Predictors Of Emotional Intelligence Of Adolescent Students

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ABSTRACT: The present study aimed to investigate the Emotional intelligence in adolescent students. Normative survey method was used in the study. 500 adolescent students studying at standard 11in Thanjavur district were selected as the sample. Emotional Intelligence Scale (EIS) developed and validated by the investigator was used to collect data from the sample. The study reveals that the adolescent students of CBSE and the State Board; and based on the locale of school do not differ significantly in their emotional intelligence. There is a significant difference in the emotional intelligence of adolescent students based on the percentage of marks. There is no significant relationship between emotional intelligence and board of study and locale of the school of adolescent students. There is a significant relationship between emotional intelligence and percentage of marks of adolescent students. Academic performance is an indicator of emotional intelligence is ascertained through this finding. The percentage of marks only significantly influences the emotional intelligence. There may be certain factors other than these variables which may predict the emotional intelligence of the adolescent students.

KEY WORDS: Emotional Intelligence, Adolescent Students, Board of Study, Locale of school, Percentage of marks.

I. INTRODUCTION

Emotional Intelligence (EI) is the ability to monitor one's own and others' feelings, to discriminate among them, and to use this information to guide one's thinking and action (Mayer & Salovey, 1990)**.** Children step into the school life with inadequate social and emotional skills, which are built, rebuilt and trimmed through school education. School is a place where the integrated personality of the child is mould. Emotional intelligence is not built in a day it is continuously being shaped by one's family, society, gender, economic condition which modifies the way one thinks and maintains relationship with others. Not only this, it guarantees how one empathizes and most important the way in which the stress is handled (Trivedi, 2014). On looking into the adolescents it is the age group in which they face many kinds of pressure at home and also outside. It is a globally accepted fact that during adolescence a child goes through a lot of changes physically, emotionally and socially. These changes have a great impact on them; they can either make or break an individual (Mondal & Sutradhar, 2015).

Present society urges both the parents to work for their livelihood. On the other hand, students are burdened with examinations, fear of career, social acceptance wherein the role of media enters which makes the life of an adolescent complicated with none to show the right way of leading a life, as an emotionally balanced individual. Thus, both the parent and the student spend little time together. Also, the ability to cope up with increased stress is influenced by many factors like genetic factors such as temperament and certain environmental factors like family and community. Ultimately, the early adolescent age group represents a disproportionately high rate of failure academically and emotionally, as of a result of the inability to recognize, cope, and manage stress (Davis, 2012). An increasing concern towards emotional intelligence of the adolescents is important as India has the highest suicide rate in the South-East Asian region, according to the World Health Organization's latest report (Gupta Rohan, 2019).

II. STUDY OF RELATED LITERATURE

Akurathi et al. (2019) studied the effect of age, qualification, community, gender and socio-economic status on emotional intelligence. The study emphasized the influence of financial status and community on the areas of Adaptability and sensitivity domains of emotional intelligence. Psychosocial Profiling of Indian Students the process variable of schooling was examined by Sheela (2018). Senad, R, R (2017) investigated the Emotional Intelligence on CBSE and ICSE Adolescents and its four dimensions which revealed that CBSE student have high emotional intelligence than ICSE students. In the study done by Razia & Ahmad (2017) emotional intelligence was identified as an indicator of academic performance in adolescents. Implications for Personal, Social, Academic, and Workplace Success through emotional intelligence were studied by Marc et al. (2011). The study reported the 4 underlying emotional abilities that constitute emotional intelligence and developed assessment tools based on this construct. Thus, emotional intelligence is in the heart of success for adolescents both in the personal and professional life.

Significance of the study

As quoted earlier, a framework for understanding childhood stress involves the interaction of several categories of stressors such extra-familial or environmental stressors, intra-familial stressors, and child characteristics (Webster-Stratton, 1990 as cited in Davis, 2012). Adolescence is a social and emotional process, the relationship an adolescent has with his parent is most important to determining his ability to mature emotionally and socially. Now, more than ever, children have to cope with a variety of parental and social concerns, such as, parental breakups, being raised in single parent family households from birth, poverty, and being victims of family dysfunction, including the abuse of substances in the home, domestic violence, and even child abuse (Davis,2012).According to WHO (Gupta Rohn, 2019) the suicide is the third-most deadly for 15-19 years age group and 90 per cent of the adolescents who kill themselves are from low- and middle-income countries. Increasing research suggests that evidence-based school programs designed to educate early adolescent youth about stress and to teach useful coping mechanisms can have a positive effect on psychological adjustment (Durlak &Wells, 1997 as cited in Davis, 2012). But before any interventional programme, it is essential to conduct needs assessment to identify the specific social and emotional needs of that population. Conversing, most of the studies that relate to EI and psychological well-being have been carried out with an adult population. However, studies in the adolescent population are still scarce (Cejudo et al. 2018).

In addition to that emotional intelligence has been found a reliable predictor of academic performance than general intelligence (Trivedi, 2014). This cuts the growing suicidal rates among the adolescents. Therefore, factors such as academic performance, environmental factors affect the level of emotional intelligence in adolescents. Hence, this research study is intended to examine the status of emotional intelligence among adolescents in relation to certain demographic variables such as type of syllabus and academic performance in board exams and locality of the school.

The objectives of the Study are

- To study the emotional intelligence of adolescent students of CBSE and State Board.
- To examine the emotional intelligence of adolescents in relation to the locale of school.
- To assess the emotional intelligence of adolescent students of based on their percentage of marks.
- To assess the relationship between emotional intelligence and board of school.
- To identify the relationship between emotional intelligence and locale of school.
- To examine the relationship between emotional intelligence and percentage of marks.
- To assess the influence of board of study, locale of school and percentage of marks on the emotional intelligence of the adolescent students.
- Null hypotheses were framed based on the objectives and variables.

III. METHOD

Variables

Independent Variables – Board of Study, Locale of school and Percentage of marks. Dependent Variable – Emotional Intelligence

Method

 Normative survey method was used in the study.

Sample

500 adolescent students studying at standard 11in Tthanjavur district were selected as the sample.

Tool

Emotional Intelligence Scale (EIS) developed and validated by the investigator was used to collect data from the sample. The tool consisted of 48 items in a 4 point likert type response. The responses were strongly agree, agree, disagree and strongly disagree.

A score of 4 was given for strongly agree, 3 for agree, 2 for disagree and 1 for strongly disagree for the positive items and the reverse order for negative items.

Statistical techniques

Descriptive Statistics and inferential statistics such as "t" test, ANOVA, Pearson product moment correlation and regression analysis were used in the study.

IV. ANALYSIS AND DISCUSSION

Table 1. Mean, Standard deviations and 't' values of adolescent students with respect to Board of Study and Locale of school

Emotional Intelligence		N	M	SD	t value	p value	Significance
Board of study	CBSE	350	129.87	16.975	1.190	0.217	P > 0.05 NS
	State Board	150	132.12	20.369			
Locale of School	Rural	222	130.36	20.245	0.206	0.486	P > 0.05 NS
	Urban	277	130.70	16.186			

Table 1 reveals that both $p > 0.05$. It can be inferred that the adolescent students of CBSE and the State Board do not differ significantly in their emotional intelligence. It also reveals that the emotional intelligence of the adolescent students do not significantly differ in their emotional intelligence based on the locale of school.

In order to compare the groups based on their Percentage of marks one way ANOVA was calculated followed by Tukey's test to establish the significance of difference within the groups.

Table 2. One way ANOVA sub grouped on the basis of Percentage of marks.

	Sum of Squares	df	Mean Square	F	p value	Significance
Between Groups	3762.658	3	1254.219	3.909	0.009	$*p < 0.05$
Within Groups	159153.460	496	320.874			
Total	162916.118	499				

Table 3. Representing Post Hoc Comparisons of groups categorised based on the Percentage of marks

Percentage	(J) SSLC Percentage	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
80 % and above	60 % to 79%	2.099	1.894	.685	-2.78	6.98
	50 % to 59%	6.303[*]	2.187	.021	.66	11.94
	below 50%	7.787	3.234	.077	-.55	16.12
60 % to 79%	80 % and above	-2.099	1.894	.685	-6.98	2.78
	50 % to 59%	4.204	2.299	.261	-1.72	10.13
	below 50%	5.689	3.310	.315	-2.84	14.22
50 % to 59%	80 % and above	-6.303[*]	2.187	.021	-11.94	-.66

	60 % to 79%	-4.204	2.299	.261	-10.13	1.72
	below 50%	1.485	3.486	.974	-7.50	10.47
below 50%	80 % and above	-7.787	3.234	.077	-16.12	.55
	60 % to 79%	-5.689	3.310	.315	-14.22	2.84
	50 % to 59%	-1.485	3.486	.974	-10.47	7.50

From the table 2 it is evident that significance of difference exists between the groups. There is significant difference in the emotional intelligence of adolescents based on the percentage of marks. Academic performance as an indicator of emotional intelligence is ascertained through this finding.

To find out the relationship between emotional intelligence and board of study, locale of the School and Percentage of Marks of adolescent students Pearson's product moment correlation method was used.

Table4. Correlation between emotional intelligence and board of study, locale of the school and percentage of marks

Variables	N	r	p value	Significance
Emotional intelligence Vs Board of study	500	0.527	0.201	P> 0.05 NS
Emotional intelligence Vs Locale of the school	500	0.009	0.848	P> 0.05 NS
Emotional intelligence Vs Percentage of marks	500	0.149	0.001	*P< 0.05

It can be inferred from the table 4. That there is no significant relationship between emotional intelligence and board of study and locale of the school of adolescent students. There is a significant relationship between emotional intelligence and percentage of marks of adolescent students.

Multiple regression analysis was used to find out the significant influence of board of study, locale of school and percentage of marks on their emotional intelligence of adolescent students.

Table 5. Model Summary of board of study, percentage of marks and the locale of school

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.156[a]	0.024	0.018	17.902
a. Predictors: (Constant), Locality of the School, Board of Study, Percentage of marks				

Table 6. ANOVA[b] of board of study, percentage of marks and the locale of school

Model		Sum of Squares	df	Mean Square	F	p value	Significance
1	Regression	3953.060	3	1317.687	4.111	0.007a	*P< 0.05
	Residual	158963.058	496	320.490			
	Total	162916.118	499				
a. Predictors: (Constant), Locality of the School, Board of Study, Percentage of marks.							
b. Dependent Variable: Emotional Intelligence							

Table 7. Co- efficients[a] of board of study, percentage of marks and the locale of school

Model		Unstandardized Coefficients		Standardized Coefficients	t	P value	Significance
		B	Std. Error	Beta			
1	Constant	133.651	3.945		33.880	0.000	
	Percentage of marks	2.773	0.850	0.145	3.263	0.001	*P< 0.05

Board of Study	1.756	1.754	0.045	1.001	0.317	P > 0.05 NS
Locale of the School	- 0.032	1.602	0.000	- 0.020	0.984	P > 0.05 NS
a. Dependent Variable: Emotional Intelligence						

The ANVOA table shows that the independent variables statistically and significantly predict the dependent variable, $F(3, 496) = 4.111$, $p < 0.05$ (i.e., the regression model is a good fit of the data).

It can be seen from the table 5. The value of R (0.156) indicates the level of prediction, R^2 (0.024) the coefficient of determination and the adjusted R square indicates that as many as 0.18 % of variances could be predicated from the variables of board of study, locale of the school and percentage of marks. From the table 7. It is inferred that the percentage of marks only significantly predicted the emotional intelligence. This model does not effectively predict the emotional intelligence of the adolescent students. There may be certain factors other than these variables which may predict the emotional intelligence of the adolescent students.

Discussion
The statistical data represented reveals that there is no effect of board of study and locale of school on the emotional intelligence of the adolescents. But the percentage of marks does affect the emotional intelligence of the students. This goes in line with the finding done by Chamundeswari (2013) where CBSE students exhibited higher emotional intelligence than their counterparts. A significant correlation was identified between emotional intelligence and percentage of marks of adolescent students. It is in congruence with the findings of Razia & Ahmad (2017) who reported that emotional intelligence was identified as an indicator of academic performance in adolescents.

V. CONCLUSION
It has been agreed upon by researchers that emotional intelligence is a skill that can be learned and improved (Trivedi, 2014). The study reveals that the adolescent students of CBSE and the State Board do not differ significantly in their emotional intelligence. It also reveals that the emotional intelligence of the adolescent students does not significantly differ based on the locale of school. There is a significant difference in the emotional intelligence of adolescent students based on the percentage of marks. There is no significant relationship between emotional intelligence and board of study and locale of the school of adolescent students. There is a significant relationship between emotional intelligence and percentage of marks of adolescent students. Academic performance is an indicator of emotional intelligence is ascertained through this finding. The percentage of marks only significantly influences the emotional intelligence. There may be certain factors other than these variables which may predict the emotional intelligence of the adolescent students.

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