Chapter-V
Main Findings & Suggestions for Further Studies
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MAIN FINDINGS AND SUGGESTIONS FOR FURTHER STUDIES

Main findings

1. There is found **Negative Significant Relationship between Emotional Intelligence and Stress** which shows that emotional intelligence directly influences the stress among senior secondary students. This shows that as the scores of emotional intelligence increases, the stress scores decreases. High value of stress shows high degree of stress. It means that the students who having high emotional intelligence show less degree of stress in his/her life.

   - There is found negative significant relationship between emotional intelligence and academic stress which shows that emotional intelligence directly influences the academic stress among senior secondary students. This shows that as the scores of emotional intelligence increases, the academic stress scores decreases. High value of academic stress shows high degree of academic stress. It means that the students who having high emotional intelligence show less degree of academic stress in their life.

   - There is found negative significant relationship between emotional intelligence and family stress which shows that emotional intelligence directly influences the family stress among senior secondary students. This shows that as the scores of emotional intelligence increases, the family stress scores decreases. High value of family stress shows high degree of family stress. It means that the students who having high emotional intelligence show less degree of family stress in their life.
2. There is found **Negative Significant Relationship between Emotional Intelligence and Adjustment** which shows that emotional intelligence directly influences the adjustment among senior secondary students. This shows that as the scores of emotional intelligence increases, the adjustment scores decreases. Less score of adjustment shows better adjustment. It means that the students who have high emotional intelligence have high degree of adjustment. The students having high emotional intelligence are well adjusted in their life.

- There is found negative significant relationship between emotional intelligence and home adjustment, emotional intelligence and health adjustment, emotional intelligence and social adjustment & emotional intelligence and emotional adjustment which shows that emotional intelligence directly influences the home adjustment, health adjustment, social adjustment and emotional adjustment among senior secondary students. It means students having high emotional intelligence have high degree of home, health, social and emotional adjustment in their life.

3. There is found significant **Positive Significant Relationship between Emotional Intelligence and Academic Achievement** among senior secondary students. It means that the students having high emotional intelligence show better academic achievement.

4. There is found **Significant Difference between the Mean Stress Scores of Students having High and Low Emotional Intelligence**. It means that the students with low and high emotional intelligence have high and low degree of stress in their life respectively.

5. There is found **Significant Difference between the Mean Adjustment Scores of Students having High and Low Emotional Intelligence**. It means that the students with
low and high emotional intelligence have high and low adjustment in their life respectively.

6. There is found **Significant Difference between the Mean Academic Achievement Scores of Students Having High and Low Emotional Intelligence**. It means that the students have high emotional intelligence have high academic achievement.

7. There is found significant difference between the mean Stress scores of rural and urban students having high Emotional Intelligence.

8. There is found significant difference between the mean Stress scores of rural and urban students having low Emotional Intelligence.

9. There is found no significant difference between the mean Stress scores of male and female students having high Emotional Intelligence.

10. There is found no significant difference between the mean Stress scores of male and female students having low Emotional Intelligence.

11. There is found no significant difference between the mean Adjustment scores of rural and urban students having high Emotional Intelligence.

12. There is found no significant difference between the mean Adjustment scores of rural and urban students having low Emotional Intelligence.

13. There is found no significant difference between the mean Adjustment scores of male and female students having high Emotional Intelligence.

14. There is found no significant difference between the mean Adjustment scores of male and female students having low Emotional Intelligence.

15. There is found significant difference between the mean Academic Achievement scores of rural and urban students having high Emotional Intelligence.
16. There is found significant difference between the mean Academic Achievement scores of rural and urban students having low Emotional Intelligence.

17. There is found significant difference between the mean Academic Achievement scores of male and female students having high Emotional Intelligence.

18. There is found significant difference between the mean Academic Achievement scores of male and female students having low Emotional Intelligence at 0.05 level.

Discussion of the findings with review of related literature

A study was done in the year 1999, i.e. relationship between emotional intelligence with health habits. It was found there was a positive relationship between emotional intelligence in the development of good health habits. Here, in this study also the researcher found that those students having high emotional intelligence have good health adjustment in their life. A study was done in the year 2001, there was found a positive correlation between emotional intelligence and the academic achievement. Here also the positive significant correlation was found by the researcher in emotional intelligence and academic achievement. A study in the year 2003 was done which found the positive correlation between the adjustments and academic achievements of the secondary school students. A relationship between emotional intelligence and academic achievements in 11th graders was found significant relationship between emotional intelligence and the academic achievements. Emotional intelligence, cognitive ability and academic performance were found moderate relationship. There was a positive correlation between emotional intelligence and coherence and a negative relationship between trait anxiety, interpersonal intelligence and the stress management subscale. A study in the year 2005 was done on adjustment of the students, it was found that secondary school students with low adjustment; non-residential school students were more adjusted than the residential school
students, not significant differences in the level of adjustment possessed by the private and
government secondary school students. In the same year a study was done on the effect of
emotional intelligence and personality type shows that there is significant effect of emotional
intelligence and personality type on role stress, the interaction effect is also found significant. In
the same year a study was done on emotional intelligence as correlates to intelligence, creativity
and academic achievement, there was found a positive correlation between all the three variables
and inter-relationship between them. A study on stress measurement and management among
female smokers was done, in which a sample from smokers and non-smokers was taken and their
stress level was measured. A study of relationship of emotional intelligence with physical and
psychological health functioning was also done. In 2006, a study was done on emotional
intelligence among student teachers in relation to sex, faculty and academic achievement. It was
found that there is no significant difference between emotional intelligence of male and female
student teachers, there is no significant difference between emotional intelligence of art and
science student teachers and there is no significant difference between academic achievement
and emotional intelligence among student teachers. In another study it was found that the
correlation between emotional intelligence and the total coping resources of stress was found to
be positively significant. In the year 2008, a study was done to find out the emotional
intelligence among college girls at Raipur University, Chhattisgarh. In the same year, a study on
emotional intelligence of self-help group members was done in which it was found that the self-help
group members do not differ in their emotional intelligence based on their age, marital
status, type of family, community and family status. A study revealed that the students whose
mothers are employed have achieved better than that of the students whose mothers are not
employed. In the year 2008, a study on emotional intelligence as a correlate of stress of student
teachers was also done where it was found that there was a negative correlation between emotional intelligence and stress which shows that those who have high emotional intelligence have low degree of stress. In the year 2009, a study on emotional intelligence, achievement motivation, and academic achievement was done and it was found a positive correlation between all the three variables. In the same year, a study of effect of emotional intelligence on psychological distress of high school students was done and it was found that emotional intelligence is helpful in reducing psychological distress of students. A study also shows that there is no significant relationship between the emotional intelligence and stress among pupil teachers of B.Ed. it may be due to that one mature enough to handle their stress level despite of their high or low emotional intelligence.

In this study, shows that There is positive correlation between the following variables:- Emotional Intelligence and Academic Achievement, which shows that as the emotional intelligence increases the academic achievement also increases and vice versa. This study also shows the negative correlation between the following variables:- Emotional Intelligence and Stress (Academic stress and Family stress), Emotional Intelligence and Adjustment (Home, Health, Social and Emotional), which shows that the students who have high emotional intelligence have low degree of stress and better adjustment in their life which is very much useful for achieving success in life. In some cases, It also shows that there is Significant Difference between the Mean (Stress and Academic Achievement) Scores of Students having High and Low Emotional Intelligence. The significant difference was found the following variables viz., mean stress scores of students having high and low emotional intelligence, means adjustment scores of students having high and low emotional intelligence, means academic achievement scores of students having high and low emotional intelligence, mean stress scores of
rural and urban students having high or low emotional intelligence, mean academic achievement scores of rural and urban students having high or low emotional intelligence and mean academic achievement scores of male and female students having high or low emotional intelligence. And in some cases, It also shows that there is no Significant Difference between the Mean (Adjustment, Stress and Academic Achievement) Scores of Students having High and Low Emotional Intelligence viz., mean stress scores of male and female students having high emotional intelligence, mean stress scores of male and female students having low emotional intelligence, mean adjustment scores of rural and urban students having high emotional intelligence, mean adjustment scores of rural and urban students having low emotional intelligence, mean adjustment scores of male and female students having high emotional intelligence students and mean adjustment scores of male and female students having low emotional intelligence.

There are lots of studies which have been done on emotional intelligence and achievement, intelligence and emotional maturity, emotional intelligence correlates to intelligence, creativity and academic achievements, relationship between anxiety, emotional maturity with academic achievement etc., but a very few researches found on emotional intelligence in relation to stress, adjustment, and academic achievement on senior secondary students have been done.

The education that we impart today focuses much on the cognitive (head) aspect and we seldom give importance to the affective (heart) aspect. It has been accepted by all that education should help the student to solve the challenges of life and make successful adjustment in life. The purpose of education should not be to simply provide food for the brain but it should replenish the heart as well. So this study is very much useful for the students who are unable to adjust in the environment and leads a stressful life, by enhancing their emotional intelligence they can
come out of such problems. Similarly this study is very much useful for the teachers as will, how a teacher can enhance the emotional intelligence of his students for their effective adjustment and understand their emotions for taking them a right decision in their life. In this regard, Swami Vivekananda has given a very nice quotation i.e. “It is the heart which takes one to the highest place where intellect can never reach”.

Suggestions for further studies

- This study can be applied on a large sample of 500 senior secondary students of government and private schools students.
- To study the effect of EQ or IQ on the stress level among secondary school students.
- Correlation between Stress & Academic achievement with respect to emotional intelligence.
- Correlation between Stress & Adjustment with respect to emotional intelligence and general intelligence.
- Effect of emotional intelligence on the personality traits among graduate and undergraduate students.
- Relationship between emotional intelligence and General intelligence.
- Correlation between Emotional intelligence and Social Intelligence.
- Relationship between emotional intelligence & Job satisfaction.
- Significant difference between IX grade students & the undergraduate student’s with respect to emotional intelligence.
- The relationship between emotional intelligence & personality of primary school teachers can be studied.
• This study can be also being done on teaching profession and the adjustment of the teachers in self-financing institutions.

• The study can also be done on other professions for their right adjustment and getting success in those professions.

• The study can also be done on graduate and Post graduate students on different universities.

• Nature of human behavior with relation to emotional intelligence can be effectively studied.

• To study the relevance of IQ and EQ (Emotional Quotient) with leadership trait.

• To study the effectiveness of IQ and EQ in the modification of Behavioural aspect.

• To study the adjustment of the Govt. School teachers and the private school teachers on the basis of their Emotional Intelligence.

• Emotional Intelligence: Analytic change in the curriculum.

Conclusion

It is easy to interact with the person with normal emotions but to deal with the person who is emotionally imbalance is very difficult. Emotional Intelligence is a phrase that incorporates the intricate aspects of both emotion and intelligence. Emotions rule the heart while intelligence reigns supreme in the brain. The twin qualities are inseparable and they exercise tremendous influence in the everyday lives of individuals. Now, intelligence and success are not viewed the same way they were before. Today, the whole students have become the centre of concern, not only his reasoning capacities, but also his creativity, emotion and interpersonal skills. IQ alone is no more the only measure for success, emotional intelligence; social intelligence and luck also play a big role in the person success and adjustment. Today there are lots of behavioural
problems like stress; adjustment, achievement etc are main concerns among the teenage groups which we are observing regularly. Emotion, communication and conflict are the three things present in all human interactions and they impact each person differently. The ability to properly interact with others is one of the most powerful tools for personal and professional success which can be enhanced by raising our emotional intelligence. Researches have concluded that people who manage their own feelings well and deal effectively with others are more likely to live content lives. Plus, happy people are more apt to retain information and they do so more effectively than unsatisfied people. It is a number that will send a chill down your spine: as many as 1.2 lakh people end their lives every year in India by committing suicide. Besides that, more than four lakh people attempt to commit suicide. A majority of them have been found to be suffering from some sort of mental disorder or stress, due to that they are unable to adjust in the environment. The education that we impart today focuses much on the cognitive (head) aspect and we seldom give importance to the affective (heart) aspect. It has been accepted by all that education should help the individual to solve the challenges of life and make successful adjustment in life. The purpose of education should not be to simply provide food for the brain but it should replenish the heart as well. Swami Vivekananda had rightly pointed our, “It’s the heart which takes one to the highest place where intellect can never reach”.

This study shows that emotional intelligence has direct influence on the stress, adjustment and academic achievement on senior secondary students. Adolescence is a stage of stress and strain. So, this study was very much useful for these students. As it was found in this study that those students who have high emotional intelligence, have less stress in their life they live a stress free life, have better adjustment and they have a good academic achievement. Researches found that
IQ has only 20% role in achieving the success in the life and other 80% role is played by emotional intelligence. It means emotional intelligence is a good predictor of success as well.