

A Study of Emotional Intelligence And Social Behaviour 12th Class Students

Dr. Neeti Naveen*, Manju Agarwal**

*Head, Deptt of Education, S.G.P.G. College, Sarurpurkhurd, Meerut, U.P.

**Research Scholar, Deptt. of Education, Mewar University, Chittorgarh, Rajasthan.

Abstract

There has been an increasing awareness of improving quality of education in recent years, and efforts have been focused on motivating young college students towards more serious study attitudes. Strong mind and emotionally balanced personality may perform better than the frustrated one. The more serious and caring the attitude towards studies the better will be acceptable social behavior of the young boys and girls at the colleges. Emotional intelligence stays an important role in making the youngsters better able to know themselves and their emotions as well as the feelings of others. Emotional skills are important for social and emotional adaptation that leads to success in all areas of life. The present study examines the relationship between emotional intelligence and social behavior of 12th class students. It further explores the level of emotional intelligence and types of social behavior of academically high achievers and low achievers. The findings suggest that emphasis should be placed on the understanding of 1st Year students' EI. Training in managing and regulating emotions should be taken into account during college education to reduce the deviant behavior of the youth.

Keywords

Emotional Intelligence. Social behavior, Emotional Competence Inventory.

Reference to this paper
should be made as follows:

**Dr. Neeti Naveen*,
Manju Agarwal****,

*A Study of Emotional
Intelligence And
Social Behaviour 12th
Class Students,*

RJPSSs 2018, Vol. 44,
No.1, pp.111-119,
Article No. 16,

Online available at :
[http://anubooks.com/
?page_id=2012](http://anubooks.com/?page_id=2012)

Introduction

Students after completing their matriculation (schooling), when enter colleges for further study in India. i.e. intermediate (12th class), go through new experiences of life. The transition phase becomes a source of different challenges that the students have to face. One form of the challenges is based on social interaction. The students exhibit certain types of social behavior as a result of pressures of social environment of 12th class in colleges. The students use their abilities to overcome the difficulties they face during the transition phase.

Learning and social environment of colleges exert pressure on students and sometimes it becomes difficult for them to progress while moving ahead towards their goal During this time students develop abilities in order to cope with the learning as well as social environment. Schools and college are platforms where the adolescents achieve both academically and socially (Marten&Coat worth, 1998). College life is considered as a stage parker. Summerfield. Hogan &Majeski (2004, p 170)

At college the first- year students deal with a variety of new personal and interpersonal challenges. Here they are required to make new relationships and also modify existing relationships with parents and friends (e.g. learn to be more independent). They also need to learn study habits for a relatively new academic environment (one that typically involves more independence than was experienced in high school. It appears that college is a place where one assesses and reassesses his/her wants, goals, or desires in life.

Gardner (1993) sees another factor contributing in peoples' life that a child's emotional life has an impact on important outcomes of his life. While Marquez, Martin, &Brackete (2006, P118) argue that "school teachers and parents always have been concerned about children's academic success and social adaptation both in and out of the classroom". Researches pointed out that social and emotional skills result in higher achievements in life. It means that both emotional and social abilities have an important place in a student's life from teachers and parents point of view. Researchers argued about the importance of social and emotional abilities for personal success in life, Katyal&Awasthi (2005) argue about emotional intelligence and say that emotional intelligence is popular because persons use E1 in making clear understanding their own feelings. The E1 is also useful in predicting performance of an individual in different settings such as at work, home, school etc.

Individuals can learn that role of emotions in everyday life by using E1, Schilling (1996) claims that emotional intelligence helps the individual in responding

at the optimal level and helps in establishing the prediction of an individual in relation to the environmental events. It is also useful in guiding towards some situations as compared to the others. He further adds that emotional intelligence helps the individuals in overcoming difficult barriers in pursuit of their goals in all areas of life, such as health, learning behavior and relationship.

Review of Literature

In India, students leave high schools without any preparation to meet the realities in both curriculum and personal areas of their lives. When the students enter colleges they are generally in a state of change and uncertainty. The new environment puts demands for some skills to be able to move ahead successfully. These skills may include social skills, adaptation skills or certain others. The students who are competent in social skills and are well aware of their emotions are likely to do better both socially and academically.

Adolescents in grades seven through nine in the middle and high school or college are particularly vulnerable socially, emotionally and academically. The reason may be that, as Pollock (2001) writes the rapid physical transformation may produce insecurity, self-criticism and self-consciousness so their relationships with others become more important but also heavily loaded with social, emotional and academic pressures and with new challenges.

Adolescences is a unique developmental period. Hall-Lande (2007) highlighted the characteristics of adolescence that during this developmental stage they have great desire for independence which may become joined with an increased need for social support from peers.

Young Adolescents begin to think more seriously about the issue that affect them and their world. They may become discouraged, turn off. Lose interest or even drop out from school/college if they do not have much success. The first year of college is an important period in which subsequent persistence at the institution is shaped and a great proportion of students leave the institution.

Brockman & Russell (2007) claim, that academically successful adolescents have lower levels of depression and anxiety. Such youth is also less likely to abuse alcohol and to exhibit socially deviant behavior.

Gullotta's study (1990 as cited in Scott, n.d.) reflected that only the adolescents competent in social interaction have a sense of belonging. Other persons in the society like such adolescents and give them value and opportunity to contribute to the society. It was found that family variables strongly influence the social competence of the adolescent. Weisberg, Barton, Shriver's study (1997 as cited in Stephen, 2007)

revealed that the social competence promotion programs are needed to start as these programs have been showing enhancement in problem solving skills of the adolescents. Their skills of keeping social relations with peers, easy adjustment in school and colleges, and reductions in their high risk behaviors. They viewed that the social competence promotion in the school setting is proven to be a “highly promising and appropriate educational strategy for preventing high risk behavior”(p.287).

Many researchers, keeping in view the importance of emotional intelligence, agree that emotional intelligence development programs for adolescent should be started. As a result, for example, programs for emphasizing the development of adolescents’ E1 are being designed and started at the Brain Science Institute at Swinburne University of Technology Melbourne Australia. The specific areas of adolescent’s emotional intelligence that will be enhanced through these programs include relationships with peers, teachers and family, promotion of school engagement, enhancement of academic achievement, development of pro-social behavior, insurance of psychological health, and life-satisfaction (Crawford, 2008). Designers of the programs think that adolescents with more developed emotional competences are able to get enhancement through these programs.

Researches find many benefits of E1 for teachers, researchers, parents and the general public. One benefit of E1 is that it allow to think more creatively and enables to use emotions in solving day to day problems. Katyal, &Awasthi (2005, p. 153) express their views in favor of the key role of E1 in determining life success specially in career building of people and say that” it becomes more and more important as people progress u the career ladder of their life. Emotions are our feelings; hence, emotional intelligence is our life”.

Research Methodology

The study is descriptive in nature, as it describes the levels of emotional intelligence of 12th class students. The data on Social Behavior Inventory reflects the scores of the students on their social behavior as they perceive to exhibit with family, peers, within group, and within college. The study also describes the relationships among variables. For this purpose the following procedure was adopted.

There were 75 districts in the province of the Uttar Pradesh of India. Since the study was delimited to the 12th class students of provincial Government Intermediate/ Graduate/Postgraduate College studying in two districts (5% fo the tootal 36 districts) of the province Uttar Pradesh, the two districts: Meerut and Muzaffarnagar were selected for the research by convenience sampling. These adjacent districts are situated in Northern Uttar Pradesh and represent the culture

and living style of the people of the Uttar Pradesh.

The population of the study comprised of all 12th class students studying in all intermediate/Graduate/Postgraduate Colleges of the provincial Government at the two districts: Meerut and Muzaffarnagar of the province Uttar Pradesh, India There were 20% colleges in both district (source: District Education Office, Meerut and District Education Office Muzaffarnagar). The population of colleges for male and female students in urban and rural localities of Meerut and Muzaffarnagar is given in Table.

Area	Male	Gender	Female	Rural	Locality	Urban
Meerut	09		23	20		12
Muzaffarnagar	06		06	02		10
Total	15		29	22		22
G.Total		44			44	

Source: Information taken Year 2015 from District Education Office. Meerut and District Education Office Muzaffarnagar.

The table shows that there were 22 colleges located in urban areas and 22 we located in rural areas of both districts. Among them 15 colleges were for male and 29 we for female students.

The target population of the student's compressed 13646 students. The gender wise and locality wise number of the students in both districts is given in Table.

The target population comprised 13646 students among them 7911 were studying in urban.

Area	Male	Gender	female	Urban	Locality	Rural
Meerut	1272		6476	5947		1801
Muzaffarnagar	1856		2042	1964		1934
Total	5128		8518	7911		5735

Colleges' and 5735 were studying in colleges of rural locality. 5128 students were male and 8518 female.

Sample of the Research

The number of colleges included in the sample (25) was selected by taking 12.5 percent of the population of colleges (the target population). The Stratified Sampling Technique was used to draw 12.5 percent college from each subgroup (strata); i.e. male, female, urban, and rural in order to compare the performance of

different sub group (Gay. 1996. P 117) The Stratum of colleges included in the sample is given in Table.

Area	Gender		Locality	
	Male	Female	Urban	Rural
Meerut	05	12	10	07
Muzaffarnagar	04	04	02	06
Total	09	16	12	13
G.Total	25		25	

The table 3.3 shows that the sample of colleges comprised of 25 colleges, of which 12 colleges were at urban locality, and 13 colleges at rural locality, and 09 colleges were for boys and 16 colleges were for female in both districts.

Baron Emotional Quotient Inventory (EQ-I)

An inventory was used to measure the levels of Emotional intelligence of 12th class students. The most suitable emotional intelligence inventory was Bar On Emotional Quotient Inventory (EQ-i) developed and standardized by Revenue Baron in 1997. The EQ-i is a self- rating scale in which responses are taken on 5 point Likert Scale format: 1=very seldom or not true

At me 2 seldom true of me 3 sometimes true of me, 4 often true of me and 5 very true of me or true of me, various studies have been carried out on EQ-i over the years to assess the validity and reliability of its main construct. Researchers evaluated the internal consistency coefficients for all EQ-I subscales and report the average Cronbach's alpha coefficient ranging from 69 to 86. One Study reports its internal reliability of alpha different of 0.96 and its test retest reliability as 85 and 75 after one and four months respectively (Lewis, Rees, Hudson, &Blakeley, 2005 p 344) Numerous validation studies have been conducted since two decades. These studies report content. Face, factorial, construct, convergent, divergent, criterion-group, discriminant and predictive validity. The result show that EQ-I is a highly reliable and valid instrument.

The items in EQ-i are distributed into five composite scales and fifteen subscales. The detail of composite scales of EQ-i is given in the following table.

Table 3.11 Scales and sub scales of EQ-i

S/n	Scales of EQI (Items)	Sub Scales
1.	Intrapersonal (40)	1. I Emotional Self Awareness, 1.2 Assertiveness, 1.3 Self Regard, 1.4 Self Actualization, and 1.5 Independence.
2.	Interpersonal (28)	2. I Empathy, 2.2 Interpersonal Relationship And 2.3 Social Responsibility
3.	Adaptability(26)	4.1 Problem Solving 4.2 Reality-Testing, and 4.3 Flexibility
4.	Stress Management (18)	3.1 Stress Tolerance, and 3.2 Impulse Control
5.	General Mood (17)	5.1 Happiness and 5.2 Optimism

Source: Lewis, N.J. Rees, C.E. Hudson, N., & Blakeley, A. (2005). Emotional Intelligence in Medical Education: Measuring the Immeasurable. *Advances in Health Sciences Education* (2005) 10, 339-355,(p.344).

Above table shows the main five scales comprising fifteen subscales of Emotional Intelligence Quotient Inventory. The five Scales contained 40, 28, 26, 18 and 17 items respectively.

Definitions of the Variables

The total EQ-I score relating to this scale assess the inner self. The intrapersonal total score are distributed over five subcomponents; emotional self-awareness, assertiveness, self-regard, self-actualization and independence as defined below:

Emotional Self Awareness (ES): it is the ability to be aware of and understand one's feelings.

Assertiveness (AS): it is the ability to express feelings, beliefs, thoughts and defend one's rights in a non-destructive manner.

Self-Regard (SR): the ability to be aware of and understand. Accept and respect oneself.

Self-Actualization (SA): the ability to realize one's potential capacities and to do what one can do what one wants to do and what one enjoys doing.

Independence (IN): The ability to be self-directed and self- controlled in one's thinking and actions and to be free of emotional dependency.

Quantitative Analysis

As SBI was unidirectional inventory, therefore factor analysis proposed that there was only one factor, all statement were loaded in one factor. Validation and

reliability of SBI was carried out.

Item No.	Component	Items	Count	Reliability	Count
1	Family Component	4,5,7,9,10,11	06	95 to 100%	06
2	College behavior	13, 14,22,23	04	93 to 100	08
3	Component (Behavior Authority) with Behavior with peers	35	01	97%	14
4	Behavior Group (40-69)	51,52,57	23	95 to 97%	27
5	Behavior teacher (70-84)	71,78,82,8	04	95 to 100%	11
6	Behavior curriculum (85-105)	94,103	02	92 to 93%	19
	SBI (overall)	105	20	92 to 100%	85

Findings

The study identified the relationship between emotional intelligence and social behavior of 12th class students most specifically, the study explored the relationship between the types of excel behavior and levels of emotional intelligence of 12th class students. The social behavior types and emotional intelligence levels of high and low academic achievers were investigated in order to identify the relationship between emotional intelligence, social the effect of demographic variables i.e. gender and locality on emotional intelligence and seal heavier of 12 class students.

Recommendations

The relationship of emotional intelligence and social behavior points to the eceloponentand enhancement of emotional and social skills (competencies) in students so that they develop the ability for teamwork and motivation. Also the ability to set and pursue goals and ability to resolve differences peacefully.

As results of the present research revealed. Emotional intelligence is strongly correlated to the social behavior and types of social behavior. It suggests the need to incorporate emotional intelligence training into the colleges at intermediate and at higher secondary level to increase the emotional and social capacities intrapersonal, interpersonal, educability, stress management and general mood skills and reduce the unacceptable behavior at colleges.

At the transition point of entry into the 12th class at colleges, the students are more prone towards difficulties and social and academic pressures. This is why, the

intervention programs such as counseling for the enhancement of emotional and social capacities intrapersonal, interpersonal, adaptability, stress management and general mood skills may be most effective.

Conclusion

A number of researchers have found correlations between special skills and academic achievements but the results of the present research demonstrated that academic achievement is not related to the students' abilities to deal with daily environmental challenges and help to predict one's success in life so as students differ in cognitive abilities. Therefore the role of emotional intelligence in academic environment deserves further exploration. Some longitudinal studies on same variables may be carried out to ensure the impact found in this research because there is a need for further in depth research to establish the impact of five dimensions of emotional intelligence i.e. intrapersonal, interpersonal, adaptability, stress management and general mood skills separately on social behavior and academic achievements of college students in different curricula.

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