

A STUDY OF EMOTIONAL INTELLIGENCE OF ADOLESCENT STUDENTS IN RELATION TO THE TYPE OF SCHOOL

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ABSTRACT

This paper aims to study the emotional intelligence of adolescent students in relation to the type of school. The study was conducted on three hundred adolescents (152 boys 148 girls) studying in senior secondary schools selected purposively from Shimla district of Himachal Pradesh. Intact classes of XI and XII were taken from the two schools. For the collection of necessary information investigator used Emotional Intelligence Inventory-MEII (2004) by Dr. S.K. Mangal and Mrs. Shubra Mangal. To find the significance of difference between the various groups t'-test was applied. Results indicated that Government and private secondary school students differ significantly on emotional intelligence but gender wise and area wise students do not differ significantly on emotional intelligence.

Key words: Emotional Intelligence, Adolescent Students and Type of School

INTRODUCTION:

Many educators and psychologists believe that students who receive an exclusively academic environment may be ill equipped for future challenges, both as individuals as well as members of the society. Certain instances come in our day to day life wherein the brightest students in a class did not succeed later in their lives as individuals having well rounded personalities as compared to their less intellectual counterparts. These examples are particularly evident in various fields like politics, business and administration (Singh, 2002). But then a question arises what is it that helps a person to succeed in life other than intelligence? Which human quality is it that helps people to function better in all spheres from career to personal life? With the dawn of 21st century, the human mind added a new dimension which is now being held responsible more for success than intelligence. This is termed as *Emotional Intelligence* and is measured as EQ (Emotional Quotient).

Concept of Emotional Intelligence- Over the past several years the term emotional intelligence has received much attention as a factor that is useful in understanding and predicting individual's performance at work, at home, at school etc. The concept of Emotional Intelligence was first introduced by Salovey and Mayer in the early 1990's and made popular by Daniel Goleman with publication of his book: "*Why it can matter more than IQ*" in 1995. Emotional intelligence is the capacity to create positive outcomes in relationships with others and with oneself. According to Mayer and Salovey (1993), emotional intelligence is 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. Thus, emotional intelligence is an umbrella term that captures a broad collection of interpersonal and intrapersonal skills. Interpersonal skills consist of the ability to understand the feelings of others, empathies, maintain and develop interpersonal relationships and above all our sense of social responsibility. On the other hand, intrapersonal skills comprise of the ability to understand one's own motivation. Emotional intelligence plays a key role in determining life success.

SIGNIFICANCE OF THE STUDY:

It is needless to mention that adolescence is the most important period in the human development. It is a period of transition and a turning point in the life of the individual. Adolescence is a bridge between the childhood and adulthood. It is a period of rapid changes in almost all developmental dimensions. Adolescence is an age of emotional upheavals. Period of adolescence has been marked by emotional storm and stress. Their emotions are very intense. But all round development of individual is not possible without the control over emotions. When one has control over his/her emotions only then they can adjust themselves in the society and can contribute maximum to the development to the society. So during the period of adolescence the presence of emotional intelligence is very important because it is emotional intelligence which makes the individual to monitor one's own and other's emotions.

So in dealing with adolescents or in order to enhance the emotional intelligence among the adolescents, teachers and parents should make efforts. They must respect his/her individualities.

Proper habits and sentiments should be developed in adolescents. The present study is helpful in constructing the curriculum keeping in view the importance of adolescence period and emotional intelligence teacher will be able to use the effective teaching strategies. The present study will be also helpful for the teachers, parents and psychologists to properly guide and channelize the energy of adolescents to make them physically, mentally and emotionally healthy, so that they can adjust themselves in the society and may develop their potentialities to the maximum for the benefit of the nation.

STATEMENT OF THE PROBLEM:

The period of Adolescence is filled with intellectual and emotional changes in addition to other major biological and physical changes. It is a time of discovery of self and one's relationship to the world around him or her. Adolescence is a stage of heightened emotionality. Emotional disequilibrium is frequently seen in adolescent children. Emotional intelligence constitutes important emerging area and plays an important role in the adjustment of the individual in the social set-up. It was in this context that the attempt has been made to conduct the study. The title of the study is:

“A study of emotional intelligence of adolescent students in relation to the type of school”

OBJECTIVES OF THE STUDY:

- To compare the emotional intelligence of government and private secondary school students.
- To compare the emotional intelligence of rural and urban secondary school students.
- To compare the emotional intelligence of secondary school boys and girls.

HYPOTHESES OF THE STUDY:

H₀₁ Government and private secondary school students do not differ significantly on emotional intelligence.

H₀₂ Rural and urban secondary school students do not differ significantly on emotional intelligence.

H₀₃ Secondary school boys and girls do not differ significantly on emotional intelligence.

DELIMITATIONS OF THE STUDY:

- The study is confined to the district shimla of the Himachal Pradesh.
- Only school of district Shimla are included in the present study.
- The study is confined to secondary school students only.
- The study is confined to the +1 and +2 class students only.

METHODOLOGY:

In order to collect data the survey method was used. The sample of the study consisted of 300 students of district Shimla. Intact classes of XI and XII were taken from the two schools in which 152 male students and 148 female students. For the collection of necessary information for this study, investigator used Emotional Intelligence Inventory by Dr. S.K. Mangal and Mrs. Shubra Mangal. Emotional Intelligence Inventory has 100 items, 25 each from the four areas to be answered as 'yes' or 'no'. The mode of response to each item is either 'yes' or 'no' indicating complete agreement or disagreement with the proposed statement. Tool has both positive and negative items. For scoring one mark is provided for the response indicating presence of emotional intelligence and zero for the absence of emotional intelligence. In order to test the hypotheses, investigator applied 't'-test.

ANALYSIS AND INTERPRETATION:

Table-1: Means and Standard Deviation of Government and Private Secondary School Students

| Type of School | N | Mean | σ | SE _D | df | 't' | Result |
|------------------------------|-----|-------|----------|-----------------|-----|------|--------|
| Govt. (Sec. School Students) | 155 | 65.10 | 9.29 | 1.02 | 298 | 2.76 | S** |
| Pvt. (Sec. School Students) | 145 | 67.92 | 8.44 | | | | |

Note S** - Significant at .01 level

It is observed from the above table that the ‘t’ value of 2.76 was found significant even at 0.01 level. Therefore, it can be concluded that the H_{01} “Government and private secondary school students do not differ significantly on emotional intelligence” is rejected. In other words, it is implied that government and private secondary school students differ significantly on emotional intelligence. The higher mean in favour of private secondary school students further indicates that they have significantly higher emotional intelligence as compared to government secondary school students.

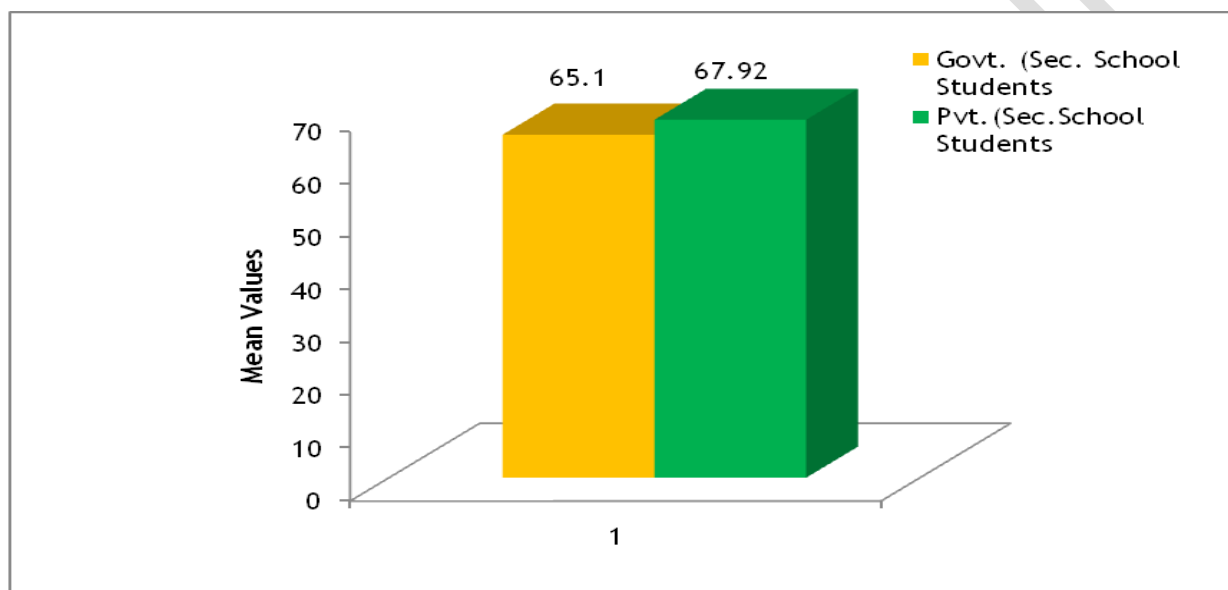


Fig. 1 Histogram showing mean difference between government and private secondary school students on emotional intelligence

Table - 2: Means and Standard Deviation of Rural and Urban Secondary School

| Area | N | Mean | σ | SE_D | df | 't' | Result |
|----------------|-----|-------|----------|--------|-----|------|--------|
| Rural Students | 171 | 66.68 | 9.00 | 1.02 | 298 | 0.49 | N.S. |
| Urban Students | 129 | 66.18 | 9.01 | | | | |

N.S. –Not Significant at 0.05 level

It is observed from the above table that the ‘t’ value of 0.49 was not found significant even at .05 level. Therefore, it can be concluded that the H_{02} “Rural and urban secondary school students do not differ significantly on emotional intelligence” is accepted. In other words, it is implied that Rural and urban secondary school students do not differ significantly on emotional intelligence.

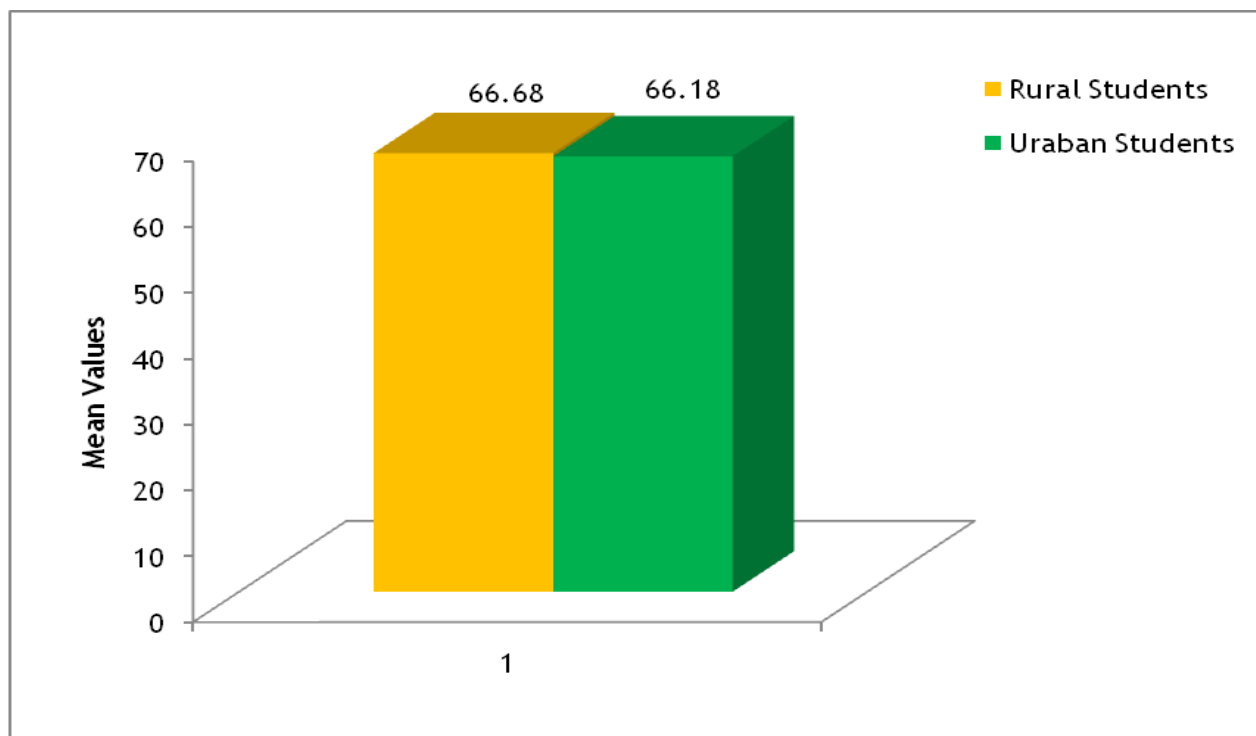


Fig. 2 Histogram showing mean difference between rural and urban secondary school students on emotional intelligence

Table – 3: Means and Standard Deviation of Secondary School Boys and Girls

| Sex | N | Mean | σ | SE _D | df | 't' | Result |
|-------|-----|-------|----------|-----------------|-----|------|--------|
| Boys | 152 | 66.41 | 8.50 | 1.04 | 298 | 0.41 | N.S. |
| Girls | 148 | 66.52 | 9.50 | | | | |

N.S. –Not Significant at 0.05 level

It is observed from the above table that the 't' value of 0.41 was not found significant even at 0.05 level. Therefore, it can be concluded that the H_{03} "Secondary school boys and girls do not differ significantly on emotional intelligence" is accepted. In other words, it is implied that secondary school boys and girls do not differ significantly on emotional intelligence.

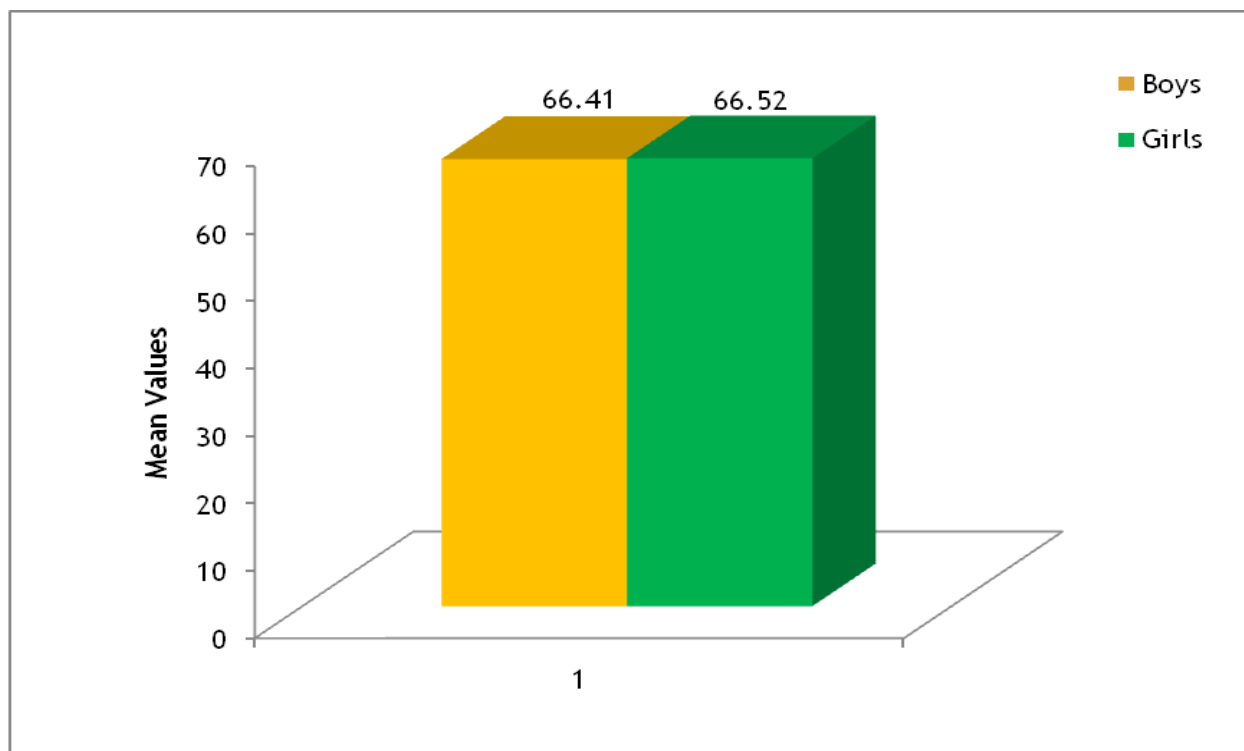


Fig. 3 Histogram showing mean difference between secondary school boys and girls on emotional intelligence

FINDINGS:

Following are the major findings of the study;

- 1) Government and private secondary school students differ significantly on emotional intelligence. The higher mean in favour of private secondary school students indicates that they have significantly higher emotional intelligence as compared to government secondary school students.
- 2) Rural and urban secondary school students do not differ significantly on emotional intelligence.
- 3) Secondary school boys and girls do not differ significantly on emotional intelligence.

EDUCATIONAL IMPLICATIONS:

Study reveals that emotional intelligence of private secondary school students is higher as compared to the government secondary school students. From the study investigator observed that there is a great need to make efforts in order to raise the level of emotional intelligence of adolescents, as it is the pre-requisite for the all round development of personality. So, in order to raise the level of emotional intelligence following steps may be initiated at the level of school, teachers and parents:

- In school teachers, principals and guidance workers should properly plan curricular and co-curricular activities keeping in view the needs of the students.
- Teacher should possess warm and positive attitude towards growing children and their academic, socio-emotional and personal problems and skills to guide and counsel them.
- Teacher should encourage the students to participate in various co-curricular activities such as music, dance, painting, sports etc. In order to channelize the energy of adolescents in proper way.
- Guidance service programmes should be organised for the parents to provide them knowledge about the characteristics of adolescents.
- Parents and teachers should guide the children at an appropriate time in order to keep them away from emotional disturbances.
- Projects work should be encouraged where students get an opportunity to work together and understand each other's emotions.
- Those students having low emotional intelligence should be provided proper counselling by the trained counsellor.

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