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**EMOTIONAL QUOTIENT IS THE KEY INDICATOR FOR SCHOOL STUDENTS –  
MOTHER’S EDUCATION PLAY A VITAL ROLE -A DESCRIPTIVE STUDY**

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**ABSTRACT**

Emotional quotient has been a source of concern and research towards the end of the 20<sup>th</sup> century. It refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in us and in our relationships. The objectives of the study were to assess the level on emotional quotient among higher secondary school students and to associate the level on emotional quotient of higher secondary school students with their demographic variables. The study was descriptive research design in nature which was carried in 100 students who were selected by non probability convenient sampling technique. The tool used for the study comprises of 2 sections, section A- Demographic Data (which includes age, gender, year of study, monthly income, education of father, education of the mother, type of family, religion, age at married, income, type of family) and section B- a structured questionnaire developed by the investigator which includes 15 questions to assess the level of emotional quotient. Reliability of the tool was  $r = 0.07$ . The pilot study was conducted on 10 higher secondary school students who met the inclusion criteria were selected by non probability convenient sampling technique. The findings revealed the feasibility, reliability and practicability of the tool for the main study. The major findings of the study reveal that among 100 students, none of them have inadequate emotional quotient. 86 (86%) have moderate level of

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emotional quotient, 14 (14%) students have adequate emotional quotient. There is a significant association on the level of emotional quotient among HSS students with their demographic variables such as Education of mothers. There is no significant association with respect to other demographic variables. The Study concluded that a person's emotional make-up largely determines his or her professional success. They believe that emotional quotient is the most important determinant of the extent of professional and personal success in life

**Key words: Emotional quotient, professional Personal success**

## INTRODUCTION

**Emotional intelligence (EI), emotional leadership (EL), emotional quotient (EQ) and emotional intelligence quotient (EIQ),** is the capability of individuals to recognize their own emotions and those of others, discern between different feelings and label them appropriately, use emotional information to guide thinking and behavior, and manage and/or adjust emotions to adapt to environments or achieve one's goal(s). Emotional quotient refers to an ability to recognize the meanings of emotion and their relationships and to reason and problem-solve on the basis of them. Emotional intelligence is involved in the capacity it perceives emotions, assimilate emotional-related feelings, understand the information of those emotions, and manage them. Researchers investigated dimensions of emotional quotient by measuring related concepts, such as social skills, interpersonal competence, psychological maturity and emotional awareness, long before the term

'emotional intelligence' came into use. Teachers in schools have been teaching the rudiments of emotional intelligence since 1978, in the development of the self science Curriculum and the teaching of classes such as "social development", "social and emotional learning" and "personal intelligence," all aimed at raising the level of social and emotional competence". (Goleman, 1995). Social scientists are just beginning to uncover the relationship of emotional intelligence to other phenomenon, e.g., leadership, group performance evaluations (Goleman, 1995) [1].

"All learning has an emotional base." (Plato, 2000 BC) [2] Emotion is derived from the word "emover" which means to move or excite. More recently, the term relates to any subjective experience. Emotions can relate to expression of love, hate, attraction, aggression and disappointment (Girdhalwal, 2007) [3]. "Emotions are internal events that coordinate many psychological subsystems

including physiological responses, cognitions and conscious awareness. Emotions arise in response to a person's changing relationships. According to David Wechsler, intelligence can be defined as the aggregate of an individual to act with purpose and to deal effectively with the environment. Wechsler also postulated in 1943 that non-intellective abilities were important predictors for success in one's life (Cherniss, 2000) [4].

We all have different personalities different needs, and different ways of sowing our emotions, navigating through this all takes and cleverness-especially if we hope to succeed in life. This is where emotional intelligence becomes important [5].

Emotion, an important factor for cognitive functioning has been ignored by the cognitive psychologists in the early stages; it was believed that its inclusion would unnecessarily complicate the cognitive scientific enterprise (Gardner, 1985) [6].

Later, it was recognized that 'emotion' and 'cognition' are integral and inseparable parts of each other and, though it is useful to use different names for different aspects of mentation, the parts are no more separable than are water on which they occur." (Power and Dagleish, 1997) [7].

(Montes & Augusto, 2007) Studies conducted to examine the role of perceived emotional intelligence measured by the Trait Meta-Mood Scale, in the use of stress-coping strategies, in the quantity and quality of social support and in the mental health of school students have shown that emotional intelligence minimizes the negative stress consequences [8].

Schutte & Malouff, 2002 recent studies suggest that students are under an increasing level of stress and their ability to manage that stress, adapt to a rapidly changing and dynamic environment while managing to keep impulse control in check are all factors that may hamper students successful transition from academic to a professional [9].

Lisa M. Kobe et al., (2000) conducted study that leadership has both social and emotional components. Social intelligence appears to tap the social component found in leadership. Recently, emotional intelligence has surfaced as a stable individual difference variable and appears to the emotional component of leadership. Mayer and salovey (1993) suggest that the emotional intelligence and social intelligence constructs overlap. This study examined the power of both emotional and social intelligence and a measure of leadership experiences. Regression analyses

showed that both social intelligence and emotional intelligence accounted for variance in leadership experience.

Although emotional intelligence was found to account for variance in leadership, it did not add unique variance beyond social intelligence. Social intelligence appears to play a principal role in leadership [10].

### **OBJECTIVES OF THE STUDY**

- To assess the emotional quotient among higher secondary school students.
- To associate the level of emotional quotient of higher secondary school students with their demographic variables.

### **RESEARCH HYPOTHESES**

There is no significant association on level of emotional quotient of higher secondary school student with their demographic variables.

### **RESEARCH METHODOLOGY**

#### **RESEARCH APPROACH**

Quantitative research approach was adopted to assess the level of emotional quotient among Government Higher Secondary school students at Maraimalainagar.

#### **RESEARCH DESIGN**

The research design adopted for the study is Non Experimental Descriptive Research Design.

### **SETTING OF THE STUDY**

The study was carried out at higher secondary school at Maraimalainagar Kancheepuram District in Tamil nadu.

### **VARIABLES**

1. Study variables includes: Emotional quotient among higher secondary school Students.
2. Demographic variables: age, gender, year of study, monthly income, education of mother, education of father, type of family and religion.
3. Extraneous variables: class room discussion

### **POPULATION**

#### **Target population**

In this study target population consist of all higher secondary school students.

#### **Accessible population**

In this study accessible population consist of higher secondary student 11<sup>th</sup> and 12<sup>th</sup> at Government Higher Secondary School, Maraimalainagar, at Kancheepuram, Tamil nadu.

#### **SAMPLE**

The student of 11<sup>th</sup> and 12<sup>th</sup> at Government Higher Secondary School, Maraimalainagar, at Kancheepuram, Tamil nadu. And who fulfilled the inclusion criteria were the sample of the study.

**SAMPLE SIZE**

Sample consists of 100 higher secondary school students (male and female) of selected government school at Kancheepuramdt, Tamilnadu.

**THE CRITERIA USED FOR SELECTION****Inclusion criteria**

- Student who are in the 11<sup>th</sup> and 12<sup>th</sup>.
- Student who speak Tamil and English.
- Student who are willing to participate in study.
- Student who are present in the selected school of government school at the time of data collection.

**Exclusion criteria**

- Students who are having physical or psychological problem.
- student who are in the treatment of mental illness

**SAMPLING TECHNIQUE**

Non-probability convenient sampling technique is adopted for the selection of sample for present study.

**DESCRIPTION OF THE TOOL**

A structured questionnaire was used to collect data which include the following aspect:

Section A: This section dealt with Demographic variables, such as Age, Gender, Year of study, Monthly income,

Education of mother, Education of father and Type of family and Religion.

Section B: Rating scale consists of 15 questions to assess the Emotional Quotient.

**SCORING AND INTERPRETATION**

Each question is to be answered as strongly disagree, disagree, neither agree nor disagree, agree, strongly agree. For every strongly disagree response score 01, disagree 02, neither agree nor disagree score 03, agree score 04, strongly agree score 05 was given, to interpret result of selected questionnaires to student.

**Total scoring interpretation****Scoring**

A. Inadequate - 0-30

B. Moderately adequate - 31-60

C. Adequate - 61-80

✓ Positive items are 1 to 13

✓ Negative items are 14, 15, 16

(For negative items reverse scoring is done)

**ETHICAL CONSIDERATIONS**

The proposed study was conducted after the approval of the Dissertation committee and Dean of SRM College of nursing, SRM University, Kattankulathur, Kancheepuram district. To execute the study the researcher obtained official written permission obtained from the head master and Class teacher of Government Higher Secondary School at

Maraimalainagar, kancheepuram district in Tamilnadu. Informed consent was obtained from the study participants, after explaining the nature and duration of the study. The investigator has explained benefits of the study. Assurance was given to the individuals that each individual report will be maintained confidentially and they can withdraw from the study at any point of time.

#### **RELIABILITY OF THE TOOL**

Reliability of the tool was established by test retest methods. The r value was  $r = 0.07$ .

#### **DATA COLLECTION PROCEDURE**

The formal permission was obtained from Head of Government school and class coordinator. The investigator explained the objectives and method of data collection to the students and it was carried out within the given period of 1 week at Government school. Verbal consent was obtained from the samples Government school to carry out the main study from 12/02/2016 to 17/02/2016.

The samples were chosen through non probability convenient sampling technique. A total number of 100 students who met the inclusion criteria were selected. The investigator explained the purpose of

conducting the study and reassured the students that collection data will be kept confidential.

On selection of the subjects, a self introduction was given. Consent was obtained and confidentiality of the responses was assured. The investigator assessed the level of emotional intelligence by distributing the tools to the samples and general instruction was given. In case of any doubts the investigators clarified the doubts. On average it took 15 minutes for an individual to hand over the filled tools

#### **RESULTS**

**Table 2** reveals that among 100 students, 86 (86%) have moderate level of emotional Quotient, 14 (14%) students have severe level of emotional Quotient and none of them have mild level of emotional Quotient.

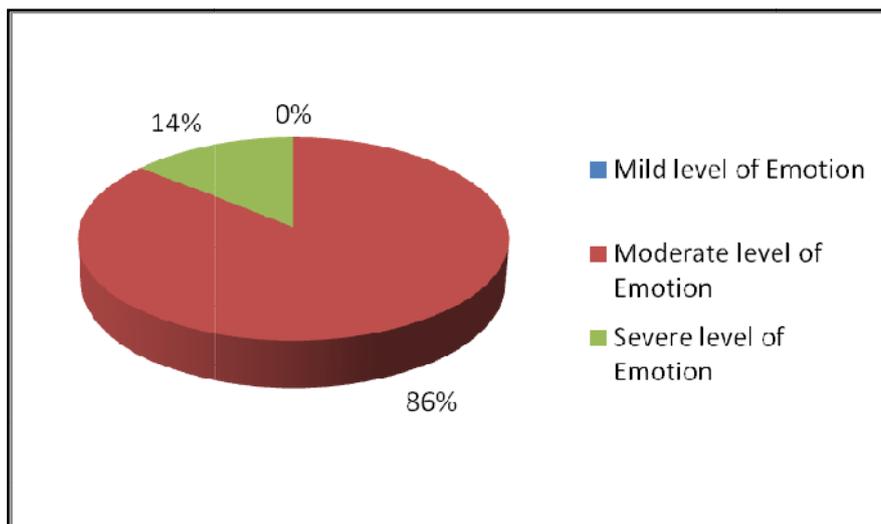
**Table 3** reveals that there is significant association on the level of emotional intelligence among HSS students and with their demographic variable such as education of mothers. There is no significant association with respect to other demographic variables.

**Table 1: Frequency and percentage distribution of demographic variables of Higher Secondary School students  
N = 100**

S. No	Demographic variables	HSS students	
		No.	%
1	Age	15	13
		16	64
		17	23
2	Sex	Male	59
		Female	41
3	Year of study	Eleventh Std	80
		Twelfth Std	20
4	Monthly Income	Rs 1590-4726	53
		Rs 4727-7877	27
		Rs 7878-11876	12
		Rs 11876-15753	8
5	Education of mothers	SSLC	42
		HSS	11
		UG	18
		PG	29
6	Education of fathers	SSLC	46
		HSS	11
		UG	22
		PG	21
7	Type of family	Nuclear	72
		Joint	28
8	Religion	Hindus	90
		Christians	10
		Muslims	0

**Table 2: Assessment of the level of Emotional quotient among Higher Secondary School students  
N = 100**

Level of emotional Quotient	Number	Percentage
Inadequate level of emotional Quotient	0	0
Moderately adequate level of emotional Quotient	86	86
Adequate level of emotional Quotient	14	14



**Table 3: Association on level of emotional intelligence among Higher Secondary School students and with their demographic variables N = 100**

Demographic variables		Level of emotional intelligence						p-value
		Mild		Moderate		Severe		
		No	%	No	%	No	%	
Age	15	0	0	11	12.8	2	14.3	X <sup>2</sup> =2.34 P= 0.31 NS
	16	0	0	53	61.6	11	78.6	
	17	0	0	22	25.6	1	7.1	
Gender	Male	0	0	49	57	10	71.4	X <sup>2</sup> =1.03 P= 0.30 NS
	Female	0	0	37	43	4	28.6	
Year of study	Eleventh Std	0	0	70	81.4	10	71.4	X <sup>2</sup> =0.75 P= 0.39 NS
	TwelfthStd	0	0	16	18.6	4	28.6	
Monthly Income	Rs 1590-4726	0	0	43	50	10	71.4	X <sup>2</sup> =2.85 P= 0.41 NS
	Rs 4727-7877	0	0	24	27.9	3	21.4	
	Rs7878-11876	0	0	11	12.8	1	7.1	
	Rs 11877-15753	0	0	8	9.3	0	0	
Education of mothers	SSLC	0	0	41	47.7	1	7.1	X <sup>2</sup> =12.11 P= 0.007 Significant
	HSS	0	0	7	8.1	4	28.6	
	UG	0	0	13	15.1	5	35.7	
	PG	0	0	25	29.14	4	28.6	
Education of fathers	SSLC	0	0	39	45.3	7	50	X <sup>2</sup> =1.16 P= 0.76 NS
	HSS	0	0	10	11.6	1	7.1	
	UG	0	0	20	23.2	2	14.2	
	PG	0	0	17	19.8	4	28.6	
Type of family	Nuclear	0	0	63	73.3	9	61.3	X <sup>2</sup> =0.46 P= 0.48 NS
	Joint	0	0	23	26.7	5	38.7	
Religion	Hindus	0	0	78	90.7	12	85.8	X <sup>2</sup> =0.33 P= 0.56 NS
	Christians	0	0	8	9.3	2	14.2	
	Muslims	0	0	0	0	0	0	

\*Significant at p≤0.05 \*\*Highly significant p=0.01\*\*\* Very highly significant p=0.001

## DISCUSSION

The Major findings of the study reveal that among 100 students, None of them have inadequate emotional intelligence. 86 (86%) have moderate level of emotional intelligence, 14 (14%) students have adequate emotional intelligence and there is significant association on the level of emotional intelligence among HSS students and with their demographic variables such as education of mothers. There is no significant

association with respect to other demographic variables. These findings were consistent with the following study findings. Hopkins, Margaret M., (2005) [11] conducted a study in expended research on the emotional intelligence competencies and styles underlying successful leadership by investigating the repertoire of competencies and leadership styles demonstrated by female and male leaders resulting in their success.

A traditional definition of success was used, involving assessments of performance and potential leading to advancement in the organization the consequences of the construction of gender on both females and males in leadership roles are examined. In a sample of 105 managers in one financial services institution, using self and other ratings of emotional intelligence competencies, leaders. Gender has a powerful influence on the images and profiles of successful leadership and there are distinctly divergent paths to success for male and female leaders [11].

Walker (2001) [12] conducted a study on the “Emotional intelligence of the classroom teacher” at the Spalding University, Kentucky, USA. This was a qualitative as well as quantitative research intended to explore the significance of using a research tool that incorporated the theories of Cognitive Psychology, Psychology of Mind, Learned Optimism and Resilience, to raise the EI and self esteem of classroom teachers over a period of 30-days. The Emotional Competence Review of Related Research Literature Chapter - II | 81 Inventory (ECI), by Hay Acquisition Company, and (subjective) self-report questionnaires were used as pre-test and post-test measures to measure significant

changes in the experimental group ( $N_e = 12$ ) versus the control group ( $N_c = 14$ ). The four clusters of ECI which represent a set of emotional competencies were used as the measure of EI. The participants were compared for their scores in ECI and the self-report questionnaires. The scores obtained from the ECI suggested that all the participants possessed ‘above average’ and ‘higher’ EI. Even though most of the participants in the control group and experimental group improved on the post-test ECI, there was no significant change in the results of the ANCOVA in relationship to the research tool, but self-report questionnaire at the end (posttest) showed greater change over the 30 days research period for all the participants [12].

Lizy (2001), conducted a study to determine the effect of group counselling among adolescents in enhancing their emotional competence. A group counselling program consisting of 12 sessions spread over a span of 16 days were given to experimental and control groups. The emotional competence scale was used to find a significant increase in their emotional competence [13].

Yates (1999), conducted study on the relationship between emotional intelligence and health habits of health education

students. The relationship between emotional intelligence and health habits of male and female students was investigated using the emotional intelligence inventory (EQI), the emotional intelligence survey (EIS), and the Health Habits Survey (HHS). This study suggested that there was a relationship between the health habits of college-aged health education student and their emotional intelligence [14].

### **CONCLUSION**

Research in brain-based learning suggests that emotional health is fundamental to effective learning. According to a report from the National Center for Clinical infant programs, the most critical element for a student's success in school is an understanding of how to learn i.e emotional intelligence. The key ingredients for this understanding are confidence, curiosity, intentionality, self-control, relatedness, capacity to communicate and ability to cooperate. These traits are all aspects of emotional intelligence. Basically, a students who learns is much more apt to succeed. Emotional intelligence has proven a better predictor of future success than traditional methods like the GPA, IQ, and standardized test scores. Hence, the great interest in emotional intelligence on the part of corporations, universities, and schools

nationwide. The idea of emotional intelligence has inspired research and curriculum development throughout these facilities. Researchers have concluded that people who manage their own feelings well and deal effectively with others are more likely to live content live. In addition, happy people are more apt to retain information and do so more effectively than dissatisfied people.

### **ACKNOWLEDGEMENT**

The author acknowledges Dr. C. Kanniammal, Dean, SRM College of Nursing for constant guidance, we would like to thank study participants for their constant support.

### **Conflict of Interest**

No conflict of interest. In addition, this study was not funded

### **Statement of Human and Animal Rights**

All procedures followed were in accordance with the ethical standards of the responsible committee on human experimentation (institutional and national) and with the Helsinki Declaration of 1975, as revised in 2008

### **Statement of Informed Consent**

Informed consent was obtained from all the study participants for being included in the study.

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