

A study of Emotional Intelligence of the secondary school students in relation to self regulation

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Abstract:

The present study was conducted to study the emotional intelligence of the secondary school students of Anand district in relation to self regulation. A sample of 99 students selected using random sampling method from secondary schools of Anand district. The sample was comprised of 37 boys and 62 girls. Emotional Intelligence and self regulation scale was developed by the researcher. Emotional Intelligence scale was comprised of five components of Emotional Intelligence given by Daniel Goleman. The self regulation scale was comprised of five competencies identified by Daniel Goleman. The researcher studied the effect of gender, area and self regulation ability on Emotional Intelligence of the students. The data were analysed using t-test. The research revealed that gender, area and self regulation ability had effect on emotional intelligence. The girls were having high level of emotional intelligence. The students belonging to urban area were having high level of emotional intelligence and the students with high ability of self regulation were having high level of emotional intelligence.

Key words: Emotional Intelligence, Self Regulation, secondary school students

Introduction:

Emotional Intelligence is the need of an hour. Emotional Intelligence involves the ability to understand, recognize, express and control over the emotions. The emotional intelligence is the strongest factor in supporting the psychological well being and mental health of people. The present era has witnessed many problems just because of lack in their emotional intelligence. The knowledge is not only sufficient for success of any human being. But, still the people gave much importance to cognitive domain. Affective domain is being neglected and so certain problems arising of emotional part in today's world. Affective domain is associated with emotions, values and certain important capacities to be a good human being. It helps in character building, man with virtues and values and has a good relationship with

others. So, the emotional intelligence helps the student to be a good human being. We all know that people who succeed in school life may fail in life and vice-versa. Goleman opined that the 20% of I.Q. is associated with the success; the rest 80% is associated with E.Q. Thus, the researcher undertook the study to investigate the emotional intelligence of secondary school students. Self Regulation is the component of emotional intelligence which deals with the identification of negative impulses and control over them. It has strong effect on emotional intelligence. So, the researcher took the study to investigate the emotional intelligence of secondary school students with reference to gender, area and most important self regulation.

Significance of the Study:

Learning is not only associated with memory and intelligence. It has connection with students' emotional part. The students with high level of emotional intelligence can perform and balance his/her learning, personal and other daily problems very well. But we do not put emphasis on the emotional well being of the students. The result is we can produce highly intelligent students with academic achievement, good job profile and highly competent in memorising things. But this cognitive domain does not put emphasis on emotional part of students. They are made to enjoy success, but forget to teach how to handle failures, maintain relationship, and get adjusted in all situations, regulate negative impulses, ready to help others and develop others, being optimistic and accept change. The problem arises after this situation. Students of today's world are not able to handle worse situations of his/her life. He/she got depressed and committed suicide. Life is not all about just happy moments or just getting success only. It involves success and failure both. We all have superb plans what to do after getting success, but no one thinks about what to do or how to tackle if failure is there. Emotional intelligence is the key to solve this problem. Self regulation helped in identification of negative impulses and control over negative impulses. It helps how to be mentally strong and tackle both positive and negative situation of life. If man is emotionally intelligent, then can overcome these problems and make his/her life worth living. So, the researcher would like to study about the emotional intelligence of the secondary schools students. It helped to know the level of emotional intelligence of the students and also the effect of gender, area and self regulation on emotional intelligence of secondary school students.

Definitions of key terms:

Emotional Intelligence: “Emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationships”. (Goleman, 1995)

Self Regulation: It is the identification of one’s emotions and recognizes the negative emotions. The person having this competency can manage the negative emotions and can survive from its effects.

Secondary school students: The students enrolled in the std. 9th std. in the year of 2019-20 considered as secondary school students.

Objectives of the Study:

1. To study the emotional intelligence of secondary students.
2. To study the emotional intelligence of secondary students in relation to gender.
3. To study the emotional intelligence of secondary students in relation to area.
4. To study the emotional intelligence of secondary students in relation to self regulation.

Variables:

1. Independent variables
Gender: 1) Boys 2) Girls
Area: 1) Urban 2) Rural
Self Regulation: 1) High Ability 2) Low Ability
2. Dependent variables
Scores of Emotional Intelligence Test

Hypotheses:

1. H₀1: There will be no significant difference in the mean score of Emotional Intelligence between boys and girls of secondary school.
2. H₀2: There will be no significant difference in the mean score of Emotional Intelligence between the urban and rural boys of secondary school.
3. H₀3: There will be no significant difference in the mean score of Emotional Intelligence between the urban and rural girls of secondary school.
4. H₀4: There will be no significant difference in the mean score of Emotional Intelligence between the students with high ability of self regulation and low ability of self regulation.

Limitations of the study: The present research is limited to:

1. Std. 9th of Anand district

2. Urban and rural area of Anand district
3. The emotional intelligence scale and self regulation scale was developed by the researcher
4. The Gujarati medium schools were selected.

Research Method:

In the present study, the researcher studied the emotional intelligence of the secondary school students of Anand district. Total 99 students were selected. The research method was descriptive survey method for this study.

Population:

The population of the present study was secondary school students of Anand district.

Sample:

The random sampling method was utilised by the researcher to select the sample. The sample consisted of 99 students of four secondary schools of Anand district. In sample 37 were boys and 62 girls were included.

Research tool:

The researcher constructed Emotional Intelligence Scale keeping in mind the five components of Daniel Goleman regarding Emotional Intelligence. The scale was consisted of five components such as Self Awareness, Self Regulation, Motivation, Empathy and Social skill. The three point scale was developed.

The researcher also constructed Self Regulation Scale. The five competencies of the self regulation component were included in the scale. The five competencies are self control, trustworthiness, conscientiousness, adaptability, and innovation. Three point scale was constructed by the researcher.

Procedure of Data Collection:

For the data collection, the researcher visited the schools of Anand district, sought the permission from the principals and collected the data from the students. The data were collected with the help of constructed tool. The scales were distributed to the students. The time limit to respond was 60 minutes. The researcher assured the students that the responses would be kept confidential and used only for research purpose. The collected responses were scored accordingly the scoring norms.

Data Analysis Techniques:

The descriptive statistics like mean and standard deviation were used and t-test was utilised for testing null hypotheses.

Results and Discussion:

Emotional Intelligence of the students in relation to gender,

H₀1: There will be no significant difference in the mean score of Emotional Intelligence between boys and girls of secondary school.

Table 1: Significance of difference between mean scores of Emotional Intelligence of students in relation to gender

Gender	N	Mean	SD	SE _D	t-value	Remarks
Boys	37	242.63	19.63	2.33	8.15	Significant
Girls	62	261.62	18.11			

The observed value of t was found 8.15, which is more than the table value 2.58 at 0.01 level. Hence the null hypothesis was rejected. It can be concluded that there is a significant difference between the mean scores of emotional intelligence of boys and girls. The mean value showed that the girls were having high emotional intelligence level boys of secondary school.

Emotional Intelligence of boys in relation to area,

H₀2: There will be no significant difference in the mean score of Emotional Intelligence between the urban and rural boys of secondary school.

Table 2: Significance of difference between mean scores of Emotional Intelligence of boys in relation to area

Area	N	Mean	SD	SE _D	t-value	Remarks
Urban	17	243.83	21.07	3.39	5.96	Significant
Rural	20	264.05	18.52			

The observed value of t was found 5.96, which is more than the table value 2.58 at 0.01 level. Hence the null hypothesis was rejected. It can be concluded that there is a significant difference between the mean scores of emotional intelligence of boys of urban and rural areas. The mean value showed that the rural boys were having high emotional intelligence level than the boys of urban area.

Emotional Intelligence of girls in relation to area,

H₀3: There will be no significant difference in the mean score of Emotional Intelligence between the urban and rural girls of secondary school.

Table 3: Significance of difference between mean scores of Emotional Intelligence of girls in relation to area

Area	N	Mean	SD	SE _D	t-value	Remarks
Urban	28	241.37	17.86	3.22	5.58	Significant
Rural	34	259.34	18.52			

The observed value of t was found 5.58, which is more than the table value 2.58 at 0.01 level. Hence the null hypothesis was rejected. It can be concluded that there is a significant difference between the mean scores of emotional intelligence of girls of urban and rural areas. The mean value showed that the rural girls were having high emotional intelligence level than the girls of urban area.

Emotional Intelligence of students in relation to self regulation

H₀4: There will be no significant difference in the mean score of Emotional Intelligence between the students with high ability of self regulation and low ability of self regulation.

Table 4: Significance of difference between mean scores of Emotional Intelligence of students in relation to self regulation

Self Regulation Ability	N	Mean	SD	SE _D	t-value	Remarks
High	38	264.83	18.52	3.38	5.97	Significant
Low	61	242.83	21.06			

The observed value of t was found 5.97, which is more than the table value 2.58 at 0.01 level. Hence the null hypothesis was rejected. It can be concluded that there is a significant difference between the mean scores of emotional intelligence of students with high ability of self regulation and low ability of self regulation. The mean value showed that students with

high ability of self regulation possess high level of emotional intelligence than the students with low ability of self regulation.

Major findings:

1. There was a significant difference between the mean score of emotional intelligence of boys and girls of secondary school. The girls were having high emotional intelligence than the boys.
2. There was a significant difference found between the mean score of emotional intelligence of boys belonging to urban and rural area. The boys of rural area were having high emotional intelligence than the boys of urban area.
3. There was a significant difference found between the mean score of emotional intelligence of girls belonging to urban and rural area. The girls of rural area were having high emotional intelligence than the girls of urban area.
4. There was a significant difference found between the mean score of emotional intelligence of students having high ability of self regulation and low ability of self regulation. The students belonging to high ability of self regulation were having high emotional intelligence than the students belonging to low ability of self regulation.

Conclusion:

The researcher studied the emotional intelligence of secondary school students with relation to gender, area and self regulation ability. The researcher constructed scales to collect the data. Effect of area, gender and self regulation was investigated on emotional intelligence. The findings of the present study showed that the girls were having high level of emotional intelligence than the boys. The students belonging to the rural areas were having high level of emotional intelligence than the urban areas. And the most important self regulation also had effect on emotional intelligence. The students with high ability of self regulation possess high level of emotional intelligence than the students with low level of self regulation ability. So, the teachers of urban areas should be aware of the emotional intelligence and try to teach the concept to their students with regular teaching to enhance the level of emotional intelligence. The boys of the class should be taken care of in teaching emotional intelligence. The self regulation should be developed and nurtured by the teacher.

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