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Emotional Intelligence of IX Standard Students of Cuddalore District

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ABSTRACT

The study has been conducted to investigate the level of Emotional Intelligence of IX standard students .It also examines difference between the boys and girls of Emotional Intelligence and its dimensions of IX standard students. The study was made on a random sample of 800 IX standard students in Cuddalore District. The tool used in the study was prepared by the investigator. The study reveals that the IX standard students in general have high Emotional Intelligence. The boys and girls differ significantly in the Emotional Intelligence and its dimensions of self regard; inter personal relationship, problem solving, emotional self awareness, stress tolerance and empathy.

KEYWORDS: Emotional Self awareness, Stress Tolerance, empathy, Emotional Intelligence

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INTRODUCTION

Emotional Intelligence is a learned ability to identify, understand, experience and express human emotions in healthy and productive ways. Salovey and Mayer (1989-90) has defined Emotional Intelligence is a type of Social Intelligence' which refers to the ability to set a goal in life. One person in understanding a complex problem may not be present in other student. So Intelligence Quotient accounts for success in a student's life. But what is much more important than IQ is EQ because it is essential not for scoring marks alone but for achieving success in life in all angles both socially personally¹.

SIGNIFICANCE OF THE STUDY

Intelligence Quotient gives academic excellence but it is Emotional Quotient which is needed to excel in life and also to maintain compatible relationship with people socially. The students who have more Intelligence Quotient score more marks. But when they are in a chaotic situation they tend to lose control over their emotions and burst into feelings like anger stress. But if the student has a good Emotional Quotient, he will give time for his mind, understand the situation and take a decision which benefits not only him but also others around him. So Emotional Intelligence enables students to navigate the complexities at school and also to motivate others. It also helps them to communicate with others freely and forge stronger relationship both at school and in their personal life in future². Emotional intelligence is therefore becoming an important area of study. This study has been undertaken towards understanding the emotional intelligence of IX Standard students of Cuddalore district.

STATEMENT OF THE PROBLEM

The present study is stated as` Emotional Intelligence of IX Standard students in Cuddalore district.

OBJECTIVES

The objectives of the study are as follows:

1. To find out the level of emotional intelligence of the IX Standard students in Cuddalore district.
2. To find out if there is any significant difference between boys and girls with respect to their Emotional Intelligence and its dimensions.

HYPOTHESES

Students of IX Standard have high level of emotional intelligence³.

1. Boys and girls do not differ significantly in their emotional intelligence.
2. There is no significant difference between boys and girls with reference to different dimensions of emotional intelligence.

METHOD

Normative survey method was adopted in this study.

Sample

The population of this study comprises of the IX Standard students in Cuddalore District, Tamil Nadu. Stratified random sampling technique was adopted to select the sample. A total of 800 IX Standard students have been selected for this study.

Statistical Techniques Used

Descriptive analysis and Differential analysis were used in the present study to test the hypotheses and interpret the data.

Tool

For this study a questionnaire has been prepared and given to the students. This tool is a self-report questionnaire prepared by the investigator on the basis of Bar-On Emotional intelligence. It consists of 50 statements which explore the different dimensions of Emotional Intelligence such as Self regard, Inter personal relationship, Impulse control, Problem solving, Self awareness ,Flexibility, Reality, Stress Tolerance, Empathy. There are three response categories namely agree, slightly agree and disagree. The tool was administered to a sample of 800 students in Cuddalore district and validated. The sample was selected through stratified Random Sampling technique.

Data Analyses

The responses are analyzed, interpreted and presented in Tables 1- 3.

EMOTIONAL INTELLIGENCE OF IX STANDARD STUDENTS OF CUDDALORE DISTRICT

The table -1 shows that the IX standard pupils mean Emotional Intelligence is 116.93 with a standard deviation of 10.87. The mean percentage emotional intelligence among the IX standard students of Cuddalore district is 79%. As mean percentage is more than 50 percent, it is concluded that IX Standard students of Cuddalore district have high level of emotional intelligence⁴.

Table-I Mean, SD of Emotional intelligence score of IX standard students

Variable	N	Minimum Score	Maximum Score	Mean	Standard Deviation
Emotional Intelligence	800	80.00	148.00	116.9375	10.87642

Gender and Emotional intelligence

The present paper aims to find out if there is any significant difference between boys and girls in their Emotional Intelligence. The Table-2 shows that the calculated 't' value 5.196 is greater than the table value 1.96 0.05 level of significance. Hence the null hypothesis viz, there exists significant difference in Emotional Intelligence among the IX standard students of Cuddalore District with respect to the variable Gender is rejected at 0.05 levels of significance. It may be inferred from the above finding that the boys and girls of IX Standard students Cuddalore District, differ significantly in their Emotional Intelligence⁵.

Table-II 't' Test-Gender wise Comparison of the Emotional Intelligence of IX Standard Students

Gender	N	Mean	Std. Deviation	't' value	Df	Significant at
Boys	416	115.0529	11.00896	5.196	798	0.05
Girls	384	118.9792	10.364661			

Difference between Boys and Girls in their dimensions of Emotional Intelligence

The significant difference led to further investigation in studying different dimensions of emotional intelligence. There nine dimensions studied were namely self-regard, inter personal

relationship, impulse control, problem solving, emotional self-awareness, flexibility, reality testing, stress tolerance and empathy. It is inferred from the table-3 that there is a significant difference between boys and girls in their self-regard, inter personal relationship, problem solving, emotional self – awareness, stress tolerance and empathy. But there is no significant difference between boys and girls in their impulse control, flexibility and reality testing. By comparing the mean scores, girls are better than boys in the dimensions of self-regard, inter personal relationship, problem solving, emotional self-awareness, stress tolerance and empathy. They have high self-esteem and more responsibility compared to boys. So girls generally perform well to safeguard their self-esteem and fulfill their responsibilities without letting themselves susceptible to distractions

Table-III ‘t’- Test-Gender wise Comparison and Dimension of Emotional Intelligence of Ninth Standard students

No.	Components	Gender	N	Mean	S.D	‘t’	Level of
1.	Self Regard	Boys	416	15.06	2.220	4.149	0.05
		Girls	384	15.71	2.198		
2.	Inter personal Relationship	Boys	416	16.26	2.550	2.791	0.05
		Girls	384	16.76	2.450		
3.	Impulse Control	Boys	416	11.13	2.323	1.801	NS
		Girls	384	11.42	2.256		
4.	Problem Solving	Boys	416	12.32	2.213	2.387	0.05
		Girls	384	12.68	2.050		
5.	Emotional Self Awareness	Boys	416	13.31	2.363	4.429	0.05
		Girls	384	14.12	2.270		
6.	Flexibility	Boys	416	12.64	2.624	834	NS
		Girls	384	12.79	2.625		
7.	Reality – Testing	Boys	416	10.09	1.858	1.924	NS
		Girls	384	10.35	1.989		
8.	Stress Tolerance	Boys	416	13.82	2.403	2.820	0.05
		Girls	384	14.29	2.352		
9.	Empathy	Boys	416	10.43	1.968	3.405	0.05
		Girls	384	10.86	1.631		

CONCLUSION

The IX standard students in general have high Emotional Intelligence. It is concluded that boys and girls differ significantly in the Emotional Intelligence. The girls got high scores in emotional Intelligence against the mean scores of boys. Girls are better than boys in the dimensions of self regard, inter personal relationship, problem solving, emotional self awareness,

stress tolerance and empathy. Therefore it is recommended that the boys should be encouraged and guidance programmes are to be organized for boys.

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