

A Study of Emotional Intelligence of Adolescent Students

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ABSTRACT

Adolescence is the time of growing up from childhood to adulthood. It is a period of physiological and mental growth. However, it is more than that. In another word, it is a time for the maturing of mind as well as behaviour. This paper seeks to investigate the emotional intelligence of adolescent students with respect to the type of school, area, and gender. The study was conducted on 200 adolescents (100 boys 100 girls) studying in senior secondary schools selected purposively from East Singhbhum, Jharkhand. Their ages range from 16 to 20 years. Emotional Intelligence Inventory by Mangal and Mangal (2004) was used to collect the necessary data. To find out the significance of the difference between the various comparison groups “t” test was applied. Results showed that secondary school students differed significantly in terms of the nature of school and gender on emotional intelligence. Result further revealed in relation to area students did not differ significantly in their emotional intelligence.

Keywords: *Emotional Intelligence, Adolescent, Government and Private School Students.*

Emotional intelligence is one of the most popular research topics of the 21st century (Ashkanasy, 2003; Bar-On 2006), emphasizes on the role of emotions in an individual's success or failure in workplace and individuals. The adolescent is a crucial stage of a personality development as well as involves a lot of physiological and psychological changes, which directly effect on the personality of an individual. This stage approximately ranges from 16 to 20 years. It is also called “Stress and Storm Phase”. The term Emotional Intelligence was coined by Mayer and Salovey (1990) in their academic paper to describe qualities like understanding one's own and others emotions and to use this information for guiding thoughts and actions made popular by Goleman (1995) with publication of his book: “Why it can matter more than IQ”. Emotional intelligence is the capacity to create positive outcomes in relationships with others and with oneself. Emotional intelligence has inspired applied research in every field such as psychology, academics, management and life sciences. One of the definitions of Mayer and Salovey (1997), emotional intelligence is the ability to

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perceive accurately, appraise and express emotion; the ability to access or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth. In another definition Emotional intelligence (EI) is the ability to recognize one's own and other people's emotions, to discriminate between different feelings and label them appropriately, and to use emotional information to guide thinking and behaviour (Coleman, 2008).

There are a lot of studies conducted by psychologist and behavioural scientists related to emotional intelligence. Bar-On (2002) agrees on the qualities of emotional self-awareness, self-actualization, interpersonal relationship, reality testing, stress tolerance, optimism, happiness, etc. as those that decide the emotional intelligence of a person. Many psychologists believe that students who receive an exclusively academic environment may be ill-equipped for future challenges, both as individuals as well as members of the society. Certain instances come in our day to day life wherein the most intelligent students in the class did not succeed as compared to their less intellectual counterparts. These examples are particularly evident in various fields like politics, business, and administration (Singh, 2002).

Harrod and Scheer (2005) on 200 youths of age 16-19, revealed a significant difference in the scores of males and females on emotional intelligence with females reporting higher EI level. Abdullah (2006) also found that some dimensions of emotional intelligence significantly predict academic performance of college students. After reviewing research studies about emotional intelligence in relation to university students, Abraham (2006) concluded that training in appropriate emotional skills is necessary for career success and fulfillment. In a study, Qualter, Whiteley, Hutchinson, and Pope (2007) found that higher levels of emotional intelligence facilitate students' ability to cope with the transition from primary to secondary school. Adeyemo (2008) found a significantly higher emotional intelligence in female workers in different organizations than their male counterparts.

Khokhar and Kush (2009) found that high emotional intelligence in executives brings the about better quality of work performance. Khan and Ishfaq (2016), investigations revealed that there is a significant difference between Emotional Intelligence among Adolescents with reference to Gender, socioeconomic status, and type of school. The present study of Senad (2017) revealed that the CBSE students are a higher level of Emotional Intelligence, Understanding Motivation, and Empathy than ICSE students. Females student are a higher level of emotional intelligence, understanding motivation, and empathy. Regarding 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. We see that emotional intelligence play a key role in determining life success.

Objectives

- To compare the emotional intelligence among private and government secondary school students.

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- To compare the emotional intelligence among rural and urban secondary school students.
- To compare the emotional intelligence among boys and girls secondary school students.

Hypotheses

- H01: There is no significant difference between private and government secondary school students on emotional intelligence.
- H02: There is no significant difference between rural and urban secondary school students on emotional intelligence.
- H03: There is no significant difference between boys and girls secondary school students on emotional intelligence.

METHODOLOGY

Sample

The study was conducted on 200 adolescents (100 boys 100 girls) studying in senior secondary schools. 1st and 2nd-year students were taken as a sample. Their ages range from 16 to 20 years. Purposive sampling technique was used to collect the data.

Tools

Emotional Intelligence Inventory by Mangal and Mangal (2004) was used to collect the data. This Inventory has 100 items, 25 each from the four areas. The respondent has to be answered as either “yes” or “no” each item indicating complete agreement or disagreement with the proposed statement. The tool has both positive and negative items. For scoring one mark is provided for the response indicates the presence of emotional intelligence and zero indicates absence of emotional intelligence. The reliability of this inventory was established through the split-half method with a coefficient of 0.89. The validity of this inventory was established by two different approaches factorial or criterion-related approaches.

Administration and Procedure

The boys and girls, studying in the senior secondary school of different areas in East Singhbhum Jharkhand, were selected purposively. The students were asked to answer each item according to the response format provided in the questionnaire. The students were explained how to fill out the questionnaire. The participants were encouraged to approach the investigator whenever they needed clarification for any doubt. The obtained data were analyzed with the help of t-test.

RESULTS AND INTERPRETATION

Table-1: Means, SD and “t” scores of Government and Private Secondary School Students on Emotional Intelligence.

Type of School	N	Mean	SD	SED	df	‘t’
Govt. School Students	100	63.15	9.28	1.01	198	2.74**
Pvt. School Students	100	65.92	8.43			

Note ** Significant at .01 level

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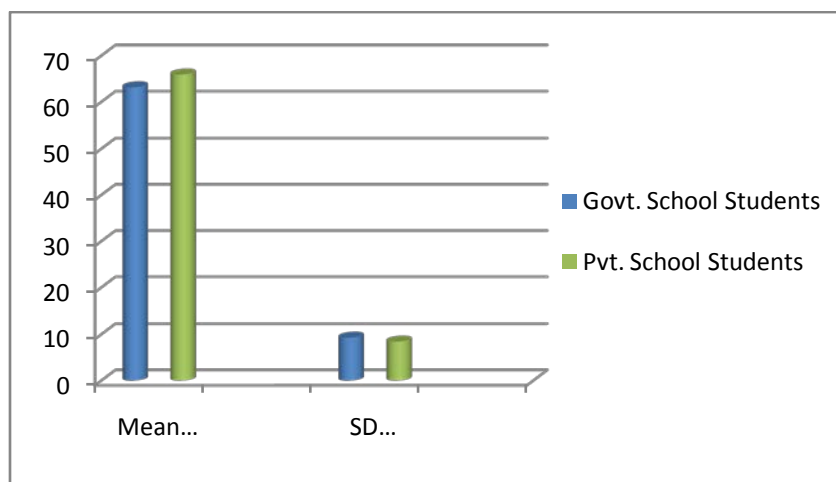


Fig: 1 Bar graph showing mean and SD difference of government and private students on emotional intelligence

Above table 1 (fig.1 of bar graph) indicate means (63.15, 65.92) and SD (9.28, 8.43) respectively. The “t” score of 2.74 is significant at 0.01 level. Therefore, it can be said that H01: “There is no significant difference between private and government secondary school students on emotional intelligence” is to be rejected. It is observed that government and private secondary school students differ significantly on emotional intelligence. The higher mean of private students further indicates that they have significantly higher emotional intelligence as compared to their counterparts. Similarly, these results are in line with the investigations carried out by Sing (2010) Nadeem & Nowsheen (2013), Bhat & Khan (2013) and Khan & Ishfaq (2016). These investigations have revealed that there is a significant difference in emotional intelligence among adolescents with reference socio-economic status and type of school (private/government).

Table-2: Means, SD and “t” scores of Rural and Urban School Students on Emotional Intelligence.

Area	N	Mean	SD	SED	df	‘t’
Rural Students	100	64.66	8.99	1.01	198	0.47 NS
Urban Students	100	64.16	9.02			

NS = Not Significant

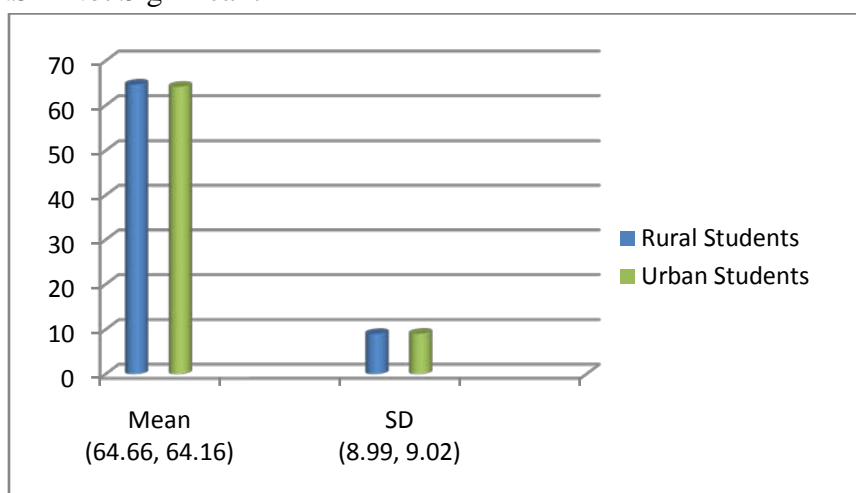


Fig. 2 Bar graph showing mean and SD difference of rural and urban students on emotional intelligence

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Above table 2 (fig. 2 of bar graph) indicate means (64.66, 64.16) and SD (8.99, 9.02) respectively. The “t” score of 0.47 is not significant even at 0.05 level. Therefore, it can be said that H02 “There is no significant difference between rural and urban secondary school students on emotional intelligence” is not to be rejected. It is observed that rural and urban secondary school students do not differ significantly on emotional intelligence. These results are in line with the investigations carried out by Panth and Patel (2015), Jayawardena and Jayawardena (2012), Nisar and Masrur (2010) conducted to explore the comparison of emotional quotient and intelligence quotient of rural-urban students and gender. Result revealed both differed significantly on emotional intelligence. Higher differences were found between boys and girls IQ and EQ.

Table-3: Means, SD and “t” scores of Boys and Girls School Students on Emotional Intelligence.

Gender	N	Mean	SD	SED	df	‘t’
Boys	100	62.39	8.18	1.01	198	3.39 **
Girls	100	66.49	9.47			

** Significant at .01 level

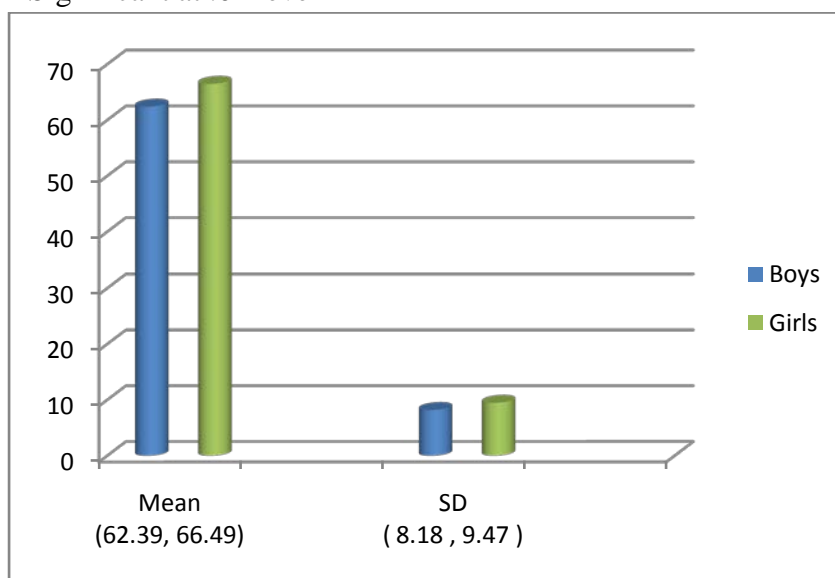


Fig. 3 Bar graph showing mean and SD difference of boys and girls students on emotional intelligence

Above table 3 (fig. 3 of bar graph) indicate means (62.39, 66.49) and SD (8.18, 9.47) respectively. The “t” score of 3.39 is significant at 0.01 level. Therefore, it can be said that H03 “There is no significant difference between boys and girls secondary school students on emotional intelligence” is to be rejected. It is observed that secondary school boys and girls differ significantly on emotional intelligence. Similarly, these results are in line with the investigations carried out by male and female higher secondary students differ significantly on the composite score of emotional intelligence. Thus the results are in line with the investigations carried out by Nadeem and Nowsheen (2013), Bhat and Khan (2013), Khan and Ishfaq (2013) and Sing (2010). These investigations have revealed that there is a

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significant difference of emotional intelligence among adolescents with reference to gender (male/female) and socio-economic status.

CONCLUSION

1. Private and Government secondary school students differed significantly on emotional intelligence. The higher mean score of private secondary school students indicates higher emotional intelligence as compared to their counterparts.
2. Rural and urban secondary school students did not differ significantly in their emotional intelligence.
3. Secondary school boys and girls students differed significantly on their emotional intelligence.

SIGNIFICANCE OF THE STUDY

The present study is helpful to develop a new curriculum keeping in view the importance of adolescence period and emotional intelligence. The teacher will be able to use the effective teaching strategies and plan for a better future of adolescents. The study will also be helpful for the psychologists, teachers, and parents to guide properly their wards and channelize the energy to make students physically, mentally and emotionally healthy. So that, they can adjust themselves in new circumstances and take the right decision for the bright future and progress in the life.

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Acknowledgments

The authors profoundly appreciate all the people who have successfully contributed in ensuring this paper is in place. Their contributions are acknowledged however their names cannot be mentioned.

Conflict of Interest

The authors colorfully declare this paper to bear not a conflict of interests

How to cite this article: Alam, M. (2018). A study of emotional intelligence of adolescent students. *International Journal of Indian Psychology*, 6(3), 127-133. DIP: 18.01.011/20180603, DOI:10.25215/0603.011