

Emotional Quotient And Life Adjustment of Senior High School Students In Kanyakumari District

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Abstract- *Emotional Quotient is conceptualized as a confluence of learned abilities resulting in wise behavior, high achievement, and Mental Health. Emotionally intelligent students are skilled in interpersonal communication, self-management, goal achievement, and demonstrate personal tasks in finishing assignments and working successfully (Nelson and Low, 2003). Emotional Quotient is the ability to think constructively and act responsibly. Research consistently has indicated that assertive communication, time management, goal achievement, commitment ethic, and stress management skills are significant predictors of academic success and tested performance (Nelson and Low, 2003; Nelson, Low, and Vela, 2003; Epstein, 1998). If we want students to develop the skills essential to personal, academic, and career excellence, we will need to provide learning environments for transformative students.*

Keywords- Constructive Thinking, Commitment Ethics, Career Excellence, Emotional Quotient, Mental Health.

I. INTRODUCTION

The concept of Emotional Quotient was first developed in 1990 in an Article published by Peter Salovey and John Mayer. However, it was relegated to oblivion for five years, before Daniel Goleman, a psychologist and American journalist with an undeniable commercial viewpoint, great ability to charm, and with common sense, made these two words a fad when he published his book Emotional Quotient (1995). The major thesis of his book can be summarized by stating that we need a new vision of the study of human Quotient beyond the cognitive and intellectual aspects, a vision that would highlight the importance of the use and management of the social emotional world to understand the course of people's lifetimes. Goleman states that there are skills more important than academic Quotient for achieving better employment and greater personal, academic and social welfare. This idea had great resonance in public opinion, and in the judgment of authors such as Epstein (1998), part of the social acceptance and popularity of the term was mainly due to three factors:

1. The fatigue caused by the over valuation of the Quotient (IQ) during the entire twentieth century, since the IQ had been the most widely used indicator for the selection of personnel and human resources.
2. The widespread antipathy in society toward people who had a high intellectual level, but lack social and emotional skills.
3. The misuse in the educational environment of IQ test results and evaluations which rarely predicted the actual success those students would have once incorporated into the workplace and that did not help either in predicting welfare and happiness throughout their lives.

STATEMENT OF THE PROBLEM

The study is aimed to know about the mental Intelligence of Higher Secondary students who have lot of emotional problems of their age and the class of study. As mental intelligence is the great predictor of success of a person than his. I.Q that is Intelligence Quotient, development of emotional Intelligence will be helpful to the students, to be successful in their life.

SIGNIFICANCE OF THE STUDY

For all individuals, their student stage is very important of all stages. More ever, their Senior class student stage is the most important one as it is the turning point in their life. His is the stage of maximum stress and strain and also emotions. These students' emotion increases both due to the somatic and mental changes of their adolescent stage. So their emotional quotient has to be developed to make them succeed in their life. According to the proponents of emotional quotient, a person's emotional made up largely determines his personal and professional success.

OBJECTIVES OF THE STUDY

- To access and correct the frustration level of the students.

- To find out and correct the level of ego among the students.
- To evaluate the level of the self – Awareness among the students and improve it.

II. REVIEW OF LITERATURE

Singaravelu S.(2007) studied emotional intelligence of student teachers (Pre-service) at primary level in Urdu theory, region and found that emotional intelligence of student teachers in Pondicherry region was above average as the mean and standard deviation were found to be 33.46 and 946 respectively. It was observed that 68% of the student teacher had above average level of emotional intelligence.

Samuel O Salami (2007) investigated the relationship of emotional intelligence and self efficacy to work attitudes of secondary school teachers in South Western Nigeria. Result at the study indicated that emotional intelligence and self efficacy had significant relationship with work attitude. However, age, sex, and work experience had none. It was recommended that emotional intelligence and self efficacy of the teachers should be enhanced to improve their work attitude

Farooq, (2003) A conducted a study on effect of emotional intelligence on academic performance. The result of the study proved that the students who score high on emotional intelligence specifically in the areas of interpersonal skills, intrapersonal skills, adaptability, general moods, and stress management skills tend to have good academic performance as compared to those who score low on these scales.

SAMPLE SIZE:

The sample size that is the number of students taken for the study is 100.

III. METHOD OF DATA COLLECTION

In this study, the data is gotten from both primary and secondary sources. The primary

Data is gathered utilizing the questionnaire method, which has been created using Google Forms and distributed among the senior school students in kanyakumari District . Though, the secondary data is gathered from the newspapers, magazines, websites, and so forth.

STATISTICAL TOOLS:

Statistical methods that is essential to quantify the facts of the study as well as for

Condensation was used. The researcher has used some statistical tools like percentage Analysis and the Chi-square test.

LIMITATIONS OF THE STUDY:

- The study done by the researchers is to determine the Emotional Quotient of Senior Class school students.
- The researcher has administrated a Questionnaire tool for the primary data collection.
- The study is based on the primary data collected by using questionnaires distributed by Random to higher class students to determine their level of Mental Quotient.

DATA ANALYSIS AND INTERPRETATION

The analysis of data and Interpretation of the Study means measuring the level of Mental Quotient potential of the Students, termed as Emotional quotient. Each question in the questionnaire and the responses from the students are analyzed and interpreted.

- Each question in the questionnaire has four variables and each of them is analyzed and interpreted based on the responses.
- Analysis of data and interpretation are done not only based on sex composition but also based on age composition.

1.1 OVERCOME THEIR FRUSTRATION LEVEL

Opinion	No. of Respondents		Percentage of Respondents
	Male	Female	
Take it over to School Principal	9	2	11
Start abusing	9	-	9
Move to court	7	-	7
Identify Short comings and improve	41	32	73
Total	66	34	100

Source: Primary Data

The table shows that for the question 73 respondents have responded that they would identify their short comings and would try to improve their performance. This shows that 73% of students have good Emotional competency to overcome their frustration level. So the stated hypothesis is rejected. Therefore on the basis of gender, they differ in their opinion (do not).

X2 = 12.62

DF = 3

$$LS = 0.01$$

1.2 FACE THE CHALLENGES AND OVERCOME THE PROBLEM

Opinion	No. of Respondents		Percentage of Respondents
	Male	Female	
Ask her to handle the situation	8	2	10
Tell to ignore such behavior	13	3	16
Ask to be bold	36	25	61
Empathetic with her	9	4	13
Total	66	34	100

Source: Primary Data

We come to know that for the question 61 respondents have answered that they would ask her to be bold, to face the challenges and overcome the problem. This shows that their emotional sensitivity is more. The calculated Chi-square value, which is not significant. Hence the stated hypothesis is accepted.

$$X^2 = 3.918$$

$$DF = 3$$

$$LS = MS$$

1.3 EMOTIONAL COMPETENCE OF THE STUDENTS

Opinion	No. of Respondents		Percentage of Respondents
	Male	Female	
Wait for them to come and talk to you	17	9	26
Take initiative to go and talk to them	32	20	52
Let things take their time to improve	14	5	19
Ask someone to mediate	3	-	3
Total	66	34	100

Source: Primary Data

From the table shows that 52 percentages of respondents have answered that they would take the initiative, go forward and start talking to them. This shows their emotional competency

Girls are more emotionally competent than boys. Hence the calculated chi-square value is not significant. Hence the stated hypothesis is accepted.

$$X^2 = 2.51$$

$$DF = 3$$

$$LS = NS$$

1.4 HIGH EMOTIONAL QUOTIENT WITH MORE EMOTIONAL COMPETENCY

Opinion	No. of Respondents		Percentage of Respondents
	Male	Female	
Decide not to visit the spot	4	-	4
Relax – this is not the 1 st time	24	2	26
Try to handle the situation and all remedial measures	21	24	45
Reach the spot and assuage the feeling of the victims	17	8	25
Total	66	34	100

Source: Primary Data

The table shows that 45 percentages of the respondents have answered that they would try to handle the situation by taking all desired remedial measures. Among the 45% respondents, female percentage is more than that of the males. This shows their high emotional quotient with more emotional competency. The calculated chi-square value is significant and therefore the stated hypothesis is rejected.

$$X^2 = 17.62$$

$$DF = 3$$

$$LS = 0.01$$

1.5 LEVEL OF EMOTIONAL SENSITIVITY AND SELF MOTIVATION

Opinion	No. of Respondents		Percentage of Respondents
	Male	Female	
Tend to close up and stop listening	11	6	17
Carefully listen to their opinion	11	6	17
Tend to get upset about it	9	-	9
Think of way to change your behaviour	35	22	57
Total	66	34	100

Source: Primary Data

The table shows that 57 percentages of the respondents have answered that they would think of ways to change their behavior. Here also the female percentage is little more than the males. This shows their level of emotional sensitivity and self – motivation.

IV. FINDINGS

Mental Intelligence helps men to overcome emotions which are the root cause for so many of his bad buckles. Emotional Intelligence in students helps them to overcome the difficulties that come in their paths so that they could study well. Emotional Quotient (EQ) is the measurement of Emotional intelligence and high Emotional Quotient of students is the greatest predictor of success than their intelligence Quotient (IQ).

- The students of the school were found to be emotionally component.
- Especially the females have good Emotional competency than the males

- The schools were found to be emotionally competent.
- Especially the females have good Emotional competency than the males.
- The younger are groups especially 15-16-year-old students were more competent emotionally than the 17-18 year old and 19 and above old students.
- The Emotional sensitivity level was found to be reasonable.
- They were found to have a good emotional maturity level. The females had a higher level of Emotional maturity than the males.
- The younger age groups esp. 15-16-year-old students were better in their Emotional maturity than their elder's i.e 17 years old and above.
- The exam going students were found to have a low Emotional Quotient.
- Every school should have a Resident Psychologists or a Duty Psychologist to help the students overcome their problems especially, emotions, stress, etc, and thereby improve their Emotional Quotient potential.
- Students Counseling Cell should be launched in every School.
- Case Analysis also should be done in every School.

VI. CONCLUSION

Effective Management of Emotions in humans by themselves leads to their ultimate success in life. Therefore improvement of the Emotional Intelligence potential is much necessary. Since the final senior classes Students are always preparing for their public exams, they would have a lot of stress and emotions, which they should overcome through their Emotional Quotient potential is much necessary. Since the senior classes students are always preparing for their public exams, they would have a lot of stress and emotions, which they should overcome through their life by overcoming Emotions.

V. SUGGESTIONS

- When analyzing the various data collected from students of Senior Class, it is noted that the exam going Senior Class students who are the higher are groups are found to be relatively low in their Emotional Quotient than the younger are groups.
- This may due to their increased workload, mental stress from parents and teachers who try to make them achieve more.
- To overcome such stresses and to improve their Emotional Quotient potential the students may be suggested the following ideas.
- Young and Meditation for a few minutes in the early morning may be helpful to relax their mind and physic.
- Exercises should be done daily for good physical health which is more important to maintain stamina during studies.
- Proper diet and foot habits are much necessary for their day to day life.
- Plenty of water drinking is good.
- They may relax for few minutes daily by hearing music.
- Proper diet at the proper time is the important suggestion for today's youngsters.
- In extreme cases, ie students having a very low Emotional Quotient below 40%, may seek a psychologists' help.
- Parents should help them to lead a stress-less life at home.
- Parents may also seek a psychologist's advice to guide their children at home.
- In school, the school management should all the necessary steps, in helping the students to overcome their emotions, stress, etc with the help of their teachers, parents, and also a psychologist at school.

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