

“A STUDY ON EMOTIONAL INTELLIGENCE AND GENERAL MENTAL ABILITY AMONG SECONDARY SCHOOL STUDENTS.”

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Abstract:

When it comes to happiness and success in life, emotional quotients matters just as much as IQ. Learn how children can boost their emotional intelligence to build stronger interrelation, and achieve their. aims. Emotional intelligence (otherwise known as emotional quotient or EQ) is the ability to understand, use, and manage their own emotions in positive ways to control stress, communicate effectively, empathize with others, overcome challenges and defuse conflict. Emotional intelligence helps to build stronger interrelationship, succeed at school and work, and achieve their career and personal goals. It can also helps to connect with their feelings, turn purpose into action, and make informed decisions about what matters most to them. Emotional intelligence is commonly elucidate by four attributes as: Self-management – Ability of individual s to control impetuous feelings and actions, manage their emotions in healthy ways, take initiative, follow through on commitments, and adjust to substitute circumstances. Self-awareness – It is the ability of the individual to recognize their own emotions and how they affect their thoughts and behavior. To know their strengths and weaknesses, and have self-confidence. Motivation Social awareness – It is the ability of the individual to understand the emotions, needs, and concerns of other people and the feel the feeling of others, pick up on emotional cues, feel comfortable socially, and recognize the power dynamics in a group or organization. Relationship management ability to know how to develop and maintain good relationships, communicate clearly, motivate and impact others, work well in a group, and manage friction. As we know, it's not the smartest people who are the most successful or the most fulfilled in life. probably know people who are academically brilliant and yet are socially unsuccessful at work or in their personal relationships. Intellectual ability or intelligence quotient (IQ) isn't enough on its own to achieve success in life. IQ can help to get into school, but the EQ that will help to manage the stress and emotions when facing the final exams. IQ and EQ exist in tandem and are most effective when they build up one another. Emotional intelligence is most often defined as ability of individual to perceive .use, understand, manage and handle emotions. In this context the main purpose of the study was to examine the emotional intelligence and general mental ability among secondary school students. The study also aimed to find out the correlation between variables. The study was carried on students of 8th standard in schools of city of Mysore. The sample for the study consisted of 50 male and 50 female students and data was collected by using by using tools as RPM (ravens standard progressive matrices) applied to measure the general mental ability of the secondary school students S K Mangal Emotional intelligence inventory is used to measure the emotional intelligence of the secondary school students.

Key words: Descriptive survey method, Emotional intelligence, General mental ability, t-test.

1.Introduction:

The term emotional intelligence was created by two researchers, Peter Salovey and John Mayer in their article "Emotional Intelligence" in the journal *Imagination, Cognition, and Personality* in 1990. It was later popularized by Daniel Goleman in his 1996 book *Emotional Intelligence*. It's a scientific fact that emotions predate of thought. When emotions run high, they change the way of people brains works... reduce children intellectual abilities, decision-making skills, and even interpersonal skills. Understanding and managing children emotions (and the emotions of others) help to be more successful in lot of personal and academic lives. At a personal level, emotional intelligence helps to: Have comfortable conversations without hurting feelings Manage emotions when stressed or feeling overwhelmed. Improve relationships with the people they care about ,at school emotional intelligence can help to Resolve conflicts Coach and motivate others Create a culture of collaboration Build psychological safety within teams. By understanding emotions and how to control them ,to better able to express how feel and understand how others are feeling. This allow to communicate more effectively stronger relationships, both at school and in personal life. social intelligence. Being in tune with the emotions serves a social purpose, connecting to other people and the world around . Social intelligence enables to recognize friend from , measure another person's interest in individuals, reduce stress, balance nervous system through social communication, and feel loved and happy. It refer to the ability to perceive, control and evaluate emotions . Some researchers suggest that emotional intelligence can be learned and strengthened , while others claim its an inborn characteristics. The ability to express and control emotions is essential but so is the ability to understand , interpret and respond to the emotions of others.

2 Need and importance of the study:

Building emotional intelligence: Four key skills to increasing children EQ the skills that make up emotional intelligence can be learned at any time. However, it's important to remember that there is a difference between simply learning about EQ and applying that knowledge to individual life. Just because to know and should do something doesn't mean individual will—especially when it become overwhelmed by stress, which can override children best intentions. In order to permanently change behavior in ways that stand up under pressure, need to learn how to overcome stress in the moment, and in relationships, in order to remain emotionally aware .The key skills for building EQ and improving ability to manage emotions and connect with others Building emotional intelligence, Self-management In order to engage EQ, it must be able to use emotions to make constructive decisions about behavior. When they become overly stressed, they can lose control of emotions and the ability to act thoughtfully and appropriately .Think about a time when stress has overwhelmed them. Was it both think clearly and accurately assess emotions their own and other peoples becomes compromise .Emotions are important pieces of information that tell them about themselves and others, but in the case of stress that takes comfort zone ,it can become overwhelmed and lose control of individual. With the ability to manage stress and stay

emotionally present, can learn to receive upsetting information without letting it override the thoughts and self-control. They'll be able to make choices that allow them to control impulsive feelings and behaviors, manage emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances. Self awareness involves being aware of different aspects of the self including traits, behaviour and feelings. Managing stress is just the first step to building emotional intelligence. The sense of attachment indicates that current emotional experience is likely a reflection of early life experience. Ability to manage core feelings such as anger, sadness, fear, and joy often depends on the quality and consistency of their early life emotional experiences. If their primary caretaker as an infant understood and valued their emotions, it's likely their emotions have become valuable assets in adult life. But, if individual emotional experiences as an infant were confusing, threatening or painful, it's likely they tried to distance themselves from their emotions. But being able to connect to their emotions having a moment-to-moment connection with their changing emotional experience is the key to understanding how emotion influences their thoughts. Mindfulness is the practice of purposely focusing attention on the present moment—and without judgment. The cultivation of mindfulness has roots in Buddhism, but most religions include some type of similar prayer or meditation technique. Mindfulness helps to prevent preoccupation with thought toward an appreciation of the moment, physical and emotional sensations, and brings a larger perspective on life. Mindfulness calms and focuses, making the more self-aware in the process. Social awareness enables children to recognize and interpret the mainly non-verbal cues others are constantly using to communicate with them. These cues let them to know how others are really feeling, how their emotional state is changing from moment to moment, and what's truly important to when groups of people send out similar nonverbal cues, able to read and understand the power dynamics and shared emotional experiences of the group. In short, empathetic and socially comfortable. Mindfulness is an ally of emotional and social awareness. To build social awareness, it needs to recognize the importance of mindfulness in the social process. After all, when they are in their own head, thinking about other things, or simply zoning out on their phone. Social awareness requires their presence in the moment. While many of them pride themselves on an ability to multitask, this means that they miss the subtle emotional shifts taking place in other people that help them fully understand them. Relationship management. Working well with others is a process that begins with emotional awareness and the ability to recognize and understand what other people are experiencing. Once emotional awareness is in play, can effectively develop additional social/emotional skills that will make their relationships more effective, fruitful, and use humor and play to relieve stress. Humor, laughter and play are natural antidotes to stress. They lessen burdens and help keep things in perspective. Laughter brings nervous system into balance, reducing stress, calming down, sharpening mind and making more empathetic. Learn to see conflict as an opportunity to grow closer to others. Conflict and disagreements are inevitable in human relationships. Two people can't possibly have the same needs, opinions, and expectations at all times. However, that doesn't have to be a bad thing. Resolving conflicts in healthy, constructive ways can strengthen trust between people. When conflict isn't perceived as threatening or punishing, it fosters freedom, creativity, and safety in relationships. Students with higher levels of emotional intelligence are able to better maintain themselves and relate to others around them. This can help them develop improved self-motivation and effective communication skills essential skills to help students become more

confident learners. General mental ability refers to learners ability to understand verbal information, perceive and process number and information in tabular or graphical format, think laterally and make logical connections between words and concepts to deduce crucial data. In the lights of above, the investigator felt that it is essential to investigate the study on Emotional intelligence and General mental ability among secondary school students. It is concluded that male secondary school students scored higher general mental ability. Female secondary school female secondary school students scored higher Emotional intelligence.

3 Operational definitions of the key terms used in the study:

Emotional intelligence: It refer to the ability of students to perceive, control, and evaluate emotions. Some investigator suggest that emotional intelligence can be learned and strengthened, while others claim it's an inborn characteristic.

General mental ability: General mental ability is the ability to comprehend and interpret verbal information by the students and ability to perceive and process numbers and information given in tabular format, ability to think literally make logical connections between different concept.

4 Methodology:

Statement of the problem: The statement of the problem is A study on Emotional intelligence and General mental ability among secondary school students.

5 Objectives of the study:

The following were the objectives of the study: 1) To compare the Emotional intelligence male and female secondary school students.

2) To compare the General mental ability of male and female secondary school students.

3) To examine whether there is a significant relationship between Emotional intelligence and General mental ability of male and female secondary school students.

6 Hypotheses of the study:

The following hypotheses were formulated in pursuance of the objectives of the study

- a) There is no significant difference between the General mental ability of male and female secondary school students.
- b) There is no significant difference between Emotional intelligence of male and female secondary school students.
- c) There is no significant relationship between the emotional intelligence and general mental ability among secondary school students.

7. Variables of the study:

Following were the variables of the study

Main variable: 1) Emotional intelligence

2)General mental ability

Background variable :Gender.

8 Method of the study: Random sampling technique was adopted.

9) Sample of the study: selecting the sample for secondary schools city of Mysore .Further 50 male and 50 female students were selected through cluster sampling technique.

10)Tools used for collection of data:

The following tools have been used for the study shown in the table No 1

Table no: 1

Sl No	Variables	Tools used	Standardized Constructed by
1	General mental ability(GMA)	Ravens standard progressive matrices(RPM),	Raven J C.
2	Emotional intelligence .	Emotional intelligence scale.	S K Mangal emotional intelligence Inventory.

Table No: 1 showing tools used for the study.

11. Statistical techniques used for analysis of data:

The following statistical techniques used for analysis of data:

- 1) t – test was used to find out significant difference between variables
- 2) Pearson product moment correlation: The technique was used to find relationship between variable .

12) Analysis and interpretation of the data:

- a) **Hypothesis 1** There is no significant difference between the General mental ability of male and female secondary school students.

Table No.2

	Groups	N	Mean	SD	df	T	significance
Gender	Male	50	56.87	7.61	58	0.406	N S
	Female	50	55.30	6.78			

Table No.3 shows that the obtained 't' value 0.406 is lesser than the tabled 't' 2.00 value at 0.05 level. Hence, the null hypothesis Ho.2 is accepted and it is stating that there is no significant difference between the General mental ability of male and female secondary school students is accepted. Since, the mean value of male 56.87 is greater than that of the mean value of female (55.30), it is concluded that male secondary school students have scored higher in General mental ability.

Table No. 3: showing mean, SD, t-value of male and female with respect to Emotional intelligence.

	Groups	N	Mean	SD	df	T	significance
Gender	Male	50	213.45	17.00	50	10.235	0.01
	Female	50	245.88	19.00			

Table No.3 shows that the obtained 't' value 10.235 is greater than the tabled 't' value 2.626 at 0.01 level. Hence, the null hypothesis Ho.1 is rejected and the alternate hypothesis stating that there is a significant difference between the Emotional intelligence of the male and female secondary It is concluded that that female secondary school student have scored 245.88 higher in Emotion intelligence.

Hypotheses 3: There is no significant relationship between the General mental ability and Emotional intelligence of secondary school students.

Table : NO : 4

Variables	N	Df	'r' value	Level of significance
Emotional intelligence	100	96	0.226	0.05
General mental ability				

Table No 4 shows that the obtained 'r' value 0.326 is lesser than the tabled value at 2.000 'r' value at

0.05 level. Hence, the null hypothesis Ho.3 is accepted. and the alternate hypothesis stating that there is a positive and significant relationship between the General mental ability and Emotional intelligence of secondary school students is accepted. Therefore it is concluded that there is a positive and insignificant relationship between the General mental ability and emotional intelligence among secondary school students.

significant difference between the Scientific attitude of male and female secondary school students is accepted. Since, the mean value of male (213,45) is lesser than that of the mean value of female (245.88), it is concluded that female secondary school students have scored higher in Scientific attitude.

13) Findings of the study:

a)), it is concluded that male secondary school students have scored higher in General mental ability.
b) concluded that that female secondary school student have scored 245.88 higher in Emotion intelligence

c) there is a positive and insignificant relationship between the General mental ability and emotional intelligence among secondary school students.

14) Educational Implications: Develop good emotions in the children avoid negative emotions and organize personality develop program among children. Organize program for children to strengthen emotional intelligence. Develop social skills in the children.

15) <https://www.helpguide.org/articles/mental-health/emotional-intelligence-eq.htm>
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