

## Influence of Emotional Intelligence on Study Involvement among Adolescents

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**Abstract:** The present study aims to analyze the influence of emotional intelligence on study involvement among adolescents. This study adopted survey method and samples for the study were collected from 10 different schools of Dharmapuri districts in Tamil Nadu. Samples were taken from private and government schools separately. A total of 250 students were selected out of which 150 are male and 100 are female. Stratified random sampling design was used. The data was collected using emotional intelligence scale and study involvement inventory along with the personal data sheet. The results show that there is no significant difference between male and female on study involvement. There is no significant difference in study involvement based on type of family, order of birth and area of living. The results show that private school students have more study involvement compared to the government school students. Study involvement and emotional intelligence are positively significantly correlated with each other. Emotional intelligence is highly influencing students' study involvement.

Key words: emotional intelligence, study involvement, adolescents.

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### I. Introduction

Emotional intelligence reflects one's ability to deal with daily environment challenges and helps predict one's success in life, including professional and personal pursuits" (Bar-on, 1997) [4]. Emotional intelligence defined as, "The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth" (Salovey and Mayer., 1997) [11]. All researches indicate that emotionally intelligent people are more successful and have less mental health problems as they handle stress productively.

Study involvement in the views of Morse and Wingo (1970) [10] implies "keen interest in the task, working with persistence and imagination and sharing the responsibility for own learning". Yan Off (1973) [13] defined "study involvement as a degree of affect or feeling of being actively involved in one's own learning process". Involvement in studies not only makes the learning a pleasant activity but also yields enhancement in learning outcomes of higher order and develops positive attitudes towards learning and facilitates creative productivity. Study Involvement is a process by which the skills, capacities and competencies of the students are enhanced. This enhancement of faculties can be translated into social performance. Therefore, study involvement of a student today has got a cumulative growth in the future performance of the (Astin, 1984; Willis, 1989 and 1993) [3].

### II. Methodology

#### *Variables*

The independent variable of the study is emotional intelligence and dependent variable is study involvement. The descriptive variables considered in their study are gender, type of family, order of birth, area of living and type of school.

### **Hypotheses**

1. Adolescents significantly differ in their study involvement based on gender.
2. Adolescents significantly differ in their study involvement based on type of family.
3. Adolescents significantly differ in their study involvement based on order of birth.
4. Adolescents significantly differ in their study involvement based on area of living.
5. Adolescents significantly differ in their study involvement based on type of school.
6. There is a relationship between emotional intelligence and study involvement.
7. Emotional intelligence has a significant influence on study involvement.

### **Research Method**

The study adopted survey method, which is descriptive and explorative in nature. This study measures the emotional intelligence and study involvement of ninth standard school students. The study assesses the difference in emotional intelligence and study involvement based on gender, type of family, order of birth, area of living and type of school. It also explores the influence of emotional intelligence on study involvement of students.

### **Tools Used**

To assess the influence of emotional intelligence on study involvement among adolescents, the following tools were used:

1. The Emotional Quotient Inventory developed by Bar-On (1997).
2. Study Involvement Inventory developed by AshaBhatnagar (1982).

### **Sample**

The samples for the study were collected from 10 different schools of Dharmapuri districts in Tamil Nadu. Samples were taken from private and government schools separately. A total of 250 students were selected out of which 150 are male and 100 are female. Stratified random sampling design was used.

### **Data processing**

The data collected were analyzed using appropriate statistical tools. Descriptive analysis (mean, standard deviation) was used to find the level of emotional intelligence, academic motivation and study involvement among adolescents. 't' test, ANOVA, and correlation were used to assess the significance difference in emotional intelligence and study involvement of adolescents based on their gender, type of school, order of birth, area of living and type of family. The influence of emotional intelligence on study involvement of adolescents was assessed using regression.

## **III. Results and Discussions**

### **Hypotheses 1:**

“Adolescents significantly differ in their study involvement based on gender.”

**Table 1: Study involvement and gender**

Study involvement	Male		Female		't'-Value
	M <sub>1</sub>	SD <sub>1</sub>	M <sub>2</sub>	SD <sub>2</sub>	
	61.74	8.11	63.12	8.08	1.36 <sup>NS</sup>

NS- Not Significant

Table 1 indicates that the ‘t’ score for study involvement among male and female students. No significant difference is found between the two groups in the level of study involvement. Hence hypothesis not accepted.

The reason may be that both male and female students have a same interest and involvement in their academic related activities like in-depth reading, daily studying habit and doing other study related tasks. Male and female students are having more study involvement, extra-curricular, co-curricular activities, emotional balance, study habits, library work, classroom performance, attitude towards study and the study quotient. This is because of today parents treat their sons and daughters equal. Unlike earlier days, today parents without any hesitation spend on their education. They want their daughters also to become an engineer or doctor like their sons. Therefore, both boys and girls have similar type of involvement in their studies.

**Hypotheses 2:**

“Adolescents significantly differ in their study involvement based on type of family.”

**Table 2: Study involvement and type of family**

Study Involvement	Joint family		Nuclear family		‘t’-value
	M <sub>1</sub>	SD <sub>1</sub>	M <sub>2</sub>	SD <sub>2</sub>	
		62.68	8.30	62.00	7.83

NS- Not Significant

Table shows the ‘t’ test for study involvement between students from joint family and nuclear family system. There is no significant difference in their study involvement. Joint family and nuclear family members are giving equal importance to their children’s study. They provide an environment that creates involvement in studies. In the joint family system, mother has time to spend quality time with her children. If the mother is illiterate, the other family members help the child and create an involvement in studies. In nuclear family system either of the parents plays a role in helping the child academically and creates an interest towards studies. Thus whatever is two type of family the parents and significant other develop in the children a positive attitude towards learning and facilitate creative productivity. Hence hypothesis is not accepted.

**Hypotheses 3:**

“Adolescents significantly differ in their study involvement based on order of birth.”

**Table 3: Study involvement and Order of birth: ANOVA ANALYSIS**

Scales		Study involvement	‘F’-value	Sig
First born	M1	62.67	0.22	0.88
	SD1	8.57		
Second born	M2	62.67		
	SD2	7.97		
Third born	M3	61.91		
	SD3	6.13		
Only child	M4	61.00		
	SD4	8.11		

Table shows that study involvement among order of birth. There is no significance difference between study involvement and order of birth of the adolescents. Hence hypothesis not accepted. Only if the students do well academically, they can excel in their life. All students are aware of it. Moreover, in the family parents may compare the performance of their children and competent on it. In order to avoid such comments, children develop self interest in their studies. Also children compare themselves with their friends and classmates motivate themselves to study well. At home, parents see to that they provide same kind of study environment. There may be the reasons for lack of difference in study involvement based on order of birth.

**Hypotheses 4:**

“Adolescents significantly differ in their study involvement based on area of living.”

**Table 4: Study involvement and Area of living**

Study Involvement	Urban		Rural		‘t’- value
	M <sub>1</sub>	SD <sub>1</sub>	M <sub>2</sub>	SD <sub>2</sub>	
	63.14	6.44	62.27	8.41	0.75 <sup>NS</sup>

NS- Not Significant

Table show the ‘t’ score for study involvement among urban and rural area adolescents. There is no significant difference in study involvement with regard to area of living. Urban and rural areas students have equal interest in the task, work with persistence and imagination and share the responsibility for own learning.

This is supported by Thakur. (2002) [12] who revealed that rural and urban women students’ did not differ significantly on study involvement. Although apparently it appears that urban women students had higher level of study involvement than rural women counterparts, but infect it was due to chance factor.

The finding of no significant difference in study involvement of rural and urban women students is in contradiction to the finding of Bhatnagar (1985) [5] who reported that “urban students had significantly higher level of study involvement than rural students. The finding of present study of no significant difference in study involvement on account of rural-urban background may be justified in view of the ever increasing aspiration, feeling of competition and advancement in life of rural students’ which might in turn have enhanced the level of their study involvement”. Hence hypothesis is not accepted.

**Hypotheses 5:**

“Adolescents significantly differ in their study involvement based on type of school.”

**Table 5: Study involvement and Type of school**

Study Involvement	Government		Private		‘t’- value
	M <sub>1</sub>	SD <sub>1</sub>	M <sub>2</sub>	SD <sub>2</sub>	
	61.69	9.07	63.60	6.06	2.08*

\*Significant at 0.05 level

Table shows that 't' score for study involvement among private and government school students. There is a significant difference in study involvement based on type of school. The results show that private school students have more study involvement compare to the government school students.

According to Dieltiens (2008) [8] "public schools certainly have problems particular to them; predicaments which require systemic effort and creative ideas, but argues against the assertion that the problem with public schools is that they fail to provide a relevant education compare to the private school, so that the private school students are having more study involvement compare to the government school students". Hence hypothesis is accepted.

**Hypotheses 6:**

"There is a relationship between emotional intelligence and study involvement."

**Table 6: Relationship between emotional intelligence and study involvement**

-	EI – total	SR	IPR	IC	PS	ESA	FLX	RT	ST	AS	EM
SI-total	0.44**	0.42**	0.31**	0.09	0.37**	0.14*	0.10	0.01	0.15*	0.02	0.41*

From the above table it is clear that there is correlation between emotional intelligence and study involvement among the adolescent. Hence hypothesis is accepted. Overall score of emotional intelligence is positively significantly correlated with overall score of study involvement.

Total score of study involvement positively significantly correlated with emotional intelligence components such as self-regard, interpersonal relationship, problem solving, emotional-self-awareness, stress-tolerance and empathy. There is no significance relationship between study involvement and some components of emotional intelligence such as impulse control, flexibility, reality-testing and assertiveness among adolescents.

**Hypotheses 7:**

"Emotional intelligence has a significant influence on study involvement."

**Table 7: Emotional intelligence influence in study involvement: REGRESSION ANALYSIS**

Dependent variable	Independent variable	B	Beta	't'-value	Model summary
Study involvement	EI-total	0.18	0.44	7.83	R <sup>2</sup> =0.19 F=61.40 P<0.01
	EI-total	0.13	0.32	5.26	R <sup>2</sup> =0.25 F=42.62 P<0.01
	Empathy	0.63	0.26	4.40	
	EI-total	0.08	0.18	2.61	R <sup>2</sup> =0.28 F=32.99 P<0.01
	Empathy	0.60	0.25	4.25	
	Self –regard	0.39	0.22	3.24	

From the table it is found that study involvement of students is influenced by their emotional intelligence. Total score of emotional intelligence is highly influencing students study involvement. Some components of emotional intelligence like empathy, self-regard also strongly influencing student study involvement.

Students with empathy have the ability to identify with and understand the wants, needs, and viewpoints of those around them. People with empathy are good at recognizing the feelings of others, even when those feelings may not be obvious (Goleman, 1998) [9]. As a result, empathetic students are usually excellent at listening, managing relationships, and relating to others. They avoid stereotyping and judging too quickly, and they live their lives in a very open, honest way. So they can easily get involvement in their studies. Student's empathetic behavior directly influences their interest or engagement in the academic related tasks.

Students are more concerned about their own interest and future. In order to live the future they dream about, the show high involvement in studies, as it is the way of achieving their in life.

Thus it is concluded that study involvement of students is significantly influence by their emotional intelligence.Hence the hypothesis is accepted.

#### IV. Conclusions

1. Adolescents do not significantly differ in their study involvement based on gender.
2. Adolescents do not significantly differ in their study involvement based on type of family.
3. Adolescents do not significantly differ in their study involvement based on order of birth.
4. Adolescents do not significantly differ in their study involvement based on area of living.
5. Adolescents significantly differ in their study involvement based on type of school.
6. There is a relationship between emotional intelligence and study involvement.
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