

A Study of Relationship of Sensitivity with Strain and Acquirement Among Students

Dr. Harsha Patil

Associate Professor, Kalinga University, Raipur, Chhattisgarh, India

ABSTRACT

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We are at the beginning of a new century and intelligence and success are not views the same way they were before. New theories of intelligence have been introduced and are gradually replacing the traditional theory. The whole students have become the centre of concern, not only his reasoning capacities, but also his creativity, emotion and interpersonal skills. The multiple intelligence theory has been introduced by Howard Gardner (1998) and the emotional intelligence theory by Mayer and Solvay (1999) then Goleman (2015). 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 Goleman (2019). The purpose of this study is to study whether there is any relations of emotional intelligence on stress, adjustment and academic success i.e. achievements. Do the high achievers in senior secondary have a high emotional intelligence level? Do the high emotional intelligence level students have stress problems, adjustment problems or not? Do any relations of emotional intelligence on stress, adjustment and achievements exist or not? So the population of this study was the senior secondary graders in rural as well as in urban areas .

Keywords : IQ, Stress, Emotional Intelligence

I. INTRODUCTION

Significance of the Problem

The present study was very much important for those who easily dragged themselves into the stage of maladjustment, into the ocean of stress and shows poor performance in their academics due to maladjustment and under stress. By the use of emotional intelligence how the individual comes out of the stage of maladjustment and stress. By the

proper development of the emotional intelligence in an individual he/she can cope with the environment. Stress is a phenomenon which causes physiological as well as psychological problems. Sometime it leads to suicide. It was important to study the emotional intelligence level of the students and how this emotional intelligence can play a significant role to overcome maladjustment, stress and to improve the academic success.

II. RESEARCH METHOD USED

For investigation and collection of the data descriptive survey method was used to find out the relationship between emotional intelligence and stress, emotional intelligence and adjustment, emotional intelligence and achievement, and to find out any significant difference between the mean scores of stress, adjustment and academic achievement of rural/urban and male/female students in relation to high/low emotional intelligence. For the collection of the data the researcher surveyed the different schools located in the Delhi region for urban as well as rural school students and administered the emotional intelligence scale, stress scale and adjustment scale on the students studying in the eleventh standard.

Sampling Strategies

Sample is fundamental to the conduct of research and interpretation of its results. Barring the unusual instance in which a complete sense is taken, research is almost invariably conducted by means of a sample on the basis of which generalization applicable to the population from which the sample obtained is reached. For collection of 200 senior secondary students from the urban and the rural schools, random sampling was used. Sample for the urban area and rural areas were collected from Chhattisgarh region schools. There are eight districts in Chhattisgarh. But the sample of the study was drawn from two districts viz., North-West and North-East.

Emotional Intelligence Scale: For the administration of this test on the students, the investigator gave the instructions as according to the manual. The instructions were as: -

- (i) There is no time limit for the completion of this test but it will hardly take 10-12 minutes to finish-up.
- (ii) Before administrating the scale, it is advisable to emphasize orally that responses should be checked as for the same. The responses will be kept confidential.

(iii) It was also emphasized that there is no right or wrong answers to the statements. The statements are designed to understand the differences in individual reactions to various situations. The scale is meant to know the difference between individuals and not meant to rank them as good or bad.

(iv) It was duly emphasized that all statements have to be responded to and no statements should be left unanswered.

(v) Though the scale is self-administering, it has been found useful to read out the instructions printed on the response sheet to the student teachers.

III. Discussion of the findings with review of related literature

A study was done in the year 2020, 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 2021, 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 2021 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.

IV. 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 270 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 1.1 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 out, "It's the heart which takes one to the highest place where intellect can never reach".

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