

Relationship Between Emotional Intelligence and Attitude Towards Science in Equity Education

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Abstract

The present study aims to find out the relationship between attitude towards science and emotional intelligence. 1193 samples of high school students were selected randomly from Cuddalore district. To measure emotional intelligence scale developed by researchers and attitude towards science developed by researchers were used. The hypothesis that there is no relationship between high school students Attitude towards science and Emotional Intelligence in equity education. Result found that the correlation between Attitude and Emotional Intelligence is 0.528. By squaring the correlation and then multiplying by 100, you can determine what percentage of the variability is shared, 0.528 when squared is .278784, multiplied by 100 would be 27%.

Key Words

Attitude, science, emotional intelligence, equity education and Cuddalore

I. Introduction

In our country there are different kinds of educational systems like State board, Matriculation, Anglo-Indian and Oriental Schools. This makes lot of difference and inequality in science educational standard. So for this there lies the solution the solution and it is equitable education.

There is a big difference between educational standard of science students in rural and urban. So this makes deferent's inopportunity of getting jobs and competitive exams. The students those who studied in rural school feel difficult in passing out competitive exams like CAT (Common Attitude Test), IIT (Indian Institute of Technology) and (All India Engineering Entrance Exam) etc. This makes us to realize the importance of equitable education in science. The underachievers in schools should be given guidance. The effective teacher must try to integrate their attitude with development of their knowledge, skills and interest. The teacher should seek to develop desirable attitude in them and also discourage the formation of undesirable attitudes.

According to Garrison (1956) Intellectual maturity, as integral part of the total maturity of a growing child is accompanied by pronounced changes in attitudes. The influence of education upon the formation and direction of attitudes will depend largely upon the emotional environment which learning takes place. Learning of Science is an aspect at school level. Various techniques and skills are involved in teaching learning processes of science. Any technique adopted in the teaching and learning process of Science should help the students to understand the basic concepts easily, acquire various skills, and provide direct experience and to develop positive attitude towards Science.

Attitude and emotional intelligence play a vital role in the growth of students. Therefore, this makes the researcher to undertake a study on the attitude emotional Intelligence of High school students towards science subject in equity education.

II. Meaning of Emotional Intelligence

In the overall development of an individual, emotional development forms an important component. Emotions are learnt to be expressed as per social demands. This learning starts from early childhood and continues throughout the life. Adolescence is a crucial stage, where intense emotions are experienced and manifested. The transition from high school to university is a stressful period for most young adults. The students face the task of modifying existing

relationship with family and friends. Monitoring and moderating the changes to one's favour and progress is possible with the timely intervention by teachers and parents.

The term emotional intelligence has been routed from the social intelligence, which was first coined by E.L.Thorndike in 1920. Emotional quotient (EQ) is used interchangeably with 'Emotional Intelligence'. In the first time Salovey and Mayer (1990) conceptualized the term emotional intelligence that consists of three different categories of adaptive abilities.

III. Meaning of Attitude

Attitude is more or less permanent enduring state of readiness of mental organization, which predisposed and individual to react in a characteristic way to any subject or situation with which it is related. Attitude is a set of complex feelings, desires, fears, convictions, prejudices or other emotional tendencies that give an individual readiness to act because of varied experiences.

Attitudes are defined in different ways by many psychologists. An attitude may result in a behaviour that may be favourable or unfavourable towards the psychological object or class of objects. According to Bogardus (1931) an attitude is a tendency to act towards or against some environmental factors which become there by a positive or negative value. Sarnoft (1960) observes that attitude is a "disposition to react favourably or unfavourably to class of objects.

IV. Equity Education

In education, the term equity refers to the principle of *fairness*. While it is often used interchangeably with the related principle of *equality*, equity encompasses a wide variety of educational models, programs, and strategies that may be considered fair, but not necessarily equal. It has been said that "equity is the process; equality is the outcome," given that equity—what is fair and just—may not, in the process of educating students, reflect strict equality—what is applied, allocated, or distributed equally.

Inequities occur when biased or unfair policies, programs, practices, or situations contribute to a lack of equality in educational performance, results, and outcomes. For example, certain students or groups of students may attend school; one of the clearest signs of a society's intellectual health is the strength of its science and math education. Science and math help to spur developments in scientific research and industrial technology, and ultimately lead

to a more diverse, robust economy. But in the United States, and even in countries where a greater emphasis is placed on math and science, there is one segment of the population that does not always benefit from the best science and math education the community has to offer: girls and women. It has long been known that there is a “gender gap” in the sciences, which affects the quality and type of education offered to women even up to the advanced college level.

V. Need For The Study

The childhood and adolescence are critical windows of opportunity for setting down the essential habits that will govern our lives. Deficiencies in cognitive and emotional intelligences heighten a spectrum of risks from depression or a life of violence to eating disorders and drug abuse.

There are many paths to success in life, and many domains in which other aptitudes are rewarded. People who are emotionally adept are at an advantage in any domain of life. Boys and girls in our Indian Culture differ in occurring skills and experience through the opportunities provided to them in the families and societies. The preferences given to boys and girls differ. Hence there arises a chance for them to develop cognitive and emotional intelligence in a different way in the lifetime.

The transition from high school to higher education is a stressful experience for most students. Many serious decisions pertaining to selection of the course of study, the career, the life partner, the life style and the life goals can be taken up with the help of successful regulation of emotion and dealing with them effectively. How best the emotional balance and emotional management are gained is an important topic of study by educational researchers. These factors prompted the investigator to find the status of emotional intelligence and adjustment of students.

VI. Objective of The Study

- To find out whether there is any signification relationship between high school students Attitude towards science and Emotional Intelligence in equity education.

Hypotheses of the study

- There is no relationship between high school students Attitude towards science and Emotional Intelligence in equity education.

VII. Tools Used For The Study

The tool is an instrument which is used to collect data from the sample. In the present study Attitude towards science subject in high school students scale and emotional intelligence scale are used. These questionnaires were developed by the investigator. The same was validated for the present study.

VIII. Hypothesis Testing

There is no relationship between high school students Attitude towards science and Emotional Intelligence in equity education

Table. 1 : Attitude and Emotional Intelligence Correlation

		Attitude	Emotional Intelligence
Attitude	Pearson Correlation	1	.528**
	Sig. (2-tailed)		.000
	N	1193	1193

Emotional Intelligence	Pearson Correlation	.528**	1
	Sig. (2-tailed)	.000	
	N	1193	1193
**. Correlation is significant at the 0.01 level (2-tailed).			

Above the table, we see that the correlation between Attitude and Emotional Intelligence is 0.528. By squaring the correlation and then multiplying by 100, you can determine what percentage of the variability is shared, 0.528 when squared is .278784, multiplied by 100 would be 27%. Hence Attitude shares about 27% of its variability with Emotional Intelligence. This is moderate correlation.

IX. Findings

Result shows that the correlation between Attitude and Emotional Intelligence is 0.528. By squaring the correlation and then multiplying by 100, you can determine what percentage of the variability is shared, 0.528 when squared is .278784, multiplied by 100 would be 27%.

X. Conclusions

The present study aimed to attitude and emotional intelligence of high school students towards science subject in equity education study the attitude towards science and emotional intelligence. 1193 samples were selected randomly from Cuddalore district. The study concluded that there is a positive and significant relationship between students attitude towards science and emotional intelligence.

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