

International Multidisciplinary
Research Journal

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Thoughts

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RNI MAHMUL/2011/38595

ISSN No.2231-5063

Golden Research Thoughts Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial board. Readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

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EMOTIONAL INTELLIGENCE OF INTERMEDIATE SECOND YEAR STUDENTS



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Short Profile

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ABSTRACT:

Emotional Intelligence is a very recently described form of Intelligence. It is the capacity for recognizing one's own feelings and those of others. It is motivating, guiding, regulating and fine-tuning one's own and other's feelings to express them appropriately and effectively. It enables people to work smoothly together towards their common goals. Salovey and Mayer (1993) described EI as the ability to perceive emotions, to access and generate emotions, so as to assist and generate thought, to understand emotions and emotional meanings, and to effectively regulate emotions in ways that promote emotional and intellectual growth. According to

Daniel Goleman (1996), EI is the capacity for recognizing own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships.

KEYWORDS

Folk Elements, Indian audience, terminological differences.

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INTRODUCTION :

In the words of Daniel Goleman an individual's success at work is 80% dependent on EI and 20% dependent on the Intelligence Quotient (IQ). Bar-On (1997) said that EI is an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures. Stein and Book (2000) added that EI has to do with the ability to the political and social environment, and landscape them, to intuitively grasp what others want and need, what their strength and weakness are, to remain unruffled by stress, and to engage the kind of person that others want to be around. In short EI is the harmonization of the abilities of head, a heart and hand.

SIGNIFICANCE OF ADOLESCENCE

The clients of the present study are the intermediate students who are in the adolescent period and there is a need to understand the significance of the adolescence which would throw light for deciding the research design and a brief account of the adolescent is given here under.

Adolescence is a period of transition when the child is neither a child nor an adult. The adolescent's status in modern society is vague and confused. At one time, he is reproved and told to act his age. When he attempts to act like an adult, he is often accused to being too big for his breeches. The term "adolescence" derived from the Latin verb "adolescere" which means "to grow" or "to grow into maturity". Thus it is "a process rather than a time period, a process of achieving the attitudes and beliefs needed for effective participation in society" (Rogers, 1981). It may be interpreted in other ways as well as a period in physical development, as a socio-cultural phenomenon, as a chronological age span, as a transition period, or even abstractly as an attitude toward life. Among primitive people and in earlier civilizations, puberty and adolescence coincided.

The child was considered as an adult when his body had completed its development and when he was capable of reproduction. As the term "adolescence" is used today, it has a broader meaning and includes mental, emotional, and social as well as physical maturity. Adolescence is a period of preparation for adulthood, a time when childish behavior and attitude are replaced by attitudes and behavior of an adult. From the beginning of civilization, it has been recognized that adolescence is a period of change. G. Stanley Hall, an American psychologist in his book "adolescence" (1904) reported that adolescence is a period of extremes in behavior marked by emotional "storm and stress". This was attributed to the physical and glandular changes take place at this time.

Studies of adolescents in recent years have revealed that it is during the early part of adolescence, when physical changes take place very rapidly, the changes in attitudes and behavior are most rapid. As physical changes slow down, so also do changes in attitudes and behavior. Furthermore, it has become apparent that heightened emotionality is far from universal and that it occurs even after the physical changes have slowed down, thus suggesting social rather than physical causes.

Normally, however, the "storm and stress" emphasized by Stanley Hall are much greater in the early part of the adolescence period than in the later part when the individual is reaching adulthood. Early adolescence begins when the individual becomes sexually mature. This varies markedly from individual to individual and between sexes. For the average girl of today, early adolescence begins at 12 years, and for boys, approximately a year later. Boys mature later than girls. They have a shorter period

of early adolescence and as a result, they frequently seem more immature for their age than girls. However, as they are accorded, along with girls, a more mature status in the home and school, they usually settle down quickly and show, as girls do, a maturity of behavior which is in marked contrast with that of the young adolescent. Early adolescence is the period in the life span which is usually referred to as the age of "storm and stress".

There is no question about the fact that this is a period of many frictions with parents, teachers, and friends: that the young adolescent experiences more emotionality than he did when he was younger, and that he is a difficult person to live or work with. This period is also referred to as the teens, sometimes, even the terrible teens, while many people use the term teenage to refer to that part of adolescence which falls within the span of the teen years, more correctly the later teens should be called youth to distinguish that period from the early part of adolescence. The differences in behavior and attitudes in early and late adolescence make this distinction justifiable. Young adolescents realize that they are subjected as a group, to condemnation, criticism, and general devaluation by adults. They are aware of the stereotype of a teenager as a sloppy, irresponsible, unreliable individual who is inclined toward destructiveness and anti-social behavior.

Furthermore, the traditional belief that adolescence is a period of "storm and stress" a time when the individual is difficult to live with and to manage, adds to this unfavorable stereotype of the young adolescent. The belief on the adolescent's part that adults have a poor opinion of him makes the transition to adulthood difficult for him, leads to much friction with his parents, and places a barrier between the adolescent and his parents which prevents him from turning to them for help in meeting his problems.

Now-a-days the future of the students of intermediate education, who are adolescents depends upon many factors starting from the selection of subjects, maintaining and controlling emotions, locus of control, intelligence, creativity, hard work etc. The students require counseling and guidance to reach the destination and the teachers and the parents have to play a vital role in shaping the students behavior. During this period there would be fluctuations, ups and downs and behavioral changes in the students and need encouraging environment and require personal attention to solve their problems. Many studies proved that the emotional behavior has relevance to the achievement of the students and more so the locus of control. In order to test this proposition the present study is aimed at the testing of factors such as emotional intelligence and the locus of control on the achievement of the intermediate students.

NEED AND SIGNIFICANCE OF THE STUDY

Education is a character building process enhancing one's personality and making one rational, capable, responsive and intelligently independent. It generates the will to refashion one's heart, head and life. Till 90's intelligence quotient was the measure of success and intelligence of an individual. Greater the intelligence quotient, the more intelligent the individual was and more successful one was considered to be. Being aware of one's emotional intelligence in terms of an emotional quotient has wide educational and social implications for the welfare of the individual and the society. The person who succeeds in their school life that is academic level, not succeed in their personal and professional career. More than intellectual ability something stimulating a person which psychologists named as Emotional Intelligence. In the achievement of leaders EI has a powerful, crucial and major role. A

person one who acquires inter and intra personal management, awareness of others and professional orientation might be won in his/her job.

A professionally competent person having poor emotional intelligence may suffer an account of his inability to deal with his self or getting along properly with others. A person's emotional intelligence helps much in all spheres of life through its various constituents of components namely knowledge of one's emotions (self awareness, managing the emotions, motivating oneself, recognizing emotions in others and handling relationships). The achievement of the end results in terms of better handling of mutual relationships is quite essential and significant in one's life. It is possible through one's potential of emotional intelligence and its proper development. Thus emotional intelligence reflects our ability to deal successfully with other people and with our own feelings. So the investigator took the research topic entitled "emotional intelligence of intermediate second year students".

Statement of the Problem: "Emotional Intelligence of Intermediate Second Year Students".

OBJECTIVES OF THE STUDY

- 1.To find out the significant difference in emotional intelligence of intermediate second year students with respect to their gender.
- 2.To find out the significant difference in emotional intelligence of intermediate second year students with respect to their type of management.

HYPOTHESES OF THE STUDY

- 1.There is no significant difference in emotional intelligence of intermediate second year students with respect to their gender.
- 2.There is no significant difference in emotional intelligence of intermediate second year students with respect to their type of management.

Methodology: Normative survey method was used by the researcher to find out Emotional Intelligence (EI) of intermediate second year students. It is the method of investigation which attempts to describe and interpret what exists and is present in the form of conditions, practices, process, trends, effects and attitudes etc.

Sample: This study was conducted on a sample of 100 intermediate second year students from Karimnagar of Telangana state by using stratified random sampling technique.

Tool: Emotional Intelligence Inventory by Dr. S.K. Managal & Mrs. Shubra Mangal.

Statistical Techniques: The data was analyzed by Mean, S.D. and t-test.

Analysis and Interpretation of the Data:

Hypothesis-1: There is no significant difference in emotional intelligence of intermediate second year students with respect to their gender.

Table-1: Emotional Intelligence with respect to Gender

Gender	N	Mean	S.D.	t-value
Male	50	77.70	6.67	2.85*
Female	50	75.30	8.21	

*Significant at 0.01 level.

From Table-1, it is evident that the t-value is significant at 0.01 level. Hence the null hypothesis is rejected. Therefore it is inferred that there is a significant difference between male students and female students in their emotional intelligence.

Hypothesis-2: There is no significant difference in emotional intelligence of intermediate second year students with respect to their type of management.

Table-1: Emotional Intelligence with respect to Type of Management

Type of Management	N	Mean	S.D.	t-value
Government	50	73.62	6.94	0.64@
Private	50	72.98	4.29	

@Not Significant at 0.05 level.

From Table-2, it is evident that the t-value is not significant at 0.05 level. Hence the null hypothesis is accepted. Therefore it is inferred that there is no significant difference between government and private students in their emotional intelligence.

FINDINGS

1. There is a significant difference between male students and female students in their emotional intelligence. Male students have high emotional intelligence than female students.
2. There is no significant difference between government and private students in their emotional intelligence.

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