

DEVELOPMENT AND STANDARDIZATION OF EMOTIONAL INTELLIGENCE OF HIGHER SECONDARY SCHOOL STUDENTS

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Abstract

Emotional Intelligence enables one to learn to acknowledge and understand feelings in ourselves effectively, which means to bring out the feelings and emotions of higher Secondary students. It has the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence. In this paper, researchers constructed an Emotional Intelligence Scale (EIS) and established content validity and reliability. The reliability co-efficient found to be 0.74. The range of scores for level of Emotional intelligence is drawn.

Keywords: Emotional intelligence, Higher Secondary Students.

INTRODUCTION

Emotional Intelligence contributes to an individual's personality profile in ways that have not been clearly understood. It is a technique for achieving the state described by the Socratic dictum "Know thy self". According to Goleman 1995 says there is an old-fashioned word for the body of skills that Emotional Intelligence represents character who will take the responsibility of creating a nation whose foundation is character as a readout mechanism carrying information about motivational systems. Emotional Intelligence motivates students to pursue their unique potential and purpose, and activates innermost potential values and aspirations, transforming them from things they think about to what they do, Emotions have long been considered to be of such depth and power that in Latin, for Example they were described as 'motus anima', meaning literally the spirit that moves us. Emotions have two dimensions the psychological dimension considers emotions as a complex state of human mind and involving bodily changes of white spread nature such as breathing, founding heart, flushed face, Sweating palms, pulse rate, glandular secretions, the physiological dimension considers emotions as a state of Excitement or perturbation marked by strong feelings. The feelings are what one experiences as the result of having emotions. Emotional intelligence in the ability to recognise your emotions, understand what they are telling you, and realise how your emotions affect people around you, emotional Intelligence also involves your perception of others. when you understand how they feel, will allow you to manage relationships more effectively. Emotional Intelligence is perceiving ours and others emotions understanding them and use in one thought action. Emotional intelligence is Scientifically proved.

NEED AND IMPORTANCE OF THE STUDY

The reasoning about one's Emotional intelligence as far as his emotional intelligence quotient has increasingly extensive instructive and social ramifications for the welfare of the individual and the general public. This reality has now been perceived and given practical shape and suggestions all-round the globe. The credit of giving due publicity and familiarizing the complete masses with the significance and hugeness of Emotional intelligence goes to the famous American investigator Dr. Daniel Goleman through his successes like Emotional Intelligence why it can matter more than I.Q. likewise, working with Emotional Intelligence, etc. He has passed on to the forefront the going with centers concerning the significance of emotional intelligence and its measure through his works.

DEFINITIONS OF THE EMOTIONAL INTELLIGENCE

Goleman 1995 defined Emotional Intelligence as “The Capacity for recognizing our own feeling and those of others for motivating ourselves and for managing emotions well in ourselves & our relationship”. He believes that Emotional Intelligence appears to be an important set of psychological abilities that relate to life’s success, Emotional Intelligence became a popular phrase in recent times, It is a form of social Intelligence to discriminate among them and utilize this information to guide one’s thinking and action. Emotional Intelligence has often been conceptualized as involving much ability at perceptions assimilating, understanding and managing Emotions. These alternative conceptions include not only Emotion and Intelligence, but also motivation, non-ability, disposition and traits and global personal and social functioning.

Mayor and salovey 1997 defined Emotional intelligence is “The ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth”.

According to Hein emotional intelligence is an innate ability that give us our emotional sensitivity and our potential for learning healthy emotional management skills. Emotional intelligence is the innate potential to feel, use, communicate recognized, remember, learn from, manage and understand emotions.

Lea Brovedani defined that Emotional intelligence is being able to recognize, name and appropriately deal with the emotions that we feel and experience. We may all feel anger, emotional intelligence is knowing what to do with the emotion of anger to achieve the best possible outcome. Whereas **Bar-On** viewed emotional intelligence as "An array of non-cognitive capabilities, competencies and skills that one's ability to succeed in coping with environmental demands.

OBJECTIVES OF THE STUDY:

1. To study the level of Emotional intelligence of Higher Secondary School Students.
2. To find out if there is any significant difference in the Emotional intelligence of the Higher secondary school students with respect to their,
 - a. Gender : (Male / Female)
 - b. **Locality: (Rural and Urban)**
 - c. **Medium of Instruction (Telugu/ English)**
 - d. **Type of Management of school : Boys/ Girls/Co-Education**
 - e. **Stream of course : M.P.C/B.P.C/ C.E.C/ M.E.C /Other**
 - f. **Residence : (Day scholar/Hosteler)**
 - g. **Religion :(Hindu/Muslim/Christian/Other)**
 - h. **Type of family : (Nuclear/Joint/Extended/Others)**
 - i. **Parental Occupation : Coolie/Private employee/Govt Employee)**

HYPOTHESIS OF THE STUDY:

The following hypothesis were formulated for the study.

1. The Higher Secondary School Students of high level of Emotional Intelligence.
- j. There is no significant difference on Emotional Intelligence among the higher secondary students with respect to their Gender : (Male / Female)
- k. **Locality: (Rural and Urban)**
- l. **Medium of Instruction (Telugu/ English)**
- m. **Type of Management of school : Boys/ Girls/Co-Education**
- n. **Stream of course : M.P.C/B.P.C/ C.E.C/ M.E.C /Other**
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METHODOLOGY:

In the present study, an appropriate method is selected by keeping in view the purpose of the study nature of the problem and kind data necessary for its study. The purpose of the present study is to analyze the emotional intelligence of the Higher secondary students in Telangana state. For this purpose, the investigator has employed survey method and investigation of the problem. It is utilized survey method due to its descriptive as well as differential statistics. Mean standard deviation t-test was used on the adjustment scores of Higher Secondary level students under study. The data was used computed using SPSS version20. This section is comprised of sample, research, tool and performance of the data collection.

SAMPLE:

The present study was carried out on the Higher secondary students of Warangal urban district, Telangana state. The sample of 120 Higher secondary students were Randomly selected from Govt., aided and private schools located in urban areas of Warangal district. The ages of students ranged from 16-18 years.

STATISTICAL TECHNIQUES USED:

The data was analyzed using descriptive as well as inferential statistics. Means and Standard deviations were used on adjustment scores of the Higher secondary students under the study. Data was computed using SPSS version20 where t-test were employed to study differences between the samples.

The tool Emotional Intelligence Scale (EIS) constructed by the researcher consists of 120 items. It has been standardized by the researcher through the pilot study. The co-efficient of reliability was 0.735. The validity of the tool was established by the researcher and evaluated by the expert's opinion.

DEVELOPMENT OF THE SCALE

There is no suitable tool of Emotional intelligence, the investigators have decided to construct and standardize a scale to measure the students Emotional Intelligence. As the first step investigators collected varieties of Information from various sources like website, journals, Books, experts in colleges and in Universities. It is of Cronbach's Alpha scale having as many as 50 statements. The statements were categorized and each statement is set against a 5 point scale of by 5 different responses of strongly Agree (SA), Agree (A), Undecided (UD), Disagree (DA,) Strongly disagree (SD) having arbitrary weight of 5,4,3,2, and 1; and 1,2,3,4,5 positive and negative responses. The scores in this range from 30 - 150.

PILOT STUDY OF THE SCALE

This scale of 50 statements intended for the pilot study was administered to the sample of as many as 120 higher secondary school students. Then their responses have been scored carefully and arranged in the order from the highest score to the lowest score. Then they were subjected to item analysis.

ITEM ANALYSIS

The next step to the standardization of Emotional Intelligence scale after pilot study is to find out 't' value of each statement, which forms the basis for item selection in order to build up the final scale. The responses of 120 students were found and they were ranked from the highest to the lowest score. Then 25% (N1 = 30 students) of the subjects (High) with the highest total scores and 25% (N2 = 30 students) of the subjects (low) with the lowest total scores were sorted out for the purpose of item selection. The High and low groups, thus selected, formed the criterion groups and each group was made up of 120 higher secondary students.. It may be recalled that each statement is followed by 5 different responses of strongly Agree (SA), Agree (A), Undecided (UD), Disagree

(DA), Strongly Disagree (SD) in the Emotional Intelligence scale. As already indicated weights are given for the response category in respect of each statement.

Then each statement was taken individually and the number of students who responded strongly Agree (SA), Agree (A), undecided (UD), Disagree (DA), Strongly disagree (SD) was found out in both the high and low groups separately. Thus for all the 50 statements, the number of Higher Secondary school students coming under each category was found out separately for both the high and the low group. The value of 't' is a measure of the extent to which a given statement differentiates between the high and low group to a statement differs significantly. Provided there are 30 or more subjects in the high group and also in the low group (Edward.L.Allen. 1957). In the present study, there are 120 Students each of the high and low groups, the total number of Students involved in the pilot study being 120. As many as 30 statements having the highest 't' value have been chosen in order to form the final scale (Table-1).

TABLE-1: RANK ORDER OF ITEMS IN THE EMOTIONAL INTELLIGENCE SCALEBASED ON 't' VALUES

S.NO	't' VALUE	SELECTED / NOT SELECTED
1.	-1.733	NOT SELECTED
2.	1.996	SELECTED
3.	0.488	NOT SELECTED
4	1.329	NOT SELECTED
5	1.996	SELECTED
6	0.470	NOT SELECTED
7	1.996	SELECTED
8	1.022	NOT SELECTED
9	4.138	SELECTED
10	4.923	SELECTED
11	6.879	SELECTED
12	4.247	SELECTED
13	0.907	NOT SELECTED
14	4.944	SELECTED
15	2.069	SELECTED
16	0.724	NOT SELECTED
17	2.850	SELECTED
18	3.987	SELECTED
19	2.699	SELECTED
20	-0.503	NOT SELECTED
21	4.361	SELECTED
22	1.462	NOT SELECTED
23	0.628	NOT SELECTED
24	3.306	SELECTED
25	-1.322	NOT SELECTED
26	0.255	NOT SELECTED
27	2.184	SELECTED
28	2.362	SELECTED
29	3.396	SELECTED
30	1.996	SELECTED
31	4.299	SELECTED
32	3.974	SELECTED
33	0.167	NOT SELECTED
34	2.699	SELECTED
35	3.249	SELECTED
36	-1.128	NOT SELECTED
37	1.013	NOT SELECTED
38	2.379	SELECTED
39	2.311	SELECTED
40	2.936	SELECTED
41	-0.348	NOT SELECTED

42	-0.865	NOT SELECTED
43	3.409	SELECTED
44	1.533	NOT SELECTED
45	2.622	SELECTED
46	3.409	SELECTED
47	3.409	SELECTED
48	-0.628	NOT SELECTED
49	0.773	NOT SELECTED
50	2.109	SELECTED

FINAL TOOL

From the table-1, it shows there are 30 statements having the significant value have been chosen in order to form the final scale. The score ranges from 30 to 150. The maximum score that one can get in this is 150. The level of the scale was given below (Table-2).

TABLE-2: The level of the scale

Level	Range of scores
Low level of emotional intelligence	Up to 101
Average level of emotional intelligence	101 to 115
High level of emotional intelligence	Above 115

VALIDITY

The Content validity was established by the researchers with the help of expert's review. In psychometrics, content validity refers to the extent to which a measure represents all facets of a given construct. The experts evaluated the tool and suggested the researchers to refine the items.

RELIABILITY

The reliability of this scale found using the Cronbach's Alpha method was found to be 0.735, indicates the tools is acceptable and hence the scale is reliable. Cranach's Alpha is a measure of internal consistency, that is, how closely related a set of items are as a group. It is considered to be a measure of scale reliability.

CONCLUSION:

Thus, the investigators constructed and validated the Emotional Intelligence Scale and contributed to the field of education.

EDUCATIONAL IMPLICATIONS:

The Emotional Intelligence scale should be useful to the present Higher Secondary school students based on their emotions and helpful to them.

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