

To study the Emotional Intelligence of School Students of Haryana in Respect of Sex and Locale

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Abstract –

New concepts such as emotional intelligence have become more widely understood; more educators are realizing that cognitive ability is not the sole or critical determinant of young people's aptitude to flourish in today's society. Proficiency in emotional management, conflict resolution, communication and interpersonal skills is essential for children to develop inner self-security and become able to effectively deal with the pressure and obstacles that will inevitably arise in their lives. Objectives of this study were to study:

- (i) To study the emotional intelligence of school students.
- (ii) To compare emotional intelligence of male and female school students;
- (iii) To compare emotional intelligence of rural and urban school students.

Sample of 800 secondary school students from four districts of Haryana were selected through random sampling method. Emotional Intelligence Inventory by Dr. S. K. Mangal and Mrs. Shubhra Mangal. The data was analysed by Product Moment Correlation and Z-test. The main findings are: (1) a significant difference was found in emotional intelligence of male and female school students. It is in favour of female students; (2) a significant difference was found in emotional intelligence of rural and urban school students. It is in favour of urban students.

Keywords-

Emotional Intelligence, School Students, Emotional Management, Conflict Resolution

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Introduction

To understand the concept of emotional intelligence it is important to have some clarity about the two terms that constitute it, namely, intelligence and emotion. Emotions are present in every activity of human being. They are prime movers of thought and conduct. They play important role in influencing physical health, mental health, social life, character, learning process and area of adjustment. When our feelings become intense and excited, they become emotion. What do happiness, fear, anger, affection, shame, disgust, surprise, lust, sadness, elation of love have in common? These are emotions which directly affect one's day to day life for long, it is believed that success at the work place depends on Intelligence Quotient (IQ) as reflected by one's academic achievements. But how bright is one outside the classroom, facing the life's difficult moments? Here we need a different kind of resourcefulness termed as emotional intelligence (EQ). How a college drop-out like Bill Gates managed to build such a vast empire, could be attributed to emotional intelligence. Mother Teresa who decided to devote her life as a nun to social service with no resource of her own, could successfully arouse world conscience to help the needy and the poor. Emotional intelligence gives person a competitive edge.

The term "Emotional Intelligence" was first used in an article in 1990 by Peter Salovey and John D. Mayer. They defined emotional intelligence as a type of social intelligence that involves the ability to monitor one's own and other's emotions, to discriminate among them, and to use the information to guide one's thinking and actions.

In emotional facilitation of thinking, emotions can be useful in terms of directing attention to pressing concerns and signalling what should be the focus of

attention (George and Brief, 1996). Emotions can also be used in choosing among options and making decisions, being able to anticipate how one would feel if certain events took place can help decision makers choose among multiple options (Damasio, 1994). Emotions can be used to facilitate certain kinds of cognitive processes. For example, positive moods can facilitate creativity, integrative thinking and inductive reasoning, and negative moods can facilitate attention to detail, detection of errors and problems, and careful information processing (Salovey et al, 1993). Shifts in emotions can lead to more flexible planning, the generations of multiple alternative and a broadened perspective on problems (Salovey and Mayer, 1989). When people are in positive moods, they tend to be more optimistic and perceive that positive events are more likely and negative events are less likely whereas, when people are in negative moods they tend to be more pessimistic and perceive that negative events are more likely than the positive events. (Salovey and Birnbaum, 1989).

Objectives of the Study

1. To study the emotional intelligence of school students.
2. To compare emotional intelligence of male and female school students.
3. To compare emotional intelligence of rural and urban school students.

DESIGN AND METHODOLOGY

The sample for this study consisted of 800 students from secondary schools of four districts of Haryana (Rohtak, Sonapat, Hisar and Ambala). For sample selection stratified random sampling technique was

used. Firstly, selections of schools were made on the basis of sex i.e. male and female schools; secondly selections of schools were made on the basis of locale i.e. urban and rural schools. Students studying in Xth class were taken from the above mentioned districts randomly. They constitute the population of this study.

Emotional Intelligence Inventory by Dr. S. K. Mangal and Mrs. Shubhra Mangal which designed for use with Hindi and English knowing of school, college and University students for the measurement of their emotional intelligence (total as well as separately) in respect of four areas or aspects of emotional intelligence namely, Intra – personal Awareness (Knowing about one’s own emotions) Inter-personal Awareness (Knowing about others emotions), Intra-personal Management (Managing one’s own emotions) and inter-personal Management (Managing others emotions) respectively.

STATISTICAL TECHNIQUES USED

Pearson Product Moment correlation ‘r’ was employed for determining the relationship between Home environment and Emotional intelligence.

Mean, Standard Deviation and ‘Z’ test was used to find out the significance of difference between the mean scores.

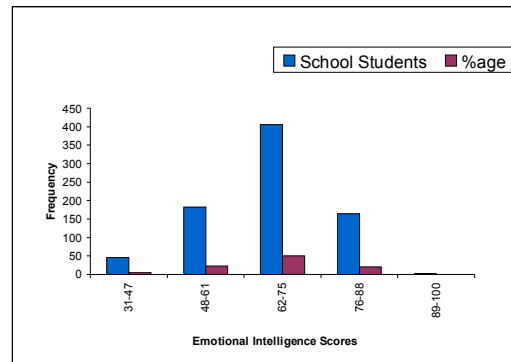
ANALYSIS AND INTERPRETATION:

OBJECTIVE NO. 1 To study the emotional intelligence of school students.

Table 1: Emotional Intelligence Scores of School Students

| Emotional Intelligence Scores | School Students | %age |
|-------------------------------|-----------------|--------|
| 31-47 | 46 | 5.75 |
| 48-61 | 182 | 22.75 |
| 62-75 | 406 | 50.75 |
| 76-88 | 164 | 20.50 |
| 89-100 | 2 | 0.25 |
| Total | 800 | 100.00 |

Fig. 1: Emotional Intelligence Scores of School Students



From Table 1, it is evident that only 5.75 percent school students’ emotional intelligence scores lie in the range of 31 to 47 and 22.75 percent school students’ emotional intelligence scores fall in the range of 48 to 61, 50.75 percent school students’ emotional intelligence scores lie in the range of 62-65, 20.75 percent school students’ emotional intelligence scores fall in the range of 76-88 and only 0.25 percent students’ emotional intelligence scores lie in the range of 89 to 100.

So from the results, it is concluded that 50.75 percent students falling in the range of 62 to 75 are average in emotional intelligence.

Table 2: Distribution showing population mean and variability of emotional intelligence of school students.

| N | \bar{X} | σ | σ_M |
|-----|-----------|----------|------------|
| 800 | 66.46 | 10.27 | 0.36 |

Result: 65.7 to 67.22 at 0.05 level of confidence

65.53 to 67.39 at 0.01 level of confidence

Hence with respect to our above data, there are 95 chances out of 100 that M_{pop} would fall between the score limits 65.7 to 67.22 and there are 99 chances out of 100 that the M_{pop} would fall between 65.52 to 67.39. Our confidence that these intervals contain M_{pop} is 95 percent or P of .95 & 99 percent or P of .99 respectively. It means that there are 5 percent chances that mean of population (M_{pop}) of emotional intelligence of school students would fall beyond the range 65.7 to 67.22 and there are 1 percent chances that M_{pop} of emotional intelligence would fall beyond the range of 65.53 to 67.39.

OBJECTIVE NO.2 To compare emotional intelligence of male and female school students

HYPOTHESIS There will be no significant difference in emotional intelligence of male and female school students

Table 3 Emotional Intelligence scores of male and female school students

| Emotional Intelligence Scores | Male | Female |
|-------------------------------|------|--------|
| 31-40 | 10 | 1 |
| 41-50 | 45 | 13 |
| 51-60 | 73 | 70 |
| 61-70 | 158 | 171 |
| 71-80 | 90 | 108 |
| 81-90 | 24 | 36 |
| 91-100 | 0 | 1 |
| Total | 400 | 400 |

Fig. 2: Emotional Intelligence scores of male and female school students

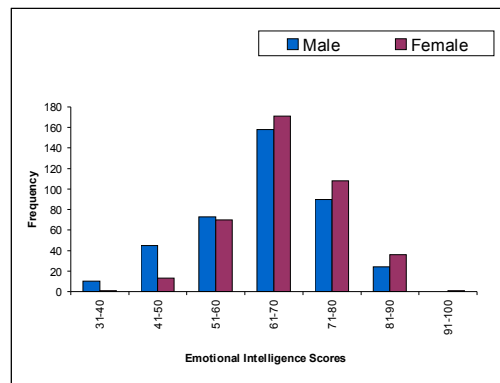


Table 4: Genderwise \bar{X} , σ , N, σ_D and Z-value of Emotional Intelligence of male and female school students.

| Gender | \bar{X} | σ | N | σ_D | Z-Value |
|--------|-----------|----------|-----|------------|---------|
| Male | 64.53 | 11.038 | 400 | 0.59 | 6.45* |
| Female | 68.39 | 9.038 | 400 | | |

*Significant at 0.01 level of significance

From Table 4, it is evident that the ‘z’ value of emotional-intelligence of male and female school students is 6.454 which is significant at 0.01 level of significance with df 798. It indicates that the mean scores of emotional intelligence of male and female school students differ significantly. In this context, the null hypothesis that “there will be no significant difference in emotional intelligence of male and female school students” is rejected. Further, the mean scores of emotional intelligence of females is 68.39 which is higher than that for males whose mean score is 64.53. It may, therefore, be concluded that the female school students are emotionally more intelligent than their male counterparts.

OBJECTIVE NO. 3 To compare emotional intelligence of rural and urban school students.

Hypothesis

There will be no significant difference in emotional intelligence of rural and urban school students.

Table 5: Emotional Intelligence scores of rural and urban school students

| Emotional Intelligence Scores | Rural | Urban |
|-------------------------------|-------|-------|
| 31-40 | 8 | 3 |
| 41-50 | 21 | 37 |
| 51-60 | 85 | 58 |
| 61-70 | 181 | 148 |
| 71-80 | 75 | 123 |
| 81-90 | 30 | 30 |
| 91-100 | 0 | 1 |
| Total | 400 | 400 |

Fig. 3 Emotional Intelligence scores of rural and urban school students

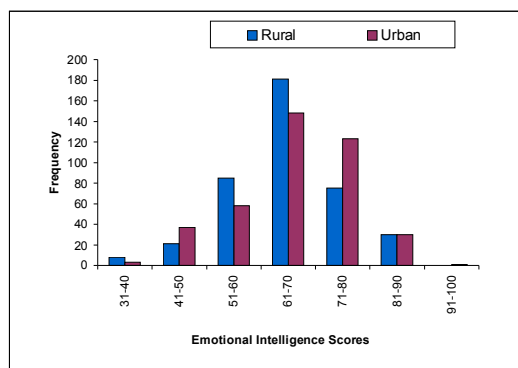


Table 6: Localitywise \bar{X} , σ , N, σ_D and Z-value of Emotional Intelligence of Rural and Urban School students

| Locality | \bar{X} | σ | N | σ_D | Z-Value |
|----------|-----------|----------|-----|------------|---------|
| Rural | 65.77 | 9.89 | 400 | 0.58 | 2.36* |
| Urban | 67.14 | 10.59 | 400 | | |

*Significant at 0.05 level of 0.01 level of significance

From Table 6, it is evident that the 'z' value of emotional intelligence of rural and urban school students is 2.36 which is significant at 0.05 level of significance with 798 degree of freedom. It indicates that the mean score of emotional intelligence of rural and urban school students differed at 0.05 level of significance. In this context, the null hypothesis that "there will be no significant difference in emotional intelligence of rural and urban school students" is rejected. Further, the mean score of emotional intelligence of urban students is 67.14 which is slightly higher than that of rural students whose mean score is 65.77. It may, therefore, be concluded that urban students are emotionally more intelligent than rural school students.

Major Findings

1. A significant difference was found in emotional intelligence of male and female school students. It is in favour of female students

2. A significant difference was found in emotional intelligence of rural and urban school students. It is in favour of urban students.

Conclusion

Careful analysis and interpretation of data has revealed following conclusions:

The findings show that male and female students differ significantly on emotional intelligence. Therefore, it may be concluded that female students are emotionally more intelligent than male students. Consequently, female students belonged to home environment more conducive to emotional intelligence. This helps them in managing emotions better than male school students. The findings of the present study lead to the conclusion that emotional intelligence differs significantly in rural and urban school students indicating that urban students are better in emotional intelligence than their rural counterparts.

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