



Study of Locus of Control In Relation To Emotional Intelligence Among Senior Secondary School Students

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Abstract:

As of today, every day, a young adulthood deals with stress and pressure. Due to a lack of mental well-being, those who lack the skills to deal with these stressors have a greater chance of acting out. Having emotional intelligence skills tends to increase the perception and attitude of the individuals. Emotional intelligence plays an important role in dealing effectively with anxiety, mood swings, emotion management and better decision-making skills and improved self-control. Those who are emotionally intelligent can prevent depression, develop quality relationship skills because by understanding the needs and feelings of others, it can help them to understand one's emotion and can relate to those around them and this could help them to build strong bonds and have more fulfilling relationships. In fact, LOC seems to play a role more frequently in controlling one's emotions. Therefore, in every aspect of the quality of our professional and personal existence, Emotional Intelligence & LOC plays a critical role. Mastering emotional intelligence can help young adults team to manage and master their emotions. The descriptive research design applies to this investigation. 200 students, 100 boys and 100 girls, enrolled in the 11th grade at Pathankot District's government- and private-recognized senior secondary schools in rural and urban area were included in the sample. After using the Mean T-test, SD, and ANOVA to the data analysis, it was discovered that there was a significant interaction between Emotional Intelligence and Locus of Control of secondary school students' hostility. It was discovered that Locus of Control is impacted by Emotional Intelligence.

Keywords: Locus of Control, Emotional Intelligence, Senior Secondary school students.

Introduction:

Young adulthoods are facing several problems in the current scenario in India, such as stress, anxiety substance abuse, harmful use of alcohol, suicides, depression, high risk of sexual behavior, problems of adjustment. The Young Adulthood period is the longest period of human life in which the exploratory and selection stage of maturity develops when people are concerned with life goals. The goal of education is to foster ideal citizen behavior, which results in an ideal nation and community. Internal-external Locus of Control refers to the perceptions of individuals that they have influence over events (Phares, 1968; Rotter, 1975). Internal generally believe that they are solely accountable for and in charge of what happens to them; external generally believe that significant events in their lives are decided primarily by other entities or powers outside themselves. Prior studies found that internals appeared to report more stressors and strains than externals (e.g. Harari, Jones, & Sek, 1988, Kirkcackly & Cooper, 1992; 5). The single feature of the personality functioning as a stress mediator to which stress researchers have paid

the most attention is the control locus (Kobassa, 1993). Control is expressed as a propensity to feel and act as if one is dominant (rather than helpless). Individuals with internal LOC assume that their reinforcement depends on their own actions, skills, and characteristics. External LOC people assume that their reinforcements are under the influence of powerful others, chance or destiny (Rotter, 1966). Internal LOC individuals have a widespread, permanent sense of trust that their internal and external worlds are predictable and that all things are extremely likely to turn out as well as can be anticipated based on their own efforts (Kobassa, de Puccetti, 1983). Internal LOC people often appear to be more driven for accomplishment, accomplish more purposeful and goal-oriented. and more extroverted, engaging involved, and less neurotic and dogmatic than externals (Omel, & & Schaufelid, 1991). Externals, faced with traumatic events, appear to report more negative moods. LOC is a clear positive mental burden correlation, in his 1985 book *Psychology and Life*, psychologist Philip Zimbardo clarified that a control orientation locus conviction on whether the effects of our actions depend on

what we do (internal control orientation) on events beyond our personal control (external control orientation). In a research study that looked at the possible health effects of the control trait locus, the advantages of this were specified.

Emotional intelligence is a new concept in these days which needs to be researched in the school settings. It is the ability to understand emotions and their causes as well as the capability of effectively regulating these emotions in one's self and in others. More importantly, it is being able to use the emotions as a source of information for problem-solving, being creative and dealing with social situations. It refers to emotional awareness and emotional management skills which enable one to balance emotion and reason so as to maximize your long-term happiness. Emotional intelligence includes qualities such as self-awareness, ability to manage moods, motivation, empathy and social skills like co-operation and leadership. The first published attempt towards a definition was made by Salovey and Mayer (1990) who defined EI as "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". But Daniel Goleman (1995) defined EI as the ability to know, manage one's emotions and recognizes them in others and to handle one's relationship. According to Daniel Goleman emotional intelligence involves abilities that may be categorized into five domains as (1) self-awareness, (2) self-regulation, (3) motivation, (4) empathy and (v) social skill.

Review of related literature:

In this study, Dole (2000), reported on the study of gifted children that they display characteristics of resilience, not all gifted children are successful and a lack of resilience is often connected with that lack of success. This is particularly noticeable in gifted students with learning disabilities whose characteristics often "include poor self-concept, poor self-efficacy, hypersensitivity, emotional ability and high levels of frustration, anxiety and self-criticism. Rupinder & Agyajit (2013) in her study on "Locus of control of adolescent children in context to their sex, location and type of schools" made an attempt to make comparison between the male and female school students of adolescent period as well as between students of rural and urban schools and between those of the Govt. and private schools on the internal and external locus of control variable of personality construct. In order to accomplish this objective, 400 students of 9th and 10th classes of rural and urban schools as well as Govt. and private schools were selected; out of which 50% were male students and 50% were females. They were administered Locus of Control scale by Dr. Hasnain and Dr. Joshi. The results of the study show that (i)

the male students are more internally oriented than the females, (ii) there is no difference on locus of control on the basis of location of schools (iii) private school students have more internal LOC than Govt. school students. Rupinderjit & Agyajit (2013) in her study found that the male students were more internally oriented than the females. There was no difference on locus of control on the basis of location of schools. But the private school students have more internal LOC than Govt School students. No significant differences were found between internally and externally oriented students on all components of emotional intelligence whether they were male or female, rural or urban and Govt. or private school students. Rashmi Saxena (2021), As of today, every day, a young adult deals with stress and pressure. Due to a lack of mental well-being, those who lack the skills to deal with these stressors have a greater chance of acting out. Having emotional intelligence skills tends to increase the perception and attitude of the individuals. Emotional intelligence plays an important role in dealing effectively with anxiety, mood swings, emotion management and better decision-making skills and improved self-control. Those who are emotionally intelligent can prevent depression, develop quality relationship skills because by understanding the needs and feelings of others, it can help them to understand one's emotion and can relate to those around them and this could help them to build strong bonds and have more fulfilling relationships. In fact, LOC seems to play a role more frequently in controlling one's emotions. Therefore, in every aspect of the quality of our professional and personal existence, Emotional Intelligence & LOC plays a critical role. Mastering emotional intelligence can help young adults learn to manage and master their emotions. The aim of this paper is to evaluate emotional intelligence in relation to the control locus of young adults (25 males and 25 females) between the ages of 21 and 24 years of Lucknow city. Variya Hitesh Kumar R & Dr. Jigar Parikh, (2023) in his study found that the Locus of Control and Emotional Intelligence in students of arts and science faculty with relation to their gender. The sample consisted of 100 arts and science faculty male and female college students of Ahmedabad city of Gujarat state. Locus of Control of the sample was measured by I. Internal and II. External Locus of Control. This scale developed by Samayalangi Nongtdu and Dr.Yodida Bhutia (2018). The result indicates that there is no significant difference between Locus of Control of Arts students compare to science students and significant difference between Locus of Control of Male compare to Female. And Emotional Intelligence of the sample was measured by I. Intrapersonal Awareness, II. Interpersonal Awareness, III. Intrapersonal Management, IV.

Interpersonal Management. This inventory developed by Dr. S. K. Mangal and Mrs. Shubhra Mangal (2018). The result indicates that there is no significant difference between Emotional Intelligence of Arts students compare to science students and significant difference between and significant difference between Emotional Intelligence of Male compare to Female. Krishnakumar KS, Heera KS and Arjunan NK (2024), The study aimed to find out the relationship between emotional intelligence (EI) and locus of control (LOC) of adolescents from Kochi Metro City. Data were collected from a stratified random sample of 282 secondary school students in the age range 13-17(56 boys and 226 girls), selected from the secondary schools of Kochi metro city (Kerala, India). The data collected by administering the Emotional Intelligence Scale, and Malayalam Version of Rotter's Internal-External Locus of Control Scale, were analysed with the help of SPSS. Gender, type of family and socio-economic status were found to have significant differential influence on emotional intelligence of the students. Girls coming from extended families of high SES were found to have better emotional intelligence than other groups. Though gender exert a significant differential influence on locus of control of the students, neither type of family nor SES have any significant differential effect on LOC. A significant positive correlation exists between EI and LOC of the adolescents from Kochi metro city. No significant difference was observed in the sub-samples based on gender, type of family and socio-economic status with respect to the correlation between the variables.

Justification of the Problem:

Children of today are the assets of the nation tomorrow. We have to nurture them to harness their potential and use it for future. We have to could their personality according to their abilities, capacities and capabilities. It is the duty of the parents as well as the teachers to explore their inner power and develop it accordingly. Every child has his own personality construct. Some of them are internally oriented who think that they can grow on the basis of their abilities and hidden talent; while many others are of the opinion that chance or luck play an important role in their lives; as they are externally oriented. The internal and external orientations are two continuum on the personality construct of locus of control. Hence it is very essential to measure the locus of control construct of personality measure of senior secondary school children. The concept of emotional intelligence is a new one and is now well known in the field of education. The latest thinking is that 80% success in life is due to the high level of emotional intelligence. The study of emotional intelligence is at its crawling stage in India, where there is a need

to know its various facets at different stages of development. The research in this field becomes all the more desired in case of adolescents, as they are going through the emotional intelligence, where they are confronted with the situation and problems which cannot be solved by intelligence only, for which emotions are equally required.

Statement of the problem:

Study of Locus of Control In Relation To Emotional Intelligence Among Senior Secondary School Students.

Delimitations of the study:

1. The study will be delimited to 200 students both boys and girls of 11th class only.
2. The study will be delimited to schools situated in rural and urban area of Pathankot district only.

Objectives of the study:

1. To study the different dimensions of locus of control (powerful others, chance control and individual control) and Emotional Intelligence of senior secondary school boys and girls.
2. To study the different dimensions of locus of control (powerful others, chance control and individual control) and Emotional Intelligence of senior secondary school students of Urban and Rural.
3. To study the relationship between locus of control (w.r.t, powerful others, chance control and individual control) and Emotional Intelligence of secondary school boys and girls.
4. To study the relationship between locus of control (w.r.t, powerful others, chance control and individual control) and Emotional Intelligence of secondary school students of Urban and Rural.

Hypothesis of the study:

1. There is no significant difference of different dimensions of locus of Control (Powerful others, Chance control and Individual control) and emotional intelligence of Senior Secondary school boys and girls.
2. There is no significant difference of different dimensions of locus of Control (Powerful others, Chance control and Individual control) and emotional intelligence of Senior Secondary school students of Urban and Rural.
3. There is no significant difference in Emotional Intelligence of senior secondary school boys and girls.
4. There is no significant difference in Emotional Intelligence of senior secondary school students of Urban and Rural.
5. There is no significant relationship between locus of control and emotional intelligence of senior secondary school students with respect to boys.
6. There is no significant relationship between locus of control and emotional intelligence of

senior secondary school students with respect to girls.

7. There is no significant relationship between locus of control and emotional intelligence of senior secondary school students with respect to urban.
8. There is no significant relationship between locus of control and emotional intelligence of senior secondary school students with respect to rural.

Methodology:

Descriptive survey method was employed in this study. Data collection was done from senior secondary school students (rural and urban area) of Pathankot district, by techniques of simple random

Result and Discussion:

Hypothesis-1

“There is no significant difference of different dimensions of Locus of Control (powerful others, chance control and individual control) of senior secondary school boys and girls”.

Table-1

Showing the T-Value Scores of Different Dimensions of Locus of Control of Senior Secondary School Boys and Girls

Dimensions of Locus of Control	Gender	N	df	Mean	SD	Std. Error Mean	Std. Error Difference	t-value	Sig.
Individual control	Boys	100	198	4.430	2.3667	.2367	.3123	3.523	.134 (Sig. at 0.05 level)
	Girls	100		5.530	2.0373	.2037			
Powerful others	Boys	100		7.940	1.6006	.1601	.2446	2.658	.088 (Sig. at 0.05 level)
	Girls	100		7.290	1.8494	.1849			
Chance Control	Boys	100		7.580	1.6525	.1653	.2299	2.306	.681 (Sig. at 0.05 level)
	Girls	100		7.050	1.5978	.1598			

Significant at 0.05 level

- Table-1 reveals that there is significant difference in different dimensions of locus of control of senior secondary school students with respect to gender. As shown in table-1, the mean of boys secondary school with respect to individual control is 4.430 and the girls is 5.530 respectively and SD is 2.3667 and 2.0373. It further indicated that the obtained t- value is 3.523 greater than the table value (1.97) at 0.05 level. So our Null Hypothesis, “There is no significant difference in different dimensions of locus of control of senior secondary school boys and girls,” is rejected. It is further indicated that girls of of secondary school students have higher individual control than boys.
- Table-1 reveals that there is significant difference in different dimensions of locus of control of senior secondary school students with respect to gender. As shown in table-1, the mean of boys secondary school with respect to powerful others is 7.940 and the girls is 7.290 respectively and SD is 1.6006 and 1.8494. It

sampling of 11th class students. The sample consists 200 senior secondary school students.

Tools:

Three psychological tests were used in the present study to gather the data;

- Sanjay Vohra (1991) test of Levenson's Scale for Locus of control
- Prof. Roquiya Zainuddin and Anjum Ahmed (2008) test of Roqan Emotional Intelligence test

Statistical Techniques:

The data was analyzed by using Mean, t-test, SD, ANOVA and Pearson Coefficient Correlation was used to analyze the data.

further indicated that the obtained t- value is 2.658 greater than the table value (1.97) at 0.05 level. So our Null Hypothesis, “There is no significant difference in different dimensions of locus of control of senior secondary school students boys and girls,” is rejected. It is further indicated that boys of of secondary school students have higher powerful others than girls.

- Table-1 reveals that there is significant difference in different dimensions of locus of control of senior secondary school students with respect to gender. As shown in table-1, the mean of boys secondary school with respect to chance control is 7.580 and the girls is 7.050 respectively and SD is 1.6525 and 1.5978. It further indicated that the obtained t- value is 2.306 greater than the table value (1.97) at 0.05 level. So our Null Hypothesis, “There is no significant difference in different dimensions of locus of control of senior secondary school boys and girls,” is rejected. It is further indicated that of boys of secondary school students have higher chance control than girls.

Hypothesis-2

“There is no significant difference of different dimensions of Locus of Control (powerful others, chance control and individual control) of senior secondary school students of Urban and Rural.”

Table-2
Showing the T-Value Scores of Different Dimensions of Locus of Control of Senior Secondary School Students of Urban and Rural.

Dimensions of Locus of Control	Locale	N	df	Mean	SD	Std. Error Mean	Std. Error Difference	t-value	Sig.
Individual control	Urban	100	198	5.400	2.1130	.2113		2.655	.144 (Sig. at 0.05 level)
	Rural	100		4.560	2.3541	.2354			
Powerful others	Urban	100		7.350	1.7774	.1777	.2460	2.154	.652 (Sig. at 0.05 level)
	Rural	100		7.880	1.7013	.1701			
Chance Control	Urban	100		7.610	1.6990	.1699	.2291	2.575	.127 (Sig. at 0.05 level)
	Rural	100		7.020	1.5373	.1537			

Significant at 0.05 level:

- Table-2 reveals that there is significant difference in different dimensions of locus of control of senior secondary school students with respect to locale. As shown in table-2, the mean of urban senior secondary school with respect to individual control is 5.400 and the rural is 4.560 respectively and SD is 2.1130 and 2.3541. It further indicated that the obtained t- value is 2.655 greater than the table value (1.97) at 0.05 level. So our Null Hypothesis, “There is no significant difference in different dimensions of locus of control of senior secondary school students of Urban and Rural,” is rejected. It is further indicated that urban of of secondary school students have higher individual control than rural.
- Table-2 reveals that there is significant difference in different dimensions of locus of control of senior secondary school students with respect to locale. As shown in table.2, the mean of urban secondary school with respect to powerful others is 7.350 and the rural is 7.880 respectively and SD is 1.7774 and 1.7013. It further indicated that the obtained t- value is

2.154 greater than the table value (1.97) at 0.05 level. So our Null Hypothesis, “There is no significant difference in different dimensions of locus of control of senior secondary school students of Urban and Rural,” is rejected. It is further indicated that rural of of secondary school students have higher powerful others than urban.

- Table-2 reveals that there is significant difference in different dimensions of locus of control of senior secondary school students with respect to locale. As shown in table-2, the mean of urban secondary school with respect to chance control is 7.610 and the girls is 7.020 respectively and SD is 1.6990 and 1.5373. It further indicated that the obtained t- value is 2.575 greater than the table value (1.97) at 0.05 level. So our Null Hypothesis, “There is no significant difference in different dimensions of locus of control of senior secondary school students of Urban and Rural,” is rejected. It is further indicated that urban of of secondary school students have higher chance control than rural.

Hypothesis – 3

“There is no significant difference in Emotional Intelligence of senior secondary school boys and girls”.

Table-3
Showing the T-Value Scores of Emotional Intelligence of Senior Secondary School Boys and Girls

Variable	Gender	N	df	Mean	SD	Std. Error Mean	Std. Error Difference	t-value	Sig.
Emotional Intelligence	Boys	100	198	65.950	4.9957	.4996	.6534	-3.107	.066 (Sig. at 0.05 level)
	Girls	100		67.980	4.2115	.4212			

Significant at 0.05 level

Table-3 reveals that there is significant difference in Emotional Intelligence of senior secondary school students with respect to gender.

As shown in table 3, the mean of boys secondary school with respect to Emotional Intelligence is 65.950 and the girls is 67.980 respectively and SD is 4.9957 and 4.2115. It further indicated that the

obtained t- value is -3.107 greater than the table value (1.97) at 0.05 level. So our Null Hypothesis, "There is no significant difference in Emotional Intelligence of senior secondary school boys and

girls," is rejected. It is further indicated that girls of of secondary school students have higher Emotional Intelligence than boys.

Hypothesis-4

"There is no significant difference in Emotional Intelligence of senior secondary school students of Urban and Rural."

Table-4

Showing the T-Value Scores of Emotional Intelligence of Senior Secondary School Students of Urban and Rural.

Variable	Locale	N	df	Mean	SD	Std. Error Mean	Std. Error Difference	t-value	Sig.
Emotional Intelligence	Urban	100	198	67.920	5.0785	.5079	.6552	2.915	.195 (Sig. at 0.05 level)
	Rural	100		66.010	4.1402	.4140			

Significant at 0.05 level

Table-4 reveals that there is significant difference in Emotional Intelligence of senior secondary school students with respect to locale. As shown in table-4, the mean of urban secondary school with respect to Emotional Intelligence is 67.920 and the girls is 66.010 respectively and SD is 5.0785 and 4.1402. It further indicated that the

obtained t- value is 2.915 greater than the table value (1.97) at 0.05 level. So our Null Hypothesis, "There is no significant difference in Emotional Intelligence of senior secondary school students of Urban and Rural," is rejected. It is further indicated that urban area of secondary school students have higher Emotional Intelligence than rural area.

Hypothesis -5

"There is no significant relationship between Locus of Control and Emotional Intelligence of senior secondary school students with respect to boys".

Table – 5

Showing Pearson Coefficient Correlation Between Locus of Control and Emotional Intelligence of Senior Secondary School Students With Respect To Boys

Variable	N (Boys)	df	Dimensions of Locus of Control			Remarks
EMOTIONAL INTELLIGENCE	100	98	Powerful others	Chance Control	Individual control	Sig. at 0.05 level
			.264	.335	.343	

- The table 5 reveals that emotional intelligence is significantly correlated with different dimensions of locus of control (powerful others). Because R-value is .264 which is significant at 0.05 level of confidence. So are null hypothesis So, our Null Hypothesis, "There is significant no Significant relationship between Locus of Control and Emotional Intelligence with respect to boys," is rejected. From this hypothesis Conclude that, there is a significant and positive correlation between Emotional Intelligence and Locus of Control dimension like (powerful other).
- The table 5 reveals that emotional intelligence is significantly correlated with different dimensions of locus of control (chance control). Because R-value is .335 which is significant at 0.05 level of confidence. So are null hypothesis So, our Null Hypothesis, "There is significant no Significant relationship between Locus of

Control and Emotional Intelligence with respect to boys," is rejected. From this hypothesis Conclude that, there is a significant and positive correlation between Emotional Intelligence and Locus of Control dimension like (chance control).

- The table 5 reveals that emotional intelligence is significantly correlated with different dimensions of locus of control (individual control). Because R-value is .343 which is significant at 0.05 level of confidence. So are null hypothesis So, our Null Hypothesis, "There is significant no Significant relationship between Locus of Control and Emotional Intelligence with respect to boys," is rejected. From this hypothesis Conclude that, there is a significant and positive correlation between Emotional Intelligence and Locus of Control dimension like (individual control).

Hypothesis -6

“There is no significant relationship between Locus of Control and Emotional Intelligence of senior secondary school students with respect to girls.”

Table -6

Showing Pearson Coefficient Correlation Between Locus of Control and Emotional Intelligence of Senior Secondary School Students With Respect To Girls

Variable	N (girls)	df	Dimensions of Locus of Control			Remarks
EMOTIONAL INTELLIGENCE	100	98	Powerful others	Chance Control	Individual control	Sig. at 0.05 level
			.390	.246	.210	

- The table 6 reveals that emotional intelligence is significantly correlated with different dimensions of locus of control (powerful others). Because R-value is .390 which is significant at 0.05 level of confidence. So are null hypothesis So, our Null Hypothesis, “There is significant no Significant relationship between Locus of Control and Emotional Intelligence with respect to girls,” is rejected. From this hypothesis Conclude that, there is a significant and positive correlation between Emotional Intelligence and Locus of Control dimension like (powerful other).
- The table 6 reveals that emotional intelligence is significantly correlated with different dimensions of locus of control (chance control). Because R-value is .246 which is significant at 0.05 level of confidence. So are null hypothesis So, our Null Hypothesis, “There is significant no Significant relationship between Locus of Control and Emotional Intelligence with respect to girls,” is rejected. From this hypothesis Conclude that, there is a significant and positive correlation between Emotional Intelligence and Locus of Control dimension like (chance control).
- The table 6 reveals that emotional intelligence is significantly correlated with different dimensions of locus of control (individual control). Because R-value is .210 which is significant at 0.05 level of confidence. So are null hypothesis So, our Null Hypothesis, “There is significant no Significant relationship between Locus of Control and Emotional Intelligence with respect to girls,” is rejected. From this hypothesis Conclude that, there is a significant and positive correlation between Emotional Intelligence and Locus of Control dimension like (individual control).

Hypothesis - 7

“There is no significant relationship between Locus of Control and Emotional Intelligence of senior secondary school students with respect to urban.”

Table – 7

Showing Pearson Coefficient Correlation between Locus of Control and Emotional Intelligence of Senior Secondary School Students With Respect To Urban

Variable	N (urban)	df	Dimensions of Locus of Control			Remarks
EMOTIONAL INTELLIGENCE	100	98	Powerful others	Chance Control	Individual control	Sig. at 0.05 level
			.408	.234	.316	

- The table 7 reveals that emotional intelligence is significantly correlated with different dimensions of locus of control (powerful others). Because R-value is .408 which is significant at 0.05 level of confidence. So are null hypothesis So, our Null Hypothesis, “There is significant no Significant relationship between Locus of Control and Emotional Intelligence with respect to urban,” is rejected. From this hypothesis Conclude that, there is a significant and positive correlation between Emotional Intelligence and Locus of Control dimension like (powerful other).
- The table 7 reveals that emotional intelligence is significantly correlated with different dimensions of locus of control (chance control). Because R-value is .234 which is significant at 0.05 level of confidence. So are null hypothesis So, our Null Hypothesis, “There is significant no Significant relationship between Locus of Control and Emotional Intelligence with respect to urban,” is rejected. From this hypothesis Conclude that, there is a significant and positive correlation between Emotional Intelligence and Locus of Control dimension like (chance control).

- The table 7 reveals that emotional intelligence is significantly correlated with different dimensions of locus of control (individual control). Because R-value is .316 which is significant at 0.05 level of confidence. So are null hypothesis So, our Null Hypothesis, "There is significant no Significant relationship

between Locus of Control and Emotional Intelligence with respect to urban," is rejected. From this hypothesis Conclude that, there is a significant and positive correlation between Emotional Intelligence and Locus of Control dimension like (individual control)

Hypothesis -8

"There is no significant relationship between Locus of Control and Emotional Intelligence of senior secondary school students with respect to rural."

Table – 8

Showing Pearson Coefficient Correlation Between Locus of Control and Emotional Intelligence of Senior Secondary School Students With Respect To Rural.

Variable	N (rural)	df	Dimensions of Locus of Control			Remarks
EMOTIONAL INTELLIGENCE	100	98	Powerful others	Chance Control	Individual control	Sig. at 0.05 level
			.231	.203	.284	

- The table 8 reveals that emotional intelligence is significantly correlated with different dimensions of locus of control (powerful others). Because R-value is .231 which is significant at 0.05 level of confidence. So are null hypothesis So, our Null Hypothesis, "There is significant no Significant relationship between Locus of Control and Emotional Intelligence with respect to rural," is rejected. From this hypothesis Conclude that, there is a significant and positive correlation between Emotional Intelligence and Locus of Control dimension like (powerful other).
- The table 8 reveals that emotional intelligence is significantly correlated with different dimensions of locus of control (chance control). Because R-value is .203 which is significant at 0.05 level of confidence. So are null hypothesis So, our Null Hypothesis, "There is significant no Significant relationship between Locus of Control and Emotional Intelligence with respect to rural," is rejected. From this hypothesis Conclude that, there is a significant and positive correlation between Emotional Intelligence and Locus of Control dimension like (chance control).
- The table 8 reveals that emotional intelligence is significantly correlated with different dimensions of locus of control (individual control). Because R-value is .284 which is significant at 0.05 level of confidence. So are null hypothesis So, our Null Hypothesis, "There is significant no Significant relationship between Locus of Control and Emotional Intelligence with respect to rural," is rejected. From this hypothesis Conclude that, there is a significant and positive correlation between Emotional Intelligence and Locus of Control dimension like (individual control).

Conclusion:

The present study sought to explore the effect of Emotional Intelligence on different dimensions of Locus of Control. Study revealed that Emotional Intelligence effect on different dimensions of Locus of Control of students in school. The study indicated that boys students of senior secondary school had higher locus of control (powerful others and chance control i.e. internal locus of control) than girls students and girls students of senior secondary school had higher locus of control (individual control i.e. external locus of control) than boys students, girls students of senior secondary school had higher Emotional Intelligence than boys students. The study indicated that urban area students of senior secondary school had less locus of control (powerful others and chance control i.e. internal locus of control) than rural area students and rural area students of senior secondary school had higher locus of control (individual control i.e. external locus of control) than urban area students, rural area students of senior secondary school had higher Emotional Intelligence than urban area students. Positive correlation was found among the different dimensions of Locus of Control and Emotional Intelligence. It was concluded that there was a significant interaction effect of different dimensions of Locus of Control and Emotional Intelligence.

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