

A STUDY ON THE EMOTIONAL INTELLIGENCE ON THE GOVERNMENT AND PRIVATE SECTOR SCHOOLS WITH SPECIAL REFERENCE TO KOTTAYAM DISTRICT, KERALA.

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Introduction

Adolescents aged between 10-19 years account for more than one fifth of the world's population. In India, this age group forms 21.4 percent of the total population. Indian context both adolescent girls and boys have very different experiences during growing years including adolescence, the cultural differences are vast with regard to their conduct and are based on traditional adult roles stereotypes. Growing as a female in India carries with it the connotation of inferior status, and lesser privileges-as compared to a male child. It cuts across all social classes of the society and through entire lifespan. For a girl, the onset of puberty implies more restrictions on her movement, fewer interactions with boys and men, and more active participation in household chores. Boys begin to exercise greater freedom to move about, expected to seek educational and vocational pursuits as a priority and to take adult roles.

Today's young people deal with stress and pressure each day. Those who lack the skills to deal with these stresses have a higher chance of acting out due to a lack of mental well-being. Having emotional intelligence skills affects both your outlook and attitude. It can also help get rid of anxiety, help you deal with mood swings and avoid depression.

Emotional intelligence is different from general or common intelligence. It's the ability of an individual to monitor their own emotions, to monitor the emotions of others, to understand the differences between them, and to use all of this information in order to guide their actions. This is about accurately understanding the emotions of oneself and others, as well as expressing emotions in a way that's accessible.

A high level of emotional intelligence is an essential aspect of learning. The ability to develop the skill of emotional understanding is a driver not only in the realm of relationships but also in the realm of education. The following four dimensions of emotional intelligence can help teachers and administrators to better understand and support student learning.

Understanding

This is the foundation of emotional intelligence, understanding one's own emotions. Understanding is the beginning point of any emotional process, and in fact of any endeavor at all. In order for students to be able to focus on their academic work, they have to be able to see where their emotions even are. Often children don't have the self awareness to know what they're feeling, and don't see the drivers of their actions. It takes time and practice to take apart the emotions and to learn to make sense of what one is feeling, particularly during adolescence when emotional lives are especially complex.

This first step of understanding their own emotions is what allows all of the other dimensions to be built upon. Discerning what they're feeling steps them onto the right path for emotional growth and development, which will lead to better behavior, more focus, and better academic outcomes. Kids have to learn that emotions come and go like the waves of the ocean, and that they can observe this ebb and flow just by stepping back from it.

Management

The next dimension is a much more difficult one to come to terms with, particularly for students who have never had the skill of emotional management fostered. It's this learning how to manage one's own emotions will allow students to not only see the ebb and flow of their emotions, but to alter their reactions to it. Management of emotions is tied closely to self control, in which a child learns to delay their own gratification in support of their future success. Emotional management is challenging for all of us, not just for children. But the waves of emotion can be, if not controlled completely, then at least tamed.

The ability to manage emotions is essential for classroom success, where students must learn how to interact reasonably within the academic environment while focusing on learning. Students with low emotional control react in a negative toward proposed changes, as they are not equipped to deal effectively with emotionally stressful events, like testing or projects. On the other hand, students who are able to effectively manage their emotions tend to be optimistic and to take the initiative, reframing their understanding of stressful events as exciting.

Empathy

Perhaps the key to happiness and to lifelong success is understanding others' emotions, or empathy. The application of empathy in the educational environment is tremendous. Empathy extends to an understanding of history and literature, music and art, and even science and math. That ability to put oneself into the emotional body of another person is how children can become excited about the possibility of making a new discovery in

science, or why a historical figure did the things that they did. This is particularly applicable for children who come from a disadvantaged background, and need to learn the skill of empathy in order to become emotionally driven toward success.

Empathy can be built through the observation of others, then thinking deeply about why people behave and react in the ways that they do, and finally identifying the behaviors that are either helpful or detrimental in challenging situations. The ability to understand other people's emotions, persuasions, motivation, conflict resolution mechanisms, and reasons for cooperation are probably the skills most essential for success in education and in the life that will come beyond the classroom.

Relationships

There are so many dimensions to relationships in the school environment. Once a child develops the skill of empathy, they then need to channel that into positive relationships with other students, with teachers, with administrators, with parents and finally with themselves. Trust is an essential component of healthy relationships, as it allows students to see where they can improve without becoming self-critical or defensive. Trust fosters smooth and productive relationships with teachers and with peers. Emotional elements are the driving forces behind so much of the modern educational environment, and the role of relationships should be considered when creating policies, process and procedures within the school environment. Relationship building enables schools to boost their performance and is essential to making schools work.

Scope of the study

Adolescents oscillate between being children and being adults. They are adjusting to the physiological changes that their body is undergoing and working to establish a sexual identification and to use these changes for their personal benefit and for the benefit of society. They are searching for have academic success and have strong pressure on their parents and suffer feelings of loss in separating from them. In reaction to this they identify with their peers and tend to yield to peer pressure and conform to peer group values, behavior, and tastes in such things as clothing, food, and entertainment on this back ground the study is investable to prove the necessity of Emotional Intelligence among adolescents.

Statement of the problem

Adolescent stage is the most crucial stage for every individual. Different problems related to the choice of various educational courses available to them according to their innate capacities, interests, personality traits and aspirations. This situation increases emotional pressure among children, which has lead to imbalanced and maladjusted personalities in society. It is here at this stage that the child need of proper educational guidance

and therefore there is a great need to study emotional intelligence of children. In this context an attempt has been made by the researcher to conduct the study in exploring the field of emotional intelligence among the adolescent students.

Literature Review

Ciarrochi, Joseph., Chan, Amy Y.C., Bajgar, Jane. (2011) they found that EI was reliably measured in adolescents, was higher for females than males, and was positively associated with skill at identifying emotional expressions, amount of social support, extent of satisfaction with social support, and mood management behaviour. These relationships held even after controlling for two constructs that potentially overlap with EI, namely self-esteem and trait anxiety. This study offers evidence that the SEI is a distinctive and useful measure.

Mai, Hoang Thi .(2014) The establishment of the science of emotional intelligence has opened up new horizons for the teaching of literature in secondary and high schools. By applying modern Psychology and the new studies by Daniel Goleman on emotional intelligence; analyzing the standard output and investigating the reality of teaching and studying literature in Vietnam, England, the USA, the paper analyzes the power of literature in developing students' emotional intelligence. Moreover, the paper recommends solutions for exploiting the potential of Literature in developing students' EI regarding supplementing and adjusting learning objectives, standard output, content, teaching methodologies, and testing and assessment.

Mali, Anusha ., and kumar, Pramod. (2017) the researcher to study the emotional intelligence of secondary school students in relation to their socio-demographic variables. Descriptive survey method was employed for the present study. The sample of this study was delimited to 100 secondary school students studying in Jammu and Samba districts. The findings of the present paper revealed that significance of difference was found between male and female secondary students of Jammu and Samba districts in relation to their emotional intelligence and locality (i.e. Urban and Rural). Significance of difference was found between males and females having different levels of emotional intelligence studying in secondary students of Jammu and Samba districts and also found that males having high emotional intelligence differ significantly from males having low emotional intelligence. In the same manner, in the case of females, it was also found that females having high emotional intelligence differ significantly from those having low emotional intelligence. The present study would be helpful for enhancing the personality among secondary school students if they are emotionally strong then only they would be able to solve their personal problems like adjustment, stress, conflict, etc.

Sekhri, P., Sandhu, M., & Sachdev, V. (2017) The results of our study showed that empathy and self-actualization were highly developed in students of regular conventional school than those attending part-time unconventional coaching institute. The academic score had a significantly positive correlation with empathy, whereas a significantly negative correlation with interpersonal relations. Empathy, interpersonal relation, and

impulsive control were significantly higher in females than males. Therefore by inculcating and working toward development of EI in the young generation, we can hope to achieve a more positive environment.

Objectives

- i) To analyse the respondents profile comes under the adolescent category
- ii) To ascertain the variables influencing the emotional intelligence
- iii) To ascertain the emotional intelligence among the students of government and private schools in Kottayam

Research Methodology

This paper aims to study on the emotional intelligence on the Government and Private sector schools with special reference to Kottayam District, Kerala. The design study was made in accordance with the data collection and analysis. The study consisted of descriptive and exploratory analysis. The data was collected from both the primary and the secondary sources. The opinion of the respondents was collected through the psycho social wellbeing questionnaire. Secondary data was gathered from various Publishing sources including Magazines, Journals, News Papers and Online resources. For the study survey sample size was taken, by choosing stratified random sampling method. The respondents were the students from both private and government schools located in Kottayam District. The sample size consists of 130.

Area of study

Kottayam is a city in the Indian state of Kerala. It is located in central Kerala and is also the administrative capital of Kottayam district. Kottayam district consists of two revenue divisions Kottayam and Pala. Kottayam, Changanacherry, Vaikom, Kanjirapally, Meenachil are the five taluks in Kottayam District. There it is more than 234 Schools in all sector offering high school and higher secondary education.

Major Findings of the study

- The number of participants of the study is equivalent each boys 65 and girls 65 in number (50 per cent).
- Majority of the participants strongly agreed about the self Awareness (50%) , self management (45%) and Value Orientation, Atruistic Behaviour (60%), Relationship Management (65%), Empathy (50%) .
- There was an insignificant relationship between the students and private schools (p.06). There was a significant relationship between the students and private schools in the District. (p.03).

Other findings of the study

- The participants of the Rural residents 43(33 per cent), Urban residents 43 (33 per cent) and Semi urban residents 44 (34 per cent). Number of participants from both Government schools and private schools are 65 each in number (50 per cent).
- Most of the participants strongly agreed about self Development (40%), were undecided about commitment (50%), and were strongly agreed about Emotional stability (35%) and Integrity (40%).

- There was an insignificant relationship between the students and government schools (p.06). There was a significant relationship between the students and private schools in the District. (p.03).

Conclusion

The truth is that the quality of students often decreased because of the increase use mobile, Lack of care and responsibility from parents and teachers. Both sectors should be come down to the middle class and laymen who suffer with no money and no education. Teaching aptitude of secondary school teachers depend upon various dimensions of emotional intelligence i.e. ability to express and appraise emotions, utilize emotions and manage emotion is self. As teaching aptitude of the teacher depends upon emotional intelligence of the teachers. Greater the emotional intelligence more will be teaching aptitude. It indicates that connective domain affects the teaching aptitude of the teacher. It is found that academically brilliant teachers may sometimes are socially incompetent. Despite of high intelligence, they may not follow success. It can be increased by increasing their emotional quotients, they become more productive and successful

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