



A study of Emotional Intelligence of students of standard 8

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1. Introduction

Emotional intelligence refers to the capability of a person to manage and control his or her emotions and possess the ability to control the emotions of others as well. In other words, they can influence the emotions of other people also. Emotional intelligence is a very important skill in leadership. It is said to have five main elements such as self-awareness, self-regulation, motivation, empathy, and social skills.

2. Emotional Intelligence

According to Oxford dictionary,

“Emotional Intelligence is the ability to understand your emotions and those of other people and to behave appropriately in different situations”

According to Cambridge dictionary,

“Emotional Intelligence is the ability to understand the way people feel and react and to use this skill to make good judgments and to avoid or solve problems.”

According to Macmillan dictionary,

“Emotional Intelligence is the ability to understand your own personal feelings and those of other people and to consider other people’s feelings when making decisions”

3. Objectives of the study

1. To study emotional intelligence of students of standard 8.
2. To study emotional intelligence of students of standard 8 in context of area.
3. To study parenting styles of parents of students of standard 8 in context of gender.

4. Variable of the study

1. Independence variable
A.Gender : (1) Boys, (2) Girls
2. Dependent variable

Scores of Emotional Intelligence Test is dependent variable of the study.

5. Hypotheses of the study

Ho₁ There is no significant difference between mean scores obtained in Emotional Intelligence Test of students of east and west area.

Ho₂ There is no significant difference between mean scores obtained in Emotional Intelligence Test of boys and girls.

6. Importance of the study

1. This study will help teachers and parents to understand the emotional intelligence of students of standard 8.
2. This study will also help to study the difference between emotional intelligence of boys and girls.
3. This study will help to amend syllabus to improve emotional intelligence of students of standard 8.

7. Limitations of the study

1. This study was conducted on the students of standard 8 studying in schools of Vijapur city.
2. This study was conducted on students of urban and rural area of Vijapur city.
3. The researcher has used self-constructed Emotional Intelligence Test for this study.

8. Research method

In present research, the researcher had to study the emotional intelligence of students of standard 8. The researcher had constructed Emotional Intelligence Test with the help of experts. In present study, the researcher had to collect information from a chosen sample. Therefore, the researcher had used Survey method for this study.

9. Population of the study

The researcher had performed this study in two different schools of Mehsana district. One school was chosen from urban area and another school was chosen from rural area of Mehsana district. Therefore, students studying in standard 8 in Mehsana district were population of this study.

10. Sample of the study

Two different schools from Vijapur city were chosen by the researcher as sample. Total 207 students were chosen in which 109 boys and 98 girls were chosen as sample for this study. Out of this sample, 108 students were chosen from east area and 99 students were chosen from west area.

11. Tools of the study

Emotional Intelligence Test (Self-constructed)

12. Construction of tool

The researcher had constructed Emotional Intelligence Test for the students of standard 8. The researcher had constructed 30 items for this test. This test was given to different experts and as per suggestions obtained from different experts, the test was amended.

13. Data collection

The researcher had constructed Emotional Intelligence Test for the study of emotional intelligence of students of standard 8. The researcher had chosen two different schools from east and west area of Vijapur city one from each area. The researcher had been given permission and specific time to conduct this survey from the principals of the schools. At the time given by both principals, the researcher had reached the school and gave Emotional Intelligence Test to the students of standard 8. Before giving this test, proper information regarding test were given to the students. The students were given 45 minutes to complete this test. After the test was completed by the students, the tests were carefully collected. The researcher had checked the test and given scores to each answer sheet. The scores were classified, tabulated and used for statistical analysis.

14. Statistical method of analysis

The researcher had found mean scores according to variables, standard deviations and standard error of deviation. To check the hypotheses, the researcher had performed t-test.

15. Testing of hypotheses

Ho₁ There is no significant difference between mean scores obtained in Emotional Intelligence Test of students of east and west area

Table 1. Mean, SD, SED and t-value of boys and girls

Area	N	Mean	SD	SED	t Value
East	108	45.63	3.02	0.40	7.65
West	99	42.57	2.78		

Df	0.05	0.01
205	1.97	2.60

In above table, it is seen that the mean scores of students of east and west area are 45.63 and 42.57 respectively. The standard deviations are 3.02 and 2.78 respectively. Standard error of deviation is 0.40 and calculated t-value is 7.65. For df=205, table t values are 1.97 and 2.60 at 0.05 and 0.01 levels respectively. The calculated t-value is more than table t values at both the levels. Therefore, hypothesis is rejected and there is a significant difference between mean scores of Emotional Intelligence Test obtained by students of east and west area. Moreover, the mean score of students of east area is more than that of west area. Therefore, it is also said that the students of east area are having more emotional intelligence than that of students of west area.

Ho₂ There is no significant difference between mean scores obtained in Emotional Intelligence Test of boys and girls.

Table 2. Mean, SD, SED and t-value of boys and girls

Gender	N	Mean	SD	SED	t Value
Boys	109	41.57	2.23	0.38	8.55
Girl	98	44.82	3.18		

df	0.05	0.01
205	1.97	2.60

In above table, it is seen that the mean scores of boys and girls are 41.57 and 44.82 respectively. The standard deviations are 2.23 and 3.18 respectively. Standard error of deviation is 0.38 and calculated t-value is 8.55. For $df=205$, table t values are 1.97 and 2.60 at 0.05 and 0.01 levels respectively. The calculated t-value is more than table t values at both the levels. Therefore, hypothesis is rejected and there is a significant difference between mean scores of Emotional Intelligence Test obtained by boys and girls. Moreover, the mean score of girls is more than that of boys. Therefore, it is also said that the girls are having more emotional intelligence than that of boys.

16. Finding of the study

- 1.The students of east area have more emotional intelligence than that of students of west area.
- 2.Girls of standard 8 of Vijapur city possess more emotional intelligence than that of boys of standard of 8 of Vijapur city.

17. Conclusion

Emotions are equalled important as common intelligence. Emotions help persons to adjust with surrounding conditions. In present study, the researcher had tried to study the emotional intelligence of students of standard 8 of Vijapur city. The researcher had constructed a small Emotional Intelligence Test. This test was given

to the students of standard 8 of Vijapur city. The researcher had chosen two different schools from east and west area one from each. It was revealed that the students of east area possess more emotional intelligence than that of students of west area. Moreover, girls of standard 8 of Vijapur city possess more emotional intelligence than that of boys.

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