

## Emotional Intelligence and School Satisfaction of Truant and Non-Truant Students



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Emotional Intelligence is the silent partner of rational intelligence equal in importance, yet frequently overlooked and rarely schooled or tested. Emotional Intelligence is a very recently described intelligence form. It is the ability to sense, understand and effectively apply the power and acumen of emotion as a source of human energy, information, connection and influence. According to Bar-On [1997] Emotional Intelligence is defined as "An energy of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures." In 1993 Mayer and Salovey defined Emotional Intelligence as a type of social intelligence that involves the ability to monitor one's and others feeling to discriminate among them and use the information to guide one's thinking and action. School education is an important segment of the total educational system contributing significantly to the individual as well as to national development. A good school provides conducive environment for development of cognitive, affective and psychomotor domain for all round development of individuals. Today, the trouble with the process of education is the pervasive emphasis on cognition and the neglect of the "affect" state of the learners. As learning is not a mechanical process.

Research in brain based learning suggest that emotional health are fundamental to effective learning. According to a report from the National Center For Clinical Infant Programs, the most critical element for a student's success in school is an understanding of how to learn [Emotional Intelligence-p-193] this understanding are confidence, curiosity, intelligence, self-control, relatedness ability to cooperate. Emotional development of student does not come into focus unless behaviour becomes problematic, ie. dropping out, lack of self-confidence, underachievement, violence, drug abuse, lack of motivation, anxiety.

**Objective of the study:**-The study has the following objectives. 1-To find out the Emotional Intelligence of Truant and Non- truant Higher Secondary School students. 2-To find out the School -Satisfaction of Truant and Non-truant Higher Secondary Students.

**Hypotheses of the study:**- The following hypotheses were formulated for the present study.

1-There will be no significant difference in mean score of Emotional Intelligence of Truant and Non-truant Higher Secondary School Students. 2- There will be no significant difference in mean score of School Satisfaction of Truant and Non-truant Higher Secondary School Students. 3-There will be no significant difference in mean score of Emotional Intelligence of Truant Higher Secondary School Students in relation to Male and Female. 4- There will be no significant difference in mean score of Emotional Intelligence of Non-truant Higher Secondary School Students in relation to Male and Female. 5-There will be no significant difference in mean score of School-Satisfaction of Truant Higher Secondary School Students in relation to Male and Female. 6- There will be no significant difference in mean score of School Satisfaction of Non-truant Higher Secondary School Students in relation to Male and Female.

### Methodology of the study:

**A: Method:**-A simple survey method was used.

**B: Tools:**- In this study following tools are used-1- Emotional Intelligence Scale by Nutan kumar Thingujam and Usha Rao [1999] 2- Sharma Adolescent School Satisfaction Inventory by Dr. Minakshi Sharma [1991].

**C: Sample:**- In this study to the above hypotheses a sample of 100 Truant and 100 Non-truant students are randomly selected from class xi of different stream of Higher Secondary School Students in Akola District..

**D: Statistical Analysis and Interpretation:**-The collected data was subjected to statistical analysis and the result obtained were interpreted-

### Hypotheses-1

**Table 1- Comparison of mean score of Emotional-Intelligence of Truant and Non-truant Higher Secondary School Students**

Group	Sample(N)	Mean(M)	SD	t-value
Truant	100	104.27	7.67	6.94*
Non-truant	100	112.13	8.33	

\* Significant at 0.01 level

From table-1, it is clear that the calculated t-value is 6.94 which is more than the table value of significant level 0.01. So null hypotheses is rejected, Hence it can be concluded that there is significantly difference between mean score of Emotional Intelligence in Truant and Non truant higher secondary school students. Emo-

tional Intelligence is less in Truant higher secondary school student then Non-truant higher secondary school students.

**Hypotheses-2**

**Table 2- Comparison of mean score of School- Satisfaction of Truant and Non-truant Higher Secondary School Students**

Group	Sample(N)	Mean(M)	SD	t-value
Truant	100	89.76	12.53	14.45*
Non-truant	100	117.83	14.21	

\* Significant at 0.01 level

From table-2, it is clear that the calculated t-value is 14.45 which is more then the table value of significant level 0.01. So null hypotheses is rejected, Hence it can be concluded that there is significantly difference between mean score of School-Satisfaction in Truant and Non truant higher secondary school students. School-Satisfaction is less in Truant higher secondary school student then Non-truant higher secondary school students.

**Hypotheses-3**

**Table 3- Comparison of mean score of Emotional-Intelligence of Truant Higher Secondary School Students in relation to their gender**

Group	Sample(N)	Mean(M)	SD	t-value
Truant [Male]	50	105.73	8.51	1.358*
Truant[Female]	50	103.47	8.13	

\* Not-significant at 0.01 level

From table3 , it is clear that the calculated t-value is 1.358 which is less then the table value of significant level 0.01. So null hypotheses is accepted, Hence it can be concluded that there is no- significantly difference between mean score of Emotional Intelligence in Truant higher secondary school students in relation to their gender difference.

**Hypotheses-4**

**Table 4 - Comparison of mean score of Emotional-Intelligence of Non-truant Higher Secondary School Students in relation to their gender-**

Group	Sample(N)	Mean(M)	SD	t-value
Non-truant [Male]	50	110.67	8.43	1.801*
Non-truant [Female]	50	113.84	9.16	

\* Not-significant at 0.01 level

From table-4 , it is clear that the calculated t-value is 1.801 which is less then the table value of significant level 0.01. So null hypotheses is accepted, Hence it can be concluded that there is no-significantly difference between mean score of Emotional Intelligence in Non

truant higher secondary school students in relation to their gender difference.

**Hypotheses-5**

**Table 5- Comparison of mean score of School- Satisfaction of Truant Higher Secondary School Students in relation to their gender-**

Group	Sample(N)	Mean(M)	SD	t-value
Truant	50	91.20	12.32	0.896*
Non-truant	50	93.58	14.17	

\* Not-significant at 0.01 level

From table-5, it is clear that the calculated t-value is 0.896 which is less then the table value of significant level 0.01. So null hypotheses is accepted, Hence it can be concluded that there is no- significantly difference between mean score of School-Satisfaction in Truant higher secondary school students on their gender difference.

**Hypotheses-6**

**Table 6- Comparison of mean score of School- Satisfaction of Non-truant Higher Secondary School Students in relation to their gender-**

Group	Sample(N)	Mean(M)	SD	t-value
Non-truant [Male]	50	122.36	14.31	0.235*
Non-truant [Female]	50	121.64	16.23	

\* Not-significant at 0.01 level

From table-6 , it is clear that the calculated t-value is 0.235 which is less then the table value of significant level 0.01. So null hypotheses is accepted, Hence it can be concluded that there is no-significantly difference between mean score of School-Satisfaction in Non truant higher secondary school students on their gender difference.

**Conclusion:-** 1- Emotional Intelligence is less in Truant higher secondary school student then Non-truant higher secondary school students. 2:- School-Satisfaction is less in Truant higher secondary school student then Non-truant higher secondary school students. 3:- There is no difference in Emotional-Intelligence in Truant Higher Secondary School Students on their gender difference. 4 :- There is no difference in Emotional-Intelligence in Non - truant Higher Secondary School Students on their gender difference. 5:- There is no difference in School-Satisfaction in Truant Higher Secondary School Students on their gender difference 6:- There are no difference in Emotional-Intelligence in Non-truant Higher Secondary School Students on their gender difference.

**REFERENCE**

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