



# A Study on Emotional Intelligence of IX Class Students

<sup>1</sup> V.Salmon Raju , <sup>2</sup> Dr.V.Anitha

<sup>1</sup>Assistant Professor, DDE , Sri Krishnadevaraya University, Anantapuramu, Andhra Pradesh, India

<sup>2</sup>Assistant Professor, University College of Education, Sri Krishnadevaraya University, Anantapuramu, Andhra Pradesh, India

Email – <sup>1</sup>[vsalmonraju77@gmail.com](mailto:vsalmonraju77@gmail.com), <sup>2</sup>[vobireddyjanitha@gmail.com](mailto:vobireddyjanitha@gmail.com)

**Abstract:** Emotional Intelligence is one of the latest “buzz words” in the organizations and among the educators. Emotional Intelligence is the driving force behind the factors that affect personal success and everyday interaction with others. Studies on Emotional Intelligence have shown its relevance to many aspects of life and the role it plays in the interactions and decisions. Emotional intelligence is the capacity to create positive outcome in relationship with other and with oneself. The present study is a study on Emotional Intelligence of IX class students and to know their emotions, adjustment, stress management with respect to Sex & Academic Achievement. Emotional Intelligence is the burning topic of research in social sciences. Emotional development is an important influence for Social Development. It is an agreed fact that, during adolescence, the children are in an Emotional turmoil. Hence it is interesting, and there is a need to know the level of emotional intelligence. It is also observed that proper emotional control in adolescence leads to proper adjustment and sociability in adulthood. In addition, an adolescents have to face competitive examinations. It becomes necessary to find the relationship between academic achievement and emotional intelligence. Since academic achievement is the foundation for all his future endeavors. Considering the importance of emotional intelligence, the researcher proposed to plan the study on IX class students with reference to the variable of Sex.

**Key Words:** Emotional Intelligence, adjustment, stress management, Academic Achievement & competitive examinations.

## 1. INTRODUCTION:

The concept of Emotional Strength was introduced by Abraham Maslow in the 1950s. The term "emotional intelligence" seems first to have appeared in a 1964 paper by Michael Beldoch, and in the 1966 paper by B. Leuner titled *Emotional Intelligence and Emancipation* which appeared in the psychotherapeutic journal *Practice of child psychology and child psychiatry*. In 1983, Howard Gardner's *Frames of Mind: The Theory of Multiple Intelligences* introduced the idea that traditional types of intelligence, such as IQ, fail to fully explain cognitive ability. He introduced the idea of multiple intelligences which included both *interpersonal intelligence* (the capacity to understand the intentions, motivations and desires of other people) and *intrapersonal intelligence* (the capacity to understand oneself, to appreciate one's feelings, fears and motivations). The first published use of the term "EQ" (Emotional Quotient) is an article by Keith Beasley in 1987 in the British *Mensa Magazine*. In 1989, Stanley Greenspan put forward a model to describe EI, followed by another by Peter Salovey and

John Mayer the following year. However, the term became widely known with the publication of Goleman's book: *Emotional Intelligence – Why it can matter more than IQ* (1995). It is to this book's bestselling status that the term can attribute its popularity. Goleman followed up with several similar publications that reinforce use of the term. Late in 1998, Goleman's *Harvard Business Review* article entitled "What Makes a Leader?" caught the attention of senior management at Johnson & Johnson's Consumer Companies (JJCC). The article spoke to the importance of Emotional Intelligence (EI) in leadership success, and cited several studies that demonstrated that EI is often the distinguishing factor between great leaders and average leaders. JJCC funded a study which concluded that there was a strong relationship between superior performing leaders and emotional competence, supporting theorists' suggestions that the



social, emotional, and relational competency set referred to as Emotional Intelligence is a distinguishing factor in leadership performance.

### **1.1 DEFINITIONS :-**

The word emotion comes from the Latin word 'Emotus' which means "a movement from", or "outward". Emotion therefore, signifies a tendency towards action that arises from some inner need and is directed toward the outside world. According to Crow and Crow

"Emotions are effective experiences that accompany generalized inner adjustment, mental and psychological states stirred up in individuals that manifest themselves in overt behavior". According to William Mc Dougal

"The emotion is a mode of experience, a way of functioning and a way of activity".

According to the behaviorist standpoint

"Emotions are characterized by a general stirred up feeling of the whole body".

According to Woodworth

"Emotion is a 'moved' or 'stirred-up' state of the individual".

**Emotional Intelligence (EI) :-** According to

Goleman, Daniel (1998)

"Emotional Intelligence is the capacity to recognize our own feelings and those of others for motivating ourselves and for managing emotions well ourselves and in our relationship".

John Mayer and Peter Salovey have been the leading researchers in Emotional Intelligence since 1990. They describe EI as a form of social Intelligence that involves the ability to monitor, one's own and other's feelings and emotions, to discriminate among them and to use this information to guide one's thinking and action. Salovey and Mayer also initiated a research programme intended to develop valid measures of EI and to explore its significance.

Emotional Intelligence is the ability of an individual to know, feel, use and communicate or even monitor one's own or others, emotions. The terms 'Emotional Intelligence' appears to have originated with Wayne Pyne (1985) of USA who wrote a doctoral dissertation which included the phrase 'Emotional Intelligence'. This seems to be the first academic use of the phrase Emotional Intelligence.

Recent researches have established that Emotional Intelligence influences behavior in a wide range of domains including school, community and the workplace. At the individual level it has been said to relate to academic achievement, work performance and ability to communicate effectively, solve every day problems, and build meaningful interpersonal relationships and even our ability to make moral decisions. Emotional Intelligence is therefore becoming an important area of study. Developing appropriate emotions needs to be recognized as an essential element of educational process.

Many years ago, Gardner revolutionized thinking about human intelligence with his theory of 'Multiple Intelligences' which includes not only the traditional mathematical and verbal abilities. But also social intelligence, consisting of interpersonal and intra personal skills. Later, Mayer and Salovey identified these skills as 'Emotional Intelligence' which they defined as ability to monitor one's own and other's feelings and emotions to discriminate between them and to use this information to guide one's thinking and actions.

An idea about Emotional Quotient, achievement, particularly academic achievement helps in understanding Emotional Intelligence and its relation to academic achievement.

### **1.2 EMOTIONAL QUOTIENT:-**

Emotional Quotient represents the relative measure of a person's emotional intelligence similar to intelligence quotient. The person's emotional intelligence at a particular time in life is that level of his emotional intelligence which is with him at that time as a result of the ongoing emotional lessons or life experiences. This level or potential of one's emotional intelligence is relatively measured through some tests of situations in life, resulting in one's Emotional Quotient, a relative measure of one's emotional intelligence or emotional quotient, may be defined as a relative measure of one's emotional intelligence possessed by him at a particular period of his life (Mangal 2003).

Emotional intelligence has been used for hundreds or even thousands of years but it was not understood or not even aware of it by many, few people recognized its real importance. It is a fact that successful people had special talents and skills and that they worked really hard to achieve their goals. Emotional intelligence makes us understand and



perceive our own emotions, control them and use them in the more beneficial way for us. Emotional Intelligence make us influence, inspire and feel other peoples emotions, thus making it easy for us to deal with a situation and put ourself in the shoes of the other person.

#### **Achievement:**

The learning outcomes of the students are measured with the help of their achievement or performance. Performance assessment is the process of measuring the terminal behavior of the students at the end of instruction. It is the job of the teacher to measure whether the students have acquired the component. Concepts, as on achievement, before proceeding with the instruction which arranges these concepts in proper relationship for the learning of the instruction usually verbal performance.

#### **Academic Achievement:**

Academic Achievement is the pivot or centre of educational growth and development. It has always been of permanent importance in the field of educational research. It is influenced by various personality factors including Emotional Intelligence.

### **1.3 MAJOR COMPONENTS OF EMOTIONAL INTELLIGENCE:-**

Goleman (1995) suggests that emotional intelligence consists of five major components and each component plays an important role in shaping the outcomes we experience in life.

#### **1) Knowing our own Emotions:-**

Emotions are often powerful reactions, so it would seem at first glance that everyone ought to be able to recognize their own feelings. In fact, however, this is not always the case, some persons are highly conscious of their own emotions, but others seem to be almost totally unaware of their own feeling, they cannot make intelligent choices. The persons are not aware of their own emotions, they're often inexperienced, they do not show their feelings clearly through facial expressions, body feelings. This can have adverse effects on their inter personal relationships, because other people find it hard to know how they feel or react.

#### **2) Managing own Emotions:-**

The managing emotions like regulating their nature, intensity, and expression is very important both for mental health and from the point of view of interacting effectively with others.

#### **3) Motivating our selves:-**

Emotional Intelligence motivate oneself to work long and hard on a task, remaining enthusiastic and optimistic about the final outcome, and being able to delay gratification, to put off receiving small rewards in order to get larger ones later on. Being high in sub skills can indeed contribute to success in many different contexts.

#### **4) Recognizing and Influencing other's Emotions:-**

Another aspect of emotional intelligence is the ability to 'read' others accurately to recognize the mood, and the emotions they are experiencing. This skill is valuable in many practical setting. The persons are skilled at generating strong emotions in others are often highly successful in such fields as sales and politics.

#### **5) Handling Relationships:-**

Some people seem to have a knack for getting along with others most people who meet these people like them and as a result they have many fields and often enjoy high levels of success in their carriers. In contrast, others seem to make a means of all their personal relationships. According to Gole man (1995), such differences in emotional intelligence, some researchers would phrase it, differences in interpersonal intelligence, such skills as being able to co-ordinate the efforts of several people and to negotiate solutions to complex interpersonal problems, being good at giving others feedback that doesnot make them angry or resentful and being a team player. Again, these skills are clearly distinct from the ones needed for getting good grades or scoring high tests of intelligence, but they often play a key role in important life outcomes (Baron, A Robert 2001).



### **Need and Importance of the Emotional Intelligence:**

Emotional Intelligence is one of the essentials for any success in any field. Researches have concluded that people who manage their own feelings well and deal effectively with others are more likely to live a contented life.

Many parents and educators are alarmed by increasing levels of conflict in young school children from low self-esteem to early drug and alcohol use to depression, Emotional Intelligence is a powerful and at times more powerful than IQ which contributes only about 20% of success in life, the other forces contribute the rest unlike IQ emotional intelligence may be the best predictor of success in life.

➤ Unlike what is claimed of IQ, we can teach and improve in children and in an individual, some crucial emotional competencies, paving the way for increasing their emotional intelligence and thus making their life more healthy and enjoyable and successful in the coming days.

➤ The concept of emotional intelligence is to be applauded not because it is totally new but because it captures the essence of what our children or all of us need to know for being productive and happy.

➤ The achievement of the end results in terms of better handling of mutual relationships is quite essential and significant in his life. It can only be possible through his potential of emotional intelligence and its proper development.

➤ Emotional Intelligence may be the most important influence of success on the job, according to studies done over the emotional intelligence is a strong predictor of success in both our personal life and in the office.

The importance of Emotional Intelligence of an individual for success clearly indicate the importance of research in the field. Particularly Emotional Intelligence during adolescence has to be concentrated that is the period in one's life when emotional turmoil (heightened emotions) is experienced. If the emotions are channeled and controlled properly, there is a compulsory development in academic, social and personal areas of the adolescent. The current schooling conditions are controlled by corporate sectors. When it is found that except for academic area, very less time for the child to play or even relax. In such conditions emotional disorders can prop up. But these are theories. To test the of assumptions the researcher proposed to study the Emotional Intelligence of IX class students.

### **STATEMENT OF THE PROBLEM:-**

“A study on Emotional Intelligence of IX class students in Anantapuramu District”.

### **2. OBJECTIVES :**

- To study the difference in the sub areas of Emotional Intelligence among the IX class students □ To study the Emotional Intelligence of IX class Boys.
- To study the Emotional Intelligence of IX class Girls. □ To study the Emotional Intelligence of IX class students with reference to Academic Achievement.

1. There would be a significant difference between IX class Boys and Girls in their Emotional Intelligence with respect to sex variable for the whole tool and in the areas of

Intrapersonal

- a. Inter personal
- b. Adaptability
- c. Stress management
- d. General mood

2. There would be no significant difference between IX class Government and Private school students in their Emotional Intelligence with respect to management variable for the whole tool and in the areas of

- a. Intrapersonal
- b. Interpersonal
- c. Adaptability
- d. Stress management
- e. General mood

3. There would be no significant difference between IX class students in their Emotional Intelligence with respect to caste variable for the whole tool and in the areas of

- a. Intrapersonal
- b. Interpersonal



- c. Adaptability
  - d. Stress management
  - e. General mood
4. There would be no significant difference between IX class students in their Emotional Intelligence with respect to Birth Order variable for the whole tool and in the areas of
- a. Intra personal
  - b. Intra personal
  - c. Adaptability
  - d. Stress management
  - e. General mood
5. There would be no correlation between Emotional Intelligence and Academic Achievement of IX class students.

**3. RESEARCH METHOD :** The sample for the present investigation consisted of 240 IX Class students from different schools in Anantapuramu District.

**TOOL USED FOR THE STUDY:-**

The tool selected for the study was an Inventory. The tool was selected in such a manner that it is appropriate to the subject of research. Care was taken that it was simple, but in a position to collect the desired information in a comprehensive and objective manner. The tool consisted of 148 items distributed in five areas i.e., Intrapersonal, Interpersonal, Adaptability, Stress management and General mood.

**SCORING AND ANALYSIS:-**

The tabulation of the data was done according to the test scores. For the purpose of analysis and interpretation of the data the following statistics were applied.

- Means and standard deviations were calculated.
- t-test was calculated to test the significance of difference.
- Correlation coefficient was used to find out the correlation between Emotional Intelligence and Academic Achievement.
- F-test was used to analysis the variance within the groups and among the groups.

**EMOTIONAL INTELLIGENCE OF IX CLASS STUDENTS WITH RESPECT TO SEX:**

It is a general belief that there is always a difference in emotional development between the male and female group. This may be because of the cultural, religion, financial status of the sample.

Viewing the importance of gender difference in the emotional intelligence of IX class students, Gender difference was considered for the study.

The present investigation is concerned with the emotional intelligence of IX class students. The data was collected from the sample selected for the investigation. The data was examined qualitatively and quantitatively. It is expected that there will be difference with reference to sex variable. To verify this objective data was collected and analyzed.

**4. DISCUSSION / ANALYSIS:**

**Table No:1**

**Means SDs and ‘t’ value of emotional intelligence of IX class students with respect to sex variable.**

S.No		Area	Sex	N	Mean	SD	‘t’ value
1		Whole tool	Boys	120	349.6	20.9	0.769@
			Girls	120	351.6	20.1	
2		Intra personal	Boys	120	115.1	8.24	0.576@
			Girls	120	114.5	7.93	



	3	Inter personal	Boys	120	79.7	7.34	1.935@
			Girls	120	81.5	7.1	
	4	Adaptability	Boys	120	68.9	6.4	0.963@
			Girls	120	69.7	6.48	
	5	Stress management	Boys	120	41.7	5.38	0.97@
			Girls	120	42.4	5.83	
	6	General mood	Boys	120	48	5.83	1.29@
			Girls	120	47	6.22	

@ = 't' is not significant at 0.05 level.

\*\* = 't' is significant at 0.05 level

From the Table - 1 and Fig - 1 it is obvious that there is no significant difference between the boys and girls with respect to their emotional intelligence. The whole tool mean and SD of the emotional intelligence of the boys were 349.6 and 20.9 the mean and SD of the girls were 351.6 and 20.1.

The calculated t – value 0.77 is not significant respectively at the level of 0.05. Hence there is no significant difference between boys and girls in their emotional intelligence. Therefore the hypothesis there is a significant difference between boys and girls in their emotional intelligence was rejected. This contradicts the findings of S.Katyal and E.Awasthi (2005).

It is observed from the table in the area of intrapersonal the means were 115.1 an 114.5 and the calculated 't' value is 0.57 which is not significant at the level of 0.05. So the hypothesis there is a significant difference between boys and girls in the intrapersonal area of emotional intelligence was rejected.

In the area of interpersonal skill the means were 79.7 and 81.5 for boys and girls respectively and the calculated 't' value is 1.93 which is not significant at the level of 0.05. So the hypothesis there is a significant difference between boys and girls in the interpersonal area of emotional intelligence was rejected.

In the area of adaptability the means were 68.9 and 69.7 for boys and girls respectively and the calculated 't' value is 0.96 which is not significant at the level of 0.05. So the hypothesis there is a significant difference between boys and girls in the adaptability area of emotional intelligence was rejected.

In the area of stress management the means were 41.7 and 42.4 for boys and girls respectively and the calculated 't' value is 0.97 which is not significant at the level of 0.05. So the hypothesis there is a significant difference between boys and girls in the stress management area of emotional intelligence was rejected.

In the area of general mood the means were 48 and 47 for boys and girls respectively and the calculated 't' value is 1.29 which is not significant at the level of 0.05 so the hypothesis there is a significant difference between boys and girls in the general mood area of emotional intelligence was rejected.

Among all the areas, least difference was found in intrapersonal area of emotional intelligence (t – 0.576) and most difference was found in interpersonal area of emotional intelligence (t – value 1.935) between Boys and Girls.

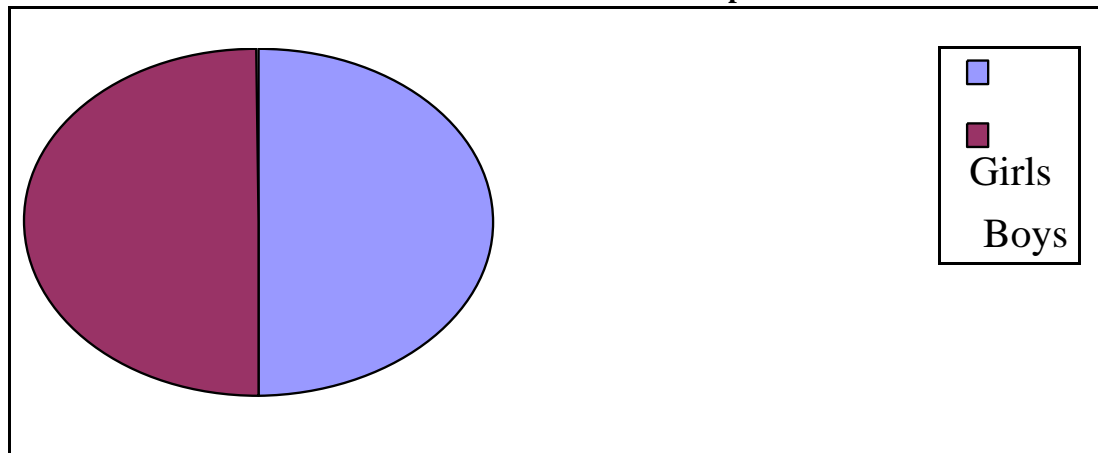
#### Sample distribution:-

The samples were from Anantapuramu district the total number of schools in Anantapuramu district were categorized under two strata, rural and urban schools. It was taken care that the schools chosen were Co-Educational type.

**Table - 2**  
**Sex wise distribution of the sample**

Girls	Boys	Total
120	120	240

Fig – 1  
Sex wise distribution of the sample



**5. CONCLUSION / SUMMARY:** Emotional Intelligence being the Gux of all other developments during adolescents, the study has wide implications. The study revealed that there is no difference between boys and girls, in the Emotional Intelligence. With reference to Management (Government and Private) Birth Order, Caste, Academic Achievement there was significant difference. Among the caste groups significant difference in Emotional Intelligence was found between OC and SC/ST, BC and SC/ST which shows caste impact. Among the Birth Order groups, significant difference in Emotional Intelligence was found between Birth Order 1 and Birth Order 3 and above. Which shows the Emotional Maturity level difference due to Birth Order. Low positive relationship was also found between academic achievement and Emotional Intelligence. This may be due to other influencing factors on Academic Achievement like, Family Environment, Motivation etc.,

**6. LIMITATIONS:** The study was limited to a small number of students.

- The investigation is limited to Anantapuramu District only.
- The study was confined to the IX standard students only.

**7. RECOMMENDATIONS:**

- The similar study may be done with a large sample and more variables.
- The similar study may be conducted with CBSE and state syllabus schools also.
- The similar study may be conducted on higher class student higher studies students.

The similar study may be conducted between state and National level also

**8. FINDINGS OF THE STUDY:**

The major findings of the study were as follows:

- There is no significant difference between the IX class Boys and Girls in their Emotional Intelligence as a whole.
- There is no significant difference between IX class Boys and Girls in the intrapersonal area of Emotional Intelligence.
- There is no significant difference between IX class Boys and Girls in the interpersonal area of Emotional Intelligence.
- There is no significant difference between IX class Boys and Girls in the adaptability area of Emotional Intelligence.
- There is no significant difference between IX class Boys and Girls in the stress management area of Emotional Intelligence.
- There is no significant difference between IX class Boys and Girls in the general mood area of Emotional Intelligence.



## 9. EDUCATIONAL IMPLICATIONS OF THE STUDY:-

- The present study findings will help to understand the adolescents to develop adaptability skills and stress management.
- It will be helpful to the teachers to develop mental strength and emotional balance in the students.
- It will be helpful to develop students capabilities and strengths.
- It will be helpful to understand student's emotional disturbances
- The present study will be helpful to frame the curriculum and syllabus to the emotional needs of the students.
- The present study will help the teachers to plan teaching learning to the emotional needs of the students.

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