

Measurement of Emotional Intelligence and Study Involvement in Female School Students

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Abstract:

Background: Scholl students have different levels of emotional Intelligence and study involvement which contribute to better academic performance. They are more likely to get involved in some kinds of activity towards academic success.

Design: A descriptive survey was undertaken to assess the levels of emotional intelligence and study involvement of female school students of Sacred Hearts Girl's High School, Yercaud. 200 students from 6th to 10th standards were randomly selected.

Measure: Data were collected from the students by using emotional scale and study involvement scale. Collected data were analyzed by descriptive and inferential statistics in terms of percentage, chi - square, and F-test (ANOVA), and results were interpreted based on the scores obtained from the students.

Results: In emotional intelligence, the students in 6th standard had highest percentage and in study involvement, the students in 10th & 6th standards had highest percentages. The female students studying in different standards had no significant association in emotional intelligence but they had significant association in study involvement. The female students studying in different standards had no significant difference in emotional intelligence but they had significant difference in study involvement.

Conclusion: Sixth standard students had high score in emotional intelligence and sixth and tenth standards students had high score in academic motivation. No significant association was found in emotional intelligence and various demographic variables but significant association was found in study involvement and various demographic variables of the female students. The different standards of the female students did not differ in emotional intelligence and differed in study involvement.

Key words: Emotional intelligence, study involvement and school going female students

Introduction: The major goal of the school at any level is towards attainment of academic motivation, involvement and excellent performance in examinations. This goal can be actualized principally on the workforce of the students. Individuals who have high ability to perceive accurately understand and appraise others emotions were better able to respond flexibly to changes in their social environmental and build support social networks. They use emotional energy to understand and motivate self and others for personal and to create an environment of harmony with fellow persons to achieve success.

Emotional intelligence is often the most important factor in determining success or failure in a career path (Bar-On, 2005; Cherniss et al, 2006). It includes self regard, emotional self awareness, assertiveness, independence, self actualization, empathy, social responsibility, interpersonal relationship, reality testing, flexibility, problem solving, stress tolerance, Impulse control, optimism and

happiness (Amelang & Steinmayr, 2006; Maree & Eiselen, 2004; Mayer & Salovey, 1993; Peter & Daisy, 2005; Qualter et al, 2007). More employees are fired or fail to gain promotion because they have failed to develop their emotional intelligence than for any other reasons. Parents and teachers who help youngsters develop their emotional intelligence to make a wonderful contribution to the future success of the students (Colwell & Hart, 2006; Qualter, Gardner & Whiteley, 2007).

Study Involvement is a complex interaction of student cognition, motivation and involvement in learning and it describes the time of focused concentration, attention and deep comprehension as well as positive effect, goal clarity and intrinsic motivation. Most studies of involvement have focused on the individual psychological experience (Floerchinger, 1998). However because much of the students learning takes place in classrooms, it is equally Important to understand how teachers create conditions of involvement in whole class settings (Hernandez et al, 1999).

The study involvement tends to show that students were more likely to get involved in some kinds of activity as they progressed through their years at schooling. Students who were involved in campus activities were asked how much their involvement improved skills such as communication, leadership and decision making skills (Astin, 1999; Cooper, Healy, & Simpson, 1994). Zeidner et al, (2003) identified emotional intelligence and study involvement as critical psychological factors in the behavior of the school going students.

Objectives:

1. To assess the levels of emotional intelligence and of study involvement in female school students.
2. To measure association of emotional intelligence and study involvement of school students with their demographic variables.
3. To compare the levels of emotional intelligence and study involvement of female students.

Method:

Research Design:

Descriptive design with cross sectional survey approach was used for the assessment of emotional intelligence and study involvement of the female students, studying in the Secret Heart Girls High School, Yercaud, Salem district.

Sample: The sample consisted of 200 girl students of the Secret Heart Girls High School. They were studying from 6th to 10th standards in English medium. Forty students were randomly selected from each standard. They belonged to middle class (income Rs. 5 Lakhs per annum) and upper middle class (income Rs. 5- 10 Lakhs per annum).

Measures:

1. The Emotional Intelligence scale (EIS), developed by Schutle et al, (1998) was used to assess the EI of the students. It comprised 33 items that were self report responses tapping the appraisal and expression of emotions and other regulations of emotions in self and utilization of emotions in solving the problem. The test - retest reliability of the Emotional Intelligence scale (EIS) was 0.78.
2. Study Involvement Scale (SIS) developed by Kannappan (1992) was used to assess the study Involvement of girl students. This scale consisted of 30 items

taping the study habit, hard work, confidence, explicit interest, seeking help for study, personal experience, and self-involvement and expression of her involvement in their studies. In the split - half method, Spearman's correlation was used to test the reliability of the tool and it was found reliable ($r = 0.73$).

Statistics: Descriptive statistics included in the study was Mean, standard deviation and percentage, correlation and Inferential statistics- chi-square, t-test, and F-test- was used.

Results:

Both descriptive and inferential statistics were used to analyze the data through SPSS and the results were interpreted on the basis of scores obtained from the students.

Table 1. Shows the percentage-wise distribution of students and their demographic variables

S.No.	Variables	Groups	n	%
1	Age	11years	28	14.0
		12 years	54	27.0
		13 years	47	23.5
		14 years	44	22.0
		15 years	27	13.5
2	Religion	Hindu	146	73.0
		Christian	39	19.5
		Muslim	15	7.5
3.	Father's Occupation	Govt. Employee	24	12.0
		Business	155	77.5
		Pvt. Employee	21	10.5
4.	Father's Education	School Level	42	21.0
		U.G	57	28.5
		P.G.	26	13.0
		Professional	75	37.5
5.	Mother's Education	School Level	74	37.0
		U.G	73	36.5
		P.G.	32	16.0
		Professional	21	10.5
6.	Family Income per year	Below Rs.5 lakhs	92	46.0
		Rs.5 - 10 lakhs	88	44.0
		above Rs.10 lakhs	20	10.0

The above table showed that majority of them belonged to the age group of 12 years (27%) followed by the age group of 13 years(23.5%), and belonged to Hindu religion (73%) followed by Christians (19.5%). Majority of the children’s father were doing business (77.5%), followed government employment (12%). The children’s father had high percentage in professional education (37.5%) followed by under graduation (28.5%) and their mother had high percentage at school level (37%) followed by graduation (36.5). Majority of them had family income below Rs.5 lakhs (46%) per annum, followed by Rs.5 to 10 Lakhs (44%) per annum.

Moreover, emotional intelligence had no association with the demographic variables such as standard, age, religion, father's occupations, father education and family income (Kannappan & Lilly, 2015).

Table 2 shows the findings of association between study involvement and demographic variables

S.No	Variables	Value	df	P Value
1	Standard	13.181*	4	.010
2	Age	0.891	4	.142
3	Religion	4.292	2	.117
4	Father’s Occupation	.847	2	.655
5	Father’s Education	.037	3	.888
6	Family Income	0.433	2	.039

The above table revealed that there was no significant association between the study involvement (SI) levels which compared with demographic variables like age (0.142),religion (0.117) father's occupation (0.655) and father's education (0.888), and family income (0.039) but there was significant association between study Involvement and the demographic variables such as Standard (0.010; P > 0.05). Hence it could be interpreted that there was association between study involvement and demographic variables in different standards.

Table 3 shows the Mean Scores of different classes in emotional intelligence of female students.

Standard	Scale	N	Mean	Std. Deviation	Std. Error
6 th	Emotional intelligence	40	119.57	18.185	3.437
7 th		40	124.06	10.186	1.386
8 th		40	122.21	9.005	1.313
9 th		40	121.89	8.334	1.256
10 th		40	119.07	9.409	1.811
	Total	200	121.85	10.998	0.778

The table 3 showed that the7th and 8th standard students had high Mean and standard deviation and in emotional intelligence, followed by 9th and 6th standard

students in emotional intelligence an). The 9th standard students had slightly low Mean in emotional intelligence.

Table 4 shows the Mean scores of different classes in study involvement of female students

Standard	Scale	N	Mean	Std. Deviation	Std. Error
6 th	Study involvement	40	106.50	14.449	2.731
7 th		40	107.26	13.405	1.824
8 th		40	104.55	13.655	1.992
9 th		40	100.14	15.413	2.324
10 th		40	96.93	15.387	2.961
	Total	200	103.56	14.673	1.038

The table 4 showed that the 7th and 6th standard students had high mean and standard deviation and in study involvement, followed by 8th and 9th standard students in study involvement. The 10th standard students had slightly low mean in study involvement.

Table 5 shows F-test of significant difference in different standards in emotional intelligence and study involvement.

Scale	Source of variation	Sum of Squares	df	Mean Square	F
Emotional intelligence	Between Groups	622.349	4	155.587	1.294
	Within Groups	23445.846	195	120.235	
	Total	24068.195	199		
Study involvement	Between Groups	2731.374	4	682.843	3.320
	Within Groups	40110.021	195	205.692	
	Total	42841.395	199		

In F- test analysis, the mean scores of emotional intelligence and study involvement from the calculated value were compared. The test for mean score analysis (ANOVA) test procedure was used to compare mean scores of emotional intelligence and study involvement of the students studying in different standards. The significant difference between the mean scores emotional intelligence and study involvement was tested with respect to various personal profile factors like different standards (6th, 7th, 8th, 9th, & 10th).

It was inferred that there was no significant difference in different standards in emotional intelligence. But there was significant difference in different standards in study involvement. The findings confirm the earlier researchers (Mackay. & Kub, 1994; Hutchinson, & Pope, 2007; Salovey, & Mayer, 1990; Waterhouse, 2006)

Limitation of the study

- Low socio economic group students were not to be considered for the study,

- Variables like personality, adjustment, were not included although they play an important role in study involvement.

Conclusion:

In emotional intelligence, the students in 6th standard had highest percentage and in study involvement, the students in 10th & 6th standards had highest percentages. There were no significant associations of emotional intelligence and study involvement and various demographic variables except standards of the female students. In other words, the different standards of the female differed in study involvement.

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