



A STUDY OF EMOTIONAL QUOTIENT OF STUDENTS OF HIGHER SECONDARY SCHOOLS IN CONTEXT TO AREA

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Abstract

Intelligence and emotions play an important role in human development. For this, it is necessary that the balance of intellectual and emotional levels is to be maintained. If we are unable to do it, man and society will have to face its direct consequences. For example, one young engineer always obtained the first rank in his school and college career. He was hired as an engineer with high salary by an engineering company. But the company had relieved him after a few months. Showing the reason that though he was very good at his work, he did not do what his superiors asked him to do. When other employees offered him help, he behaved rudely, and said that no one would be able to understand his work. Thus, in spite of having high intellectual ability and technical know-how he was thrown out. From the above example, it becomes clear that normally, it is very easy to show feelings, but to show emotions at an appropriate time at an appropriate place to an appropriate person with an appropriate view-point is very difficult. Is there any effect of Area on Emotional Quotient? To find out the answer of this question, present study was undertaken.

Key Words: Emotional Quotient, Area, Higher Secondary School

1. Introduction

In today's age education is one of the most important elements for human being. Education is the most important medium for development because education can bring changes into the society. In short, we can say that education puts emphasis on intellectual development of a child. But, the emotional aspect of teaching has been neglected. Very fewer researches have been conducted on this aspect. Intelligence and emotions play an important role in human development. For this, it is necessary that the balance of intellectual and emotional levels is to be maintained. If we are unable to do it, man and society will have to face its direct consequences.

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Emotional intelligence awakens us to understand our own and others' feelings and gives us a vision to examine a situation and show an appropriate behavior. Thus, emotional intelligence is an internal factor which is associated with the field of feelings and emotions. Many psychologists relate the emotional intelligence with affective aspects of a man. A man's world of feelings enters into the behaviors of the man. Its effect can be seen on students so the investigator has taken up this study.

2. Statement of the Problem

The statement of the problem is as given:

"A Study of Emotional Quotient of Students of Higher Secondary Schools in Context to Area."

3. Rationale of the study

A student learns from behavior and practices of teacher towards the classroom. A student should have respect, love and intimacy towards teacher. Every child is different from other child in physical and mental traits. Student should be inspired to do activities and his creativity should be awakened.

- It can be helpful to Government in future to design curriculum keeping in mind the emotional intelligence of learners.
- It may be useful for providing guidance and counseling to the students for their future educational and higher studies.
- This study will help the child to understand his own and others feelings.
- Accordingly to many researches Intelligence Quotient (IQ) is innate, whereas certain researchers' say that Emotional Quotient (EQ) can be developed.

4. Objectives of the study

The objectives of the study are as under:

- 1) To study the Emotional Quotient (E.Q.) of Higher Secondary School Students.



2) To study the effect of Area of Higher Secondary School students on Emotional Quotient.

5. Hypotheses of Study

Hypotheses of the study is as follows:

HO₁: There is no significant difference in mean scores of emotional quotients of students of urban area and rural area.

Delimitations and Limitations of the Study

Delimitations and Limitations of the study are as follows:

- This study is delimited to Gujarati Medium schools of Gandhinagar District.
- This study is delimited to only Standard-11 General Stream Students.
- Self constructed Emotional Quotient scale is used for collecting data and the limitations of this scale are the limitations of this study.

6. Operational Definition of Emotional Quotient

“Emotional Quotient is the scores of emotional quotient criterion derived by researcher.”

Components of emotional quotient intelligence criterion are Self Awareness, Self Regulation, Self Motivation, Empathy and Social Skills.

7. Variables under the Study

Dependent Variable (1) Emotional Quotient

Independent Variable (1) Area (Urban – Rural)

8. Research Methodology

- **Method of Research:**



This is a survey type of research. This study aims at studying the Emotional Quotient of the children and finding out the effect of area on Emotional Quotient.

- **Population:**

The investigator aims to find out the Emotional Quotients of the students studying in 120 numbers of higher secondary schools of Gandhinagar district, therefore, Gandhinagar district becomes the population of the study.

- **Sample**

For this study, 16 numbers of higher secondary schools of Gandhinagar district were selected without replacement by random sampling. The sample consisted of 680 students from which 359 students taken from urban area and 321 students taken from rural area

- **Construction of Tool**

In this study, the investigator has used self-constructed emotional quotient scale for collection of data. Five components formed emotional quotient scale as given by Daniel Goleman (1995). They were self-awareness, self-regulation, self-motivation, empathy and social skills. The initial form of the scale comprised of 200 statements that is 40-40 statements in each one of component. These statements were given to experts for review and changes were made according to their guidance and suggestions. To get same effect of every component statements are selected in same numbers from every components category. From which total 40 numbers of positive statements and total 35 numbers of negative statements are taken. Thus all suggestions of experts taken in consideration and after that final tool prepared which consisted of 75 statements. It was a three point rating scale i.e. agree, neutral and disagree.

- **Data Collection Technique**

The investigator himself had taken visits to higher secondary schools of Gandhinagar district and had taken permission of respective Principals of the schools and at a fixed date



and time. The emotional quotient scale was administered in a group on the students and data was collected.

• Method of Data Analysis

In this study, the emotional quotient was obtained from the responses on emotional quotient scale administered on the students of Std. XI of higher secondary schools of Gandhinagar district. The mean, standard deviation were computed on the basis of which standard error of difference and 't' value were calculated. Like this, the Emotional Quotients of the students were obtained after using statistical techniques.

Table: 1

Table showing scores of Emotional Quotients of students

| Level | Range | No. Of Students | Percentage of Students (%) |
|--------|---------|-----------------|----------------------------|
| Lower | 91-107 | 387 | 56.91 % |
| Medium | 108-125 | 154 | 22.61 % |
| Higher | 126-153 | 139 | 20.44 % |
| | Total | 680 | 100% |

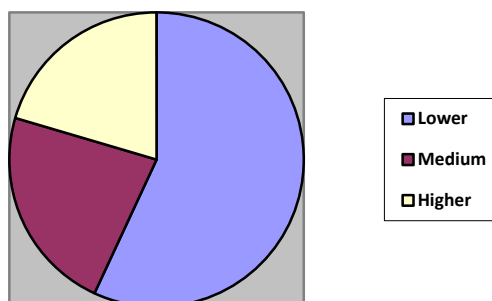


Figure 1



| Hypothesis | Gender | N | M | SD | SEd | C.R. | Remarks |
|-----------------|--------|-----|--------|-------|------|------|---------|
| Ho ₁ | Rural | 321 | 110.90 | 12.52 | 0.28 | 3.40 | NS |
| | Urban | 359 | 111.84 | 13.73 | | | |

9. Findings

- There are 56.91% (387) of Students having Lower Emotional Quotients, which is showing importance of developing Such a Programme from which we can enhance Emotional Quotients.
- It was found that there is no significant difference between Emotional Quotients of Students of Urban and Rural that means we can say that in matter of Emotional Quotients Students of Urban and Rural both are equal

10. Conclusion

There are so many aspects for evaluating students, in classroom and outside of class room. Emotional Quotients may prove one of important aspect of students' overall development. By doing some more researches, one should find out the reliability of present study's findings.

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