes, body language, giving present and going to parties are all aspects of interpersonal behavior. Interpersonal Behavior is basically how two persons interact in any setting. It is extremely important in organization or even schools and other education institutions to strengthen interpersonal relationships.

SIGNIFICANCE OF THE STUDY

Intelligence is the capacity to engage in valid, abstract reasoning in relation to an area of information (Beena Johnson, 2009). In the realm of emotions, intelligence involves understanding the general nature of emotions, the meaning of individual emotions and the capacity to uncover similarities and differences among emotions. How human beings develop emotionally is of core importance in building good interpersonal relationships. Scientific studies have suggested that emotional intelligence helps a person to become successful in life. Hence developing high emotional intelligence is essential for an adolescent to excel in future life. Adolescent who are academically brilliant may sometimes be socially and interpersonally inept. High emotional intelligence will definitely help an adolescent to reduce stress by decreasing conflict, improving relationships and understanding Emotional Intelligence enables the adolescent to develop very good interpersonal relationships and to have better social support. It is a highly describe and personally valuable attribute to possess. Interpersonal behavior is the bond or behavior between two people depending on the context of their relationship. This could be work mates, couples in a relationship or even business partners. People appreciate each other's skill when they work together Relationship, be it intra or inter is universal human experience. Emotions have been observed to play a major role in human interpersonal relationships. Relationship quality is a key indicator of school student's psychosocial adjustment. As the school students grow, their relationships with selves and others become increasingly influential. When teens behave right, think positively and are socially successful, their relationships are a source of well being, pride and identity. Positive relationship qualities

encompass companionship, intimacy, assistance, loyalty, caring, warmth, closeness and trust. This relationship not only provides foundation for later adult relationship, they also buffer adolescent from stress and lessen the risk of later emotional and behavior problems. Therefore the investigator wishes to study the relationship between emotional intelligence and interpersonal behavior of higher secondary students.

OBJECTIVES OF THE STUDY

- To find out level of emotional intelligence of higher secondary students with regard to gender.
- To find out the level of interpersonal behaviour of higher secondary students with regard to gender.
- To find out whether there is any significant relationship between emotional intelligence and Interpersonal behaviour of higher secondary students.

METHOD ADOPTED

Survey method was adopted for the present study.

POPULATION AND SAMPLE

The population for the study consists of all the higher secondary students studying in Government, Aided and private higher secondary schools in Sankarankovil Taluk, Tirunelveli district.

The investigator had used simple random sampling technique for selecting a sample of 295 higher secondary students from 10 higher secondary schools in Sankarankovil Taluk, Tirunelveli District.

TOOL USED

Two tools were used for the study,

- Emotional intelligence scale* developed and validated by Mrs. K. Kayathri (Investigator) and Dr. T. Ranjith Kumar (Research Supervisor) in 2016. The tool was meant for higher secondary students and it consists of 22 statements.
- Interpersonal Behaviour Inventory* developed and validated by A. Anandapillai and A. Dhasnevis in 2014. It consists of 50 statements.

ANALYSIS OF DATA

The statistics employed in the study were percentage analysis and 'r' test. The analyses were presented in the following tables.

Table 1
Level of Emotional intelligence of higher secondary school students with regard to Gender

Variables	Gender	N	Low		Moderate		High	
			No.	%	No.	%	No.	%
Emotionalintelligence	Male	139	17	12.2%	101	72.7%	21	15.1%
	Female	156	21	13.5%	121	77.6%	14	9.0%

It is inferred from the above table that 12.2% of the male higher secondary school students have low, 72.7% of them have moderate and 15.1% of them have high level of Emotional intelligence. It is also inferred that 13.5% of the female higher secondary school students have low, 77.6% of them have moderate and 9.0% of them have high level of Emotional intelligence.

- Retrieved from
<http://www.beenajohnson.com/tag/what-is-emotional-intelligence>
 2. Biswal, B & Dash, P.C. (2006). *Statistics in Education & Psychology*. New Delhi: Dominant Publishers and Distributors.

Table 2
Level of Interpersonal behavior of higher secondary school students with regard to Gender

Variables	Gender	N	Low		Moderate		High	
			No.	%	No.	%	No.	%
Interpersonal behaviour	Male	139	17	12.2	100	71.9	22	15.8
	Female	156	14	9.0	129	82.7	13	8.3

It is inferred from the above table that 12.2% of the male higher secondary school students have low, 71.9% of them have moderate and 15.8% of them have high level of interpersonal behaviour. It is also inferred that 9.0% of the female higher secondary school students have low, 82.7% of them have moderate and 8.3% of them have high level of interpersonal behaviour.

Hypothesis 1: There is significant relationship between Emotional Intelligence and Interpersonal Behaviour of higher secondary students.

Table 3
Relationship between Emotional Intelligence and Interpersonal Behaviour of higher secondary school students

Emotional Intelligence		Interpersonal Behaviour		$\sum XY$	Calculated 'r' value	Remarks
$\sum X$	$\sum X^2$	$\sum Y$	$\sum Y^2$			
15070	787532	36559	4564107	1878308	0.4403	Significant

Table value of 'r' for df293 is 0.113 (Biswal & Dash, 2006)

It is inferred from the above table that the calculated 'r' value (0.4403) is greater than the table value (0.113), at 0.05 level of significance. This shows that there is significant relationship between Emotional Intelligence and Interpersonal Behavior of higher secondary school students.

FINDINGS

- 12.2% of the male higher secondary school students have low, 72.7% of them have moderate and 15.1% of them have high level of Emotional Intelligence.
- 13.5% of the female higher secondary school students have low, 77.6% of them have moderate and 9.0% of them have high level of Emotional intelligence.
- 12.2% of the male higher secondary school students have low, 71.9% of them have moderate and 15.8% of them have high level of Interpersonal behaviour.
- 9.0% of the female higher secondary school students have low, 82.7% of them have moderate and 8.3% of them have high level of Interpersonal behaviour.
- There is significant relationship between Emotional Intelligence and Interpersonal Behaviour of higher secondary school students.

EDUCATIONAL IMPLICATIONS

The higher secondary students should be educated to have the ability to control and handle frustration, anger, sorrow, joy, annoyance and other emotions through proper guidance. This makes them to develop their emotional intelligence. An adolescent is the period of heightening of all emotions like anxiety, fear, love, anger, etc, so that the school teachers should give suggestions to their students for controlling their emotions. The schools should provide yoga and other physical exercise programmes their students to do develop their emotional intelligence. Teachers should take responsibility of guiding the development of adolescent interpersonal behaviour. Teachers should have positive and affectionate behaviour to the students and make them to have a better interpersonal behaviour.

REFERENCES:

1. Beena Johnson. (2009, February 08). *Emotional intelligence and adolescents*.