

A STUDY ON EMOTIONAL INTELLIGENCE OF HIGHER SECONDARY STUDENTS

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Introduction:

The higher secondary students of age ranging between 17-19 years are at the verge of their adolescence and their emotional development during adolescence involves establishing a realistic and coherent sense of identity in the context of relating to others and learning to cope with stress and manage emotions (Santrock, 2001). Emotional Intelligence and emotional competencies play a key role in the academic success of these students. Although, Emotional Intelligence has received much attention as a factor that is useful in understanding and predicting an individual's performance at work, at home, at school etc. (Kaur, 2010), however, whether and to what extent Emotional Intelligence can be developed for those already in young adulthood and attending college is unclear, as most of the research done till date has focused only on children's emotional development (Denham, 1998 & Saarni, 1999). It is important to note that Emotional Intelligence is an essential preventive solution for today's various problems, which centres on ego system of individuals (Dwivedi, 2011) especially for the adolescents. Emotional Intelligence also enables one to learn to acknowledge and understand feelings in ourselves and in others and that we appropriately respond to them (Sharma et. al., 2012) which may assist the adolescents to manage and efficiently control their own emotions and feelings and that of others, thus helping them to adjust better in their lives. Hettich (2000) remarked Emotional Intelligence is one such factor which is instrumental in situations that call upon students to adjust successfully from one environment to another. Goleman (1998) claimed that through emotional intelligence, one can become more successful in life as compared to individuals who gain solely, high levels of intellectual intelligence

With respect to education, Epstein (1998) and Ledoux (2002) suggested that both the cognitive and the emotional domains of student's academic development should be the primary goal for educating students. Lam and Kirby (2002) are of the opinion that Emotional Intelligence involves perceiving, understanding, and regulating emotions. High emotional intelligence can contribute to a student in the learning process (Goleman, 1996; Elias et al., 1992; Svetlana, 2007). Emotional Intelligence equips the students with emotional competencies necessary for teamwork (Kukreti & Balodi, 2011) paving the way for the adolescent students to develop fellow feeling, group work, feel less lonely, develop healthy relations and adjust better with the environment. Bocchino (1999) further supported the view, by stating that students with better skills to understand and manage emotions may be more effective to learn from their experience because they have better sense of self-coaching. According to Walter (1991), an

emotionally intelligent person is better able to manage stressful situations with the effective ability to meet challenges at school. Vance et al. (1998) found out those characteristics of high emotional intelligence such as good problem-solving skills, reading at or above grade level, ability to get along with peers and adults. They also found likeability and a sense of humour are associated with the positive educational progress.

Since the higher secondary students belong to the verge of the adolescence period and Emotional intelligence is found to play a very prominent role in their life and education, hence in the light of the aforementioned studies and reasons, the present study aimed to examine the Emotional Intelligence of Higher Secondary Students of Kolkata and its suburbs.

Objectives:

The objective of the study was to compare the Emotional Intelligence of Higher Secondary students under Habitat (Urban & Rural).

Sample

The researcher selected and collected data from 650 students, out of which 34 were rejected from analysis because they did not completely fill in the questionnaire. Thus, the study comprised of 616 samples of students. During analysis, the researcher had to further eliminate 76 students because they were found to be outliers. Thus, the study comprised of 540 students which included 356 urban students and 184 rural students.

Tool Used for Study

Mangal Emotional Intelligence Inventory (MEII) (2011) by Dr. S. K. Mangal and Mrs. Shubhra Mangal. National Psychological Corporation was used for the study.

Data Analysis:

The data was statistically analysed using Mean, Standard Deviation, and t test. The 0.05 level of significance had been taken for analysis of data. The analysis of the study was done using the computer software “Statistical Package for the Social Sciences” IBM SPSS Version 21.00.

Results of the Study:

The results of the study are presented in the following table and graph.

Objective 1: To compare the Emotional Intelligence of Higher Secondary students under Habitat (Urban & Rural)

To fulfil this objective the **H₀₁** was formulated and tested which was as follows: -

H₀₁: There would be no significant difference in Emotional Intelligence between Urban and Rural Higher Secondary students

Testing of H₀₁:

Groups: Emotional Intelligence of Urban and Rural Higher Secondary students

Table 1: Descriptive and Inferential Statistics of Independent Sample Test of the Emotional Intelligence _Habitat of Higher Secondary students

Variables	Gender	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2tailed)
Emotional Intelligence	Urban	356	63.77	10.44	0.55	0.377**	538	0.707
	Rural	184	63.41	10.88	0.80			

**not significant at 0.05 level of significance

Interpretation

The analysis in **Table 1** shows that in case of comparing the Emotional Intelligence between Urban and Rural Higher Secondary students the calculated t₍₅₃₈₎ value is 0.377 and ‘p’ value is 0.707 (p>0.05). Hence, t is not significant at 0.05 level. So, **H₀₁** is not rejected and it can be safely said that the Urban Higher Secondary students (Mean= 63.77) were not significantly different from the Rural Higher Secondary students (Mean= 63.41) with respect to their Emotional Intelligence.

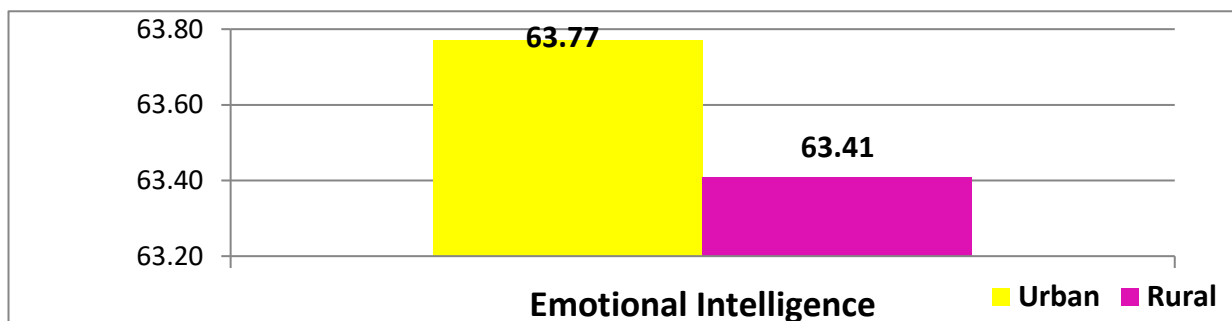


Fig. i: Graphical representation of the Mean scores of Emotional Intelligence of Urban and Rural Higher Secondary Students

Fig. i shows that the mean scores of the Urban students are found to be higher than the Rural Higher Secondary students in Emotional Intelligence (Urban= 63.77, Rural= 63.41)

Diagrammatic Presentation of the Findings on Emotional Intelligence_Habitat_Differences

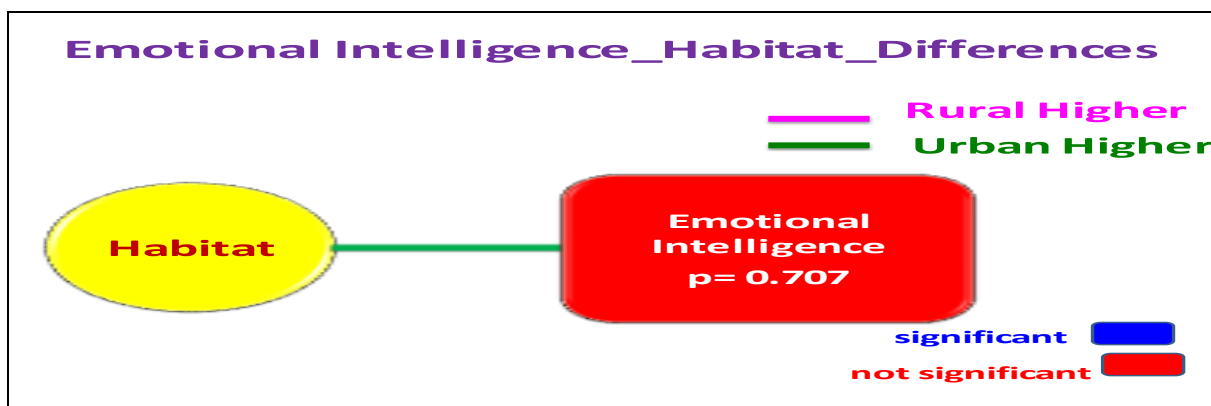


Fig. ii: Differences between Urban and Rural students in Emotional Intelligence Discussion:

The Urban Higher Secondary students (Mean= 63.77) were not significantly different from the Rural Higher Secondary students (Mean= 63.41) with respect to their Emotional Intelligence (Fig. ii). The findings of the study are in congruence with the studies of Gakhar and Manhas (2005) who also found no significant difference between urban and rural students.

The present finding also shows that the urban students have slightly higher Emotional Intelligence than the rural students although the difference is not significant. The finding is supported by the finding of Kumra (2013) who found emotional intelligence of students of urban area was greater than that of students of rural area. However the finding argued the results of Shanwal (2003) who found that rural children were found to have higher Emotional Intelligence in comparison to their urban counter parts.

Conclusion:

From the above findings it can be concluded that the reason for the urban students having better emotional intelligence than the rural students might be that since they are living in and around the metropolitan city of Kolkata, the urban students are getting greater scope of exposure to urban life, engagements and entertainment and better communication with different types of people in different situations and larger range of experiences, greater introduction to the latest technological advancements and amenities in city life than the rural students whose lives in rural society are relatively simpler than the urban students. This might have posed an influence in their interpersonal skills and management. The urban students are more dynamic, self aware, highly motivated, persistent, and confident. They are high in impulse control, empathy, compassion, intuition, integrity, motivation and have good leadership

qualities. The urban students are also better in handling relationships and regulating themselves and coping with challenging and exigent situations in life than the rural students who probably have less exposure to such circumstances and lack the above qualities which enhance their emotional intelligence like the urban students. Hence, this might have resulted in the rural students having lower emotional intelligence than the urban students in the current study.

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