



Emotional Intelligence and Anxiety among standard x students of Jamshedpur: A Comparative Study

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Abstract:

The aim of the present study is to measure and compare the level of emotional intelligence and anxiety of standard x students of Hindi medium school students. A total number of 60 students were included as sample. Among them 30 were male and 30 were female, age ranges between 15 to 17 years. Purposive sampling technique was used for sample selection. Mangal emotional inventory and Sinha anxiety scale was administered on the sample for the data collection. 't' test was applied to see the significance of difference between the two groups means. The result of the study revealed that both gender male and female differ significantly on their level of emotional intelligence and anxiety. Furthermore the result showed that females are experiencing more anxiety than their male counterpart.

Keywords: *Emotional intelligence, Anxiety*

1. Introduction

The notion of emotional intelligence proposed by Mayers and Salovey has totally replaced the previous notion of intelligence. Mayers and Salovey (1995) defined emotional intelligence as the ability to perceive emotions, and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth. Now it has been proved that success of any individual in all folks of life is mostly depends on emotional intelligence. The concept of emotional intelligence is proposed by Mayers and salovey but popularized by Denial Goleman in his popular book "What it can matter more than IQ". In his book he claimed that 80 percent of the success of any successful Individual depends upon emotional intelligence.

Anxiety is an emotional and behavioural disorder caused by activation of sympathetic nervous system. According to Mwamwenda (1994) and Vitasari (2010) in the domain of education, high level of anxiety is often experienced by students during performance related activities such as exams. According to Horwitz (2001) an optimal level of anxiety is necessary to achieve success in exams and crossing optimum level leads to adverse effect. According to NDTV (2012) India has the highest teenage suicide rate in the world due to anxiety. High level of anxiety adversely impact students working memory, reasoning abilities, self esteem, academic performance and achievements (Mazzone et al (2007) & McCarty (2000))

Many researchers are conducted by Indian and foreigner researchers to study the impact of emotional intelligence on other variables and findings confirmed that emotional intelligence significantly correlated with many variables. For instance Farooq (2003) found it is positively correlated with academic performance, Drago (2004) found that emotional intelligence a strong predictor of Anxiety, academic performance, motivation, and cognitive abilities. Hassan (2009) in his study found that emotional intelligence is negatively and significantly correlated with anxiety Kattekar (2010) in his

study among 500 ix standard students found positive relationship between emotional intelligence and academic achievement.

According to Malekari and Mohanty (2011) the emotional intelligence construct has important clinical and therapeutic implication because it has emerged from an amalgamation of research findings on how people appraise, communicate and use emotion. In the Indian context Zeidner others pointed that there has not been sufficient research to fully understand the impact emotional intelligence has on academic success. Thus it has become need of the present hours to conduct researches on emotional intelligence and anxiety to find new findings to serve the mankind to achieve his excellence in his work, to live with peace and harmony, to motivate him, to motivate others and to maintain relationships.

2. Objective

The main objectives of the present studies are as follow:

1. To measure & compare the level of Emotional Intelligence of male & female standard x students.
2. To measure compare the level of Anxiety of male & female standard x students.

3. Hypotheses

On the basis of above mentioned objective two null hypotheses were formulated and checked.

Ho₁: Male& Female students will not differ significantly on their level of Emotional Intelligence.

Ho₂: Male & Female students will not differ significantly on their level of Anxiety.

4. Sample

A total number of 60 students (30 male & 30 female) of Standard x were included in this study. All of them were studying in Hindi Medium School. All of them were belonging to middle class family and residing in urban areas of Jamshedpur. The age range of the sample was between 15 years to 17 years. Purposive sampling technique was applied for the sample selection.

5. Tool Used

1. Emotional Intelligence Scale - Emotional Intelligence inventory developed and standardized by Mangal (2009) will be used in this proposed study. This inventory contains 100 items. This scale measures four dimension of emotional intelligence viz. intra- personal awareness , inter-personal management, intra- personal management and their inter personal management. The reliability of this inventory was examined through three different methods namely, split half method using spearman brown prophecy formula, k-r formula (20) and test retest method and found spilt half reliability coefficient. 89, K-R formula reliability co efficient. 90 and test retest reliability coefficient .92 the validity coefficient of this inventory was established by using product movement correlation coefficient-0.662.

2. Sinha Anxiety Scale - Sinha Anxiety Scale developed and standardized by Sinha (1961) formerly professor and head dept. of psychology university of Allahabad. The Scale is consist of 100 items. The scale measure anxiety on following ten dimension (1) health (2) occupation (3) family anxiety, (4) anxiety regarding friendship and love, (5) social relations and social approval, (6) worries regarding the future , (7) worries about civilization, war and virtue, (8) guilt and shame , (9) physical and physiological manifestations and (10) purely psychological manifestation(sinha1961) the split half reliability of the test is 086 and test retest reliability found .75. The validity of this scale is .69.

6. Results and discussion

Table 1: Showing Mean, SD & t-ratio of male & female Student on Emotional Intelligence

Group	N	Mean	SD	t- ratio
Male	30	68.51	9.68	4.73**
Female	30	61.33	8.91	

Table no 1 presents the mean, SD & t- value of Hindi medium boys and Hindi medium girls. The mean and SD of Hindi medium male on emotional intelligence is mean= 68.51 and SD= 9.68. The mean and SD of Hindi medium female on emotional intelligence is mean= 61.33 and SD= 8.91. The t-value 4.73 shows that both the groups differ significantly on their level of emotional intelligence at .01 level of significance. Thus null hypothesis H_{01} “male & female students will not differ significantly on their of emotional intelligence stands rejected. This finding contradicts the previous finding by. (Mahato (2017), Hassan et al. (2009)) that both genders namely male and female differ significantly on their level of emotional intelligence. But this study supports the previous finding by Tajeddini (2014) that both genders not differ significantly on their level of emotional intelligence.

Table 2: Showing Mean, SD & t-ratio of Male & female students on Anxiety

Group	N	Mean	SD	t- ratio
Male	30	39.89	13.01	2.75**
Female	30	46.03	14.31	

Table no 2 presents the mean, SD and t- value of Hindi medium male and Hindi medium female students. The mean and SD of Hindi medium male on anxiety is mean=39.89 and SD=13.01. The mean and SD of Hindi medium female on anxiety is mean= 46.03 and SD=14.31. The t-value 2.75 shows that both the groups differ significantly on their level of anxiety at .01 level of significance. The study of MD Koshi (2007) supports this finding In his study among 330 student to found that male & female differ significantly on the level of Anxiety. There are another study by Mahato (2017) also supports this both male & female differ significantly on their level of Anxiety.

7. Conclusion

The conclusions of the present study are as follows:

- Male and female standard x students differ significantly on their level of emotional intelligence.
- Male and female standard x students differ significantly on their level of emotional intelligence.
- Female are experiencing more anxiety than male students.
- Male are having more Emotional intelligence than female.

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