



EMOTIONAL INTELLIGENCE OF HIGHER SECONDARY STUDENTS IN TERMS OF THEIR LOCUS OF CONTROL

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ABSTRACT :

This research article focuses the emotional intelligence of higher secondary students who are categorized in terms of their locus of control. The investigator adopted survey method for collecting the data. The investigator prepared and validated a scale to measure emotional intelligence of higher secondary students. For measuring the locus of control, the investigator adopted Locus of Control Scale standardized by Stephen Nowicki and B. Strickland (1973). All the higher secondary students studying standards XI and XII in the higher secondary schools in Thiruvallur District formed the population of the study. From the population, the investigator has chosen 785 students using simple random sampling technique. For analyzing the data, the investigator used Mean, SD, 't' Test and Pearson's Product Moment Correlation. The findings showed that the higher secondary students irrespective of their gender, family type, birth order (first born and last born) with internal locus of control are found better in their emotional intelligence.

KEYWORDS : Emotional Intelligence, Locus of Control.

INTRODUCTION

Education is the key to make the man humane. The man becomes a complete man only when he gets proper education. Only because of his educable ability, he is distinguished from the animals. Education helps the harmonious development of all the powers of the human being. It is a product of experience, and the process of helping the child to adjust to this changing world.

In wider sense, education is a life long process and it continues from the cradle to the grave. Whatever broadens the people's horizons, deepens their insights, refines the reactions, stimulates their thoughts and feelings is education. Life is the great school. Every human situation is an educational situation. Hence, living is learning.

EMOTIONAL INTELLIGENCE

Emotional intelligence is the product of one's heredity and its interaction with his environmental forces. Until recently, studies revealed that a person's general intelligence measured as Intelligence Quotient (IQ) is the greatest predictor of success in any walk of life - academic, social, vocational or professional. Consequently, the IQ scores are often used for selection, classification and promotion of individuals in various programmes, courses and job placements etc.



Robert J. Sternberg (2004) defines emotional intelligence as, "a cluster of traits or abilities relating to the emotional side of life - abilities such as recognizing and

managing one's own emotions, being able to motivate oneself and restrain one's impulses, recognising and managing other's emotions, and handling interpersonal relationship in an effective manner".

Hence, emotional intelligence may be stated as the capacity to reason with emotion in four areas: to perceive emotion, to integrate it in thought, to understand it and to manage it. According to this statement, every one of us may be found to have varying capacities and abilities with regard to one's dealings with emotions.

LOCUS OF CONTROL

Locus of control refers to an individual's generalized expectations concerning where control over subsequent events resides. In other words, who or what is responsible for what happens. It is analogous to attributions. According to Weiner, the "attribution theory assumes that people try to determine why people do, what they do, i.e., attribute causes to behaviour". There is a three-step process, which underlies an attribution. Step one: the person must perceive or possibly observe the behaviour. Step two is to try and figure out if the behavior was intentional, and step three is to determine if the person was forced to perform that behaviour.

In the words of Lynch et al., (2002), "When researching enabling I was surprised to come across a study that seemed to indicate that enabling parents tend to have children with an external locus of control, and that having an external versus internal locus of control was a statistically valid predictor of academic success"(P. 86). Individuals whose scores reflect more "Internal" control feel that they are the makers and the masters of their destiny. Those whose scores reflect more of an "External" focus feel that most things happen by chance, luck, other peoples' control, etc. There have been a lot of researches reported in different settings and with different populations.

NEED AND SIGNIFICANCE OF THE STUDY

Education is considered to be a process which contributes to the natural and harmonious development of man's innate powers, brings about the complete development of his individuality, results into desirable behaviour changes and ultimately prepares him for citizenship. The chief task of education is above all to shape man or to guide the evolving dynamism through which man forms himself as a man. From the birth onwards, a child intends to move from dependence to independence. While starting to move towards the independence, the child becomes reluctant to agree with anything parents suggest. The usual response for everything is 'no'. This 'negative crisis' grows out of the infant's awareness of a mental distinction between self and others.

The developing sense of control, competence and independence will be important throughout one's life. It appears to underlie what will later become their 'Locus of Control'. It is the degree to which the people may believe that they or others control their fate. People with an internal locus of control generally believe that they are responsible for what they do and that they can affect what happens to them. People with an external locus of control generally believe that what they make little difference and that other forces such as luck, fate or powerful other people determine what happens to them.

In order to control the believes, the individual needs a good level of emotional intelligence. Especially for the students at higher secondary level, those who are emotionally intelligent may make their internal or external believes a good tool for their academic success. Hence, the investigator being a higher secondary teacher would like to study the emotional intelligence of higher secondary students who are categorized by their type of locus of control they have. This study may yield a variety of interesting findings and the researcher may draw series of recommendations to the educational institutions and administrators for adopting novel strategies to improve the emotional characteristics of higher secondary students.

DEFINITIONS OF THE TERMS

Emotional Intelligence

Emotional intelligence is a self-perceived ability to identify, assess, and control the emotions of oneself, of others, and of groups. Operationally, it is the score obtained on the "Emotional Intelligence Scale" prepared and validated by the investigator.

Higher Secondary Students

By 'Higher Secondary Students', the investigator means the students studying standards XI and XII in the higher secondary schools in Thiruvallur District.

Locus of Control

Locus of control refers to the extent to which individuals believe that they can control events that affect them. Here, the investigator refers to the score obtained by the higher secondary students on Locus of Control Scale standardized by Stephen Nowicki and B. Strickland (1973).

OBJECTIVES

1. To find the emotional intelligence of higher secondary students having internal and external locus of control.
2. To find the significance of difference in the emotional intelligence of higher secondary students having internal locus of control with regard to background variables - gender, family type and birth order.
3. To find the significance of difference in the emotional intelligence of higher secondary students having external locus of control with regard to background variables.

METHOD AND PROCEDURE

The investigator adopted survey method for the present study. The investigator prepared and validated a scale to measure emotional intelligence of higher secondary students. For measuring the locus of control, the investigator adopted Locus of Control Scale standardized by Stephen Nowicki and B. Strickland (1973). All the higher secondary students studying standards XI and XII in the higher secondary schools in Thiruvallur District formed the population of the study. From the population, the investigator has chosen 785 students using simple random sampling technique. For analyzing the data, the investigator used Mean, SD and 't' Test.

ANALYSIS AND FINDINGS

Hypothesis - 1

1. The level of emotional intelligence of higher secondary students with internal and external locus of control is not high.

Table - 1.
Level of Emotional Intelligence of Higher Secondary Students
with Internal and External Locus of Control

Emotional Intelligence	Locus of Control	Low		Moderate		High	
		N	%	N	%	N	%
Self-Awareness	Internal	56	18.12	174	56.31	79	25.57
	External	120	25.21	293	61.55	63	13.24
Self-Management	Internal	51	16.50	177	57.28	81	26.21
	External	104	21.85	279	58.61	93	19.54
Social Skills	Internal	51	16.50	176	56.96	82	26.54
	External	129	27.10	261	54.83	86	18.07

Empathy	Internal	67	21.68	165	53.40	77	24.92
	External	131	27.52	251	52.73	94	19.75
Motivation	Internal	47	15.21	206	66.67	56	18.12
	External	100	21.01	291	61.13	85	17.86
Total	Internal	57	18.45	153	49.51	99	32.04
	External	76	15.97	354	74.37	46	9.66

It is inferred from the above table that 49.51% of higher secondary students with internal locus of control have moderate emotional intelligence. With regard to the dimension, they are found to be moderate in self-awareness (56.31%), self-management (57.28%), social skills (56.96%), empathy (53.40%) and motivation (66.67%).

74.37% of higher secondary students with external locus of control have moderate emotional intelligence. With regard to the dimension, they are found to be moderate in self-awareness (61.55%), self-management (58.61%), social skills (54.83%), empathy (52.73%) and motivation (61.13%).

Null Hypothesis – 2

There is no significant difference between male higher secondary students with internal and external locus of control in their emotional intelligence.

Table - 2.
Difference between Male Higher Secondary Students with Internal and External Locus of Control in their Emotional Intelligence

Emotional Intelligence	Locus of Control	N	Mean	SD	Calculated 't' Value	Remark
Self-Awareness	Internal	139	77.13	4.81	3.43	S
	External	197	75.31	4.74		
Self-Management	Internal	139	68.24	4.32	2.17	S
	External	197	67.20	4.33		
Social Skills	Internal	139	82.09	4.66	3.22	S
	External	197	80.44	4.64		
Empathy	Internal	139	49.12	3.76	1.54	NS
	External	197	48.47	3.75		
Motivation	Internal	139	49.46	3.07	1.66	NS
	External	197	48.88	3.31		
Total	Internal	139	326.04	10.33	5.39	S
	External	197	320.30	8.46		

(Table Value for 334 df at 5% level = 1.96) S-Significant; NS-Not Significant

From the above table, it is found that significant difference is found between the male higher secondary students with internal and external locus of control in their emotional intelligence in total and its dimensions – self-awareness, self-management and social skills. The male students with internal locus of control are found better in their emotional intelligence and in the dimensions - self-awareness, self-management and social skills. But, they do not differ significantly in their empathy and motivation.

Null Hypothesis – 3

There is no significant difference between female higher secondary students with internal and external locus of control in their emotional intelligence.

Table - 3.
Difference between Female Higher Secondary Students with Internal and External Locus of Control in their Emotional Intelligence

Emotional Intelligence	Locus of Control	N	Mean	SD	Calculated 't' Value	Remark
Self-Awareness	Internal	170	77.08	5.25	3.13	S
	External	279	75.54	4.68		
Self-Management	Internal	170	67.36	4.46	1.54	NS
	External	279	66.70	4.50		
Social Skills	Internal	170	81.82	4.70	3.28	S
	External	279	80.30	4.88		
Empathy	Internal	170	49.36	3.86	2.36	S
	External	279	48.49	3.72		
Motivation	Internal	170	48.94	3.11	0.51	NS
	External	279	48.78	3.13		
Total	Internal	170	324.56	11.15	4.72	S
	External	279	319.81	8.93		

(Table Value for 447 df at 5% level = 1.96) S-Significant; NS-Not Significant

From the above table, it is found that significant difference is found between the female higher secondary students with internal and external locus of control in their emotional intelligence in total and its dimensions – self-awareness, social skills and empathy. The female students with internal locus of control are found better in their emotional intelligence and in the dimensions - self-awareness, self-management and social skills. But, they do not differ significantly in their self-management, empathy and motivation.

Null Hypothesis – 4

There is no significant difference between higher secondary students from nuclear families with internal and external locus of control in their emotional intelligence.

Table - 4.
Difference between Higher Secondary Students from Nuclear Families with Internal and External Locus of Control in their Emotional Intelligence

Emotional Intelligence	Locus of Control	N	Mean	SD	Calculated 't' Value	Remark
Self-Awareness	Internal	222	76.86	5.14	3.24	S
	External	345	75.47	4.73		
Self-Management	Internal	222	67.73	4.47	1.70	NS
	External	345	67.08	4.31		
Social Skills	Internal	222	81.99	4.71	3.87	S
	External	345	80.41	4.83		
Empathy	Internal	222	49.39	3.85	2.81	S
	External	345	48.47	3.73		
Motivation	Internal	222	49.23	3.14	1.51	NS
	External	345	48.82	3.23		
Total	Internal	222	325.19	11.01	5.71	S
	External	345	320.24	8.45		

(Table Value for 565 df at 5% level = 1.96) S-Significant; NS-Not Significant

From the above table, it is found that significant difference is found between the higher secondary students belonging to nuclear families with internal and external locus of control in their emotional intelligence in total and its dimensions – self-awareness, social skills and empathy. The students belonging to nuclear families with internal locus of control are found better in their emotional intelligence and in the dimensions - self-awareness, social skills and empathy. But, they do not differ significantly in their self-management and motivation.

Null Hypothesis – 5

There is no significant difference between higher secondary students from joint families with internal and external locus of control in their emotional intelligence.

Table - 5.
Difference between Higher Secondary Students from Joint Families with Internal and External Locus of Control in their Emotional Intelligence

Emotional Intelligence	Locus of Control	N	Mean	SD	Calculated 't' Value	Remark
Self-Awareness	Internal	87	77.71	4.78	3.56	S
	External	131	75.39	4.63		
Self-Management	Internal	87	67.84	4.29	2.27	S
	External	131	66.44	4.72		
Social Skills	Internal	87	81.83	4.62	2.49	S
	External	131	80.23	4.66		
Empathy	Internal	87	48.91	3.72	0.74	NS
	External	131	48.53	3.73		
Motivation	Internal	87	49.02	3.01	0.45	NS
	External	131	48.83	3.14		
Total	Internal	87	325.31	10.29	4.28	S
	External	131	319.41	9.44		

(Table Value for 216 df at 5% level = 1.96) S - Significant; NS - Not Significant

From the above table, it is found that significant difference is found between the higher secondary students belonging to joint families with internal and external locus of control in their emotional intelligence in total and its dimensions – self-awareness, self-management and social skills. The students belonging to joint families with internal locus of control are found better in their emotional intelligence and in the dimensions - self-awareness, self-management and social skills. But, they do not differ significantly in their empathy and motivation.

Null Hypothesis – 6

There is no significant difference between first born higher secondary students with internal and external locus of control in their emotional intelligence.

Table - 6.
Difference between First Born Higher Secondary Students with Internal and External Locus of Control in their Emotional Intelligence

Emotional Intelligence	Locus of Control	N	Mean	SD	Calculated 't' Value	Remark
Self-Awareness	Internal	130	77.31	4.79	3.55	S
	External	184	75.39	4.64		
Self-Management	Internal	130	68.21	4.37	2.41	S
	External	184	66.99	4.46		
Social Skills	Internal	130	82.25	4.80	3.86	S
	External	184	80.17	4.57		
Empathy	Internal	130	49.19	3.68	0.91	NS
	External	184	48.80	3.89		
Motivation	Internal	130	49.30	3.22	1.10	NS
	External	184	48.90	3.14		
Total	Internal	130	326.26	10.11	5.50	S
	External	184	320.24	8.70		

(Table Value for 312 df at 5% level = 1.96) S - Significant; NS - Not Significant

From the above table, it is found that significant difference is found between the first-born students with internal and external locus of control in their emotional intelligence in total and its dimensions – self-awareness, self-management and social skills. The first-born students with internal locus of control are found better in their emotional intelligence and in the dimensions - self-awareness, self-management and social skills. But, they do not differ significantly in their empathy and motivation.

Null Hypothesis – 7

There is no significant difference between middle born higher secondary students with internal and external locus of control in their emotional intelligence.

Table - 7.
Difference between Middle Born Higher Secondary Students with Internal and External Locus of Control in their Emotional Intelligence

Emotional Intelligence	Locus of Control	N	Mean	SD	Calculated 't' Value	Remark
Self-Awareness	Internal	69	76.07	5.51	0.52	NS
	External	100	75.64	5.03		
Self-Management	Internal	69	67.25	4.57	0.09	NS
	External	100	67.31	4.20		
Social Skills	Internal	69	81.41	4.28	1.87	NS
	External	100	80.06	5.01		
Empathy	Internal	69	49.57	3.96	2.13	S
	External	100	48.29	3.63		
Motivation	Internal	69	48.99	3.14	0.29	NS
	External	100	48.84	3.31		
Total	Internal	69	323.28	11.85	1.88	NS
	External	100	320.14	8.63		

(Table Value for 167 df at 5% level = 1.96) S-Significant; NS-Not Significant.

From the above table, it is found that significant difference is found between the middle-born students with internal and external locus of control in their empathy. The middle-born students with internal locus of control are found better in their empathy. But, they do not differ significantly in their emotional intelligence in total and its dimensions – self-awareness, self-management, social skills and motivation.

Null Hypothesis – 8

There is no significant difference between last born higher secondary students with internal and external locus of control in their emotional intelligence.

Table - 8.
Difference between Last Born Higher Secondary Students with Internal and External Locus of Control in their Emotional Maturity

Emotional Intelligence	Locus of Control	N	Mean	SD	Calculated 't' Value	Remark
Self-Awareness	Internal	110	77.50	5.01	3.60	S
	External	192	75.41	4.60		
Self-Management	Internal	110	67.55	4.35	1.77	NS
	External	192	66.61	4.53		
Social Skills	Internal	110	81.92	4.78	2.14	S
	External	192	80.69	4.86		
Empathy	Internal	110	49.13	3.90	1.86	NS
	External	192	48.28	3.61		
Motivation	Internal	110	49.14	2.94	1.09	NS
	External	192	48.74	3.22		
Total	Internal	110	325.23	10.83	4.53	S
	External	192	319.72	8.85		

(Table Value for 300 df at 5% level = 1.96) S - Significant; NS-Not Significant.

From the above table, it is found that significant difference is found between the last-born students with internal and external locus of control in their emotional intelligence in total and its dimensions – self-awareness, and social skills. The last-born students with internal locus of control are found better in their emotional intelligence and in the dimensions - self-awareness and social skills. But, they do not differ significantly in their self-management, empathy and motivation.

CONCLUSION

It is concluded that the higher secondary students irrespective of their gender, family type, birth order (first born and last born) with internal locus of control are found better in their emotional intelligence. That is, the students believed that his or her successes and failures are due to factors within their own control, such as effort or ability. Hence, the present study confirmed the truth that the emotional intelligence and locus of control are inevitable factors to promote their academic success of the school going children.

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