

Relationship between Socio - Emotional School Climate and Emotional Intelligence

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Abstract

The Present Paper explored Social School Climate and Emotional–Intelligence of the High school students in both rural and urban settings. This study was conducted in the school of a specific geographical area named Azamgarh, Uttar Pradesh (INDIA). The results of the study elaborated the stated objectives that is ‘to compare the Emotional Intelligence between respondents having favourable and unfavourable Socio–Emotional School Climates’, The Mean and SD values obtained on Emotional– Intelligence Inventory were calculated and presented in this study.

Keywords: *Relationship, Emotional Climate, Social Climate, Emotional Intelligence*

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I. INTRODUCTION

Education is an activity or a process which transforms the behaviours of a person from instinctive behaviour to human behaviour. In this regard school is the most important formal center of education that provides its pupil a rich, pleasant and stimulating environment which evokes knowledge and other psychological and behavioural variable to enhance their academic excellence. The strength of education system largely depends upon the quality of the teacher who sustains it and the type of environment surrounding the educational institutions. Emotional Intelligence a form of Intelligence that involves 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 actions (Salovey & Mayer, 1990). The ability to perceive emotion, integrated emotion to facilitate thought, understand emotions, and to regulate emotions to promote personal growth (Mayer & Salovey, 1997). The classroom environment/climate may vary any where. One classroom might full of freedom and security, while another classroom by tension, fear, hostility, and lack of warmth. The totality of these qualities constitutes what is meant by the classroom climate. This classroom climate must influence the growth and learning of the pupils as this directly influence the feelings and emotional aspects of the pupils' academic life. The socio-emotional climate of a classroom may be considered as the emotional tone of the classroom environment reflected in the inter-personal feelings arising from group interactions. The emotions being the basic source of motivation to learn or delearn anything, the emotional climate generated in the classroom must realize positive or negative motivations for learning. Socio-emotional climate refers to the impact of teacher functioning in the classroom as evidence in the perception of the students. Looking from this point of view a definite relationship between socio-emotional climate of the classroom and pupil-characteristics seems to be warranted. Socio-Emotional School Climate affected all types of activities and academic performance of the students. Thus bridging a concept between pupils and the school in which the study and is the perfection of the structure, the process and the value by the students and the faculty members.

School climate influences the educational attainment, develops abilities, goals, values, interpersonal relationships, teaching learning and leadership practices and organizational structures in the pupils. The social and interaction can negatively impact the child development. Socio-Emotional changes in an educational institution bring change in their traditional functions, including teaching and nurturance of Social and Emotional competencies. The school climate influences the Educational attainment, helps to foster good emotional intelligence among the teachers and students, thus, leading to their balanced personality in all aspects. Therefore, this study is an attempt to find out the impact of Socio-Emotional School Climate on Emotional Intelligence of the students. By definition, effective school improvement efforts involve the 'whole village'-students, parents, and guardians, school personnel and community leaders. School climate has a profound impact on not only teacher's job satisfaction, job involvement and job commitment but it is directly related to students' academic achievement and performance because healthy school climate promotes cooperative learning, group cohesion, respect and mutual trust, encourages classroom participation, improves student-

teacher relationships, supports collaboration, creates real life learning experiences, and enhances how educators feel about being in school and how they teach. Keeping these facts in mind, it is quite safe to infer that school climate may influence the emotional intelligence of the respondents. Consequently, the present study was designed to make a comparative study of emotional intelligence of respondents belonging to unfavourable and favourable socio-emotional school climates.



II. REVIEW OF LITERATURE

School climate is based on patterns of people's experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. School climate is an important factor in the successful implementation of school reform programs (Bulach & Malone, 1994; Dellar, 1998; Gittelson et al., 2003; Gregory, Henry & Schoeny, 2007). For example, teachers' perceptions of school climate influences their ability to implement school-based character and development programs (Beets et al., 2008). Studies about the implementation of character education programs suggest that the most effective ones are those incorporated into the school curriculum and developed holistically with the school community (Kerr et al., 2004).

Furthermore, school climate influences how educators feel about being in school and how they teach. Recent research shows that school climate powerfully affects the lives of educators and teacher retention. School climate enhances or minimizes emotional exhaustion, depersonalization and feelings of low personal accomplishment (Grayson & Alvarez, 2008) as well as attrition (Miller, Brownell & Smith, 1999). Research shows that when teachers feel supported by both the principal and their peers, teachers are more committed to their profession (Singh & Billingsley, 1998). A positive school climate is also associated with the development of teachers' beliefs that they can positively affect student learning (Hoy & Woolfolk, 1993). The National Commission on Teaching and America's Future defines school climate in terms of a learning community and argues that poor school climate is an important factor contributing to teacher retention (Fulton, Yoon & Lee, 2005). "School Environment" has been defined in numerous ways. Dave (1963) defined educational environment as "the conditions, process and psychological stimuli" which affect the educational achievement of the child. Many researchers and authors have identified the following characteristics of school environment, which may influence either negatively or positively on academic achievement of students.

Panigrahi Manas Rajan. (2005) "Academic Achievement in relation to Intelligence and Socio economic status of High School Students". This study shows that there is positive correlation between academic achievement and intelligence, while there is low positive correlation between academic achievement and Socio economic status. The sample comprised of 100 students out of which 50 males and 50 females from different school in Orissa. A standardized Intelligence and socio Economic Status scale is used.

Objectives of the study

The study was undertaken with the following objectives :-

- 1- To study the impact of Socio-emotional climate of the class on social intelligence of the respondents.
- 2- To study the influence of socio-emotional climate of the class on emotional intelligence of the respondents.

Hypotheses

On the basis of theoretical considerations described earlier and assumptions made, following general hypotheses have been formulated to be verified in the present study.

- (i) Respondents categorized on the basis of level of socio-emotional climate of the school would exhibit significant difference in their social intelligence. In other words, it is hypothesized that socio-emotional climate has some bearing on social intelligence of the students. The hypothesis will be verified by a comparative study of respondents belonging to different types socio-emotional school climate on Social Intelligence Scale.
- (ii) Respondents categorized on the basis of different socio-emotional School Climate would exhibit significant differences in their emotional intelligence. Under this hypothesis, a comparative study of respondents belonging to different types of socio-emotional School Climate will be compared with special reference to their emotional intelligence.
- (iii) Respondents belonging to different sex would differ significantly on all the dependent variables (Social Intelligence and Emotional Intelligence). Under this hypothesis, a comparative study of respondents belonging to different sex will be compared with special reference to their social and emotional intelligence.
- (iv) On the basis of their cultural heritage, the respondents would differ with regard to all the dependent variables (Social Intelligence and Emotional Intelligence). Under this hypothesis a comparative study of respondents belonging to different cultures. Rural and Urban will be compared with special reference to their social and emotional intelligence.

Variable treatment

Variables are the conditions or characteristics that the experimenter manipulates, controls and observes. The independent variables are the conditions or the characteristics that the experimenter manipulates in his attempt to ascertain their relationship to observed phenomenon. The dependent variables are the conditions or characteristics that appear, disappear or change as the experimenter introduces, removes, or changes independent variables (Best 1977).

Table-1
Schematic pattern of variable interaction

Independent variable	Dependent variable
1. Socio-emotional climate	1. Social Intelligence
2. Sex	2. Emotional Intelligence
3. Culture	

It is clear from the title of the present study that social and emotional intelligence will differ according to the socio-emotional climate of the class because of the differences of their psychological makeup. Thus, social and emotional intelligence have been treated as dependent variables in this study whereas types of socio-emotional climate of the class have been treated as independent variable. The above table presents a clear picture of dependent and independent variables used in this study.

SAMPLE

The investigator’s aims were to study the impact of socio- emotional school climate on social and emotional intelligence of respondents study in class ranging in the age range of 14 to 17 years. Since, the study was designed to be carried out on sub- samples, also, hence the investigator preferred to work on large sample, such as 1000 X class students comprising the whole group. The investigator collected information about Azamgarh district, Uttar Pradesh.

Table - 2
Distribution of the sample

Name of District	Type of Institutions								Total
	Govt. aided				Non-aided				
	Science	Arts	Commerce	Agriculture	Science	Arts	Commerce	Agriculture	
Azamgarh	124	126	125	125	128	124	123	125	1000

Tool

- 1. Emotional Intelligence Inventory – Dr. S.K. Mangal & Shubhra Mangal.
- 2. Socio-Emotional School Climate Inventory – Dr. Renuka Kumari Sinha & Rajani Bhargava.

Research Questions

It is in this specific context, that the present investigation has been undertaken to specifically provide empirical

answers to the following Question.

- (i) Which type of relationship exists between the socio-emotional climate and social intelligence of the respondents belonging to different sex and culture?
- (ii) Which dimension of independent variable in socio-emotional climate predict the emotional intelligence of the respondents belonging to different sex and culture?

III. RESULT AND DISSCUSSION

Table - 3

Table Showing Mean and SD values obtained on Emotional Intelligence Inventory by respondents of different level of socio-emotional climate groups

Sex	Culture	Socio-emotional School climate		Grand Mean	
		Favourable	Unfavourable		
Male	Rural	A N = 50 M = 77.62 δ = 3.58	B N = 50 M = 73.54 δ = 2.98	M N = 100 M = 75.58 δ = 3.28	Q N = 200 M = 73.025 δ = 3.56
	Urban	C N = 50 M = 72.72 δ = 3.24	D N = 50 M = 68.22 δ = 3.15	N N = 100 M = 70.47 δ = 3.19	
Mean		I N = 100 M = 75.17 δ = 3.56	J N = 100 M = 70.88 δ = 3.32		
Female	Rural	E N = 50 M = 81.84 δ = 3.56	F N = 50 M = 77.56 δ = 3.49	O N = 100 M = 79.70 δ = 3.61	R N = 200 M = 77.53 δ = 3.46
	Urban	G N = 50 M = 76.26 δ = 2.99	H N = 50 M = 74.46 δ = 2.91	P N = 100 M = 75.36 δ = 3.01	
Grand Mean		K N = 100 M = 79.05 δ = 3.27	L N = 100 M = 76.01 δ = 3.43		
		S N = 200 M = 77.11 δ = 3.48	T N = 200 M = 76.01 δ = 3.43		

Total Mean Score of Male respondents Emotional Intelligence Inventory = 73.025 + 3.56

Total Mean Score of Female respondents on Emotional Intelligence Inventory = 77.53 + 3.46

Total Mean Score of respondents experiencing Favourable Socio-emotional School Climate = 77.11 + 3.48

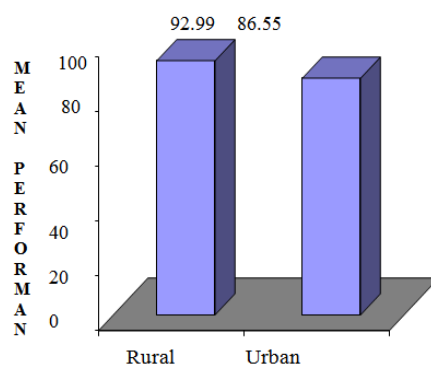
Total Mean Score of respondents experiencing Unfavourable

Socio-emotional School Climate = 76.01 + 3.43 Total Mean Score of Rural respondents = 77.64 + 3.85

Total Mean Score of Urban respondents= 72.91 + 3.78

It is evident from obtained mean score on Emotional Intelligence Inventory that

- (i) female respondents were found more emotionally intelligent (77.53 ± 3.46) than male respondents (73.025 ± 3.56)
- (ii) respondents belonging to rural culture (77.64 ± 3.85) were more emotionally intelligent than the respondents of urban culture (72.91 ± 3.78)
- (iii) respondents experiencing favourable socio-emotional school climate (77.11 ± 3.48) were found more emotionally intelligent than the respondents experiencing unfavourable socio-emotional school climate (76.01 ± 3.43)



ULTURE

Fig.1 :Bargraph showing the mean performance of Rural and Urban respondents on SocialIntelligence Test.

The above table and Figure No.1 shows that on average Emotional Intelligence Inventory that female respondents were found more emotionally intelligent 77.53 + 3.46 than male respondents, respondents belonging to rural culture were more emotionally intelligent than the respondents of urban culture and respondents experiencing favourable socio-emotional school climate were found more emotionally intelligent than the respondents experiencing unfavourable socio-emotional school climate.

To study the impact of socio-emotional school climate on emotional intelligence of respondents, respondents ranging in the age range of 14 to 17 years, were categorized into favourable Socio- Emotional School Climate and unfavourable Socio- emotional School Climate groups and after that, Emotional Intelligence Inventory was administered over the respondents. Obtained Mean and SD values on Emotional Intelligence Inventory by the respondents of Favourable and Unfavourable socio- emotional school climates, were presented in Table. It is evident from the observation of this table that respondents experiencing favourable socio-emotional school climate (M = 77.11 + 3.48) have obtained comparatively higher mean score on Emotional Intelligence Inventory than the respondents experiencing unfavourable socio-emotional school climate (M = 76.01 + 3.43) irrespective of their sex and culture.

Need for the Study

1. The study needs to be replicated for further confirmation of the findings.
2. Future research is needed to explore the health benefits of EI in relation to personality and other relevant psychological and social variables.
3. Factors which enhance social and emotional intelligence and other factors of students needed to be identified and promoted in them by several training programmes.
4. A study of factors like, motivational climate, level of motivation, future prospects and feeling of insecurity in relation to social and emotional Intelligence among students needs to be done.
5. The analysis of results should be done using more sophisticated statistical technique in order to understand the relationships of different operating factors, viz. Socio-emotional School Climate, Social Intelligence and Emotional Intelligence.

IMPORTANCE OF THE STUDY

The importance of the present study lies in the fact that socio-emotional climate, social intelligence and emotional intelligence are the specially related factors but social and emotional intelligence, strongly related to socio-emotional school climate has not been given due importance in the country. With increasing metropolitan culture of fast moving and stressful day-to-day life of an individual, with a nuclear family, where almost all the members are equally exposed to one or the other kind of stress; looking for a support system and release of stress is very difficult by improving the level of social and emotional intelligence. The study of student and teacher related phenomena in this study is very important. It has been established that relationship between socio- emotional school climate social intelligence and emotional intelligence caused by several factors among students are determined by the perception of events, rather than the events themselves and this perception of events may depend upon a number of psycho-educational factors. Hence, studying the social and emotional intelligence in relation to factors, like, socio- emotional school climate is an important study.

Suggestions for further Research

There is always great scope for further work in any field or research. The investigator had investigated, in this study, the impact of level of socio-emotional school climate, sex and culture on social and emotional intelligence of secondary students. In the light of the above delimitations, the investigator suggest certain topic related to the same area for further study. At present time when modern researchers have increased the type and extent for studying social and educational phenomenon, it is essential to stimulate researches in each of its aspects.

IV. CONCLUSION

To study the impact of socio-emotional school climate on emotional intelligence of respondents, respondents ranging in the age range of 14 to 17 years, were categorized into favourable Socio- Emotional School Climate and unfavourable Socio- emotional School Climate groups and after that, Emotional Intelligence Inventory was administered over the respondents. Obtained Mean and SD values on Emotional Intelligence Inventory by the respondents of Favourable and Unfavourable socio- emotional school climates, were presented in study. The respondents experiencing favourable socio-emotional school climate were found more emotionally intelligent because their classrooms are full of joyous atmosphere, the general tone and atmosphere of the classroom are not gloomy and the teacher emotionally engages the class in the teaching-learning process.

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