

A Comparative Study on Emotional Quotient (EQ) and Intelligence Quotient (IQ) with respect to Higher Secondary Students at Ernakulum District, Kerala

***Stalin A**

****Dr. Prasad P.N**

*Research Scholar, Research and Development Centre Bharathiar University, Coimbatore

**Research Supervisor, Research and Development Centre Bharathiar University, Coimbatore

Abstract

In this article the focus is on comparing the emotional and intelligence abilities of higher secondary students. The purpose of this paper is to compare emotional quotient (EQ) and intelligence quotient (IQ) of higher secondary students. The researcher is interested in finding out the dominating intelligence traits with respect to higher secondary students. The paper highlights the importance of intelligence capabilities both emotional and intellectual to be successful in life. Students with high level of intelligent quotient (IQ) is good in solving logical problems where as students with high emotional quotient (EQ) communicate better with their fellow students and faculties. It is mandatory for each and every school to keep one psychologist who can help students in developing their emotional as well as intelligence capabilities. The society would demand more from the students as they hold the nation's future. The study is conducted with respect to higher secondary students at Ernakulum District, Kerala. A sample of 100 plus two students were taken. The conclusion of the research will give a broadened explanation on the different intelligence traits and how it reflects on student capabilities.

1. Introduction

Intelligence is the rational ability of an individual to respond stimuli in a purposeful way which includes, learning, abstract thinking, and problem solving capabilities. Intelligence Quotient (IQ) should be considered because it correlates well with success in a variety of personal and professional events. People with high level of intelligence capabilities enjoy societal status with good education, high incomes, do better at their jobs, and have better health. Normally it should be a combination of IQ as well as EQ that decides success at life. Emotional Intelligence' is the ability of an individual 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 and action. The emotional trait includes self-awareness, self-regulation, empathy, social skills etc.

This research analyzes both emotional and intelligence traits of an individual. It is the Emotional Quotient that helps the individual to choose their career. This research work tries to distinguish IQ factors as well as EQ factors separately. The factors to be considered with respect to IQ are Logical Ability (LA), Logical Reasoning (LR), Verbal Skills (VS), Visual Memory (VM), General Knowledge (GK), Spatial Memory (SM), Reading (R), Free Thinking (FT) etc. The traits such as Socialization (S), Communication (C), Self Confidence (SC), Initiative (I) Attitude (A), Feelings (F), Motivation (M), Individual Problem Solving (PS), Empathy (E) etc are considered with respect to EQ. This study attempts to narrow this gap by systematically examining the extent to which student possess both IQ and EQ qualities.

The work was done at Ernakulum. Around 100 samples consisting of higher secondary students were taken. Questionnaire was framed based on both IQ and EQ traits. The study tries to give an in depth view on the EQ and IQ traits possessed by individuals.

2. Objectives

1. To study the relationship between emotional quotient(EQ) and intelligence quotient(IQ)
2. To compare the EQ and IQ traits of individuals.
3. To find out the dominating traits of individuals.

3. Statement of Problem

A person to be successful in life should have both IQ and EQ traits .Here the study tries to focuses on the different intelligence traits of individuals. It also tries to know about the dominating traits of individuals. A set of EQ and IQ factors are considered and compared with respect to higher secondary students.

4. Literature Review

General intelligence and leader effectiveness reinforces leadership potential. In addition, to emotional intelligence, intelligence quotient social intelligences there exists another form of intelligence which is cultural intelligence that contributes to leadership. The different intelligence types along with the leadership context should help organizations to predict leadership success. Organizations give emphasis to international or cross-border settings, employee diversity etc which helps in developing Cultural Quotient (CQ) (Rockstuhl, Seiler, Ang, Dyne, & Annen, 2011)

Emotional Competence is a learned capability based on emotional intelligence that results in outstanding performance at work. Emotional intelligence determines the potential for learning the practical skills that are based on its five elements: self-awareness, motivation, self-regulation, empathy, and adeptness in relationships. Emotional competence shows how much of that potential translated into on-the-job capabilities. Being good at serving customers is an emotional competence based on empathy. Trustworthiness is a competence based on self-regulation, or handling impulses and emotions well. (Goleman,2001)

The cognitive and emotional aspects of intelligence and its related behavioral and psychological outcomes on employees' performance are considered.. Intelligence is considered as an important predictor for analyzing labour skills,abilities and their behaviors to perform a particular job.. The study relates intelligence quotient with employee performance. IQ along with EQ is essential for the success of employees. Emotional Intelligence(EQ) is found to have significant relationship with' performance which helps in solving problems at work place. (Gond & Husain, 2013)

General intelligence is composed of cognitive intelligence, which is measured by Intelligence Quotient (IQ).The successful individuals are one who possess a sufficient degree of emotional intelligence and an average or above average EQ score. The higher the EQ score, general success rate is high with respect to environmental demands and pressures. (Grayson)

Researchers have a view point where Emotional Intelligence (EI), Intelligence Quotient (IQ) and Personality are related. Emotional Intelligence (EI) determines real-world success is yet to be proved. EI competencies should not be taught in the schools. It has to developed and is determined by the personality of individuals. (Goleman & Weissberg, 2006)

Individuals who developed abilities related to Emotional Intelligence (EI) will express their own emotions, recognize emotions in others, and regulate affect, and use moods and emotions to motivate adaptive behaviors. It is the EI trait that helps an individual to be successful at life. (Salovey & John.D.Mayer)

5. Research Methodology

The research design is descriptive in nature, as the researcher is interested in comparing the different intelligence traits. The approach here is quantitative in nature. Total population of the study is 179 higher secondary schools of Ernakulum District, Kerala. The sampling method used here is judgment sampling as the researcher select 100 samples purposively from the population. A structured questionnaire which includes 20 questions was designed.

6. Data Analysis

6.1 Intelligence Quotient (IQ) Traits

Table: 6.1 (a) Intelligence Quotient (IQ) Traits (SA: Strongly Agree; A: Agree; N: Neutral; DA: Disagree; SD: Strongly Disagree; T: Total)

Sl.No.	Variables	SA	A	N	DA	SD	T	Result
1	Logical Ability (LA)	60	23	16	1	0	100	Majority have Logical Ability
2	Logical Reasoning (LR)	22	16	61	0	1	100	Neutral about Logical Reasoning
3	Verbal Skills (VS)	26	16	56	1	1	100	Neutral with Verbal Skills
4	Visual Memory (VM)	14	57	28	0	1	100	Majority have Visual Memory
5	General Knowledge (GK)	34	35	26	5	0	100	Majority possess General Knowledge
6	Spatial Memory (SM)	59	24	16	0	1	100	Majority have Spatial Memory
7	Reading (R)	36	22	41	0	1	100	Majority are neutral with Reading
8	Free Thinking (FT)	21	17	9	52	1	100	Majority disagrees with Free Thinking

Source: Survey Data

From the table it is clear that majority of the student possess Logical Ability (LA), Visual Memory (VM), General Knowledge (GK), Spatial Memory (SM) etc but lacks Verbal Skills (VS), Reading (R) etc .

6.2 Emotional Intelligence (EQ) Traits

Table 6.2(a) Emotional Intelligence (EQ) Traits (SA: Strongly Agree; A: Agree; N: Neutral; DA: Disagree; SD: Strongly Disagree; T: Total)

Sl No.	Variables	SA	A	N	DA	SD	T	Result
1	Socialization (S)	32	20	38	8	2	100	Almost everyone have Socialization Skills
2	Communication (C)	22	14	36	28	0	100	Majority neutral about Communication
3	Self Confidence (SC)	34	22	44	0	0	100	Majority lacks Self Confidence
4	Initiative (I)	34	52	14	0	0	100	Majority have Initiative Skill
5	Attitude (A)	22	11	42	25	0	100	Majority neutral with Attitude
6	Feelings (F)	33	0	53	14	0	100	Majority are neutral with Feelings
7	Motivation (M)	25	61	14	0	0	100	Majority are motivated
8	Individual Problem Solving (PS)	51	11	9	29	0	100	Have Problem Solving Skills
9	Empathy (E)	57	29	14	0	0	100	Have Empathy

Source: Survey Data

Students possess EQ traits like Socialization(S), Initiative (I), Motivation (M), Problem Solving (PS), Empathy (E) of the students are good but lacks Thinking (FT), Communication(C), Self Confidence(SC), Attitude(A), Feelings(F) etc need to be improved.

6.3 Intelligence Traits

Table 6.3(a): Intelligence Traits

Sl No.	IQ Traits Possessed by Students	EQ Traits Possessed by Students
1	Logical Ability (LA)	Socialization(S)
2	Visual Memory (VM)	Initiative (I)
3	General Knowledge (GK)	Motivation (M)
4	Spatial Memory (SM)	Problem Solving (PS)
5		Empathy (E)

From the table it is clear that EQ traits like Socialization(S), Initiative (I), Motivation (M), Problem Solving (PS), Empathy (E) of students slightly dominates over IQ traits like Logical Ability (LA), Visual Memory (VM), General Knowledge (GK), Spatial Memory (SM).

7. Findings and Suggestions

Findings

1. Majority(60%) of the student possess Logical Ability(LA)
2. Most(61%) of the students are uncertain about their Logical Reasoning (LR) Skills
3. Considerable amount of respondents (56%) don't aware about Verbal Skills(VS)
4. Majority of the respondents (57%) have Visual Memory (VM)
5. Majority of the respondents (35%) possess General Knowledge(GK)
6. Majority students (59%) have Spatial Memory(SM)
7. Majority of the students (41%) are neutral with Reading(R) habits.
8. Most of the students (52%) lack Free Thinking (FT) traits.
9. Sizable percentage of respondents (38%) are neutral Socialization Skills(S)
10. Majority of the respondents are (36%) neutral with respect to Communication(C) Skills.
11. Majority of the students(44%) lacks Self Confidence(SC)
12. All most all the students (52%) have Initiative(I) Skill
13. Majority of the respondents (42%) neutral with respect to Attitude(A)
14. Most of the students are (53%) are neutral with Feelings(F)
15. Majority of the students (61%) are motivated (M)
16. Most of the students(51%) have Problem Solving(PS) Skills
17. All most all the students(57%) possess Empathy(E)

Suggestions

1. Verbal Skills(VS) as well as Reading(R) habits of the students need to be improved
2. As most of the student lacks Free Thinking (FT) traits, schools should initiate programs that improve Free Thinking (FT) capabilities of employees.

3. Since the new generation deals mostly through social networking sites, it is the responsibility of faculties to design programs that enhances Socialization Skills(S)
4. Communication(C) Skills of the students need to be improved. Schools should give soft skill training to its students.
5. As almost all students lacks Self Confidence (SC), it is the responsibility of the school management to build Self Confidence (SC) via extracurricular activities.
6. Majority of the respondents neutral with respect to Attitude (A) Feelings (F), it is good for the schools to employ a counselor who develops the students with respect of EQ skills.

8. Conclusion and Scope for Future Research

In recent scenario it is important to have Emotional Quotient (EQ) as well as Intelligence Quotient (IQ) to be successful in life. The past few years trend clearly shows that students who have brilliant academic records tend to fail at organizational environment. Lack of EQ traits may be a problem. So it is the responsibility of family as well as the teachers to develop the emotional intelligence traits of students. People usually give importance to emotions than their career. It is good to nurture the EI traits right at the beginning of school days rather than at the beginning of career. As the future holds lot for the younger ones its good for them to have both IQ and EQ skills.

The research work here compares both IQ and EQ traits .It was found that IQ traits like Logical Ability (LA), Visual Memory (VM), General Knowledge (GK), Spatial Memory (SM) etc are good where as Verbal Skills (VS), Reading(R) etc need to be improved. Similarly EQ traits like Socialization(S), Initiative (I), Motivation (M),Problem Solving (PS), Empathy (E) are good where as Free Thinking (FT),Communication(C),Self Confidence(SC),Attitude(A),Feelings(F) etc need to be improved. The research work can be extended by dividing students into male and female category. Here the study shows that an EQ trait slightly dominates over IQ traits in general.

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