



A STUDY OF EMOTIONAL INTELLIGENCE AND STUDY HABITS OF PHYSICALLY CHALLENGED AND NORMAL SECONDARY SCHOOL STUDENTS.

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KEYWORDS :

INTRODUCTION:

Vital aim of any educational system is to initiate desired behavioral changes among the students and also to sustain such behavior throughout their life. However, educational institutions are not the lone agency of bringing out of such desired behavior, as person's intelligence as well as study habits also plays an important role in such endeavors. This could be accomplished only when readiness of learner and congenial environment work in coordination to develop and sustain such behavior in tune with the social contexts. Generally, the quality of education is estimated in terms of achieving learning outcomes, which is, academic achievement. Agarwal Mamta, Jain, V.K and Chandrashekher, K., (2004) reports that physical facilities, regular evaluation practices, teacher's positive attitude and high expectations from students, congenial institution climate and good leadership had positive effect on learning of students.

Agarwal Mamta, Jain, V.K and Chandrashekher, K., (2004) collaborate that student's reading habits and hours spent in studies turned out to be important variables which affected learning. This is also confirmed by Tiwari, G.N (1982). He observed that Study habits scores positively and significantly correlated with annual examination marks. Sen, Bharat Kalpana (1992) also observed that Study habits scores positively and significantly are correlated with annual marks.

Emotional Intelligence is one of the potential factors of individual that influence all round development of a student. The rapid development of the era is challenging the adolescents to face the wave of globalization. Thus, the ability to control the emotions has become important for not carried away by the flow of negative and evil elements. A high emotional intelligence helps to maintain a state of harmony in oneself and finally be more self-confident in dealing with the challenges of living and learning in educational institutions. Emotional Intelligence is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands and pressures (Bar-On, 2006). It is that part of the human spirit which motivates us to perform, which gives us energy to demonstrate behaviors such as intentionality, persistence, creativity, impulse control, social deftness, compassion, intuition and integrity (Kapp, 2002). Lam and Kirby (2002) are of the opinion that emotional intelligence involves perceiving, understanding, and regulating emotions. High emotional intelligence can contribute to a student in the learning process (Goleman, 1996; Elias, Ubrico, Reese et.al., 1992, Svetlana, 2007). Students who are low on emotional intelligence may find failure more difficult to deal with, which undermines their academic motivation (Drago, 2004). The researcher examined the emotional intelligence (EI) and Study Habits (SH) of physically challenged and normal secondary students.

Objectives of the study: The following were the major objectives of the study:

- To study the significant difference of Emotional Intelligence and Study Habits of physically challenged and normal secondary school students.
- To study the relationship of Emotional Intelligence with Study Habits of physically challenged and normal secondary school students.

Hypothesis of the study: The following were the major hypothesis

of the study:

- There is no significant difference of Emotional Intelligence between physically challenged and normal secondary school students.
- There is no significant difference of Study Habits between physically challenged and normal secondary school students.
- There is no significant relationship of Emotional Intelligence with Study Habits of physically challenged students.
- There is no significant relationship of Emotional Intelligence with Study Habits of normal secondary school students.

METHOD OF RESEARCH:

Descriptive survey was conducted in Bhopal District colleges of Madhya Pradesh State. In order to test the hypothesis, the investigation is planned and carried out in three phases. In first phase the researcher reviewed the related literature and previous research studies. In order to measure Emotional Intelligence and Study habits the tools developed by the S.K Mangal and Shubra Mangal and Patel, B.V have been selected respectively. In the second phase researcher has collected data by administering the tools on a sample of 200 secondary school students (100 physically challenged and normal secondary school students) drawn from Bhopal district of Madhya Pradesh state. In the third phase, the collected data are analyzed by using appropriate statistical techniques. Reporting the results of the study is also carried out in this phase.

Sample was selected through purposive and random sampling method. Purposive for physically challenged students and random sampling technique used for normal secondary school students

ANALYSIS AND INTERPRETATION OF DATA

Table No. 1 significant difference of Emotional Intelligence between physically challenged and Normal secondary school students.

Category	Mean	SD	N	Df	't'	Sig.
Physically challenged	59.84	7.2	100	198	1.47	NS
Normal Students	61.26	6.5	100			

The value of 't' is found to be not significant and the hypothesis is accepted. Thus, it is concluded that there is no significant difference of emotional intelligence between physically challenged and normal secondary school students. This indicates that there is no difference in their emotional intelligence of both categories of students. This shows that, emotional intelligence of secondary students of normal category and physically challenged students are of same type. It indicates the students who's physical or mental condition significantly limits their motors, sensory organs or cognitive abilities doesn't affect the obtained scores in emotional intelligence test.

It is clear that, environment of school and home are similar for the emotional growth of children whether they are normal students or differently able children.

Table No. 2 showing significant difference of Study Habits between physically challenged and normal secondary school students.

Category	Mean	SD	N	Df	't'	Sig.
Physically challenged	168.84	16.8	100	198	3.49	Sig.
Normal Students	161.18	14.2	100			

The value of 't' is found to be significant and the hypothesis is not accepted. Thus, it is concluded that there is significant difference of study habits between physically challenged and normal secondary school students. This indicates that there is difference in their study habits. This shows that study habits of physically challenged students are better than the study habits of normal secondary school students. The value of 't' is found to be significant hence the hypothesis is not accepted. Thus, it is concluded that there is significant difference of study habits between physically challenged and normal secondary school students.

Table No. 3 Showing relationship between emotional intelligence with study habits of physically challenged secondary students.

S.No	Variable	N	Df	'r'
1.	Emotional intelligence	100	98	0.72
2.	Study Habits	100		

From Table No.3 it is clear that, the coefficient of correlation obtained between Emotional Intelligence with Study Habits of physically challenged students is 0.72. Hence hypothesis third is rejected. It means positive significant relationship found between the Emotional Intelligence with Study Habits of physically challenged students. It indicates that the Study Habits of physically challenged students is influenced by the Emotional Intelligence. It can be say that those students have better Emotional Intelligence they possess good study habits also.

The 4th, hypothesis of study states that there is no significant relationship of Emotional Intelligence and study habits of normal secondary school students. This hypothesis is verified by t test and presented in table no 4.

Table No. 4 Showing relationship between emotional intelligence with study habits of normal secondary students.

S.No	Variable	N	Df	'r'
1.	Emotional intelligence	100	98	0.68
2.	Study Habits	100		

From Table No.4 it is clear that, the coefficient of correlation obtained between Emotional Intelligence with Study Habits of normal secondary students is 0.68. Hence hypothesis third is rejected. It means positive significant relationship found between the Emotional Intelligence with Study Habits of normal secondary students. It indicates that the Study Habits of normal secondary students is influenced by the Emotional Intelligence. It can be say that those students have better Emotional Intelligence they possess good study habits also.

Findings, Conclusion and Suggestions:

- There is no significant difference of Emotional Intelligence between physically challenged and normal secondary school students.
- There is significant difference of Study Habits between physically challenged and normal secondary school students.
- There is significant relationship of Emotional Intelligence with Study Habits of physically challenged students.
- There is significant relationship of Emotional Intelligence with Study Habits of normal secondary school students..

CONCLUSION:

The conclusions on the basis of findings of the study are there is positive significant relationship found between emotional intelligence with study habits among physically challenged as well as in normal category secondary school students. Emotional intelligence is an important factor which can play important role in determining the good study habits i.e. planning, time management and concentration. Similarly those students are able to deal intelligently where emotions have the last laugh; they can adopt better strategies to adopt good study habits.

Those student's have the ability to monitor one's own and others feelings and emotions to discriminate among them and to use this information to guide one's thinking, they have an ability to achieve better marks in their exams. Similarly the systematic ways of studying also affects the achievement of students in subjects. This study also concludes that study habits, is positively correlated to emotional intelligence. If classroom teachers, teach students good study habits and self management's skills together with appropriate strategies and planning, definitely they will move towards the right direction for achieving the real goal of education.

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