



A study of Emotional Intelligence of Higher Secondary School Students in the District of Kalimpong

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Abstract:

The main objective of this paper was to study the Emotional Intelligence of Higher Secondary School Students in terms of Gender, Types of School and Types of Management. Using the Stratified Random Sampling Technique 300 Higher Secondary School Students formed the sample of the study. The data was collected using Emotional Intelligence Inventory (EII) 2004 by Dr S.K. Mangal and Shubhra Mangal. The collected data were analysed with the help of an Independent Sample t-test. The result showed that in terms of Gender, the mean scores of Emotional Intelligence of Male and Female students did not differ significantly. In terms of Types of Schools, the mean scores of Emotional Intelligence of Single Gender Higher Secondary School Students and Co-ed Higher Secondary School Students differ significantly and in terms of Types of Management, the mean scores of Emotional Intelligence of Private Higher Secondary School Students and Govt. aided Higher Secondary School Students differ significantly.

Keywords: *Emotional Intelligence, Higher Secondary School Students*

1. Introduction

The concept of Emotional Intelligence traces back to the Darwinian Era. He was the first writer and theorist to give the concept of emotions when he published the book in 1872 entitled *The Expression of the Emotions in Man and Animals*. In his book, Darwin argued that all humans, and even animals, show emotion through remarkable behaviours in different situations. He noted that emotions are instinctive, involuntary, and automatic responses to a certain situation. The introduction of emotions by Darwin began the new era of the shift from cognitive aspects of human intelligence to affective aspects of human intelligence

Thorndike (1920) conceived the idea of three different types of Intelligence: Mechanical, Social, and Abstract intelligence. According to Thorndike, a man possesses a varying amount of social intelligence and he defined emotions as one of the social intelligence. He was of opinion that emotion as social intelligence is the ability of a man to get along with the person (Punia et al., 2015).

Gardner (1983) introduced seven multiple intelligence in his book *Frames of Mind- The Theory of Multiple Intelligences* and later he added two more intelligence, which sums up to nine multiple intelligence. Salovey and Mayer (1990) incorporated Gardner's multiple intelligence theory in their work '*Emotional Intelligence -Imagination, Personality and Cognition* and created an Emotional Quotient (EQ) model focusing on perceiving and regulating feelings. Salovey and Mayer (1990) state that Emotional Intelligence is the ability to perceive emotions, access and generate emotions to assist thought, understand emotions and emotional knowledge.

Although the term 'Emotional Intelligence' was first coined by Salovey (1990) and Mayor (1990), it was the work of psychologist Goleman (1995) *Emotional Intelligence- Why it can matter more than IQ*, a book on the century which globally popularized the concept of Emotional Intelligence (EI) in all

sectors of Educational research and human organizations.

2. Significance of the Study

Emotional Intelligence has far-reaching effects concerning the overall well-being of personality, growth, and happiness of Students. It has the power for modification of human behaviour. Hence, it becomes imperative to find out the different levels of Emotional Intelligence in dimensions like Inter-personal Awareness, Intra-personal Awareness, Inter-Personal Management and Intra-Personal Management adopted by Higher Secondary School Students, if the EI is not facilitative in terms of Gender, Types of Schools and Types of Management then steps can be taken for behaviour modifications of students since EI is learn and not inherited.

3. Objectives of the Study

- 1.To compare the Mean Scores of Emotional Intelligence of Male and Female Higher Secondary School Students.
- 2.To compare the Mean Scores of Emotional Intelligence of Single Gender and Co-ed Higher Secondary School Students.
- 3.To compare the Mean Scores of Emotional Intelligence of Private and Government Higher Secondary School Students.

4. Hypotheses of the Study

- Ho₁:** There is no significant difference in the Mean Scores of Emotional Intelligence of Male and Female Higher Secondary School Students.
- Ho₂:** There is no significant difference in Mean Scores of Emotional Intelligence of Single Gender and Co-ed Higher Secondary School Students.
- Ho₃:** There is no significant difference in Mean Scores of Emotional Intelligence of Private and Government Higher Secondary School Students.

4. Methodology

4.1 Method

The present study has used the Descriptive Survey Method.

4.2 Population

The population included all the class XI students studying in Higher Secondary Schools in the district of Kalimpong.

4.3 Sample and Sampling Technique

Using a Stratified Random Sampling Technique, a sample of 300 students was considered for the present study considering the type of Gender, Type of Schools, and Type of Management.

4.4 Tool for Data Collection

The current study has adopted Emotional Intelligence Inventory (EII) standardized and developed by Dr. S.K. Mangal and Shubhra Mangal (2004) for measuring the Emotional Intelligence of Higher Secondary School Students. The tool has four areas of Emotional Intelligence namely i) Intra-personal awareness, ii) Inter-personal awareness, iii) Intra-personal management and iv) Inter-personal management respectively. It has 100 items with 25 items in each dimension. The data was collected at one point of time using the cross-sectional method.

5. Data Analysis and Interpretation

The collected data were analyzed using both Descriptive and Inferential statistics such as Mean, SD, and sample t-test, SPSS 18 was used to compute all statistical calculations for the present investigation.

6. Result and Interpretation

6.1 The first objective was to compare mean scores of Emotional Intelligence of Male and Female Higher Secondary School Students. The data were analyzed with the help of t-Test, using Statistical Package for the Social Sciences (SPSS -18), and the results are given in Table 1.

Table 1: Gender-wise M, SD, N and t-Values of Emotional Intelligence of Male and Female Students

| Gender | N | M | SD | df | t-value | Remarks |
|--------|-----|-------|-------|-----|---------|-----------------|
| Male | 150 | 57.00 | 10.13 | 298 | 0.43 | Not Significant |
| Female | 150 | 57.53 | 11.21 | | | |

From Table 1, it is evident that the t-value is 0.43 which is not significant at 0.05 level with df=298. It shows that the mean scores of Emotional Intelligence of Male and Female Teachers did not differ significantly. Thus, the null hypothesis that there is no significant difference in Mean Scores of Emotional Intelligence of Male and Female Higher Secondary School Students is not rejected. It may, therefore be said that both Male and Female students were found to have same extent of Emotional Intelligence.

6.2 The second objective was to compare the Mean Scores of Emotional Intelligence of Single Gender and Co-ed Higher Secondary School Students. There were two types of Schools, namely, Single Gender Schools and Co-ed Schools. The data were analyzed with the help of t-Test, using Statistical Package for the Social Sciences (SPSS-18), and the results are given in Table 2.

Table 2: M, SD, N and t-Values of Emotional Intelligence of Single Gender and Co-Ed High Schools Students

| Types of Schools | N | M | SD | df | t-value | Remarks |
|----------------------------|-----|-------|-------|-----|---------|-------------|
| Single Gender High Schools | 150 | 53.48 | 10.32 | 298 | 6.56 | Significant |
| Co-ed Schools | 150 | 61.05 | 9.65 | | | |

From Table 2, it is evident that the t-value is 6.56 which is significant at 0.05 level with df=298. It shows that the mean scores of Emotional Intelligence of Single Gender Higher Secondary School Students and Co-ed Higher Secondary School Students differ significantly. Thus, the null hypothesis that there is no significant difference in Mean Scores of Emotional Intelligence of Single Gender Higher Secondary School Students and Co-ed Higher Secondary School Students is rejected. Further, the mean scores of Emotional Intelligence of Co-ed Higher Secondary School Students is 61.05 which is significantly higher than that of Single Gender Higher Secondary School Students, whose mean score is 53.48. It may, therefore be said that Students studying in Co-ed schools were found to have significantly higher Emotional Intelligence than their counter part students who were studying in Single Gender Schools.

6.3 The third objective was to compare the Mean Scores of Emotional Intelligence of Private and Government Higher Secondary School Students. There were two types of Management, namely, Private Schools and Govt. aided Schools. The data were analyzed with the help of t-Test, using Statistical Package for the Social Sciences (SPSS-18), and the results are given in Table 3.

Table 3: M, SD, N and t-Values of Emotional Intelligence of Private High School and Govt. Aided High School Students

| Types of Management | N | M | SD | df | t-value | Remarks |
|---------------------|-----|-------|-------|-----|---------|-------------|
| Govt. Aided Schools | 150 | 55.20 | 11.81 | 298 | 3.41 | Significant |
| Private Schools | 150 | 59.33 | 8.97 | | | |

6.3 From Table 3, it is evident that the t-value is 3.41 which is significant at 0.05 level with $df=298$. It shows that the mean scores of Emotional Intelligence of Private Higher Secondary School Students and Govt. aided Higher Secondary School Students differ significantly. Thus, the null hypothesis that there is no significant difference in Mean Scores of Emotional Intelligence between Private Schools and Government Higher Secondary School Students is rejected. Further, the mean score of Emotional Intelligence of Private Higher Secondary School Students is 59.33 which is significantly higher than that of Govt. Aided Higher Secondary School Students, whose mean score is 55.20. It may, therefore be said that Students studying in Private Schools were found to have significantly higher Emotional Intelligence than their counterpart students who were studying in Govt. Aided Schools.

7. Conclusion

Emotional Intelligence is one of the most overlooked area in the educational pedagogy. The study has taken into consideration various demographic and structural factors which influences the Emotional Intelligence of Students. To conclude, there is no significant influence of Gender on Emotional Intelligence of students but the types of Schools and Types of Management has significant influence on the Emotional intelligence of the Students. Thus, recommendations are proposed for the behaviour modifications of students since Emotional Intelligence is learn and not inherited.

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