

# EMOTIONAL INTELLIGENCE OF SELF REGULATED LEARNERS

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*Date Received: 10/08/2017*

*Date Revised: 18/01/2018*

*Date Accepted: 23/01/2018*

## **ABSTRACT**

*The study was conducted on self regulated learners of senior secondary school. The main objectives of the study were to find out significant dimensions of emotional intelligence held by self regulated learners. To compare the emotional intelligence dimensions of self regulated learners, in terms of subject and gender. To find out the relationship between the self regulated learning and emotional intelligence of self regulated learners. To achieve these objectives 480 of senior secondary classes were selected purposively as a sample. Checklist of self regulated learning was constructed and administered on them, like this the self regulated learners were identified and selected for further study. The study was conducted on identified 360 self-regulated learners. Descriptive and comparative study methods were used. Data were analyzed with the help of mean percentage score and t-test. The analysis revealed that self regulated learners held all the dimensions of Emotional Intelligence in which self actualization, problem solving, happiness, optimism, and empathy are dominant, but 'self actualization' is the most significant dimension held by self regulated learners as they are very enthusiastic, like to do work with responsibility and feel self satisfaction after doing a quality work. The results show that there is a significant difference between boys and girls in respect to 'self actualization'. It reveals that girls are more self actualized than boys as girls are more enthusiastic, do work with more responsibility, and feel satisfaction after doing quality work. Results reveal that there is a positive correlation between self regulated learning and emotional intelligence of self regulated learners.*

*Keywords: Emotional Intelligence, Self-regulated Learners, Dimensions of Emotional Intelligence.*

## **INTRODUCTION**

Today's world, which is marked by competition, needs higher excellence in academic performance of student and for this the ultimate responsibility of thinking and learning lies on the shoulders of the students. As John W. Gardner (1983) also admits "The ultimate goal of the education system is to shift to the individual the burden of pursuing his own education." Same statement is given by Bandura (1986) that students are active seekers and processors of information. Zimmerman (1998) considers that self-regulation is not a mental ability and neither is it a skill linked to specific academic performance, but rather it is a self-directed process by means of which learners transform their mental abilities into skills linked to activity practiced in a specific context. Learning that exists from students self directed behaviors is oriented towards the

attainment of their learning goals (Zimmerman and Schunk, 2001). Such type of students strives for better performance and success in life.

On the other hand, researches on non-cognitive factors done by Goleman (1995) has empirically established that IQ proficiently contributes only about 20 percent to the factors determine life success which leaves 80 percent to other forces, that is emotional intelligence. EI makes us aware of our feelings and that of others (Mayer and Salovey, 1997). Bar-On (2000) defines Emotional Intelligence as an array of noncognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures. It involves empathy, motivation, compassion and an ability to respond proficiently to pleasure and pain. Goleman (1995) argued that EI is a basic for success in life.

Self regulated learners strive for success and success depends on emotional intelligence. So, researcher found it worthwhile to study emotional intelligence of self regulated learners and find out relationship between self regulated learning and emotional intelligence, if any.

## 1. Objectives

- To find out dominant dimensions of emotional intelligence held by self regulated learners.
- To compare the emotional intelligence dimensions of self regulated learners, in terms of subject and gender.
- To find out the relationship between the self regulated learning and emotional intelligence of self regulated learners.

## 2. Hypotheses

- There is no significant difference in emotional intelligence of science faculty students and non science faculty students.
- There is no significant difference in emotional intelligence of boys and girls.
- There is no correlation between self regulated learning and emotional intelligence of self regulated learners.

## 3. Method of the Research

Descriptive and comparative survey methods were used in the study.

### 3.1 Sample

The sample consisted of 480 high achievers of both science and non science subjects including boys and girls, among these high achievers self regulated learners were identified.

### 3.2 Process of Sample Selection

To identify self regulated learners, the checklist of self regulated learning was administered on 480 students, achieving more than 60 percent marks in Board Exam. Mean and SD of total students was calculated. The students who scored  $+1SD = 17.98$  were taken under the category of self regulated learners. Thus the sample of 360 self regulated learners was drawn out. Thus, the identified self regulated learners were as follows as shown in Table 1.

Further, 80 students from each group was selected as deliberate sample. On the selected self regulated learners

	Science Faculty Boys	Science Faculty Girls	Non Science Faculty Boys	Non Science Faculty Girls
Sample	120	120	120	120
Self regulated learners	104	118	85	113
%	86.66	98.33	70.83	94.16

Table 1. Self Regulated Learners rating scale of emotional intelligence was administered and further study was conducted.

### 3.3 Research Instruments

The investigator designed, prepared, and used following instruments.

- Checklist to identify self regulated learners.
- Rating Scale for emotional intelligence.

### 3.4 Statistics

Mean percentage scores, Mean, SD, t-value, and correlation were calculated for the study.

## 4. Results and Discussion

### 4.1 Analysis of Emotional Intelligence of Self Regulated Learners

Table 2 shows that 'self actualization' is the most significant dimension held by self regulated learners as they are very enthusiastic, like to do work with responsibility and feel self satisfaction after doing a quality work. The second significant dimension is 'problem solving' as they know why problem is created and what are the causes of it and is there a solution to every problem, and there is a need to

S. No.	Dimensions of Emotional Intelligence	Mean Percentage Scores
1	Assertiveness	79.54
2	Emotional Self Awareness	76.68
3	Self Actualization	93.55
4	Independence	83.41
5	Empathy	84.45
6	Interpersonal Relationship	84.12
7	Problem Solving	92.24
8	Flexibility	84.24
9	Stress Tolerance	73.71
10	Impulse Control	70.94
11	Happiness	89.36
12	Optimism	85.53
	Total	83.10

Table 2. Dimension-wise Mean Percentage Scores of Emotional Intelligence of Sample

think logically on all aspects of the problem. They also feel that their inner conscience guide them to take better and right decisions about the problem. The third significant dimension is "happiness" as self regulated learners themselves feel happy and try making others to be happy. The fourth significant dimension is 'optimism' as self regulated learners do not fear over problems, they think that problems give opportunities to learn something new in life and they look positively towards life. The fifth significant dimension is 'empathy' as self regulated learners are concerned about others feeling and provide help with patience in others' need. In none of the dimension they scored below 70.00 mean percent.

Table 3 shows that there is no significant difference in the dimensions: assertiveness, emotional self awareness, self actualization, empathy, interpersonal relationship, problem solving, flexibility, and stress tolerance, as in all these areas calculated value is lower than the table value.

Also the non science students are more 'independent' than science students as they listen to every one but work as they think; they work according to their own planning and thinking.

The table also represent that science students have more impulse control than non science students as they behave in a verycontrolled manner whether they are happy or too sad and they do not lose their temper without a reason. Moreover, the science students feel more happy than non

science students as they themselves are happy and try to make others happy. They are also more optimistic than non science students as they look positively towards life.

The total mean and SD of science and non science students in all the twelve dimensions are (217.79 and 18.02) and (215.99 and 12.49), respectively. The calculated 't' value is 1.04, which is lower than table value 0.01 level. It shows that there is no significant difference between science and non science students with respect to emotional intelligence.

Thus, the hypothesis No. 1 is accepted and it may be concluded that there is no significant difference in emotional intelligence of science and non science students.

Table 4 shows that there is no significant difference in the dimensions: assertiveness, emotional self awareness, independence, and stress tolerance as in all these areas calculated value is lower than table value.

There is also a significant difference between boys and girls in respect to 'self actualization'. It reveals that girls are more self actualized than boys as girls are more enthusiastic, do work with more responsibility and feel satisfaction after doing quality work.

There is also a significant difference between boys and girls in respect to 'empathy'. It reveals that girls have more empathy than boys as girls are more concerned about

Dimensions of Emotional Intelligence	Science			Non Science			Mean Difference	t-Value	Significant at 0.01/0.05 level
	Mean	N	SD	Mean	N	SD			
Assertiveness	16.65	160	2.48	16.76	160	2.09	0.11	0.41	NS
Emotional Self Awareness	16.10	160	2.36	16.11	160	1.83	0.01	0.03	NS
Self Actualization	22.57	160	2.43	22.34	160	1.57	0.23	1.01	NS
Independence	17.16	160	2.06	17.87	160	2.38	0.71	2.84	0.01
Empathy	17.68	160	2.95	17.79	160	2.13	0.11	0.37	NS
Inter Personal Relationship	22.67	160	3.27	22.76	160	2.44	0.09	0.27	NS
Problem Solving	16.55	160	1.86	16.16	160	1.31	0.11	0.59	NS
Flexibility	17.61	160	2.71	17.77	160	2.14	0.16	0.57	NS
Stress Tolerance	17.71	160	3.15	17.67	160	2.85	0.04	0.13	NS
Impulse Control	15.59	160	2.46	14.20	160	2.75	1.39	4.77	0.01
Happiness	19.18	160	2.43	18.36	160	2.37	0.82	3.05	0.01
Optimism	18.32	160	2.40	17.73	160	2.22	0.59	2.27	0.05
Total	217.79		18.02	215.99		12.49	1.80	1.04	NS

Table Value 0.01 = 2.59, 0.05 = 1.97

Table 3. Comparative Analysis of Emotional Intelligence of Science and Non-Science Students

Dimensions of Emotional Intelligence	Science			Non Science			Mean Difference	t-Value	Significant at 0.01/0.05 level
	Mean	N	SD	Mean	N	SD			
Assertiveness	16.83	160	2.58	16.58	160	1.96	0.26	1.00	NS
Emotional Self Awareness	16.11	160	2.26	16.10	160	1.96	0.01	0.03	NS
Self Actualization	21.69	160	2.49	23.21	160	1.01	1.52	7.14	0.01
Independence	17.56	160	2.13	17.48	160	2.38	0.08	0.32	NS
Empathy	17.09	160	2.81	18.38	160	2.12	1.28	4.60	0.01
Inter Personal Relationship	22.09	160	3.05	23.34	160	2.55	1.25	3.97	0.01
Problem Solving	16.09	160	1.91	17.12	160	1.01	1.03	6.04	0.01
Flexibility	17.10	160	2.41	18.28	160	2.33	1.18	4.46	0.01
Stress Tolerance	17.78	160	2.94	17.60	160	3.07	0.18	0.54	NS
Impulse Control	14.46	160	2.47	15.33	160	2.86	0.87	2.91	0.01
Happiness	17.46	160	2.52	19.77	160	1.86	2.01	8.09	0.01
Optimism	17.66	160	2.57	18.39	160	2.00	0.72	2.81	0.01
Total	212.23		17.67	221.56		11.23	9.34	5.64	0.01

Table Value at 0.01 = 2.59, 0.05 = 1.97

**Table 4. Comparative Analysis of Emotional Intelligence of Total Boys and Girls**

others problems and feel satisfaction in helping others in need.

Table 4 also shows that there is a significant difference between boys and girls in respect to 'interpersonal relationship'. It reveals that girls have more interpersonal relationship than boys as girls feel more and share feeling with friends more than boys.

There is a significant difference between boys and girls in respect to 'problems solving'. It reveals that girls have more problems solving attitude than boys as girls think logically about all the aspects of problem and their inner conscience help them to take better decisions.

There is a significant difference between boys and girls in respect to 'impulse control'. It reveals that girls have more impulse control than boys as girls control themselves more in adverse or for conditions and they do not get angry on insignificant matters.

There is a significant difference between boys and girls in respect to 'happiness'. It reveals that girls are happier than boys as girls themselves remain happy in any condition and try others to be happy.

There is a significant difference between boys and girls in respect to 'optimism'. It reveals that girls are more optimistic than boys as girls have more positive attitude towards life.

The mean and SD scores of total boys and girls, in all the twelve dimensions are (212.23 and 17.67) and 221.56 and

11.23), respectively. The calculated 't' values is 5.64, which is higher than table value 0.01 level. It shows that there is a significant difference between boys and girls in respect to emotional intelligence. It reveals that girls are more emotional intelligent than boys as girls are more self actualized, have more empathy, have more problem solving attitude have better interpersonal relationship, have more impulse control, are more happy and more optimistic.

Thus, the hypothesis No. 2 is rejected and it may be concluded that girls are more emotional intelligent than boys.

Table 5 shows that there is a positive correlation between self regulated learning and emotional intelligence as correlation coefficient found between these two is .1885 which is significant at 0.01 level. It reveals that students who are self regulated learners are emotional intelligent too.

The dimension 'metacognition' has positive correlation with 'self actualization' 'independence', 'stress tolerance', 'impulse control', 'happiness', and 'optimism'. It reveals that students who possess metacognitive characteristic like goal setting, responsibility feeling for their own learning, challenging work for learning, proper planning, monitoring progress, and evaluating performance, are self actualized, independent their stress tolerance power is also good they can control themselves in any situation, feel happy and

SRL EI	Meta Cognitive	Use of Strategies	Sustained Motivation	Total SRL
Assertiveness	.0562	-.0339	-.1907*	.0637
Emotional Self Awareness	.1009	.2220	-.0839	.1326*
Self Actualization	.2309*	.1581*	.1782*	.2683
Independence	.2290*	.0940	.0756	.1944
Empathy	.0118	.0842	.1246**	.0981
Inter Personal Relationship	.0544	.0676	.1324*	.143**
Problem Solving	.0403	.0057	0.242	.0329
Flexibility	.1523	.0487	-.0544	.0810
Stress Tolerance	.1216*	-.0004	-.0366	.0471
Impulse Control	.2749*	.1807*	.2046*	.3126*
Happiness	.1957	.633	.2989*	.2301
Optimism	.2217	.1397*	.2260*	1.291**
Total	.1949	.01215**	.1214**	.1885*

- Negative effect \* Significant at 0.01 level \*\* Significant at 0.05 level

**Table 5. Correlation Between Self Regulated Learning and Emotional Intelligence**

they look positively toward life means are optimistic.

The second dimension 'use of strategies' has positive correlation with 'emotional self awareness' and 'impulse control' but has negative correlation with 'optimism'. It reveals that students who are strategic, analyze the task well, seek help from different resources, manage their time for learning, control their emotions for learning, revise the learned material many times are emotional self aware they understand others feeling, give emotional support to them and are aware of their emotions too. They are self actualized like to do quality work feel responsibility, are enthusiastic, and feel satisfaction after doing quality work. They are not impulsive, they can control themselves in any situation, but they are not optimistic they look at negative side and afraid of bad happenings in life.

The third dimension 'sustain motivation' has positive correlation with 'self actualization' empathy', 'interpersonal relationship', 'impulse', 'control', 'happiness', and 'optimism', but has negative correlation with 'assertiveness'. It reveals that student who are motivated for learning, means keep eye on goal, do persistent efforts for learning, share with learned friends, collect latest information for learning are self actualized like to do work with responsibility, believe in quality work, are enthusiastic. They have empathy for others, are concerned about others feeling and provide help with patience in others need. They have good

interpersonal relationship. They are not impulsive, can control them selves in any situation. They feel happy and are optimistic look positively towards life, but are not assertive they feel hesitation to speak before others whether they are on truth.

Thus the hypothesis No. 3 is rejected, and it may be concluded that there is a positive correlation between self regulated learning and emotional intelligence so the students who are self regulated learners are emotional intelligent too.

## 5. Discussion and Implications

This research has direct implication to students, teachers, and policymakers.

The following steps can be taken by the teachers.

- Provide explicit instruction in
  - What the task is?
  - What the objective are?
  - How to assess progress?
  - How to monitor?
  - How to use proper time?
  - How to be attentive?, etc.
- Opportunities could be provided so that students could work cooperatively and mentor each other.
- Practice should be given to use different strategies.
- New knowledge should be linked with previously acquired knowledge.
- Task must be given to students which should follow by discussion on strengths and weakness of the process used by students.

To develop emotional intelligence of such students some experience should be given to the students in which they can talk with assertiveness, they can maintain good interpersonal relationship with their peer and others, they can feel empathy and much more like stress tolerance and so on.

The above steps taken by the teachers can help students to become self regulated learners and emotional intelligent so that, they can perform with high quality as the jobs of today and the future requires workers who can solve problems, thinks creatively, and work in a successful team

environment.

Now-a-days, it has been observed that parents at home use to give more and more attention towards the memorization of the learning material they generally do not bother whether their ward is able to understand what he /she is learning and why? The implications of the present study draw the attention of the parents towards the following points.

- Let the child understand the goal of learning. Why he / she is learning.
- Let him/ her analyses the task.
- Let him/ her take her own test to monitor the progress.
- Let him/ her seek help from different resources.
- Let him/ her prepare his/ her own timetable, but only trash whether he/ she is implementing it or not.
- Provide some tips to use different strategies.
- Let him/ her rehears, memorize, and do persistent efforts at home.

In this era of information technology and innovations why our students depend on school teachers and books prescribed to them only? Will this help them to become self regulated and emotionally intelligent who have internal motivation for learning? If no, then what can policymakers and planners do? This study has implications for them too.

- Only such type of teacher must be recruited in the schools that are well versed in area of learning psychology, subject content, and information technology communication, etc.
- Books should be prescribed which have lot of information about the subject content as well as links should also be given to them from where student themselves can collect more and latest information.
- E-Libraries can help a lot in this area.
- Organization of teachers should be formed on net to solve the queries of the students then the students will not depend on the school teacher only.
- Workbooks should be prescribed with the content book including different types of task to do.
- In the beginning of the book, an example of planning (year wise, unit wise, day wise, hour wise) should be

given to the students, which will help students to manage their time accordingly.

- In the end of each unit self evaluation test should be given so that they can monitor their own progress.

Thus it can be concluded that there are lot of implications for students and teachers, parents, and planners. These suggestions must be tried out in school for better results as per need.

## Conclusion

The results shows that self regulated learners held all the dimensions of Emotional Intelligence in which self actualization, problem solving, happiness, optimism, and empathy are dominant and there is positive correlation between self regulated learning and emotional intelligence of self regulated learners. Thus it can be predicted for self regulated learners that they would perform better at workplace in future.

Theoretically, this study implies that there is a dire need to develop self regulated learners who can take responsibility of their learning and also to develop higher emotional intelligence among students, especially in boys because they lack in this. Joy, optimism, and success in school life and at work are the positive outcomes of emotional intelligence. Self regulated students having emotional intelligence will be able to perform with high quality, as the jobs of today and the future requires workers who can understand their own emotions as well as others and work accordingly, solve problems, think creatively, and work in a successful team environment. Self regulated persons having high emotional intelligence create positive outcomes in relationship with self and individuals. Assertiveness, self awareness, empathy, interpersonal relationship, coping skills, reality testing, and flexibility leads such persons to perform with greater excellence at their workplace.

Further research could be done in these areas:

- Self regulated learning in itself is a vast area experiment studies that can be done to improve it at all levels.
- How to develop emotional intelligence can also be investigated with different levels of students, as well as with teachers and teacher educators.

- Models can be prescribed on the basis of the experimental study on self regulated learning and emotional intelligence.

## Limitations

Where researcher surveyed the literature related to self regulated learning and emotional intelligence she comes to know that no study was reported yet with emotional intelligence of self regulated learners. Thus the variables have mostly been of interest of investigator.

Throughout the investigation the researcher felt that the instrument construction was the most typical part. The process developed the insight of the researcher in all the areas and at the same time felt that each variable in itself is so vast that it can be individually studied in deep.

A data collection is a crucial part of an investigation, though it was hectic and time consuming thus the investigator felt difficulty in it. Self regulated learners had to be approached so it was very difficult for the researcher to select them.

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