



STUDY OF EMOTIONAL QUOTIENT AMONG THE SENIOR SECONDARY SCHOOL STUDENTS OF EDUCATED WORKING AND NON-WORKING WOMEN

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ABSTRACT:

The present study aims to find out emotional intelligence level among senior secondary students and to study that working status of their mother and gender differences affect their emotional intelligence. The sample comprises 800 senior secondary students purposely selected from 20 senior secondary govt. school of Jaipur (Rajasthan). Tool used to measure emotional intelligence is Mangal Emotional Intelligence Inventory (MEII). Data were analyzed through Mean percentage scores (MPS), and 't' value. The main findings are 'Intra-personal Awareness' is the most significant dimension held by the emotional quotient in total sample and there is no significant difference in emotional intelligence between boys and girls and students of working/non-working mothers.

Keywords: emotional intelligence, working and non-working mothers

INTRODUCTION

In today's changing world with increased opportunity of employment for women and the need to supplement household income more and more educated women enter in job market. With the breaking of joint family system and the increase phenomenon of nuclear family, working women find difficulties in their child rearing in respect of quality time, attention, love, care and nurturance and maternal involvement in their children academic achievement.

The emerging trend of woman to be working has influenced the emotional and spiritual intelligence of their children as compared to non-workingwomen's children. In this research the researcher herself as a working woman found difficulties in child rearing practices, helpless to cope up with double responsibilities, she wants to perform well at her work place and at the same time she wants to give best of her to children and expect her children to be at excellent position in every field, either it is curricular or co-curricular activities. Her expectation is very similar to other non-working woman.

Therefore, the researcher is keen to know the impact of mother's working status on the emotional intelligence of her children in comparison of children of other non-workingwomen. The difference in lifestyle and responsibilities of working and nonworking woman also make differences in their children performance at school achievement, adjustment etc. These conditions lead to have impact on their emotional development. In this research, researcher raise following question:

1. Is there any difference in EQ of Senior Secondary School children of educated working and non-working woman?



OBJECTIVES

The following objectives of the study were:

- i. To find out significant dimensions of EQ of the Sr. Sec. Students.
- ii. To compare the components and characteristics of EQ of the Sr. Sec Students.
- iii. To study the difference in the EQ/Emotional Intelligence of students according to their mother status and gender.

HYPOTHESES:

To achieve the objectives of the present study, following hypotheses were framed and tested at .05 level of significance

- i. There is no significant difference in the EQ/Emotional Intelligence of students of working and non-working mothers.
- ii. There is no significant difference in the EQ/Emotional Intelligence of boys and girls of working and non-working mothers.
- iii. There is no significant difference in the EQ/Emotional Intelligence of boys and girls of working mothers.
- iv. There is no significant difference, in the EQ/Emotional Intelligence of boys and girls of non- working mothers.

OPERATIONAL TERMS USED IN THE STUDY

- i. **Emotional Intelligence (EQ)** here define as the Emotional intelligence is the innate potential to feel, use, communicate, recognize, remember, learn from, manage and understand emotions. The emotionally intelligent person is skilled in four areas: Identifying, using, understanding, and regulating emotions. "EQ" represents a relative measure of a person's *healthy or unhealthy development* of their innate emotional intelligence.
- ii. **Sr. Secondary School Students** - Sr. Secondary School students are students of classes XI and XII these are those students who are passing through the period of adolescence, which is the most important period of human's life.
- iii. **Working Status of Mothers** - Working status of mothers means that either mothers who have paid work outside home (working mothers) or full time mothers (non-working mothers). In the present study, students of both, working as well as non-working mothers were considered, in order to compare their EQ, SQ in relation to their academic achievement.

RESEARCH METHODOLOGY

The survey method and the comparative survey method were used for the present study.

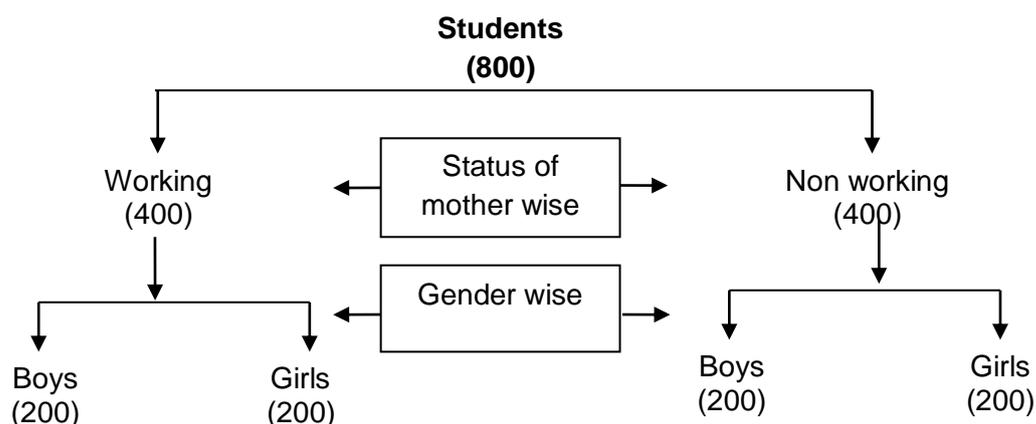
SAMPLE

In the present study, the deliberate sampling technique was adopted.

Selection of the Schools

- i. The twenty Govt. / Private Senior Secondary schools affiliated to Board of Secondary Education, Rajasthan were selected randomly out the list of the schools of Jaipur city.
- ii. The selection was made on the basis of lottery method.
- iii. All the average and high achievers found in each school was selected. Thus the deliberate sample of students was drawn out who had secured 50% minimum and 60-80% marks in secondary Board Exam (X Class).

iv. Total 800 students thus selected from selected schools



THE RESEARCH TOOL

. In the present research, standardized test are used.

(I) Standardized test of Mangal for emotional intelligence

(II) Introductory sheet for identifying their personal status

To measure emotional quotient, the researcher select scale of multidimensional measure of emotional intelligence by Mangal Emotional Intelligence Inventory (MEII) The criteria for selection this particular tool is

- This tool is specially designed for adolescent (16+ years age of school going students)
- This tool is available in Hindi version also.
- Adequate no. of questions were given. Proper scoring instructions are given and it is easy to administered.
- The test is Reliable and valid.

Emotional Quotient (S.K. Mangal and Shubhra Mangal. Emotional Intelligence Inventory)

To measure emotional quotient, the scale of multidimensional measure of emotional intelligence by Mangal Emotional Intelligence Inventory (MEII) is used. It has designed to used with Hindi & English knowing 16+ years age of school going students. It has four areas to measure emotional intelligence namely, Intra-personal Awareness (knowing about one's own emotions), Inter-personal awareness (knowing about others emotions), Intra-personal Management (Managing one's own emotions), Inter-personal Management (Managing others emotions) respectively. It has 100 items, 25 each from the four areas to be answered as yes or no. The test is highly reliable as the reliability coefficient found 0.92 by Test-retest and 0.89 by Spilt half method. The scoring procedure is done through scoring key. The percentile norms are available for interpretation.

STATISTICS

Keeping in view the objectives of the study following statistical techniques were used for analysis.

- Mean percentage scores (MPS) were calculated.
- Mean SD and 't' were calculated.

ANALYSIS AND INTERPRETATION OF DATA

Dimension Wise Analysis

Table 1 : Dimension Wise Mean Percentage Scores of Emotional Intelligence of Total Sample

S.No.	Dimension of Emotional Quotient	Mean Percentage Scores
1	Intra-personal Awareness	65.99
2	Inter-personal Awareness	61.53
3	Intra-personal Management	55.18
4	Inter-personal Management	53.76
	Total of Emotional Quotient	67.11

Table 1 shows that ‘**Intra-personal Awareness**’ is the most significant dimension held by emotional quotient as the students scored highest mean percentage 65.99 in it. It reveals that students were very much aware about their own emotions. They easily understand what their individual minds required, this quality provides them emotional maturity and understanding. The second significant dimension is ‘**Inter-personal Awareness**’ as emotional quotient scored 61.53 mean percent in it. It reveals that besides knowing their own emotions they know others emotions also very well. The third significant dimension is ‘**Intra-personal Management**’ as total sample emotional quotient scored 55.18 mean percent in it reveals that they can manage their emotions very well and make themselves feel happy and try others to be happy. The fourth significant dimension is ‘**Inter-personal Management**’ in which they scored 53.76 mean percent it reveals that they are comparatively poor in managing others emotions somewhere they are lacking in dealing with other people. The total ‘**Emotional Quotient**’ they scored 67.11 mean percent in it. It reveals that their emotional quotients are average.

Table 2: Analysis of Dimension Wise Mean Percentage Scores of Emotional Quotient of Total Students of Working Mothers

S.No.	Dimension of Emotional Quotient	Mean Percentage Scores
1	Intra-personal Awareness	66.97
2	Inter-personal Awareness	62.84
3	Intra-personal Management	56.27
4	Inter-personal Management	54.14
	Total of Emotional Quotient	68.01

Table 2 shows that ‘**Intra-personal Awareness**’ is the most significant dimension among total students of working mother held by emotional quotient as they scored the highest mean percentage 66.97 in it. It reveals that students are well acquainted with their own emotions. They easily understand what their individual minds required, this quality provides them emotional maturity and understanding. The second significant dimension is ‘**Inter-personal Awareness**’ as emotional quotient scored 62.84 mean percent in it. It reveals that besides understanding their own emotions they understand others emotions also very well. The third significant dimension is ‘**Intra-personal Management**’ as total sample emotional quotient scored 56.27 mean percent in it. It reveals that they can manage their emotions very well and make themselves feel happy and try to make others feel happy. The fourth significant dimension is ‘**Inter-personal Management**’ in which they scored 54.10 mean percent in it. It reveals that they are comparatively poor in managing others emotions somewhere they are lacking in dealing with other people. The total ‘**Emotional Quotient**’ they

scored 68.01 mean percent. It reveals that emotional quotients of students of working mother are comparatively good and status of mother helps them to enhance their emotional intelligence.

Table 3: Dimension Wise Mean Percentage Scores of Emotional Quotient of Total Students of Non-working mothers

S.No.	Dimension of Emotional Quotient	Mean Percentage Scores
1	Intra-personal Awareness	65.00
2	Inter-personal Awareness	60.22
3	Intra-personal Management	54.10
4	Inter-personal Management	53.37
	Total of Emotional Quotient	66.22

Table 3 shows that ‘**Intra-personal Awareness**’ is the most significant dimension held by emotional quotients as they scored the highest mean percentage 65.99 in it. It reveals that students are well acquainted with their own emotions. They easily understand what their individual minds require, this quality provides them emotional maturity and understanding. The second significant dimension is ‘**Inter-personal Awareness**’ as emotional quotients scored 60.22 mean percent in it. It reveals that besides knowing their own emotions they know about others emotions as well. The third significant dimension is ‘**Intra-personal Management**’ as total sample emotional quotients scored 54.10 mean percent in it. It reveals that they can manage their emotions very well and make themselves feel happy and try to make others feel happy. The fourth significant dimension is ‘**Inter-personal Management**’ in which they scored 53.37 mean percent it reveals that they are comparatively poor in managing other's emotions. Somewhere they are lacking in dealing with other people. The total ‘**Emotional Quotient**’ they scored is 66.22 mean percent in it. It reveals that their emotional quotients are average.

Table 4: Item Wise Mean Percentage Scores of Emotional Quotient of Total Sample

Part-1		Part-2		Part-3		Part-4	
Item	MPS	Item	MPS	Item	MPS	Item	MPS
1	65.000	26	29.625	51	65.750	76	67.125
2	41.500	27	56.750	52	65.000	77	41.500
3	51.875	28	72.500	53	66.250	78	54.875
4	34.375	29	71.000	54	65.125	79	86.625
5	28.750	30	48.250	55	66.750	80	52.125
6	78.625	31	74.875	56	68.125	81	55.375
7	24.125	32	65.500	57	39.750	82	71.125
8	30.750	33	30.875	58	61.375	83	85.500
9	39.125	34	54.125	59	77.000	84	81.125
10	39.125	35	26.125	60	76.250	85	44.750
11	62.000	36	55.000	61	43.750	86	41.875
12	75.750	37	68.000	62	60.250	87	65.625
13	41.625	38	62.625	63	76.375	88	81.125
14	65.875	39	32.750	64	67.375	89	81.875
15	69.375	40	38.125	65	79.250	90	76.250
16	37.125	41	76.000	66	77.375	91	47.000
17	63.125	42	85.375	67	76.000	92	29.750

18	60.250	43	88.625	68	69.625	93	69.000
19	54.625	44	74.750	69	48.875	94	53.375
20	70.000	45	35.500	70	75.625	95	41.875
21	58.250	46	44.625	71	62.375	96	76.375
22	67.875	47	38.875	72	47.500	97	42.875
23	81.625	48	38.875	73	83.125	98	60.500
24	77.125	49	49.875	74	64.500	99	71.500
25	74.875	50	61.000	75	83.250	100	64.625

Table 4 show that total sample scored the highest mean percentage in the 43 item; it implies that 88.62 mean percent students feel that they want to do something unique and different in their life. The second highest mean percent is in the item no.79 which implies that 86.62 mean percent student easily get help and sympathy from others. The third highest mean percentage is in the item No. 42 which shows that **85.37**mean percent students wants to fulfill their responsibility in time.The fourth highest mean percentage in the item No. 73 which implies that **83.125** mean percent students are praised by others because of their good behaviour. The fifth highest mean percentage is in item No.75 which shows that 83.25 students admit that in adverse situation friends and relatives expect help and advice from them. The Sixth highest mean percentage is in the item No 84 which shows that 81.12 mean percent students give respect to others and listen to them attentively. The seventh highest percentage is in the item No. 88 which implies that 81.12 mean percent students feel happy to congratulate others for their success and achievements. The eighth highest mean percentage is in the item No. 89 which shows that 81.87 mean percent students have helping attitude when others have problems. The ninth highest mean percentage is in the item No 65 which indicates that 79.25 mean percent students perceive that people understand them as reliable and responsible people. The tenth highest mean percentage is in the item No. 24 which shows that 77.12 percent students are always ready to face any challenge in their life. Thus, the dominant characteristics of self regulated learners found from the analysis are:

Table 5: Main Characteristics of EQ

S.No.	Item	Characteristics of Emotional Quotient	MPS
1	43	Do things differently and are unique	88.625
2	79	Easily get help and sympathy from others	86.625
3	42	Every time want to fulfill their responsibility	85.375
4	73	People praised them for their good behavior	83.125
5	75	People expect help and advice from them in adverse situation	83.25
6	84	Give respect to others and listen to them attentively	81.125
7	88	Feel happy to congratulate others for their achievements	81.125
8	89	Have a helping attitude for others	81.875
9	65	People perceive them as reliable and responsible people	79.25
10	24	Ready to face any challenge in their life	77.125

Comparative Analysis

Table 6: Comparative Analysis of Emotional Quotient of Students of Working and Non-Working Mothers (N = 800)

Dimension of Emotional Quotient	Working mother		Non-working mother		Mean Difference	t-value	Significant at
	Mean	SD	Mean	SD			
Intra-personal	14.45	3.60	13.85	3.49	0.60	2.39	0.05

Awareness							
Inter-personal Awareness	14.06	4.06	13.52	3.66	0.54	1.98	0.05
Intra-personal Management	16.78	3.54	16.547	3.47	0.23	0.95	NS
Inter-personal Management	15.64	3.45	15.23	3.31	0.23	0.95	NS
Total of Emotional Quotient	60.95	10.37	59.15	9.52	1.79	2.54	0.05

Table value 0.01=2.59 and 0.05=1.97

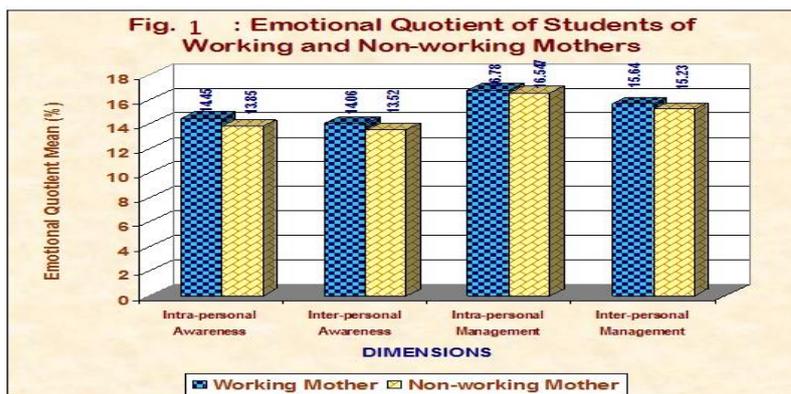


Table 6 shows that:

- The mean and SD of students Working and Non-working status of mother in the first dimension ‘Intra-personal Awareness’ are (14.45 and 3.60) and (13.85 and 1.96) respectively. The

calculated ‘t’ value is 2.39 which is higher than table value at 0.05 level. It shows that there is significant difference between students of Working and Non-working mothers in respect to ‘Intra-personal Awareness’. The students of working mother status have more intra-personal awareness as compare to student of non-working mother.

- The mean and SD of students of Working and Non-working status of mother in the second dimension ‘Inter-personal Awareness’ are (14.06 and 4.06) and (13.52 and 3.66) respectively. The calculated ‘t’ value is 1.98 which is higher than table value at 0.05 level. It shows that there is significant difference between students of Working and Non-working mother in emotional quotient in respect to ‘Inter-personal Awareness’. The students of working mother status have more inter-personal awareness as compare to student of non-working mother.
- The mean and SD of students of Working and Non-working status of mother in the third dimension ‘Intra-personal Management’ are (16.78 and 3.54) and (16.54 and 3.47) respectively. The calculated ‘t’ value is 0.95 which is lower than table value at 0.05 level. It shows that there is a no significant difference between Working and Non-working in respect to ‘Intra-personal Management’.
- The mean and SD of students of Working and Non-working status of mother in the fourth dimension ‘Inter-personal Management’ are (15.64 and 3.54) and (15.23 and 3.31) respectively. The calculated ‘t’ value is 0.95 which is lower than table value 0.05 level. It shows that there is no significant difference between students of Working and Non-working mother in emotional quotient in respect to ‘Inter-personal Management’.
- Mean and SD of Working and Non-working in the fifth dimension ‘Total of Emotional Quotient’ are (60.95 and 10.37) and (59.15 and 9.52) respectively. The calculated ‘t’ value is 2.54 which is higher than table value at 0.05 level. It shows that there is a significant

difference between students of Working and Non-working status of mother in respect to ‘Total of Emotional Quotient’. The students of working mother status have more Emotional Quotient as compare to student of non-working mother.

- Thus, the hypothesis No.1 is rejected and it may be concluded that there is a significant difference in the EQ/Emotional Intelligence of students of working and non-working mothers.

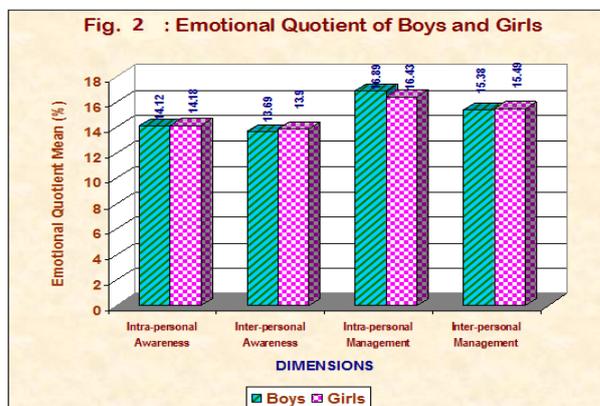
Table 7: Comparative Analysis of Emotional Quotient of Boys and Girls Total Sample(N=800)

Dimension of Emotional Quotient	Boys		Girls		Mean Difference	t-value	Significant at
	Mean	SD	Mean	SD			
Intra-personal Awareness	14.12	3.53	14.18	3.58	0.05	0.28	NS
Inter-personal Awareness	13.69	3.96	13.9	3.78	0.20	0.75	NS
Intra-personal Management	16.89	3.52	16.43	3.48	0.45	1.84	NS
Inter-personal Management	15.38	3.50	15.49	3.27	0.11	0.45	NS
Total of Emotional Quotient	60.09	10.31	60.01	9.67	0.08	0.11	NS

Table value 0.01=2.59 and 0.05=1.97

Table 7 shows that:

- The mean and SD of boys and girls in the first dimension ‘Intra-personal Awareness’ are



(14.12 and 3.53) and (14.18 and 3.58) respectively. The calculated ‘t’ value is 0.28 which is lower than table value at 0.05 level. It shows that there is no significant difference between boys and girls in respect to ‘Intra-personal Awareness’.

- The mean and SD of boys and girls in the second dimension ‘Inter-personal Awareness’ are (13.69 and 3.96) and (14.18 and 3.96)

respectively. The calculated ‘t’ value is 0.75 which is lower than the table value at 0.05 level. It shows that there is no significant difference between boys and girls in emotional quotient with respect to ‘Inter-personal Awareness.’

- The mean and SD of boys and girls in the third dimension ‘Intra-personal Management’ are (16.89 and 3.52) and (16.43 and 3.48) respectively. The calculated ‘t’ value is 1.84 which is lower than the table value at 0.05 level. It shows that there is a significant difference between boys and girls with respect to ‘Intra-personal Management’.
- The mean and SD of boys and girls in the fourth dimension ‘Inter-personal Management’ are (15.38 and 3.50) and (15.49 and 3.27) respectively. The calculated ‘t’ value is 0.45

which is lower than the table value 0.05level. It shows that there is no significant difference between boys and girls with respect to ‘Inter-personal Management’.

- Mean and SD of boys and girls in the ‘Total of Emotional Quotient’ are (60.09 and 10.31) and (60.01 and 9.67) respectively. The calculated ‘t’ value is 0.11 which is lower than table value at 0.05 level. It shows that there is a significant difference between boys and girls with respect to ‘Total of Emotional Quotient’.
- Thus, the hypothesis No.2 **accepted** and it may be concluded that there is no significant difference between boys and girls of total sample.

Table 8: Comparative Analysis of Emotional Quotient of Boys and Girls Working Mothers(N=400)

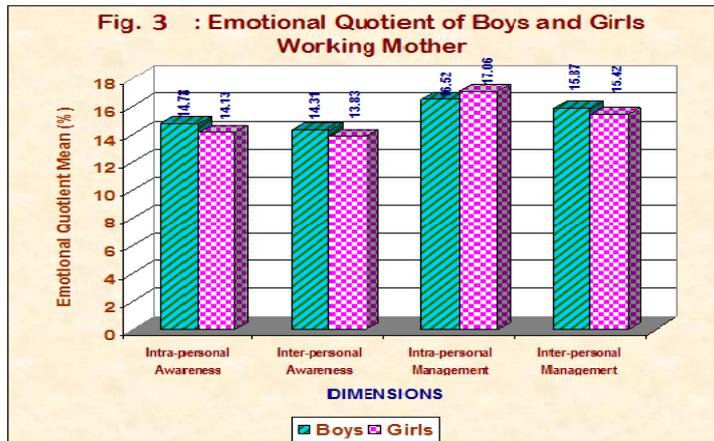
Dimension of Emotional Quotient	Boys		Girls		Mean Difference	t-value	Significant at
	Mean	SD	Mean	SD			
Intra-personal Awareness	14.78	3.59	14.13	3.60	-0.65	2.01	0.05
Inter-personal Awareness	14.31	3.95	13.83	4.18	-0.49	1.19	NS
Intra-personal Management	16.52	3.49	17.06	3.57	0.54	1.99	0.05
Inter-personal Management	15.87	3.18	15.42	3.69	-0.45	1.29	NS
Total of Emotional Quotient	61.47	9.80	60.43	10.91	-1.04	1.00	NS

Table value 0.01=2.59 and 0.05=1.97

Table 8 shows that:

- The mean and SD of boys and girls working mother status in the first dimension ‘Intra-personal Awareness’ are (14.78 and 3.59) and (14.13 and 3.60) respectively. The calculated ‘t’ value is 2.01 which is higher than the table value at 0.05 level. It shows that there is a significant difference between boys and girls of working mothers with respect to ‘Intra-personal Awareness’. The boys of working mother have more Intra-Personal Awareness than girls.
- The mean and SD of boys and girls of working mothers in the second dimension ‘Inter-personal Awareness’ are (14.31 and 3.95) and (13.18 and 4.18) respectively. The calculated ‘t’ value is 1.19 which is lower than the table value at 0.05level. It shows that there is no significant difference between boys and girls of working mothers with respect to ‘Inter-personal Awareness.’
- The mean and SD of boys and girls of working mothers in the third dimension ‘Intra-personal Management’ are (16.52 and 3.49) and (17.06 and 3.57) respectively. The calculated ‘t’ value is 1.99 which is higher than table value at 0.05 level. It shows that there is a significant difference between boys and girls with respect to ‘Intra-personal Management’. The girls of working mothers are good in intra-personal management.

- The mean and SD of boys and girls working mothers in the fourth dimension ‘Inter-personal Management’ are (15.87 and 3.18) and (15.42 and 3.69) respectively. The calculated ‘t’ value is 1.29 which is lower than the table value 0.05level. It shows that



there is no significant difference between boys and girls of working mothers in respect to ‘Inter-personal Management’.

- Mean and SD of boys and girls working mothers in the ‘Total of Emotional Quotient’ are (61.47 and 9.80) and (60.43 and 10.91) respectively. The calculated ‘t’ value is 1.00

which is lower than table value at 0.05level. It shows that there is no significant difference between boys and girls working mothers in respect to ‘Total of Emotional Quotient’.

- Thus, **the hypothesis No.3 is partially accepted and it may be concluded that** there is no significant difference in the EQ/Emotional Intelligence of boys and girls of working mothers.

Table 9: Comparative Analysis of Emotional Quotient of Boys and Girls of Non-Working Mothers (N=400)

Dimension of Emotional Quotient	Boys		Girls		Mean Difference	t-value	Significant at
	Mean	SD	Mean	SD			
Intra-personal Awareness	13.59	3.49	14.12	3.49	0.53	1.53	NS
Inter-personal Awareness	13.49	3.58	13.56	3.76	0.07	0.19	NS
Intra-personal Management	16.36	3.47	16.74	3.48	0.38	1.08	NS
Inter-personal Management	15.12	3.32	15.35	3.32	0.23	0.68	NS
Total of Emotional Quotient	58.56	9.34	59.76	9.70	1.21	1.27	NS

Table value 0.01=2.59 and 0.05=1.97

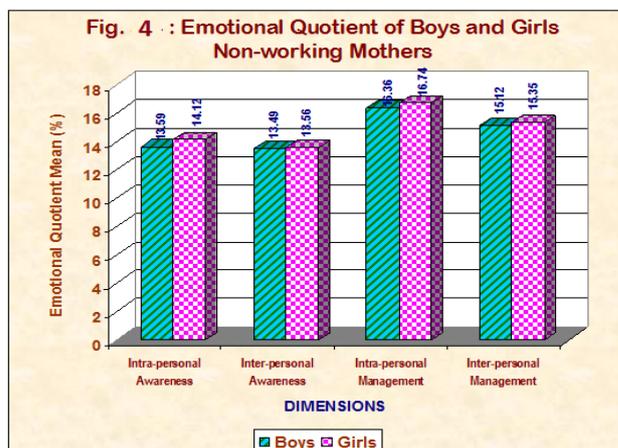


Table 9 shows that:

- The mean and SD of boys and girls of non-working mothers in the first dimension ‘Intra-personal Awareness’ are (13.59 and 3.49) and (14.12 and 3.49) respectively. The calculated ‘t’ value is 1.53 which is lower than the table value at 0.05level. It shows that there is no significant difference between boys and girls of non-working

mothers with respect to 'Intra-personal Awareness'.

- The mean and SD of boys and girls of non-working mothers in the second dimension 'Inter-personal Awareness' are (13.49 and 3.58) and (13.55 and 3.76) respectively. The calculated 't' value is 0.19 which is lower than table value at 0.05level. It shows that there is no significant difference between boys and girls of non-working mothers with respect to the girls of non-working mothers in the third dimension 'Intra-personal Management' are (16.36 and 3.47) and (16.74 and 3.48) respectively. The calculated 't' value is 1.08 which is lower than the table value at 0.05level. It shows that there is a no significant difference between boys and girls of non-working mothers with respect to 'Intra-personal Management'.
- The mean and SD of boys and girls of non-working mothers in the fourth dimension 'Inter-personal Management' are (15.12 and 3.32) and (15.35 and 3.32) respectively. The calculated 't' value is 0.68 which is lower than the table value 0.05level. It shows that there is no significant difference between boys and girls of non-working mothers with respect to 'Inter-personal Management'.
- Mean and SD of boys and girls of non-working mothers in the fifth dimension 'Total of Emotional Quotient' are (58.56 and 9.34) and (59.76 and 9.70) respectively. The calculated 't' value is 1.27 which is lower than the table value at 0.05level. It shows that there is no significant difference between boys and girls of non-working mothers with respect to 'Total of Emotional Quotient'.
- **Thus, the hypothesis No.4 is accepted and it may be concluded that** there is no significant difference in the EQ/Emotional Intelligence of boys and girls of non- working mothers.

MAIN FINDINGS

The main findings of the present study are given under the followings heads. **Objective Wise Main Findings:**

The main findings of the present study are as follows.

Objective No. 1

To find out significant dimensions of EQ of the Sr. Secondary Students.

Emotional Quotient

- '**Intra-personal Awareness**' is the most significant dimension held by the emotional quotient as the students scored the highest mean percentage 65.99.
- The second significant dimension is '**Inter-personal Awareness**' the students scored 61.53 mean percent in it.
- The third significant dimension is 'Intra-personal Management' the student scored 55.18 mean percent.
- The fourth significant dimension is 'Inter-personal Management' in which they scored 53.76 mean percent. The total 'Emotional Quotient' scored 67.11 mean percent.

Objective No. 2

To compare the components and characteristics of EQ and SQ of the Sr. Sec Students.

Findings:

Characteristics of EQ

- Do things differently and are unique
- easily get help and sympathy from others

- Every time want to fulfill their responsibility
- People praised them for their good behavior
- People expect help and advice from them in adverse situation
- Give respect to others and listen to them attentively
- Feel happy to congratulate others for their achievements
- Have a helping attitude for others
- People perceive them as reliable and responsible people
- Ready to face any challenge in their life

Objective No. 3

To study the difference in the EQ/Emotional Intelligence of students mother status and gender wise.

Mother Status wise findings

- The students of working mother status have more intra-personal awareness as compared to the students of non-working mothers.
- The students of working mother status have more inter-personal awareness as compared to students of non-working mothers.
- The students of working mother status have more intra-personal management skills as compared to students of non-working mothers.
- The students of working mother status have more inter-personal management skills as compared to students of non-working mothers.
- There is a significant difference between the students of Working and Non-working status of mother with respect to 'Emotional Quotient'.

Gender wise findings

- There is no significant difference between boys and girls with respect to 'Emotional Quotient' of total sample.
- There is a significant difference between boys and girls of working mothers with respect to 'Intra-personal Awareness'. The boys of working mother have more Intra-Personal Awareness than girls
- There is a significant difference between boys and girls with respect to 'Intra-personal Management'. The girls of working mothers are good in intra-personal management.
- There is no significant difference between boys and girls non-working mothers with respect to 'Emotional Quotient'.

CONCLUSION

Results shows that in both category ie students of working and non-working mothers '**Intra-personal Awareness**' is the most significant dimension held by emotional quotient. It reveals that students were very much aware about their own emotions. They easily understand what their individual minds required, this quality provide them emotional maturity and understanding. The second significant dimension is '**Inter-personal Awareness**' as emotional quotient. It reveals that besides knowing their own emotions they know others emotions also very well. The third significant dimension is '**Intra-personal Management**', it reveals that they can manage their emotions very well and make themselves feel happy and try others to be happy. The fourth significant dimension is '**Inter-personal Management**' it reveals that they are comparatively poor in managing others



emotions somewhere they are lacking in dealing with other people. The total 'Emotional Quotient' they scored 67.11 mean percent in it. It reveals that their emotional quotients are average.

According to their mother status of working/non-working there is a significant difference in the total of EQ. The students of working mother status have more Emotional Quotient as compare to student of non-working mother. Result shows that as per gender wise there is no significant difference among boys and girls in both category ie working/non-working.

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