

Impact of Age and Educational Stream on Emotional Intelligence

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ABSTRACT

This study is aimed to explore the effects of age and educational stream on emotional intelligence. One hundred sixty subjects are drawn from Government Girls PG College of Excellence, Sagar. A 2X 2 factorial design was employed. Emotional Intelligence Scale (EIS) by Hyde et.al. has been administered to subjects. The ANOVA shows that the main effect of age (Junior: X=127.81/Senior: X=140.60) reached on acceptable level of statistical significance [$F(1,156) = 44.07, p < 0.01$], and the main effect of Educational Stream (Science: X= 139.96/Arts: X=128.45) was also found significant difference [$F(1, 156) = 78.73, p > 0.01$]. The results revealed that senior subjects were found superior than on Emotional Intelligence junior subjects. It is also noteworthy that impact of science subjects was found positive on EI tests scores and studying science improves Emotional Intelligence. Implications and recommendations for developing emotional intelligence in students are discussed.

Keywords: *Emotional Intelligence, Educational stream*

Emotional intelligence was defined by Salovey and Mayer (1990) as ‘the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions’. The theory of emotional intelligence proposed by Salovey and Mayer (1990; Mayer & Salovey, 1997) provides a new framework to investigate social and emotional adaptation. It focuses on emotional skills that can be developed through learning and experience, and posits four central abilities: perceiving, using, understanding, and managing emotions. In order to facilitate research in this area, the authors have developed ability tests to assess these skills. The first test was called the MEIS (Multifactor Emotional Intelligence Test; Mayer, Caruso, & Salovey, 1995).

Salovey and Mayer (1990) also provided an initial empirical demonstration of how an aspect of emotional intelligence could be measured as a mental ability (Mayer, DiPaolo, & Salovey, 1990). In recent years, emotional intelligence (EI) has been a popular topic of debate in the field

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Received: February 20, 2017; Revision Received: March 18, 2017; Accepted: March 23, 2017

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of management. It has been praised as a successful predictor of job performance and leadership ability.

Goleman (1996) says that Intelligence Quotient (IQ) accounts for only about 20 percent of a person's success in professional life. The rest, he says, can be attributed to Emotional Intelligence traits like self-awareness, social deftness, the ability to defer gratification, to be optimistic in the face of adversity, to channel strong emotion and to show empathy towards others. Of all these self-awareness is the most important 'emotional competency' (Singh, 2003).

There are many evidences about emotional intelligence and age. Popular literature and common sense assert that older people are more aware, wise, and restrained so higher on EI. Existing research indicates a positive relationship between emotional intelligence and age. Which areas of emotional intelligence are most affected by age? Are older people more self aware, better at self management, and/or do they make more principled decisions? This study finds that some parts of Emotional intelligence (EQ) do increase with age, though the effect is slight; in addition there are elements of EQ that do not increase with age indicating some competencies must be developed through training (Synder, et. al, 1995.; Roberts, Zeindner & Matthews, 2001).

It is being increasingly recognized the world over that with effective training the emotional intelligence can be increased.

Objective

The objective of the present study was to ascertain empirically whether ageing has increasing impact on Emotional Intelligence. Further, the aim was to ascertain impact of Science and Arts stream on Emotional Intelligence.

METHODOLOGY

Sample

Sample consisted of 160 Girls are drawn largely from Government Girls P G College of Excellence Sagar. The age range of the junior was range 17-18 and that of the seniors was 21-22. All subjects were drawn randomly from enrollment lists of admission.

Material

Emotional Intelligence Scales developed by Hyde, Pethe and Dhar is well known as EIS was found most suitable to meet the objectives of present study.

Procedure

One hundred sixty subjects are drawn from Government Girls PG College of Excellence in Sagar through random sampling and they are assigned into 4 sub-groups. After that consent of the

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subjects have been sought EIS by Hyde, Pethe and Dhar has been administered to all 160 subjects for data collection. The collection of data planned systematically.

RESULTS

Table 1: Mean EI test scores in relation to age and educational stream

Age/Educational Stream	Science	Arts	Total
Junior	131.35	124.27	127.81
Senior	148.58	132.63	140.60
Total	139.96	128.45	

DISCUSSION

Table 2: Showing 2×2 of Analysis of Variance for EI Test Scores

Source of variance	Sum of square	df	Mean square	F-ratio
Age (A)	573.81	1	573.81	44.07**
Educational Stream (B)	1025.16	1	1025.16	78.73**
AB	432.29	1	432.29	33.20
With in cell (error)	2031.26	156	13.020.86	
		159		

* Significant at 0.05 level ** Significant at 0.01 level

A 2×2 analysis of variance (ANOVA) was performed on the data obtained from the study. The table shows that the main effect of age (A) (Junior: $X=127.81$ /Senior: $X=140.60$) reached on acceptable level of statistical significant [$F(1,156) = 44.07, p < 0.01$], and The Hypothesis: Emotional intelligence is positively associated with increasing age is found true.

The main effect of Educational Stream (B) (Science: $X=139.96$ /Arts: $X=128.45$) was also found significant difference [$F(1, 156) = 78.73, p > 0.01$]. The second hypothesis: The science stream will have the positive effects on Emotional Intelligence test score than arts stream.

The results revealed that age remains positive effect on Emotional Intelligence it is also noteworthy that Studying of science is found responsible to improve EI.

The interaction of ageing \times Educational Stream is not found significance [$F(1,156) = 33.20, p > 0.01$].

This research may be of great importance to formulate training programs to enhance emotional sensitivity, emotional maturity and emotional competency as a key component of Emotional Intelligence in schools and work places. The results of the research also implicate that studying science in which logic and reasoning may contribute in enhancement of Emotional Intelligence.

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Acknowledgments

The author appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interests: The author declared no conflict of interests.

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How to cite this article: Gupta S, Rajak B (2017), Impact of Age and Educational Stream on Emotional Intelligence, *International Journal of Indian Psychology*, Volume 4, Issue 2, No. 94, ISSN:2348-5396 (e), ISSN:2349-3429 (p), DIP:18.01.154/20170402, ISBN:978-1-365-84229-0