

Relationship between Emotional Intelligence and Social Behaviour of Higher Secondary Level Students

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ABSTRACT

The present study designed to compare relationship between emotional intelligence and social behavior of higher secondary level students. In recent years the focus on improving Education has been increasing and main focus is to motivate young students towards serious study attitude. In the aforementioned study the descriptive research method was employed. Data was collected by conducting a survey using questionnaires as a tool. After data collection, the collected data was analyzed by using different types of tests. The population of this study was made up of 11th graders enrolled in Government HSSC in Dera Ghazi Khan Division. The standardized tool developed by BarOn (EQ-i) and the results of students in Part I Examination 2019 were used as data collection. The tool was modified as per environmental situation with the help of an expert panel. Due to this inventory's validity and reliability many researchers have utilized it for decades. The social behavior inventory was the second tool and it was altered and customized by scholars in collaboration with the supervisor. It was meant to explore the social behaviors of higher secondary level undergraduates with family members, peers, and within the HSSC. The result shows significant association between social behavior of a student with a classmate study content HSSC atmosphere and level of Emotional intelligence. The research found that EI was highly correlated with social behavior and not correlated with the academic success of pupils. The conclusions advise that importance should be given to the understanding of 11th standard students' EI. Training should be given by experts to modify and organize the emotions of students to decrease the unexpected behavior in HSSC Education.

Keywords: Emotional intelligence, Social behavior, Higher secondary level students

Introduction

School Education is not like higher secondary school Education. Students face numerous issues in HSSC and the main problem is to social modification in HSSC conditions. Pupils in the wake of finishing their matric class are eager to enter the different period of Education that is HSSC Education and to experience a new phase of life. The understudies must overcome contrast problems at this advanced stage.

The progress of understudies is dependent on the need to face new challenges of social interaction in the

Article History

Received:
August 2, 2022

Revised:
September 24, 2022

Accepted:
September 28, 2022

Published:
September 30, 2022

HSSC environment. One sort of test depends upon social correspondence. The students show explicit kinds of social direct thinking about heaps of the social conditions of the eleventh class. Zeynep Karaman et.al. (2016) attempted to choose and consider the excited understanding degrees of students in prosperity, social, and trademark preparing fields.

TiinaVin et.al (2010) drove exploration to depict the level of energetic knowledge of teachers of expert and master, progressed instruction of the movement business and housing schools. The results of the assessment showed really gigantic association between components Amiability and Emotionality which demonstrated that those with incredible balance and an ability to get others have better capacities of boldly behaving in social gatherings like stepping up to the plate for themselves and aptly participating in social gatherings. The examination furthermore demonstrated a sensible exploration-based philosophy for additional masterminding of educator's planning undertakings and self-faultlessness.

Kauts and Saroj (2010) saw excited information to be a character critical reducing word, associated worry of educators and advancement their reasonableness in method of teaching.

Kamran(2010) investigated how a truly adept organization could influence staff capability and identicalities. 10 segments which aid in working on the common senses of the specialists viz. adaptability, ethics, limit building, trust, principles, self-movement excitement, invigorating, limit building inspiration and correspondence. Learning and social situations of schools smear strain on understudies and occasionally, it makes it difficult for students to grow mentally and socially while advancing towards their objectives. Schools and HSSC are places where students learn in a variety of settings (Masten and Coat, 1998).

Gardner (1993) finds that while contributing to social orders, a juvenile's keen life impacts gigantic results. According to the findings, vivacious and social limits result in higher accomplishments for the length of customary every day presence. It proposes that vivacious and social cutoff points have a vital presence in a stand-in's life from teachers and the guards' viewpoint. Specialists fought in regards to the centrality of collective and energizing limits to solitary accomplishment all through. Katyal and Awasthi (2005) quarrel over enthusiastic agreement and express that excited data is normal since people utilize EI in clarifying awareness regarding their subjective sentiments. The EI additionally assists when predicting a person's execution in diverse contexts, such as crushing endlessly at home, school and so forth.

Scholars comprehend how plenty of information forecasts scholarly greatness and word-related status, but it ultimately represents around 20% of understudies' collection here. We recognize that Passionate understanding is one of the cutoff points, which is especially connected to achievements of life. Our greatest boundary being positive foresight has groundbreaking obligation in the 5% to 10% district. Social direct is persistently made arrangements for general society. This occurs between individuals of nearly identical species. Individuals lead tumbles of various kinds. Several practices are usual among entities some are capricious and several are admirable while others lie very far apart. Various smart trains for example frontal cortex science, human science money related issues and humanities highlight and concentrate individuals straightforwardly. People balance others' lead comparative with the accepted practices and direct their own exceptional lead by procedures. Accepted practices are depicted as the typical norms of leadership that empower our collaboration with others. The social standards reflect the accepted approaches for finishing belongings, of beauty care products, of talk, and other aspects. These criteria change starting with one age group against the accompanying and socially partnered. It is not dynamic that they dress, talk or lead well at one party but not in another.

Statement of the Problem

Vivacious information joins non-affirmation limits which influence the capacity of a person to change in accordance with organic requirements and burdens. Such information enables us to think more innovatively and propels us to utilize our opinions in supervising traditional issues. Energetic information is one of the parts that can impacted an understudy's achievement for the term of standard bit by bit

presence and can be impacted by different sections. The investigator uncovered that a juvenile's tense life impacts his/her canny achievement and social change both through the examination sitting area at schools and HSSC. The evaluation proposed to uncover the relationship between the understudy's vivacious data with social lead and sharp accomplishments. The next step in the evaluation to examine social lead and EI of higher secondary level students.

Objectives of the Study

The primary targets of this examination action were:

- To evaluate the difference between boys and girls students on level of E.I and kinds of social conduct of higher secondary level students.
- To evaluate academic achievements and relationship between level of E.I and kinds of social conduct.

Research Hypotheses

The Hypotheses of the exploration were to.

- H0₁** There exists no significance mean difference among boys and girls students in kinds of social practices.
- H0₂** There exists no significance mean difference among boys or girls students in their EI level.
- H0₃** There exists no significance mean difference in scholastic accomplishment of students having diverse degree of EI.
- H0₄** There exists no significance mean difference in scholarly accomplishment of students having diverse social conduct.

Extent of the Research

This review will be astonishing in obliging as far as possible the social inclinations that the understudies show as they create more superfluous norms in instructive foundations. Early trip of 11th class imposes weight and inconveniences on understudies, which a portion of the time may pass with regard to withdrawal nonappearance of energy toward considering an anxiety that drives them to get out of hand. The effects of this appraisal are accommodating in grasping the clarification of unacceptable organizational practices of the understudies of 11th class and in making them structure the circumstance of HSSC as it were that all students envision that it's important for an instructive and social development and adequacy.

Literature Review

The student enters school for extra appraisal in Pakistan, i.e.; generally engaging 11th class, experience new encounters in life. The progression stage changes into a wellspring of various difficulties that the understudies need to confront. One kind of test depends on friendly correspondence because of the social conditions of the class 11th, the understudies demonstrate various forms of social leadership. TiinaVin et.al (2010) conducted assessment to depict the degree of vigorous comprehension of instructors of master and expert advanced preparing of the development business and lodging schools. The results of the evaluation displayed quantifiably huge relationship between parts of Kind attitude and Emotionality which showed that those with remarkable equilibrium and a capacity to get others, additionally have better limits of nailing it for them and working in get-togethers. The assessment correspondingly plots another and valuable investigation based framework for extra arranging of educator's arranging adventures and self-flawlessness.

Kauts and Saroj (2010) found excited information to be reflected, to be obliging declining word linked to coach anxiety, and refresh their plausibility. Kamran (2010) investigated whether earnestly clever power (EIL) might influence the labor force plentifulness and identicalities there are 10 bits of EIL which serve

to work on the sensibility of the delegate's viz. self-action, moral, trust, viability, adaptability, excitement, strengthening, limit building, correspondence, and inspiration.

Teaching in climate and condition of common collaboration among understudies in schools places strain on understudies, making it difficult for them to grow socially while pushing towards their objectives. This is when understudies foster their abilities to change in accordance with the learning.

Examination showed that the social and exciting aptitudes produce better attainments for the span of normal everyday presence. It derives that energetic and social cutoff points have a massive spot in stand-in's life from educators and guardian's viewpoint. Researchers debated the significance of social and stimulating constraints particular achievement. The examiner fights about fiery data and communicates that intriguing information is standard since people use EI in clarifying appreciation for their feelings. The EI is comparatively significant in predicting an individual's performance in different social and instructive circumstances, for example, crushing ceaselessly, home, school, and so on (Katyai and Awasthi 2005).

We comprehend that plenty of information could reflect scholarly greatness and word-related position, yet it can simply portray around 20% of understudies 'combination in such regions. We recognize that Passionate knowledge is one of the cutoff points which is particularly connected to life success. Our greatest limitation is that Passionate Awareness entails a groundbreaking obligation in the 5% - 10% area. Social direct is ceaselessly arranged towards individuals overall. This leads to entities from near species. Individuals' immediate reductions in a degree of numerous sorts. Two or three practices are standard among individuals, few are additional conventional, and the rest can be considered normal while they are lagging behind the adequate line. Various instructive trains, for example, mind science, humanism, financial issues, and humanities highlight and concentrate individuals' lead. People offset others' lead relative to social standards and direct their own direct by. The accepted practices are portrayed as the "standard guidelines of lead that coordinate our trades with others". These standards change starting with one age group then onto the accompanying and associating public classes and public get-togethers. "It isn't critical that the setup, talk or lead excellent in one party could be perceived in another"

Method and Procedure

The study was quantitative research, as it determined the different perspectives and assessments of the picked test and measured the information in plain structure that had been assembled by survey to draw a circumstance and logical result relationship between various degrees of EI and Social practices of understudies i.e conduct of higher auxiliary school understudies with family, with the friends, and inside higher secondary school. Besides, manliness and natural deviations from levels of understanding at their core and minor departure from levels of the capacity to understand people at their core and sorts of social conduct of higher optional understudies in higher secondary schools were considered. This examination took on a positivist situation as the review was embarked to test the prior hypothesis and theory created from the writing audit of past investigations. Consequently, this review was rational or hypothesis testing and would prompt summing up and contrasting the reason and relationship dependent on realities assembled through quantitative technique i.e survey and estimated through measurable examination to clarify what was noticed.

The current research was descriptive in nature and the analyst gathered the information to take into account the exploration. A study was directed and information was gathered through a survey. Then the information was investigated through various tests. Main point of this exploration was to analyze the connection between E.I and social behavior among higher secondary level students.

Population

70 HSSC are located in Dera Ghazi Khan Division. The distribution of their strength concerning gender is shown in the table.

Table 1: *District wise Govt. HSSC in Dera ghazi khan division*

District	Boys	Girls
D.G.Khan.	7	9
Rajanpur.	9	5
Muzaffargarh.	10	11
Layyah.	9	10
Total	35	35

Evidence Source; (Directorate of HSSC) 2019.

In Dera Ghazi Khan (Division), according to their strength, there are 70 HSSC and number of students are 7832 (Boys 3812, Girls 4020).

Table 2: *Students population of Dera Ghazi Khan (Division)*

S. N.	District	M	F	T
1	D. G. Khan.	1103	1211	2314
2	Rajanpur	729	572	1301
3	Muzaffargarh	1073	1156	2229
4	Layyah	907	1081	1988
	Total	3812	4020	7832

Source of information 2019 (Directorate of HSSC).

The model from the general population was chosen by utilizing a handiness ‘sampling technique. Just students from HSSC were selected.

Sample and Sampling Technique

Scholars selected the sample from research advisory table. Total population of students 7832 (Boys and Girls). 368 students were nominated with a 5% margin of error and 95% confidence level. The scholars alienated the sample into boy and girl students. Both girls and boys were 184 in number.

Sample with respect to their strength was given in table number 2. In accordance with the available time and finance, the scholars selected a sample from two districts, Dera Ghazi Khan and Rajanpur. Research advisory table was used to select sample from population. Through purposive sampling technique, 54 boys and 57 girls’ students selected from Dera Ghazi Khan. From Rajanpur district 35 boys and 26 girls were selected. Table No 2 Sample table of students Gender wise of Dera Ghazi Khan Division

Instrument

In this research study a catalogue used to collect and analyze the level of EI of 11th class students. With the help of a literature review researchers selected the most suitable emotional intelligence inventory which was devised by R. BarOn in 1997. It is a self-rating scale in which a student marks himself from 1-5.

Data Analysis

After data collection from students, data was analyzed with various statistical tests such as standard deviation, mean, range, percentage distribution, correlation, and t-test. Secondly, data was analyzed using Pearson's correlation to calculate inter-correlation. Research also computed the connection between EI and social behavior with respect to the academic achievement of the student.

Results

H0₁ There exists no significance mean difference between boys and girls students in types of social behaviors.

Table 3: *Gender wise difference in Social behavior of higher secondary level student*

Variable	Groups	Mean	SD	t-value
Social Behavior	Boys	151.41	20.92	- 1.689
	Girls	154.16	18.56	
Acceptable Behavior	Boys	109.71	16.97	- 3.987***
	Girls	114.72	14.54	
Unacceptable Behavior	Boys	41.70	10.39	2.745**
	Girls	39.43	9.70	

N=172

In table 3, overall result is shown in social behavior with regard to gender. Researchers discovered $t = -1.689$ and p value .069. The difference between male and female students was not significantly different as $p > .05$. After that researchers evaluated types of acceptable social behavior and found $t = -3.987$. As $p < .001$ researchers found significant difference between boys and girls students. Same as acceptable social behavior, researchers found unacceptable social behavior as well, he found $t = 2.745$, $p = .004$ which showed a significant difference as $p < .01$. It was discovered that both male and female students were completely diverse in demonstrating different types of behaviors.

Following an evaluation of acceptable and unacceptable students behaviors, it was determined that there is no significant difference between boys and girls students in SBI overall. But this research also found significant difference between acceptable and unacceptable social behaviors. So, with reference to these results from the analysis null hypothesis was rejected. Because result was significant.

H0₂ There exists no significant mean 'difference between boys or girls student in their EI level.

Table 4: *Gender wise difference EI of higher secondary level students*

Variable	Groups	Mean	SD	t-value
Emotional Intelligence	Boys	239.89	47.53	- 2.417
	Girls	249.89	29.89	
High EI	Boys	286.09	21.28	3.578
	Girls	27.73	19.33	
Low EI	Boys	213.14	38.76	- 4.531
	Girls	226.99	16.56	

*** $P < 0.001$, ** $P < 0.01$

In table 4 overall result is shown in EI with regards to gender. Researchers found $t = -2.417$ and p value .01. The difference between boys and girls students are significantly different as $p > .05$. After that, researchers evaluated High EI between students of both genders and found $t = -3.578$. As $p < .000$

researchers found significant difference in between boys and girls students. In the Same way that a high EI researchers evaluated low EI in between boys or girls students. He found $t = -4.531$, $p = .000$ researchers found significant difference at $p < .01$. It was revealed that boys and girls students had been completely different in showing different types of EI during this study.

It is decided after evaluation of High and Low EI of students that there is no marked difference between students in EQI overall that is quite, regardless of their gender. So, with reference to these result from analysis the null hypothesis is rejected. Because result is significant.

H0₃ There exists no significance mean difference in academic achievement of students having different levels of EI.

Table 5: *Gender wise difference EI of higher secondary level students*

Variable	Groups	Mean	SD	t-value
Academic	High EI	43.22	10.93	- .003
Achievements	Low EI	43.22	10.68	

*** $P < 0.001$, ** $P < 0.01$

In table 5 researchers evaluated academic achievement of students with high or low EI level. Scholars found the value $t = -.003$ and $p = .998$ the change between them is not worthy. With this analysis researchers decided that there was no big difference between high EI and low EI of student regarding their academic achievements or result. On this researchers bases hypothesis is rejected because the result is not significant.

H0₄ This table shows that significant mean difference in academic achievement of undergraduates having different social behavior.

Table 6: *Gender wise difference Social behavior of higher secondary level students*

Variable	Groups	Mean	SD	t-value
Social Behavior (overall)	H A	152.92	19.06	-.532
	L A	153.73	20.16	
Acceptable Behavior	H A	112.96	15.54	- .029
	L A	113.01	15.74	
Unacceptable Behavior	H A	39.95	10.05	- .899
	L A	40.72	9.90	

In this table researchers evaluated the different types of behaviors on educational achievements. Researchers found $t = -.029$ and $t = .889$. they found $p > .05$, so the difference between them is not significant. The research shows that high achievers and low achievers show the same type of social behaviors. On the basis of this analysis hypothesis is rejected. Because results are not significant.

Conclusion

The results of the current examination uncovered not significant connections between EQ-I and various kinds of social conduct. It demonstrated that passionate capacities of the understudies helped them to appear and keep up with worthy social behavior. The after effects of the examination with regard to the connections between scholastic accomplishment, with enthusiastic knowledge, high EI and low EI showed no critical relationships. Their degrees of EI showed that understudy's scholarly accomplishments don't rely upon their degrees of passionate insight. Their academic performance was unimportant to their passionate shrewd levels. The aftereffects of the current investigation uncovered non-significant and trivial connections between different kinds of social conduct and scholarly accomplishments in general, including high and low scholastic accomplishments. The results of the present examination revealed the critical connections between enthusiastic insight and understudy social conduct, but no relationship between passionate knowledge and scholastic understudy academic accomplishments. The explanation might be that in the primary year understudies were not sincerely prepared to utilize their capacities to adapt to scholarly weights.

Recommendations

Based on this research study following recommendations were suggested.

1. The relationship between passionate insight and social conduct focuses on the advancement and up gradation of enthusiastic and social aptitudes (capabilities) in understudies with the goal that they build up the capacity for cooperation and inspiration. Additionally, the capacity to set and seek after objectives and capacity to determine and accept contrast calmly.
2. The researchers found from the present study that EI is strongly correlated to social behavior and its different types. It will improve the emotional and communal abilities as well as intrapersonal and interpersonal modifications according to the environment, anxiety, and stress control, development of skills necessary to control the mood, and will reduce the frequency of unpleasant behaviors at HSSC.

Acknowledgments

None

Conflict of Interest

Authors have no conflict of interest.


Funding Source

The authors received no funding to conduct this study.

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