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IMPACT OF EMOTIONAL INTELLIGENCE ON INTERMEDIATE STUDENTS

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ABSTRACT:

Emotional intelligence is a kind of emotional processing that includes paying attention to emotions, proper evaluation of them in oneself and others, systemic organization of them and appropriate instruments, in a way that improves life. The present study aims to find out the Emotional Intelligence of prospective teachers. People's success depends on their emotional intelligence and this ability is learnable and could be reformed. Emotional intelligence as the ability, talent and skills to identify access and manage the emotions of the person in dealing with people and groups. The present study finds out the level of Emotional Intelligence of intermediate students. The research design for this study is the descriptive research survey method. A random sampling technique was used to collect data. To collect the relevant data required for the present study, the researcher considered all areas of Guntur district of Andhra Pradesh. The collected data was analyzed using Mean, S.D. and T-test. To determine whether there is a difference between the dependent and significant independent variables.

Keywords: Emotional Intelligence, intermediate students, emotional processing

Introduction:

Education is a fundamental basis of the country's economic, social, cultural, and political development. Its role in improving the living conditions of individuals and communities is clear to everyone. A society transitioning from traditional to modern society needs qualified personnel. One of the essential tasks of education in every country is transmitting the community's cultural heritage, developing students' talents, and preparing them for active participation in the community. Therefore educating people for various purposes seems necessary, and success and failure in education have been a primary concern of any educational system in all communities. Students' education at all levels is to change their behavior, thoughts, attitudes, and skills and is ultimately measured by achievement and academic performance. Academic success and improvements of students in every community represent the educational system's success in targeting and paying attention to satisfying individual needs. Therefore, the education system is successful when students' educational improvement at various levels has the most significant and highest number. For students, grades represent their academic ability to enter the world of work and employment and higher educational levels.

On the other hand, we're at the beginning of a new century, and intelligence and success are not achieved as in the past. Contemporary theories of intelligence and creativity have been introduced and are gradually replacing the previous approaches. Students not only because of their ability for reason but are at the center of concerns due to creativity, emotions, and interpersonal skills. Goleman(1995) argues that IQ alone is not a sign of success; emotional intelligence, social intelligence, and luck also play an essential role in one's success. Moreover, Robinson (2006) believes that creativity and creative thinking are as important as education and should be considered equally and with the same quality. The application of creative thinking is not limited to science and art. Creative thinking is beneficial in every aspect of life. People think that creativity is manifested mainly in arts, but it is displayed in all areas. Creativity remains an exciting mystery in science, literature, music, painting, or any other area of life. Despite this fact, psychologists' attention to this fact grows every day. Hence the basis of creativity may include all of the lessons, all aspects of life, all fields of education, and even various ages. However, it affects students, college students, and younger generations.



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Emotional Intelligence:

Salavy believes that emotional intelligence is a kind of emotional processing that includes paying attention to emotions, proper evaluation of them in oneself and others, systemic organization of them, and appropriate instruments in a way that improves life. According to Goleman, people's success depends on their emotional intelligence, and this ability is learnable and could be reformed. Bradberry et al. (2009) define emotional intelligence as the ability, talent, and skills to identify, assess and manage the emotions of the person in dealing with people and groups. Emotional intelligence theories can be divided into two groups or models. The first group is the ability-based model in which emotional intelligence is considered a form of mental ability; therefore, it is a part of cognitive intelligence. Another group is the mixed model, where theorists combine mental abilities with personality characteristics such as optimism and well-being. Salavy and Mayer are fans of the ability-based model. Bar-on considers this issue from a mixed-model perspective. According to Bradberry and Greaves, the components of emotional intelligence are A. Self-awareness includes recognition of the feeling at the moment of happening, which comprises the essential part of emotional intelligence. B. Self-management: self-management is the ability to use "awareness of Emotions" to remain flexible and conduct positive behaviors, to be able to control emotional reactions in front of people and under different conditions. C. Social Awareness: Social Awareness is the art of communicating with people and the skills to control and manage the feelings of others. This often means that you understand the thoughts and feelings of others. D. Relationship Management: The ability to use "awareness of others' emotions" to control and manage interactions.

Objective of the Study:

1. To find out the level of Emotional Intelligence of Intermediate Students.
2. To find out the impact of Emotional Intelligence of Intermediate students on Gender, Locality, Type of Management, Medium of study and Educational status of the Parents.

Hypothesis of the study:

1. There is no significant difference on Emotional Intelligence of Male and Female Intermediate Students.
2. There is no significant difference on Emotional Intelligence of Rural and Urban Intermediate Students.
3. There is no significant difference on Emotional Intelligence of Government and Private Intermediate Students.
4. There is no significant difference on Emotional Intelligence of English medium and Telugu medium Intermediate Students.
5. There is no significant difference on Emotional Intelligence of Intermediate students with Literate and Illiterate Parents.

Method of the study:

Entire research involves the elements of observation, planning, the procedure to be followed, and its description and analysis of what happens under certain circumstances. For the present study, the investigator selected the normative survey method.

Sample of the Study:

The sample for the present study was Intermediate college students of in the *Guntur district of Andhra Pradesh* state who follow the state syllabus. The present study was carried out on a representative sample of 1000 Intermediate college students studying from various areas in *Guntur district of Andhra Pradesh* state. The sample was selected using a random sampling technique. The investigator considered the following strata while sampling viz., Gender, Locality, Type of Management, Medium of study and Educational status of the Parents were chosen for the present study.



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Data analysis:

Objective wise Analysis in Emotional Intelligence

Table: 1: Whole Sample analysis of Emotional Intelligence

Whole	Mean	SD	1/5 of mean
1000	76.18 %	11.09	15.23

Observation:

The following observations have been made from the above table, total sample in Emotional Intelligence. The Total Number of students is 1000. The mean value is 76.18, the standard deviation value is 11.09, and the means percentage is 76.18. The level of Emotional Intelligence is above average.

Interpretation:

As per the table the result shows that, all the sample intermediate students fall under the above average level in their Emotional Intelligence. The Emotional Intelligence was dispersed widely among intermediate students.

Objective -3: To find out the impact of Emotional Intelligence on Gender, Locality, Type of Management, Medium of study and Educational status of the Parents.

Hypothesis 1: There is no significant difference on Emotional Intelligence of Male and Female Intermediate Students.

Table 4.15: Mean S.D and t-values of Boys and Girls in their Emotional Intelligence

Gender	N	Mean	S. D	't' Value
Boys	500	75.86	11.14	3.82*
Girl	500	72.26	9.93	

*Significant at 0.05 level

Interpretation:

From the above table, the following observations have been made: The number of students is 1000, the boys are 500, and the girls are 500. The mean of the boys was 75.86, the SD value is for boys 11.14, the mean of the girls was 72.26, and standard deviation value is 9.93. The SED value is 0.94, and the "t" value is 1.81, which is not significant at the 0.05 level.

Findings:

From the above table, the obtained 't' value is 1.81 is less than the table value of 1.96 at 0.05 level. Therefore it is not significant. Hence the null hypothesis is accepted. It is concluded that the variable "Gender" is not significant at 0.05 level. The results found that Boys and girls are same in their Emotional Intelligence.

Hypothesis 2: There is no significant difference on Emotional Intelligence of Rural and Urban Intermediate Students.



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Table 4.16: Emotional Intelligence- Residential area analysis

Location	N	Mean	% of Mean	S. D	't' Value
Rural	500	75.83	46.72	9.63	4.17*
Urban	500	72.53	53.90	11.19	

*Significant at 0.05 level

Interpretation:

From the above table, the following observations have been made. The total number of students is 1000, the number of urban students is 500, and the number of rural students is 500. The mean of urban students is 115.92, and the mean of rural students is 113.41. The SD in urban students is 3.16, the SD in rural students is 3.13, and the SED value is 0.21. The t-value is 2.41, which is significant at a 0.05 level.

Finding:

The above table, the results indicate that the obtained 't' value 2.41 is greater than the table value of 1.96 at 0.05 level. Therefore it is a significant. Hence the null hypothesis is rejected. There is significant difference between Students belonging to rural and urban areas in their Emotional Intelligence. Rural students are more likely to have good Emotional intelligence compared with urban school students regarding from the results. It is concluded that locality impacts in their Emotional intelligence.

Hypothesis 3: There is no significant difference on Emotional Intelligence of Government and Private Intermediate Students.

Table 4.17 : Emotional Intelligence -Type of institute analysis

Type of Management	N	Mean	% Of Mean	S. D	't' Value
Government	250	50.28	41.58	9.21	1.85@
Private	750	69.83	59.41	12.80	

@ Not Significant at 0.05 level

Interpretation:

From the above table, the following have been made. The number of students is 1000. The government college students are 500, and the private college students are 500. The mean value of government college students is 50.28. And the standard deviation is 9.21. The mean value of private college students is in Emotional Intelligence 69.83, the standard deviation is 12.80. The SED value is 14.62, and the "t" value is 1.85, which is not significant at 0.05 level.

**Finding:**

From the above table, it is found that the obtained t value is 1.85 is less than the table value of 1.96 at 0.05 level. Therefore it is not significant. Hence the null hypothesis is accepted. There is no significant difference between Students belonging to government and private college students are same in their Emotional Intelligence.

Hypothesis 4: There is no significant difference on Emotional Intelligence of English medium and Telugu medium Intermediate Students.

Table 4.18: Emotional Intelligence - Medium of Study Analysis

Medium of Study	N	Mean	S. D	't' Value
Telugu	200	54.50	8.27	1.30@
English	800	69.29	13.81	

@ Not Significant at 0.05 level

Interpretation:

From the above table, the following have been made. The number of students is 1000. The Telugu medium students are 500, and the English medium students are 500. The mean value of Telugu medium students is 54.50. And the standard deviation is 8.27. The mean value of English medium students is in Emotional Intelligence 69.29, the standard deviation is 13.81. The SED value is 11.30, and the "t" value is 1.30, which is not significant at 0.05 level.

Finding:

From the above table, it is found that the obtained t value is 1.30 is less than the table value of 1.96 at 0.05 level. Therefore it is not significant. Hence the null hypothesis is accepted. There is no significant difference between English medium and Telugu medium intermediate Students are same in their Emotional Intelligence.

Hypothesis 5: There is no significant difference on Emotional Intelligence of Intermediate students with Literate and Illiterate Parents.

Table 4.18 : Emotional Intelligence- Educational Status Analysis

Educational Status	N	Mean	S. D	't' Value
Illiterate	250	55.60	6.25	2.27@
Literate	750	72.29	11.84	

@Not Significant at 0.05 level

Interpretation:

From the above table, the following observations have been made. The number of intermediate students is 1000. The students belongs to Illiterate parents is 500, and the students belongs to Literate parents is 500. The mean value a student belongs to Illiterate parents is 55.60. And the standard deviation is 6.25, The mean value from student belongs to



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Illiterate parents is in Emotional Intelligence 72.29, the standard deviation is 11.84. The SED value is 7.35, and the "t" value is 2.27, which is significant at 0.05.

Finding:

From the above table 4.19, it is found that the obtained t value is 2.27 is greater than the table value of 1.96 at 0.05 level. Therefore it is not significant. Hence the null hypothesis is rejected. There is no significant difference between students with Literate and Illiterate Parents are same in their Emotional Intelligence.

Findings:

1. There is significant difference on Emotional Intelligence of Male and Female Intermediate Students.
2. There is significant difference on Emotional Intelligence of Rural and Urban Intermediate Students.
3. There is no significant difference on Emotional Intelligence of Government and Private Intermediate Students.
4. There is no significant difference on Emotional Intelligence of English medium and Telugu medium Intermediate Students.
5. There is no significant difference on Emotional Intelligence of Intermediate students with Literate and Illiterate Parents.

Conclusion:

Emotional intelligence has emerged as an important factor for students for their strong career decision making. Therefore the school administration should set up counseling cells to strengthen the emotional intelligence among the students. Emotional intelligence tests should be made a part of the admission process in order to check the strength of emotions among students and to identify the level and need of counseling to be provided. The responsibility in the government sector is to ensure the proper utilization of funds and make proper use of various infrastructures, so that the career decision making of the students studying in government college students should improve.

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