

A Study of Emotional Intelligence on CBSE and ICSE Adolescents

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ABSTRACT

The aim of the present study is to examine the emotional intelligence and its four dimensions, i.e. understanding emotions, understanding motivation, handling relation and empathy of CBSE (male and female) and ICSE (male and female) adolescent. The present study was carried out on 200 adolescents (100 CBSE boys and girls) and (100 ICSE boys and girls) with age range of 13 to 16 yrs. Result revealed that the CBSE students are higher level of Emotional Intelligence, Understanding Motivation and Empathy than ICSE students. Females (girls) student are higher level of emotional intelligence, understanding motivation and empathy. Regarding to understanding emotion and handling relation it was concluded that there is no significant difference in CBSE (male and female) and ICSE (male and female) students.

Keywords: Emotional Intelligence, CBSE, ICSE, Adolescents

The word Emotional Intelligence (EI) has been used in the last two decades and studies have proved that EI shapes human behaviour and effects personality deeply. Howard Gardner, a psychologist in his book: frames of mind, 1993 proposed that there was not just one monolithic kind of intelligence that was crucial for life's success.

Emotional Intelligence (EI) is the ability to identify, assess, and control the emotions of oneself, of others and of groups.

Emotional Intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth. (J Mayer and P. Salovey 1997).

Emotional Intelligence (EI) refers specifically to the interplay between intelligence and emotion an interaction between intelligence and emotion forms the basis for human competence in any activity.

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The psychology dictionary definition of EI is the awareness of and ability to manage one's emotions in a healthy and productive manner." Currently EI become increasingly popular as a measure for identifying potentially effectively leader and it may use as a tool in developing effective leadership skills. (George 2000; Jooste, 2004).

In response to this situation, the study of Bar on (2005) offered three major conceptual models of EI i.e. 1) The salovery – Mayer Model, 2) The Goleman Model 3) The Bar on Model.

Research show that IQ accounts for only about 20 percent of a person success in Life. The balance can be attributed to EQ. IQ is a measure of intelligence quotient whereas EQ is a measure of Emotional quotient.

Ciarrochi et al (2000) empirical studies showed that there is strong relationship between emotional intelligence and personality. Esmaail and Jamkhaneh (2013) in their study concluded that there is significant relationship between components of emotional intelligence and mental health of men and women totally. Gupta and Kumar (2010) found that there is significant relationship between emotional intelligence and mental health of students. Nada Abi Samra (2000) reportal that the emotional intelligence is positively and significantly related to Academic achievement.

Darolia and Darolia (2005) studied the role of emotional intelligence in coping with stres and emotional control behaviour and their results prove that EI helps in coping with stressful situations.

Emotional intelligence has been found a reliable predictor of academic achievement than general intelligence. A large amount of research work done in the previous century concluded that the higher the intelligence the better the academic performance. Later observations made in other studies revealed that many adolescent boys and girls' in spite of having good IQ levels were not able to show equivalent performance. Their declining performance appeared as a result of their emotional disturbances, problems in managing relationships, and insufficient coping mechanism to deal effectively with environment, such results made the researchers think, analyze academic performance.

In our educational institutions and all developing countries the emphasis even today is on academic factor (read IQ) rather than emotional factor (read EQ) with the passage of time, we have realized that emotional factors are as important as academic factors and in most cases, more important. In India, people give the importance of higher education. Parents always try to give the best education for their child. Most of the parents choose and prefer between CBSE and ICSE patterns of education. The present investigation aim is to study the emotional intelligence of CBSE and ICSE students.

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Statement of the problem

To study the emotional intelligence and its four dimensions, i.e. understanding emotions, understanding motivation, empathy and handling relations of CBSE and ICSE students.

Objectives

The following were objectives of the present study.

1. To Assess the Emotional Intelligence among CBSE and ICSE (male & female) students.
2. To assess the understanding Emotions of CBSE and ICSE (male & female) students
3. To assess the understanding motivation of CBSE and ICSE (male & female) students.
4. To assess the empathy of CBSE and ICSE (male & female) students.
5. To assess the handling relation of CBSE and ICSE (male & female) students.

Hypothesis

Keeping in view the nature of the study the following hypotheses are formed.

1. There is significant difference on Emotional Intelligence of CBSE and ICSE students.
2. The boys (male) and the girls (females) differ significantly on their emotional intelligence.
3. The CBSE and ICSE students differ significantly on the level of understanding emotions.
4. The boys and the girls differ significantly on the understanding emotions.
5. CBSE and ICSE students differ significantly on the level of understanding motivation.
6. The boy's students differ significantly on understanding motivation than girls students.
7. There is significant difference in handling relation of CBSE and ICSE students.
8. The boys and the girls differ significantly in handling relation.
9. There is significant difference between CBSE and ICSE students with respective empathy.
10. There is high empathy among girls students.

METHODOLOGY

Sample

The sample was drawn from the population of students taking school education in the area of Aurangabd city. The sample size was 200. It was chosen from the student belongs to CBSE and ICSE educational patterns studying in 9th and 10th classes (Age between 13 to 16 years). Final sample taken from Potdar school, ICSE Board, Aurangabad, and Potdar International School, CBSE Board, Aurangabad.

Distribution of subjects, Table No.1

Educational stream →	CBSE		ICSE	
	Male	Female	Male	Female
Gender	50	50	50	50
Total	100		100	
Total	200			

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Operational Definition of Terms

1. **ICSE Students:** on the basis of board pattern of education students belonging to Indian Certificate of Secondary Education.
2. **CBSE Students:** on the basis of pattern of Education, students belonging to Central Board of Secondary Education.
3. **Emotional Intelligence :** Emotional Intelligence is a set of factors which involve awareness of self and managing emotions, developing oneself through the power of empathy and motivation and building strong relation with people (Samira Malekar 2005)
4. **Understanding Emotions:** An individual's capacity to identify emotions in one's and others physical states, feelings and thoughts.
5. **Understanding Motivations:** A high achievement drive together with the tendency to be optimistic and take initiative.
6. **Empathy :** Ability to identify oneself mentally with others and to understand a person or thing accurately and read how other people feel, understand their perspectives, develop others, diverge diversity, read the mood of a group discern political realities and a tendency to take an interest in the lives of others.
7. **Handling relations:** To be able to manage and handle relation with others in a better way.

Variables

Independent Variables (I.V.)

- i) Board Pattern of Education (CBSE and ICSE)
- ii) Gender (Male and Female)

Dependent Variables

- i) Emotional Intelligence
- ii) Understanding Emotions
- iii) Understanding Motivation
- iv) Handling Relation
- v) Empathy

Research Design

2x2 (2 levels of patterns of education (CBSE and ICSE) 2 level of sex, (Male and Female) between subject factorial design.

Tool

Emotional Intelligence scale were used for data collection. Emotional Intelligence scale is developed by Dr.Arun Kumar Singh and Dr.Shruti Narain in 1971. The present scale can be used to measure the Emotional Intelligence and four dimensions, i.e. understanding emotions,

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understanding motivation, Empathy and Handling relation to a persons daily life. It was found to be 0.86 reliability and validity is 0.86.

Procedure of data collection

The data was collected from the students on the various variable under the study. The school to be visited was decided in the sampling and then a written permission was sought out from the respective principals after discussing the purpose of the present study. Accordingly, a schedule was fixed in each school and then students were approached. The researcher distributed the questionnaire to the students, instructions regarding how to fill up the questionnaire was given. All the students filling the questionnaire.

RESULTS AND DISCUSSION

Following table showing Means and F ratios of various variables according to pattern of education (CBSE and ICSE) and sex (Male and Female).

Variable IV	Pattern of Education		F	Male (Mean)	Female (Mean)	F
	CBSE (Mean)	ICSE (Mean)				
Emotional Intelligence	23.63	22.21	6.29*	22.20	23.64	6.47*
Understanding Emotion	3.16	3.05	0.729 (NS)	3.02	3.19	1.74 (NS)
Understanding Motivation	5.56	5.10	5.26*	5.13	5.53	3.98*
Handling relation	6.92	6.58	2.28 (NS)	6.59	6.91	2.02 (NS)
Empathy	7.99	7.48	5.05*	7.46	8.01	5.88*

According to patterns of Education, the first hypothesis is, "there is significant difference in Emotional intelligence of CBSE and ICSE students. In the above table the value $F=6.29$ which is significant on 0.05. On the basis of mean score of student, the mean score of CBSE students ($M=23.63$) is higher than ICSE ($N=22.21$) students. Hence its concluded that the level of emotional intelligence is higher in CBSE students that ICSE students. The second hypothesis is that the male and the female differ significantly on the their emotional intelligence is accepted because F-value is 6.47 which is significant at 0.05 level on the basis of mean score it can be concluded that the emotional intelligence is better develop in female ($M=23.64$) than Male ($M=22.20$) students.

Regarding the understanding Emotion, it was concluded that there is no significant differences between CBSE and ICSE students, because f-value is 0.72, which is not significant on both level. On the basis of Gender, we can observed that there is no significant difference between male and

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female on the level of understanding emotions because F-value is 1.74, is not significant on both level.

Motivation is the very important part in student life. It is the ladder of success. It is a indicator of emotional intelligence. In the present research when understanding motivation was measured, the result show that CBSE students ($M=5.56$) have higher level of understanding motivation than ICSE students ($M=5.10$) ($F=5.26^*$). It was also observed that female students were better in understanding motivation ($M=5.53$) than Male students ($M=5.13$) ($F=3.98^*$).

Handling relation is the ability to manage and handle relations with others in a better way. On the basis of statistical analysis, we found that $F=2.28$ which is not significant difference in handling relation of CBSE and ICSE students. On the basis of Gender, F value is 2.02 which is not significant at both level, Hence it can be concluded that there is no significant difference in handling relation of CBSE and ICSE students. On the basis of Gender, F value is 2.02 which is not significant at both level, Hence it can be concluded that there is no significant difference in handling relation of boys and girls.

Empathy is a primary factor or backbone of emotional intelligence. According to above table, on the basis of empathy of CBSE and ICSE students, F value is 5.05^* which is significant at 0.05 levels, it means that there is significant difference between CBSE and ICSE student with respect to empathy. On the basis of mean value, we can be concluded that CBSE student ($M=7.99$) have better empathy than ICSE ($M=7.48$) students. Regarding Empathy it was assumed that the girls have higher empathy than boys. This hypothesis was accepted because F value is 5.88 which is significant at 05 level. In the present research we have observed that the female ($M=8.01$) have higher empathy than male ($M=7.46$).

Above all the discussion, we have noticed one thing that CBSE students are higher level of Emotional intelligence, understanding motivation and Empathy than ICSE students. When we are compared both Educational patterns of Educations, (CBSE schools, CBSE pattern, syllabus and teaching methods as more old. CBSE pattern is more popular because CBSE board helps more engineering and the Medical field. In India all major competitive exams are based on the CBSE syllabus hence it be say that students are more familiar with CBSE board, therefore, CBSE students have higher emotional intelligence than ICSE students).

Gender role is important in this investigation. We observed that females are higher level of emotional intelligence, understanding motivation and Empathy. In the traditional Indian Society a girl is subjected to different kinds of socialization practice than a boy. She is consciously or unconsciously subjected to an environment where she has to behave in a responsible, caring and submissive manner. All these practices she is to make a well understanding, the relation of others. Due to these differences in boys and girls all above factors has been affected.

CONCLUSIONS

The CBSE students are higher level of Emotional Intelligence, understanding motivation and Empathy than ICSE students. Females (girls) students are higher level of emotional intelligence, understanding motivation and Empathy. Regarding to understanding Emotion and Handling relation there is no significant difference CBSE (Male and Female) and ICSE (Male and Female) students.

SUGGESTIONS

Every parent to teach their child only one lesson to be emotionally literate. That is the skill the child will need in order to overcome stress, anxiety, frustration, disappointment, anger, hurt and despair. They would teach their child that difficult situations in life help to improve our self esteem, courage, and self reliance and enable us to handle life on our own terms.

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