

**STUDY OF EMOTIONAL INTELLIGENCE AS RELATED TO PERSONALITY OF
SENIOR SECONDARY STUDENTS**

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ABSTRACT:

Today students are suffering from many problems like deep anxieties, conflicts, emotional out bursts, physical changes etc. Thus it becomes necessary to guide them in a right direction. Also there is a great need to develop a balanced personality of the children because we are heading towards the materialism which is depriving us from the so called values patterns which are the base of Indian society. It is possible that emotional intelligence and personality become indispensable intervention strategies in these situations. Educating adolescents towards this end is of utmost importance. In the present study, sample of 100 students was selected randomly from senior secondary students of Jalalabad. The descriptive survey method of research was employed to investigate the Emotional Intelligence As related to Personality of senior secondary students. It was found that there is not any significant difference in Emotional Intelligence and Personality of male and female senior secondary students in relation to their gender. Also, there is not any significant relationship in Emotional Intelligence and Personality of male and female senior secondary students in relation to their gender.

Key Words: Emotional Intelligence and Personality

INTRODUCTION:

Education plays a significant role in building up the society. Learning to know, learning to do, learning to live together and learning to be - these four pillars should be the foundations for any educational vision. Education has the noble task of stimulating anyone in accordance with the traditions and convictions. The survival of humanity depends upon this. We need to have a positive commitment to morality, to importance of other people's feelings and ability to understand as well as to recognize those feelings and their significance. The lack of these skills has far reaching impact and results in unhappiness and inability to form positive relationship. Recent findings have identified emotional intelligence as one of the most important factors for success and happiness in life.

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EMOTIONAL INTELLIGENCE

Emotional Intelligence is the capacity to control and express one's emotions and to handle interpersonal relationship judiciously and empathetically. Emotional intelligence refers to the capacity for recognizing our feelings and those of others, for motivating ourselves and for managing emotions well. Emotional intelligence is a new concept. No one can yet say exactly how much of the variability from person to person in life's course it accounts for but data exist's suggest that it can be as powerful, and at times more powerful, then I.Q. There are two different kinds of intelligence- intellectual and emotional express activity of different parts of the brain. The intellect is based solely on the workings of the neucortex, the more recently evolved layers at the top of the brain and the motional centres are lower in brain, in the more ancient subcortex, emotional centres at work, in correct with the intellectual centres.

Campbell (2000) concluded that Emotional Intelligence was positively correlated with responsible risk-taking behaviour, innovation tendency and intuition. Menges (1999) also reported significant relationship between interactional justice perceptions, organizational commitment, satisfaction and emotional intelligence. Also, Gautam (2000), Dheeraj (2001) and Gandhi (2001) reported significant relationships between academic achievement, self-esteem and Emotional Intelligence. But on the other hand, Ahuja (2002) reported no significant interaction between strategies of teaching and emotional intelligence. Baljit (2004) reported no significant relationship between emotional intelligence and academic achievement. Hein (2007) "Emotional intelligence is the innate potential to feel, use, communicate, recognize, remember, describe, identify, learn from, manage, understand and explain emotions." Alam.M. (2010) studied "The effect of emotional intelligence and academic stress on academic success among adolescents." The finding revealed a significant relationship between variables for total and boys and girls.

MEANING OF PERSONALITY

In the world no two things are identical. The difference is found in animate and inanimate things. Each individual has its own peculiarities, abilities and capabilities, which made him a separate individual from the other. These differences create individual differences, which gives every person a unique personality. Personality is revealed in behavior. It implies the relation of the persons. The term personality has been derived from the Latin word 'persona'. Persona means mask worn by actors. According to the concept

personality is thought to be effected and influenced, in which the individual, wearing mask, left on the audience. For a Layman personality means the effect which an individual leaves on the other people. Personality is very complex concept. It is said mirror of one's total behavior. Personality is the sum total of physical, mental, emotional, and social and temperaments made up an individual. Personality is the organized developing system within the individual that represents the collective action of that individual's major psychological subsystems (Mayer, 2007).

Kadivar and Shokri (2008) analysed the effects of personality traits on learning approaches, thinking styles and academic achievement on a sample of 419 students. The obtained results indicated that openness and conscientiousness have significant negative effect and neuroticism has a significant positive effect on surface learning approach, while openness and conscientiousness have a significant positive effect on deep learning approach.

Singh and Sharma (2010) studied the personality traits of the inter university level volleyball players. The subjects were ranging from 19 to 25 years. The results showed that all the selected subjects fall under the average category in neuroticism trait, majority of subjects have secured average to above average category in extraversion. It was concluded that the players who have secured lower in extroversion and inclined towards introversion need to be trained and brought to the streamline

NEED OF THE STUDY

As today students are suffering from many problems like deep anxieties, conflicts, emotional outburst, physical changes etc. Thus it becomes necessary to guide them in a right direction. Also there is a great need to develop a balanced personality of the children because we are heading towards the materialism which is depriving us from the so called values patterns which are the base of Indian society. We, therefore, need urgently a body of techniques that could enable us to understand such disturbed psyches, while allowing us to formulate and intervene with healing, therapeutic procedures. It is possible that Emotional Intelligence and personality become indispensable intervention strategies in these situations. Educating adolescents towards this end is of utmost importance.

OBJECTIVES

The present study intends to achieve the following objectives:-

- To study to Emotional Intelligence of Senior Secondary students.
- To study the Personality of Senior Secondary Students.

- To compare the Emotional Intelligence of male and female Senior Secondary Students.
- To compare the Personality of male and female Senior Secondary Students.
- To study the relationship between the Emotional Intelligence and Personality of Senior Secondary Students.

HYPOTHESES

- There is not any significant difference between Emotional Intelligence of male and female Senior Secondary Students.
- There is not any significant difference between Personality of male and female Senior Secondary Students.
- There is not any significant relationship between Emotional Intelligence and Personality of male and female Senior Secondary Students.

DESIGN

The descriptive survey method of research was employed to investigate the Emotional Intelligence as related to personality of senior secondary students.

SAMPLE

For the present study sample of 100 students was selected randomly from senior secondary students of Jalalabad (w), namely:-

- Govt. Girl Sen. Sec. School, Jalalabad (W)
- Govt. Boys Sen. Sec. School, Jalalabad (W)

The distribution of sample is given in table below:-

Sr. No.	Name of the School:-	No. of Students
1	GOVT. GIRL SEN.SEC.SCHOOL, JALALABAD(W)	50
2	GOVT. BOYS SEN.SEC. SCHOOL, JALALABAD(W)	50
	Total	100

TOOLS USED

- Sevenfold Emotional Intelligence Scale (SFEIS) standardized and cross validated by Dr. Vinit Khera, Ms. Puja Ahuja and Ms. Sarabjit Kaur (2002).
- Multi Dimensional Personality Inventory by Manju Aggarwal

PROCEDURE

Investigator selected the sample and collected the data using the tools. The emotional intelligence questionnaire consists of 63 questions and the subject had to simply respond it as ‘always’, ‘mostly’, ‘sometimes’, ‘rarely’; ‘never’, No time limit was imposed and the questions were easy to respond. The multi dimensional personality inventory has 120 items in all. Each 20 are related to following personality measures

- Introversion Extroversion
- Self-Concept
- Independence – dependence
- Temperament
- Adjustment
- Anxiety

Each item have three alternative answers – ‘Yes’ Sometimes and ‘No’, which refers to the extent of agreement and disagreement of the content. The present test can be administered individually as well as – in group situation. There is no time limit for the completions of the inventory. Usually it requires 45 to 50 minutes time. The standard instructions are printed on the front page of the inventory: The separate Answer-Sheet is available for giving the answer.

DELIMITATIONS OF THE STUDY

The study was delimited in the following areas:-

- The focus of the study was on Emotional Intelligence and Personality.
- The sample was of 100 students out of which 50 are male and 50 are female.
- The study was conducted in Jalalabad (W)

ANALYSIS AND INTERPRETATION OF DATA

Hypotheses-I

There is not any significant difference between Emotional Intelligence of male and female senior secondary students. To verify the above hypotheses t-ratio is computed between the mean scores of Emotional Intelligence of Male and Female senior secondary students.

Table-1
Gender-Wise Comparison of Emotional Intelligence of male and female senior secondary students

Sr. No.	Group	N	Total Score	Mean	SD	t-ratio	Significant level
1.	Male	50	12096	241.92	30.83	1.02	Not significant At 0.05 level
2.	Female	50	12437	248.74	35.55		

Table 1 indicates that t-ratio (1.02) is not significant even at 0.5 level of significance. Therefore, from the table 1 it may be concluded that there is not any significant difference between the Emotional Intelligence of male and female senior secondary students. Hence the null hypotheses that there is not any significant difference in Emotional Intelligence of male and female senior secondary students is accepted.

Hypotheses- II

There is not any significant difference between Personality of male and female senior secondary students. To verify the above hypotheses t-ratio is computed between the mean scores of Personality of male and female senior secondary students

Table-2
Comparison of Personality of male and female senior secondary students

Sr. No.	Group	N	Total Score	Mean	SD	t-ratio	Significant level
1.	Male	50	11582	231.64	34.66	1.64	Not significant At 0.05 level
2.	Female	50	12139	242.78	33.15		

To see whether the difference is significant or not t-ratio is calculated which is found to be 1.64. This value is less than the table value of t-ratio at .05 level (2.04) of significance. Thus the difference between mean scores is not significant at both the levels of significance. This shows that there is no significant difference between the Personality of male and female senior secondary school students. Hence the null hypothesis that there is not any significant difference in Personality of male and female senior secondary students is accepted.

Hypotheses-III

There is not any significant relationship between Emotional Intelligence and Personality of male and female senior secondary students. To verify the above hypotheses relationship is computed between the mean scores of Emotional Intelligence and Personality of senior secondary students using Pearson's product moment method of co-relation

Table-3
Coefficient of Correlation between Emotional Intelligence and Personality of senior secondary students

Sr. No.	Group	N	$\Sigma x / \Sigma y$	$\Sigma x^2 / \Sigma y^2$	Σxy	r-relation
1.	Emotional Intelligence	50	23721	5742725	5765233	0.48
2.	Personality	50	24533	6128375		

Table 3 shows the value of 'r', which comes out to be 0.48. This shows that there is a positive significant relationship between the Emotional Intelligence and Personality of male and female senior secondary students. Hence the null hypothesis that there is not any significant relationship in Emotional Intelligence and personality of senior secondary students is rejected.

CONCLUSIONS

Hypotheses No. 1

“There is not any significant difference in Emotional Intelligence of male and female senior secondary students in relation to their gender”. Analysis and interpretation of data

revealed that no significant difference was found in Emotional Intelligence of male and female senior secondary students in relation to gender so this hypotheses was accepted.

Hypotheses No. 2

"There is not any significant difference in Personality of male and female senior secondary students in relation to their gender. Analysis and interpretation of data revealed that no significant difference was found in Personality of male and female senior secondary students in relation to gender so this hypotheses was accepted.

Hypotheses No. 3

"There is not any significant relationship in Emotional Intelligence and Personality of male and female senior secondary students in relation to their gender." Analysis and interpretation of data revealed that positive significant relationship was found in Emotional Intelligence and Personality of male and female senior secondary students in relation to gender so this hypotheses was accepted.

EDUCATIONAL IMPLICATIONS

1. This study can help us to relate the level of Emotional Intelligence with effectiveness of teachers because if a teacher is not emotionally competent, then his teaching can never become effective because emotional maturity and Emotional Intelligence are the pre-requisites for a good effective teacher.
2. The results of this study can help us to compare the level of achievement and the level of development of the students of emotionally more intelligent and emotionally less intelligent teachers, so that the effectiveness of those teachers can be compared.
3. In the secondary schools, the students are passing from the age of adolescence and it is the teacher, who can guide them in this critical period of life because they are facing a lot of problems regarding various aspects of their Personality. So only an emotionally intelligent and effective teacher can guide his students better than the others. So the importance of these kinds of teachers can be judged in the process of education.

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