



# A Comparative Study of Emotional Intelligence of Senior Secondary School Students of Sirsa District

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## ABSTRACT

The current study investigated the Emotional Intelligence of senior secondary school students. 120 students which includes Private and Government School students, Male and Female and having Science and Arts stream subjects at the senior secondary level of Sirsa District. The Emotional Intelligence test (EIS-sans) was developed by Dr. Arun Kumar Singh, Dr. Shruti Narain and Published by National Psychological Corporation, Agra. The tabulated data was analyzed and interpreted through the usage of statistical techniques, mean, standard deviation and t test. The study affirms the distinction in Emotional Intelligence of Female and Male. It is recommended that instructors ought to train students to keep in mind their Emotional Intelligence of Government senior secondary school students, Male and Arts Subjects students. In this study Emotional Intelligence of Private and Femlae senior secondary school students having Science subjects is better than Government senior secondary school students, Male students having Arts subjects in Sirsa District.

**Keywords:** Emotional Intelligence, Senior Secondary School Students, Intelligence.

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## **INTRODUCTION:**

### EMOTIONAL INTELLIGENCE:

*Emotional intelligence (EI)* or *emotional* quotient (EQ) is the capacity of individuals to understand their own, and other people's *emotions*, to discriminate between different feelings and name these feelings appropriately, and to use *emotional* information to guide their thinking and behavior.

### **Intelligence**

A brief review of the developments occurring in the realm of human intelligence theory is necessary in order to understand why the study of Emotional Intelligence is viable. The psychometric approach, based on the presumption that intelligence is measurable (Binet & Simon, 1916; Spearman, 1927; Stern, 1912; Wechsler, 1939), is the most dominant approach to the study of intelligence because it is the most systematic. Along with having produced a substantial body of knowledge, the psychometric approach is the most widely used in practical settings (Neisser et al., 1996). Since the initial work of Alfred Binet and his assistant, Theophile Simon, intelligence tests have been successfully used for many purposes such as selection, diagnosis, and

evaluation. Concepts of intelligence are attempts to clarify and organize a vast array of phenomena that include: “the ability to understand complex ideas, to adapt effectively to environments, to learn from experience, to engage in various forms of reasoning, to overcome obstacles by taking thought” (Neisser et al., 1996). Even when experts in intelligence discuss the definition, “there appears more controversy than consensus” (Matthews et al., 2002). Two dozen prominent theorists were asked to define intelligence; two dozen different definitions were obtained (Sternberg & Detterman, 1986). Some theorists, notably Spearman, emphasized the importance of a general factor, *g*, in intelligence: “the constancy of total input shows that all mental activity, just like physical, consists of ever vary manifestations of one and the same underlying thing, to which may be given the name of energy” (Spearman, 1927). Vernon (1950) described an “all-round thinking capacity” or “mental efficiency”. Boring (1923) operationalized the definition with “intelligence is what intelligence tests test”. Wechsler (1958) defined intelligence as “the aggregate or global capacity of the individual to act purposely, to think rationally, and to deal effectively with his environment”.

### **Emotions**

The genesis for the study of emotions can be attributed to when the human race began to search for the key to happiness, and as such, is entwined within philosophical, religious, psychological, and ethical debates throughout history. The science of emotion has been problematic and is impeded with the complexities of linking tangible realities to the elusive, subjective, and experiential nature of emotions (Matthews et al., 2002). From the realm of psychology, Salovey and Mayer provided a definition of emotions as: organized responses crossing boundaries of many psychological subsystems including physiological, cognitive, motivational, and experiential systems. Emotions typically arise in response to an event, either internal or external, that has a positively or negatively valenced meaning for an individual. Emotions can be distinguished from the closely related concept of mood in that emotions are shorter and generally more intense. Throughout the history of the study of emotions in psychology, the general focus was at pathological and dysfunctional outcomes.

### **Intelligence and Emotions Converge**

For centuries Western thought has situated reason and emotion at opposite ends of a paradigm. Matthews, Zeidner, and Roberts (2002) wrote that the “hybrid term ‘EI’, combining emotion and intelligence, could well be considered an oxymoron by some” and that the relationship between the two “has traditionally been viewed as one involving a conflict between two different psychological forces”. They illustrated this view with a quotation from Marcus Aurelius, a Roman emperor and Stoic in 160 A.D.: Let no emotions of the flesh, be they of pain or of pleasure, affect the supreme and sovereign portion of the soul. See that it never becomes involved with them: it must limit itself to its own domain, and keep the feelings confined to their proper sphere. Mayer (2001) examined the psychological activities of the past century and defined the emergence of

Emotional Intelligence into five time periods: Separate Narrow Fields, Precursors to Emotional Intelligence, Emergence of Emotional Intelligence, Popularization and Broadening of Emotional Intelligence, and Research and Institutionalization of Emotional intelligence. It can be noted that the two concepts, emotions and intelligence, were contained in separate domains, and that the convergence of the two is a recent activity. Examination of the interaction did not begin until the 1970s.

Knowing one's emotions, managing emotions, motivating oneself, persistence and social deftness are the key components of emotional intelligence (EI). The EI 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 (Mayer & Salovey, 1993). So, emotional intelligence refers to an ability to recognize the meaning of emotions and their relationships to solve problems on the basis of them (Mayer, Caruso, & Salovey, 2000). Conversely, emotional deregulation (for instance, the inability to manage hostile or negative emotion) can lead to work and relationship difficulties and is associated with clinical problems such as anxiety and mood disorders (Gross, 1998).

### **Rationale of the study**

Emotional Intelligence is a psychological factor which has drawn the interest of psychologist, educationist and researchers. There are countless factors which influence students but in the current study the investigator has prepared her efforts to study the Emotional Intelligence of the senior secondary school students only. So the problem of study has been stated as ' A Comparative Study of Emotional Intelligence of Senior Secondary School Students of Sirsa District'.

### **Objectives of the Study-**

- 1 To study and compare the Emotional Intelligence between Private and Government senior secondary school students.
- 2 To study and compare the Emotional Intelligence between Female and Male Private senior secondary school students.
- 3 To study and compare the Emotional Intelligence between Female and Male Government senior secondary school students.
- 4 To study and compare the Emotional Intelligence between Science and Arts Private senior secondary school students
- 5 To study and compare the Emotional Intelligence between Science and Arts Government senior secondary school students

### **Hypotheses:-**

- 1 There is no significant difference in Emotional Intelligence between Private and Government senior secondary school students.
- 2 There is no significant difference in Emotional Intelligence between Female and Male Private senior secondary school students.
- 3 There is no significant difference in Emotional Intelligence between Female and Male Government senior secondary school students.

- 4 There is no significant difference in Emotional Intelligence between Science and Arts Private senior secondary school students
- 5 There is no significant difference in Emotional Intelligence between Science and Arts Government senior secondary school students

## REVIEW RELATED LITERATURE

**Jonathan Kasler, Meirav Hen & AdiSharabi (2013)**, made an attempt "Building Emotional Competence in Educators". In this study the importance of emotion in the process of learning interpersonal communication in educational settings has been well documented. We administered the Schutte Self-Report Emotional Intelligence Test, the Interpersonal Reactivity Index (Davis, 1980), and the Emotional Self-Efficacy Scale (Kirk et al., 2008) to 50 undergraduate education students who were enrolled in an elective course on emotional intelligence in education, at commencement and at the end of the course. Results showed an increase in emotional self-efficacy and emotional intelligence, but no increase in empathy. These results support the view that social emotional competence can be enhanced within an academic learning environment, thus providing students of education and perhaps other people-oriented professions with valuable preparation for future careers.

**Vesely, Ashley K, Saklofske, Donal H (2013)**, made a study on Teachers – The Vital Resource: The Contribution of Emotional Intelligence to Teacher Efficacy and Well-Being the study revealed that emotional intelligence (EI) shows promise in predicting educational competencies and positive life outcomes. Considering the many demands placed on teachers and the link to occupational stress, burnout, and decreased job satisfaction, EI may be foundation also developing competencies that lead to improved psychological

health and teaching success and, in turn, positive student outcomes. It is argued that core factors describing teacher efficacy can be subsumed under the competencies comprising EI. This overlap in skill set suggest that EI may also increase teachers' efficacy in the classroom and decrease their stress training and job dissatisfaction.

**Adeyemo D.A, Agokei R.Chukwudi (2014)**, Investigated a study on Emotional Intelligence and Teacher Efficacy as Predictors of Teacher Effectiveness among Pre-Service in Some Nigerian Universities Service. In this study Evidence from teacher-effectiveness studies indicates that teacher effectiveness has yielded a wealth of understanding about the impact that teacher ability has on student growth. However, much is yet to be known on some psychological factors that could influence teaching effectiveness particularly among pre-service teachers. The purpose of the present study was to investigate the effect of emotional intelligence, and teacher efficacy, on the teacher effectiveness of pre-service teachers. Two validated instruments (Emotional intelligence scale; teacher efficacy scale) were administered on 300 students randomly selected from two Universities in the South-West region of Nigeria. Data were analysed using Pearson Product Moment Correlation and Multiple regression. The findings of this study demonstrated that emotional intelligence and teacher efficacy had predictive influence on teacher effectiveness. Based on these findings, it is suggested that appropriate strategies and policies for fostering teacher efficacy and emotional intelligence would go a long way in enhancing effective teaching among pre-service teachers.

**BinahatiWaruwu(2015)**-Conducted a study on Teachers' Perceptions about Principal's emotional Intelligence. Organisational Climate and Job Satisfaction of Teachers of State Senior High Schooling in Indonesia." This study is aimed at finding out the significant correlation between (1) teachers' perceptions about principal's emotional Intelligence and job satisfaction of teachers,(2)organizational climate and job satisfaction of teachers and (3) teachers' perception about principal's emotional intelligence and organizational climate and job satisfaction of teachers of State Senior High School in Gunungsitoli Nias, Indonesia. Techniques of data analysis used were description and inferential analysis correlation and regression analysis. The result showed that teachers' perception about principals' emotional intelligence, organizational climate, and job satisfaction of teachers were in Principals' emotional intelligence and job satisfaction of teachers with significant correlation between teachers' perceptions.were the enough categories. This correlation coefficient was 0.6482. There is significant correlation

between organizational climate and job satisfaction of teachers, with correlation coefficient was 0.4920. And also, there is significant correlation between the teachers' perception about Principal's emotional Intelligence and organisational climate simultaneously and job satisfaction of teachers of State Senior High School in Gunungsitoli Nias, with correlation coefficient was 0.7570. The test was done by using level of significance at  $\alpha = 0.05$ ,  $DF = 42$ .

**Razia, B. (2016):** Conducted a study on "Emotional Intelligence of Pupil Teachers in Relation to their well Being." The results indicate that Emotional Intelligence is intimately related with Well-being of Pupil teachers. Pupil teachers with high level of emotional intelligence (EI) allow them to cope effectively with the challenges they face and promote wellbeing. Hence due emphasis should be given by teacher educational institutions to enhance the level of emotional intelligence and Well being of pupil teachers so that the pass outs are able to cope with various challenges in teaching environment.

### Methodology

The method chosen in the current study was Descriptive survey method.

### Population

All the Private and Government senior secondary school students having Science and Arts subjects of Sirsa District of Haryana constituted the population of the current study.

### Sample and Sampling Method

In the current study 120 senior secondary school students selected from Private and Government schools, further classified on the basis of gender having Science and Arts subjects are elected using Random Sampling method as the sample of the study.

### Tools Used

In this study the following tools were used:

Emotional Intelligence Scale (EIS-SANS) developed by Dr. Arun Kumar Singh, Dr. Shruti Narain and Published by National Psychological Corporation, Agra

### Statistical Technique Used

In this study Mean, S.D., t- test techniques have been used.

### Analysis and Interpretation of Data

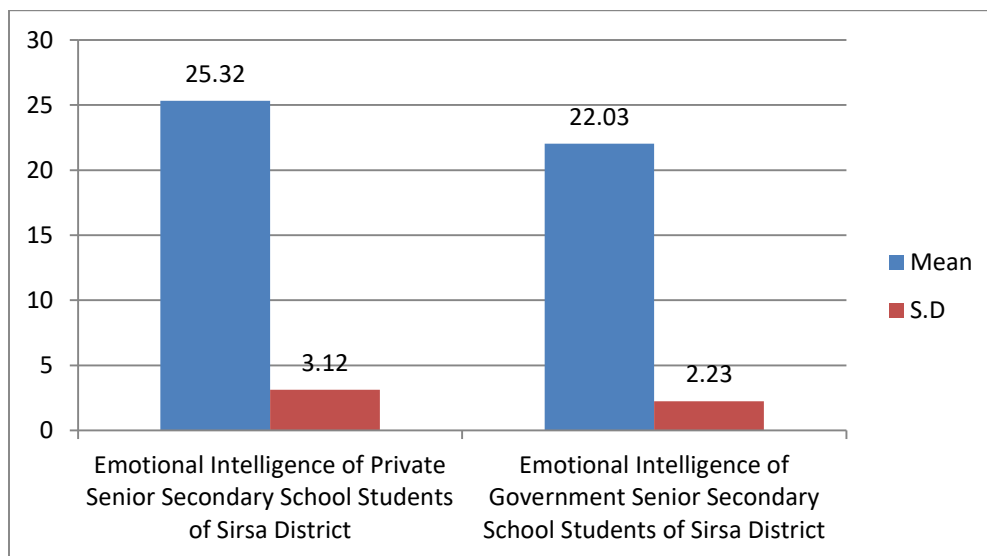
**Hypothesis No.1 There is no significant difference of Emotional Intelligence between Private and Government senior secondary school students.**

Students	N	Mean	S.D	df	t value	Level of significance

Emotional Intelligence of Private senior secondary school students.	60	23.32	3.12	198	6.65	Significant difference at 0.5 and .01 levels
Emotional Intelligence of Government senior secondary school students.	60	22.03	2.23			
df=118		.05=1.98		.01=2.23		

**Interpretation:** Table1- shows that the mean and S,D of Emotional Intelligence of Private and Government senior secondary school students is 25.32, 3.12 and 22.03, 2.23 respectively. The calculated 't' value is 6.65 which is more than standard table value at .05 and .01 level of significance. So hypothesis No.1 is rejected. There is significant difference between Private and Government senior secondary school students regarding Emotional Intelligence. Further the mean value of Private Senior Secondary school is more than Government senior secondary school students regarding Emotional intelligence. So it is finally concluded that Emotional intelligence of Private senior secondary school students is better than government senior secondary school students

**Fig. No.1**



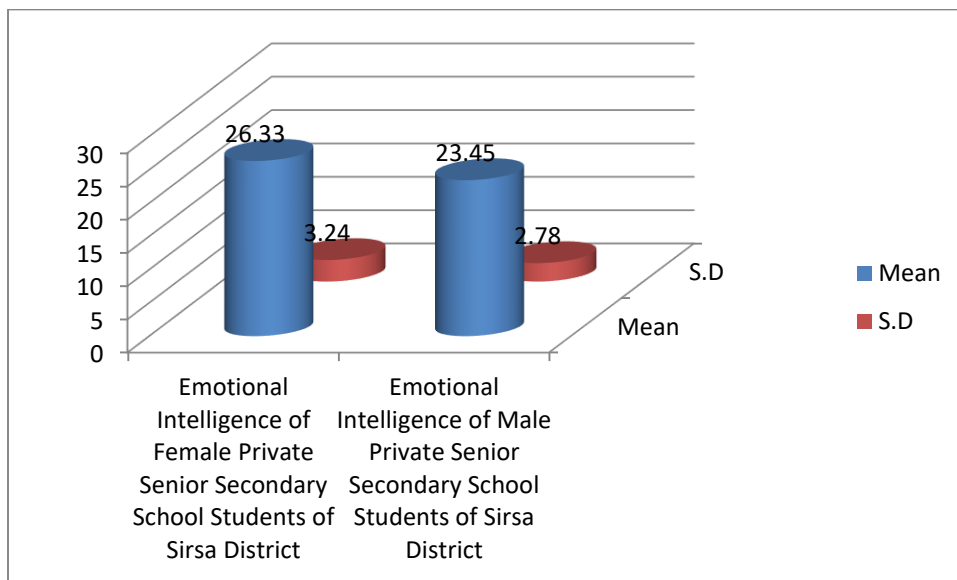
**Hypothesis No.2 There is no significant difference of Emotional Intelligence between Private Female and Male senior secondary school students.**

Students	N	Mean	S.D	df	t value	Level of significance
Emotional Intelligence of Female Private senior secondary school students.	30	26.33	3.24	58	3.66	Significant difference at 0.5 and .01 levels
Emotional Intelligence of Male Private senior secondary school students.	30	23.48	2.78			

df=58                      .05=1.98    .01=2.23

**Interpretation:** Table 2- shows that the mean and S,D of Emotional Intelligence of Female and Male Private senior secondary school students is 26.33, 3.24 and 23.48, 2.78 respectively. The calculated ‘t’ value is 3.66 which is more than standard table value at .05 and .01 level of significance. So hypothesis No.2 is rejected. There is significant difference between Female and Male Private senior secondary school students regarding Emotional Intelligence. Further the mean value of Female Private Senior Secondary school is more than Male Private senior secondary school students regarding Emotional intelligence. So it is finally concluded that Emotional intelligence of Female Private senior secondary school students is better than Male Private senior secondary school students

**Fig. No.2**



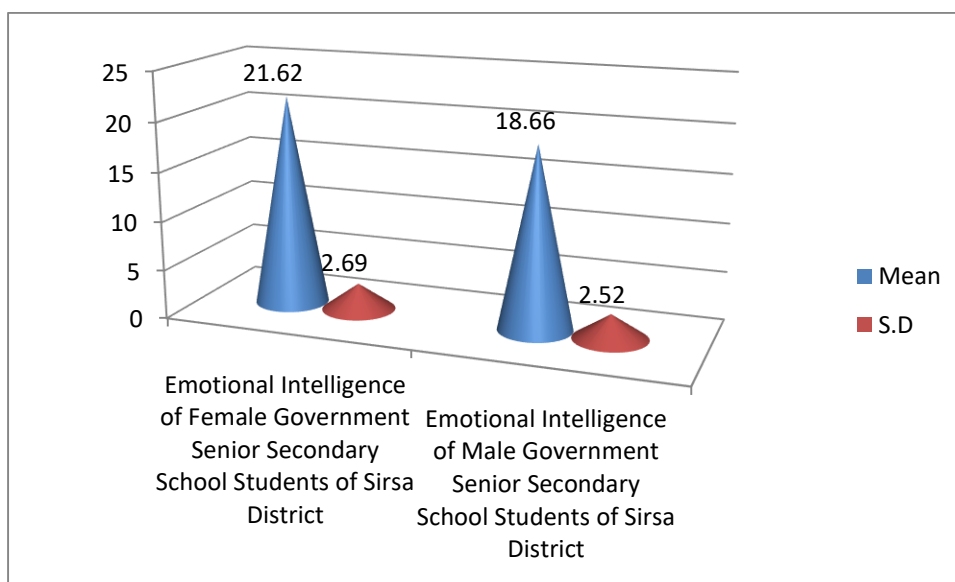


**Hypothesis No.3 There is no significant difference of Emotional Intelligence between Government Female and Male senior secondary school students.**

Students	N	Mean	S.D	df	t value	Level of significance
Emotional Intelligence of Female Government senior secondary school students.	30	21.62	2.69	58	4.40	Significant difference at 0.5 and .01 levels
Emotional Intelligence of Male Government senior secondary school students.	30	18.66	2.52			
		df=58	.05=1.98			.01=2.23

**Interpretation:** Table 3- shows that the mean and S,D of Emotional Intelligence of Female and Male Government senior secondary school students is 21.62, 2.69 and 18.66, 2.52 respectively. The calculated ‘t’ value 4.40 which is more than standard table value at .05 and .01 level of significance. So hypothesis No.3 is rejected. There is significant difference between Female and Male Government senior secondary school students regarding Emotional Intelligence. Further the mean value of Female Government Senior Secondary school is more than Male Government senior secondary school students regarding Emotional intelligence. So it is finally concluded that Emotional intelligence of Female Government senior secondary school students is better than Male Government senior secondary school students

**Fig. No.3**



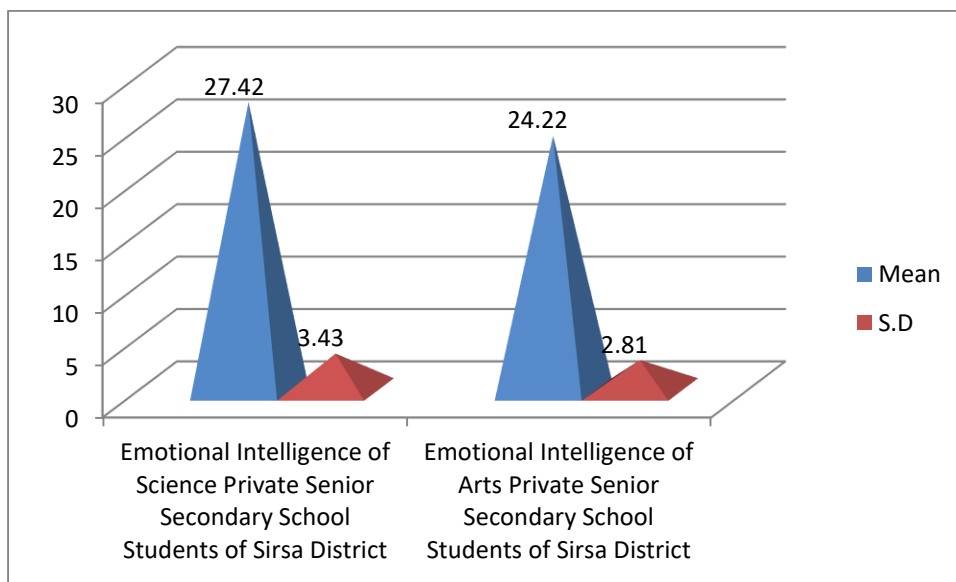
**Hypothesis No.4 There is no significant difference of Emotional Intelligence between Private Science and Arts senior secondary school students.**

Students	N	Mean	S.D	df	t value	Level of significance
Emotional Intelligence of Science Private senior secondary school students.	30	27.42	3.43	58	3.95	Significant difference at 0.5 and .01 levels
Emotional Intelligence of Arts Private senior secondary school students.	30	24.22	2.81			

df=58                      .05=1.98    .01=2.23

**Interpretation:** Table 4- shows that the mean and S,D of Emotional Intelligence of Science and Arts Private senior secondary school students is 27.42, 3.43 and 24.22, 2.81 respectively. The calculated ‘t’ value is 3.95 which is more than standard table value at .05 and .01 level of significance. So hypothesis No.4 is rejected. There is significant difference between Science and Arts Private senior secondary school students regarding Emotional Intelligence. Further the mean value of Science Private Senior Secondary school is more than Arts Private senior secondary school students regarding Emotional intelligence. So it is finally concluded that Emotional intelligence of Science Private senior secondary school students is better than Arts Private senior secondary school students

**Fig. No.4**



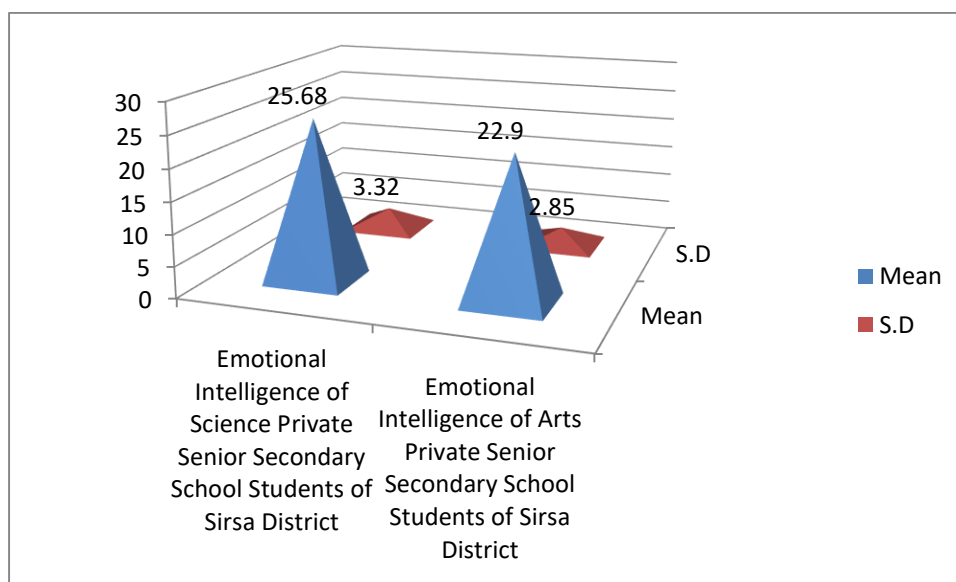
**Hypothesis No.5** There is no significant difference of Emotional Intelligence between Government Science and Arts senior secondary school students.

Students	N	Mean	S.D	df	t value	Level of significance
Emotional Intelligence of Science Government senior secondary school students.	30	25.68	3.32	58	3.48	Significant difference at 0.5 and .01 levels
Emotional Intelligence of Arts Government senior secondary school students.	30	22.90	2.85			

df=58                      .05=1.98    .01=2.23

**Interpretation:** Table 5- shows that the mean and S,D of Emotional Intelligence of Science and Arts Government senior secondary school students is 25.68, 3.32 and 22.90, 3.48 respectively. The calculated 't' value is 3.48 which is more than standard table value at .05 and .01 level of significance. So hypothesis No.4 is rejected. There is significant difference between Science and Arts Government senior secondary school students regarding Emotional Intelligence. Further the mean value of Science Government Senior Secondary school is more than Arts Government senior secondary school students regarding Emotional intelligence. So it is finally concluded that Emotional intelligence of Science Government senior secondary school students is better than Arts Government senior secondary school students

**Fig. No.5**



## Major Findings

1. In Hypothesis no.1 It is clear in result that the Emotional Intelligence of Private senior secondary school students is better than Government senior secondary school students of Sirsa District of Haryana.
2. In Hypothesis no.2 It is clear in result that the Emotional Intelligence of Female Private senior secondary school students is better than Male Private senior secondary school students of Sirsa District of Haryana.
3. In Hypothesis no.3 It is clear in result that the Emotional Intelligence of Female Government senior secondary school students is better than Male Government senior secondary school students of Sirsa District of Haryana.
4. In Hypothesis no.4 It is clear in result that the Emotional Intelligence of Science Private senior secondary school students is better than Arts Private senior secondary school students of Sirsa District of Haryana.
5. In Hypothesis no.5 It is clear in result that the Emotional Intelligence of Science Government senior secondary school students is better than Arts Government senior secondary school students of Sirsa District of Haryana.

## Educational Implications

The objectives of educational research are to develop the rank of education by implementing the conclusion of the research studies. It is recommended that tutor should train students to keep in mind their Emotional Intelligence. In the current study considerable variations found in Emotional intelligence between Private and Government students and Female and Male students having Science and Arts subjects. The conspirator should sketch consequently to assemble a healthy situation of campus. The Government Senior Secondary School Students and Male Students having Arts subjects should trained on the basis of their Emotional intelligence so that they may acquire the attributes of emotional Intelligence like Private Senior secondary Students, Female student having Science subjects.

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