



ORIGINAL RESEARCH PAPER

Education

EMOTIONAL INTELLIGENCE OF XI STANDARD STUDENTS WITH RESPECT TO CERTAIN SELECTED VARIABLES

KEY WORDS: Emotional Intelligence, XI standard Maths Group students.

G.Damodharan

Research Scholar, Department of Pedagogical Science, TNTEU.

Dr.P.Ganesan*

Professor and Head, Department of Pedagogical Science, TNTEU.*Corresponding Author

ABSTRACT

In this paper, an attempt has been made to study the a study of Mathematical problems of XI standard students in relation to their Emotional Intelligence. Normative survey method has been used in the present investigation. The random sampling technique has been used in the selection of the sample of as many as 1032 Maths group students of standard XI from 27 schools of 3 district(Vellore, Thiruvanamalai and Krishnagiri) of Tamilnadu state. The findings of the study shows that majority of the XI standard Maths group students were having a high level of Emotional Intelligence. Also, it is found that there is significant difference between (i) male and female (ii) Urban and Rural (iii) Nuclear and Joint XI standard Maths Group students in respect of their Emotional Intelligence. It is also there is no significant difference among XI standard Maths Group students in type of school as Govt., Aided and Private in respect of their Emotional Intelligence. And there is significant difference among XI standard Maths Group students in (i) Father educational qualification as Uneducated, School and College (ii) Mother educational qualification as Uneducated, School and College (iii) Parental occupation as Employ, Business, Agriculture and Daily labor in respect of their Emotional Intelligence.

INTRODUCTION

Emotional intelligence involves the areas of identifying, using understanding and managing the emotions of self and others in order to be successful at workplace and happy life in general. At workplace, besides other factors, emotional intelligence of the employees plays a significant role in that organization's decision making, leadership, strategic and technical breakthrough, open and honest communication, trusting relations and tern work, custom loyalty and creativity and innovation" (cooper & sawaf, 1997). In case of educational organizations, the teacher is the key person whose emotional intelligence is of great relevance in this respect.

IMPORTANCE AND ADVANTAGES OF EMOTIONAL INTELLIGENCE

The application of the principle of emotional intelligence to the work and everyday life would be most advantageous. These are as follows:

1. The Juvenile's Personality and Emotional Development

Emotional intelligence plays a part in designing the required personality in building up the emotional maturity suitable to the age; in developing the ability in self adaptation for solving the stress problem and the pressure of life in the competing status.

2. Communication

Able to express one's felling and emotion in the appropriate occasion, with the understanding the feeling of others. A person with emotional intelligence knows how to smile. He knows how to listen patiently to other people's problems. He will not be alienated from the people, the nature or from his own life.

3. Production

The emotional intelligence sublime the initiation it would conduce production which responds to the target, promote better co-ordination in the work.

4. Administration

Emotional intelligence enhances the talent of artful leader in utilizing people and in capturing their heart. It gives chance for the administrator to study and develop the staff. It can influence people to accomplish required task.

5. Service

Emotional intelligence conduces the good listening and responding with loyalty.

6. Understand One's Own Life as Well as the others

Emotional intelligence gives the introspective insight before

getting to know others. The knowing of oneself and of others would induce interaction among themselves where by the potentiality can be used in full and the family life would be happy through the understanding of each others.

OPERATIONAL DEFINITION OF KEY TERMS

Emotional Intelligence

Goleman (1998) States that emotional intelligence is the capacity of recognizing our feeling and those of others for motivating ourselves and for managing emotions well in us and in our relationship.

Cooper and Sawaf (1997) defines that Emotional Intelligence is the personal ability to perceive, understand and apply the power of knowing the mood, as the ground of forces and data to build up association to influence people.

Baron (1997) defines Emotional Intelligence as "it is a series of competency, capability and effective domain which affect the ability to succeed in fighting with the demands and various pressures from circumstances".

REVIEW OF RELATED LITERATURE STUDIES ON EMOTIONAL INTELLIGENCE

Parrish, Dominique Rene (2015) found that emotional intelligence is recognized as a highly relevant and important requirement for academic leadership in higher education. Additionally, the investigation ascertained that emotional intelligence traits related to empathy, inspiring and guiding others and responsibly managing oneself were most applicable for academic leadership. The views of participants regarding the relevance of these emotional intelligence traits in academic leadership are presented. Illustrations of how these emotional intelligence traits might manifest in a higher education context are discussed.

Ghabanchi, Zargham; et al (2014) find out that the relationship between IQ and reading comprehension is stronger than the relationship between emotional intelligence and reading comprehension. A small but significant correlation was found between reading comprehension scores and some emotional intelligence subscale such as interpersonal abilities, intrapersonal abilities, and stress management. It follows that IQ is a more determinative factor in reading-comprehension proficiency than emotional intelligence.

Young Kaelber, Kara A.; et al (2014) found that western trainees showed greater empathy, although no differences were found in emotional intelligence between Eastern and Western

trainees. Length of training correlated with greater empathy in both groups, but was not associated emotional intelligence. Type of self-construal correlated with both degree of empathy and emotional intelligence. Implications for counseling research and training are addressed.

From the above table it is evident that the calculated mean value of XI standard Maths Group students of (Entire sample) is found to be 128.05.

Jasmine Sheila Burney, S. & Anupaj, A. (2013) studied the emotional intelligence of teachers working in non-metric school in relation to certain demographic variable sex, in-service training, qualification and experience. The findings show that there is significant difference among non-metric teachers in respect of sex, in-service training, qualification and experience.

Table 2 THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN VARIABLES IN RESPECT OF THEIR EMOTIONAL INTELLIGENCE IN XI STANDARD MATHS GROUP STUDENTS

OBJECTIVES OF THE STUDY

Variables	Sum of squares	Df	Mean square	F-ratio	Level of significance
Gender	73.39	2	36.70	0.19	Not Significant
Male					
Female					

1. To find out the level of Emotional Intelligence of XI standard Maths Group students.
2. To find out whether there is any significant difference between the Emotional Intelligence of XI standard Maths Group students and the background variable: namely

From the table 2 the 't' value is found to be 9.56 and it is significant at 0.05 levels. Therefore the Null Hypothesis 2 is rejected and it is concluded that there is significant difference between male and female XI standard Maths Group students in respect of their Emotional intelligence.

- a) Gender (Male / Female)
- b) Type of School (Govt. / Aided / Private)

HYPOTHESES OF THE STUDY

Table 3 THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN VARIABLES IN RESPECT OF THEIR EMOTIONAL INTELLIGENCE IN XI STANDARD MATHS GROUP STUDENTS

1. The level of Emotional Intelligence of XI standard Maths Group students is not favorable.
2. There is no significant difference between the Emotional Intelligence of XI standard Maths Group students and the background variable: namely

Variables	Sub sample	N	Mean	S.D
Type of School	Govt.	424	126.96	19.75
	Aided	256	130.87	15.02
	Private	352	127.33	16.29

- a) Gender (Male / Female)
- b) Type of School (Govt. / Aided / Private)

The table 3 shows that students of Aided schools have significantly higher mean Emotional intelligence score (M=130.87, SD=15.02) than those of other two groups. Private schools have significantly next higher mean Emotional intelligence score (M=127.33, SD=16.29) than the Govt. schools. The Govt. schools have less mean Emotional intelligence score (M=126.96, SD=19.75) than others.

METHOD OF THE STUDY

In this present study the researcher has used the normative survey research method.

SAMPLE OF THE STUDY

The present study was conducted on a representative sample of 1032 Maths Group students of standard XI from 27 schools of 3 district(Vellore, Thiruvanamalai and Krishnagiri) of Tamilnadu state. The sample was selected by using stratified sampling technique giving due representation to factors like sex, locale and type of management.

Table 4 THE SIGNIFICANCE OF THE DIFFERENCE AMONG VARIABLES IN RESPECT OF THEIR EMOTIONAL INTELLIGENCE IN XI STANDARD MATHS GROUP STUDENTS

TOOLS USED FOR THE STUDY

Emotional Intelligence scale validated by Anukool Hyde and Sanjyot Pethe and Upinder Dhar (2001). This scale is constructed with 34 sample statements as drawn from Emotional intelligence devised by Anukool Hyde and Sanjyot Pethe and Upinder Dhar (2001). The scale composed of 10 elements/10 divisions inclusive of item number as follows.

Variables	Groups	Sum of squares	Df	Mean square	F-ratio	Level(0.05) of significance
Type of School	Between groups	73.39	2	36.70	0.19	Not Significant
	Within groups	96598.71	497	194.36		

The emotional intelligence scale is a five point rating scale. All the 34 items of the scale are positively word. The each item is given a score of 5,4,3,2 &1 for strongly agree, agree, undecided, disagree and strongly disagree respectively. The sum of these values gives the emotional intelligence for the subject. The total score varies from 34 to 170.

The 'F' ratio for Emotional intelligence is found to be 0.19 which is not significant at 0.05 level it shows that there is no significant difference among XI standard Maths Group students of type of school as Govt., Aided and Private in respect of their Emotional intelligence.

ANALYSIS AND INTERPRETATION OF DATA

One of the important objectives of the present investigation is to study the Emotional intelligence of XI standard Maths Group students selected by the investigator. The details of the analysis is given in Table.

SUMMARY OF FINDINGS

1. Emotional intelligence of XI standard Maths Group students (Entire sample) is found to be 128.05.
2. There is significant difference between male and female XI standard Maths Group students in respect of their Emotional intelligence.
3. There is no significant difference among XI standard Maths Group students type of school as Govt., Aided and Private in respect of their Emotional intelligence.

Table 1 THE MEANS AND STANDARD DEVIATIONS OF EMOTIONAL INTELLIGENCE OF XI STANDARD MATHS GROUP STUDENTS

VARIABLE	SUB SAMPLE	N	MEAN	S.D
Emotional Intelligence	Entire Sample	1032	128.05	17.57

CONCLUSION

The present investigation has revealed that majority of the XI standard Maths Group students were having a high level of Emotional Intelligence. Therefore, The findings of the study shows that majority of the XI standard Maths group students were having a high level of Emotional Intelligence. Also, it is found that there is

significant difference between male and female in XI standard Maths Group students in respect of their Emotional Intelligence. It is also there is no significant difference among XI standard Maths Group students in type of school in respect of their Emotional Intelligence.

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