



Effect of Emotional Intelligence on Secondary School Students

Mr. Chetankumar Sumanbhi Patel

Indian Institute of Teacher Education, Gandhinagar

Email- chetan16patel@gmail.com

Mo- 9909255572

Dr. Sheetal Helaiya

Asst. Prof.

Indian Institute of Teacher Education,

Gandhinagar

ABSTRACT

In the age of nil-tolerance, virtual reality and modernistic progressive technology, the studying of human emotion has become so urgent that it demands our serious attention for its scientific measurement. The present paper will make a thorough investigation in understanding the deeper interrelations between human emotion and intelligence. This article will also focus the emotional intelligence of secondary school students in relation to their gender and residential background. Emotional intelligence has been measured by applying Mondal's Emotional Intelligence Inventory (MEII) consisted with 100 items. 235 samples were randomly selected from the district of Bharuch. ANOVA and 't' test has been applied for the interpretation of the findings. The results reveal that residential place plays a significant role for the enlargement of emotional development whereas gender does not affect the level of Emotional Intelligence.

Keywords: emotional intelligence

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Introduction

If one is asked about the latest innovation of human psychology, undoubtedly the answer is measuring of emotional intelligence of a human being by following a reliable scale. Emotional intelligence has now become the point of general interest for public, practitioners and researchers in the school, colleges and universities. It is believed that emotional and social competences are as important as traditional dimensions of intellectual ability and personality.

Emotional intelligence was described formally by Salovey and Mayer (1990) according to whom “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.” According to Daniel Goleman (1995), “Emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationships.” Goleman (2002) in his research has identified a set of competencies that differentiate children with emotional intelligence.

Emotional intelligence is a scientific human endeavour to bridge between two different human conditions of one human body, originating from head and heart respectively. Such collaboration of meaningful human emotions plays a pivotal role in deciding human achievement. Emotional intelligence is a phase that incorporates the intricate aspects of both emotion and intelligence. Emotions rule the heart while intelligence reigns supreme in the brain. The intellectual behaviour of a person is meaningfully decided by the emotional state of mind.

Literature Review

Studies of emotional intelligence have shown its relevance to many aspects of life and the role it plays in the interactions and adjustments in daily life. Punia and Sangwan (2011) found that girls are more emotionally intelligent than boys whereas Chu (2002) revealed that Boys are more emotionally intelligent. Thilagavathy (2013) found that there is no significance difference of emotional intelligence between urban and rural teacher but significance difference

exist between male and female teacher where as Gangal and Singh (2012) established that male and female, rural and urban teacher trainee do not differ significantly in reference to their emotional intelligence. Thus, it is seen that the studies conducted come up with different results and it is becoming difficult to make generalizations. When we consider the number of factors having impact on the levels of emotional intelligence and their form of impact, it is clear that conducting several studies on this field, at different places by using different variables is necessary. Emotional intelligence of a person largely depends on the agents which are very influential for the successful and effective socialization of a person. Emotional intelligence has been highly predisposed by culture of the society in which the individual belongs.

In view of the above, the Investigators tried to conduct a study to determine the extent of relationship between emotional intelligence, gender and residential background of secondary school students, so that efforts can be made to develop a strategic plan for recommending to the school to improve the emotional intelligence of children and hence, helping the adolescents to make this period a more adjusting and enjoyable time leading to success in adolescents life.

Objectives

1. To compare emotional intelligence between rural and urban students at secondary level.
2. To compare emotional intelligence between boys and girls students at secondary level.
3. To study the interaction effect between gender and residential background.

Hypotheses

- H₁: There is no significance difference between urban and rural students regarding their emotional intelligence.
- H₂: There is no significance difference between boys and girls regarding their emotional intelligence (EI).

Population

All the IXth and X standard students of secondary level of Bharuch district, Gujarat are the population of this research.

Sample

Sample of 235 secondary school students were randomly selected from 20 secondary schools out of which 10 from urban area and 10 from rural area of Bharuch district, Gujarat. The sample distribution is given in [Table 1](#):

Table 1. Sample profile

	Urban	Rural	Total

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Boys	51	50	101
Girls	58	76	134
Total	109	126	235

Tools

Emotional Intelligence Inventory (EII) as developed by Mondal (2014) is used for the present study. The scale is based on four dimensions viz. self-awareness, self-management, social awareness and relationship management as per Goleman's view (2002). This is a three point Likert type scale consists of 100 items by taking 25 items from each dimensions. The reliability of the scale was 0.82 by split half method and internal consistency was 0.90 as measured by Cronbach method. A reliability coefficient greater than 0.70 confirms that the scale used in the study is reliable. The questionnaire forms also include questions covering demographic characteristics of students such as age, residential background.

Limitation:

1. The study was restricted to Bharuch District only.
2. The sampled students of standard 9th and 10th were randomly selected from the schools of covering from different areas of the Bharuch District.

Procedure

As indicated earlier, secondary school students were randomly sampled from different residential background

Table 2. Determination of 't' values

Pair of comparison	N	Mean	SD	Mean Difference	Std error mean	't' value
Boys	101	115.7	18.1	0.94	2.39	0.394 [#]
Girls	134	116.6	19.6			
Rural	126	113.3	18.6	6.67	2.45	2.75**
Urban	109	119.5	21.8			

**Significant at 0.01 level, # not significant

Analysis

Descriptive Statistics

Descriptive statistics help us to simply large amounts of data in sensible way. Each descriptive statistic reduces lost of data into a simple summary. Here we present our descriptive data in the form of Mean and Standard Deviation (SD) of boys, girls, rural and urban samples.

Inferential Statistics

Inferential statistics plays a pivotal role in hypothesis testing where it is used to determine if a null hypothesis can be rejected or retained. For the present study. we have constructed a two way (2-2) factorial design for the analysis of different variables. Represents the “t” value which is also used to test different null hypotheses.

Source of variation	SS	df	MS	F ratio
A (Residential background)	2214.31	1	2214.31	7.62**
B (Gender)	44.51	1	44.51	0.15#
A-B	1288.58	1	1288.58	4.45**
Within group	67148	231	290.68	

**Significant at 0.01 level, *Significant at 0.05 level # not significant

Results and Discussion

The data was analyzed to find the answers to the hypotheses framed for the study. These are presented under various sub heading.

Testing of H₁

The ANOVE results reveals that there are statistically significant ($p < 0.01$) differences in emotional intelligence levels of students according to the places they are born and brought up. It is observed that the mean scores of emotional intelligence for the students are 113.3 and 119.6 for rural or urban students respectively showing a difference of 6.67. The calculated “t” value was found to be 2.75 which is higher than that of table value (2.58 at 0.01 level) and thus it is significant at 0.01 level. In the light of the above finding, H₁ is rejected.

Testing of H₂

F-value from table 3 for gender was found to be 0.15 which is not significant at $P < 0.01$. Again “t” value obtained from Table 2 is 0.394 which is also not significant even at 0.05 level.

It is clear that the mean of obtained scores for boys (115.7) is negligibly lower than girls (116.6) having a difference of 0.9. In the light of the above finding, H_2 is accepted.

Conclusion

This study provides an insight about emotional intelligence and gender differences. Results of the present study demonstrate that there is no significant relationships between emotional intelligence among boys and girls but significant difference exist for rural and urban secondary students at 0.01 level of significant. The samples were classified into four groups i.e. urban boys, urban girls, rural boys, and rural girls. As hypothesized in the present research, urban students have high emotional intelligence when compared with rural students. It means that urban students show more independence assertiveness, self recognition about him/her and management according to the situations than the rural ones. On the other hand, urban girls are found to be more emotionally intelligent that rural girls. So, we can say that they have knowledge about causes of emotions and able to regulate their own emotions. Emotional intelligence is the key for the adjustment of young people lack of which lure of drugs, violent gangs, truancy and dropping out of school may appear. It may give rise to several alarming social problems. So, we can say that rural parents have to create such a home environment so that their children have the opportunity to understand their emotions and to understand and manage the emotions of their peers.

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