

Research Paper

Effect of schooling differences upon Emotional Intelligence and Aggression of Higher Secondary students

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ABSTRACT

The era of discourse around emotional intelligence by moving ahead of the intelligence quotient which was considered mythically as an endpoint of discussion had started long back and still continues with its exploration. The current phenomenological experience of life in the fast-changing world with an excessive surge of uncontrolled emotion has always been of concern to the researchers. By moving through these lines of thought, the present study tried to analyse the impact of schooling patterns in the emotional intelligence and aggression of higher secondary students of Kerala, by focussing upon the students educated in the English medium and Malayalam medium schools. The study revealed that there is a difference in the level of emotional intelligence and aggression of students belonging to both the schooling patterns with a higher aggression and lower emotional intelligence being the pattern seen among the Malayalam medium students. It was also evident that emotional intelligence of students is predicted by the schooling pattern to a level of 8 percentage with high significance. The scales used in the present study were The Brief Emotional Intelligence Scale developed by Kevin Davis et. al. (2010) and the Aggression Scale of Dr. Guru Pyari Mathur and Dr. Raj Kumari Bhatngar (2004). The study thus concludes with the suggestions that the decision of schooling pattern of children must be given greater significance by the parents and also that there is a clear necessity of the introduction of emotional intelligence development within the Malayalam medium education institutes to nurture their students in a better manner.

Keywords: *Aggression, Emotional intelligence, Schooling pattern*

Emotional intelligence has occupied a dominant space in the research field and in the psychological discourses all over the world in the recent past. Even with the understanding of the significance of the construct of emotional intelligence, its widespread applicability is still missing in many parts of the world. Indian studies have also focussed on emotional intelligence in a greater scale, but still the real-life applications related to the concept has been highly limited. To widen the understanding of emotional

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intelligence, it is defined as “the ability to perceive accurately, appraise, and express emotion; the ability to access and/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” (Mayer & Salovey, 1997). Discussions on Emotional intelligence has been on the basis of two broad perspectives where emotional intelligence is considered as a trait and the other as a mental ability. The trait concept considers emotional intelligence as an innate ability of human beings to decode or understand one’s own emotion and manage them effectively along with that of others, whereas emotional intelligence can also be explained as a mental ability which can be considered to be a cluster of human abilities that makes a person capable of using their emotions and the related cognitions adaptively (Mayer, Salovey, & Caruso, 2002).

The study of emotional intelligence has been vast and has focussed upon a variety of populations till date and the correlating and predicting factors have been of focus in the research literature. An overall understanding of the literature proves that the ones with higher emotional intelligence are well psychologically adjusted ((Mayer, Roberts, & Barsade, 2008) with a fair association with relationships of quality and the different social function (Brackett et al., 2011). Research evidences also supports that teachers have become more aware of the importance of offering experiences that meet students' social and emotional needs as a result of the emotional intelligence idea (Musthafa M, B. et al., 2020). EI is only tangentially connected with IQ and academic achievement (Holt, S., 2007), and is occasionally completely unrelated. Many facets of success with the organisational workplace, including relationship with colleagues which are productive, managerial efficiency, and job performance, are predicted by emotional intelligence in adulthood (Khalili, A., 2012).

Anger is considered as one among the spectrum of emotions while aggression is considered as the behaviours that are highly destructive and mostly, not compulsorily, arises from anger (Averill, J. R., 1983). Any behaviour aimed toward a different living being with the purposeful aim of causing damage is characterised as human aggressiveness (Anderson & Bushman, 2002). Furthermore, for any action to be considered as aggression, the one who does the aggressive act must have a proper sense that their actions will create some kind of harm over the other which the other person wishes to avoid (Anderson & Bushman, 2002). Peled et. al. (2007) had concluded from their research work on aggression that the ones who get involved with different aggressive behaviours, majorly during their adolescent period can decrease their possibility of regulating and identifying all the different negative emotions that occurs in close association with aggression. All these individual abilities are part of the emotional intelligence which is also mentioned through the definition of the concept by Mayer and Salovey (1997) which also includes the its sub-factors. Aggressive conduct and interpersonal disputes among children and teens are widespread issues in school institutions around the world (Dinkes et. al., 2009). Aggression is linked to a variety of mental disorders which can be better explained as some kind of psychological maladjustment. This link can be seen to have an inverse relation with adaptive social functioning and prosocial conduct among the adolescent population (Card et. al., 2008). As a result, it has been evident that the violent behaviour in high school settings has a substantial negative impact on the school climate, by bringing a significant decrease in the learning quality as well as the teaching quality (Furrer & Skinner, 2003). General Aggression Model (GAM) is the mostly followed theoretical background of aggression and it proposes that the quality of the external embedded situation which includes the stimulating stimuli, combine

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with numerous personal elements like personality traits or gender, that results in a unique interior state of thoughts, emotions, and arousal which impacts how a person assesses a situation and makes decisions, resulting in aggressive or peaceful behaviour (Anderson & Bushman, 2002). There has been a huge number of studies that builds a strong base for emotion of aggression, their impact and the various processing (Berkowitz, 2012; Lemerise & Arsenio, 2000), raising the concern regarding Emotional Intelligence as if it plays any role in aggression as well. To connect with the similar lines, empathy, formation of interpersonal relationships, and happiness with their own networks of social connections are all positively associated with EI (Ciarrochi et. al., 2000; Mayer et. al., 1999). On a conclusive note, it is explained that students with enhanced EI skills and mostly on a lower side of the continuum while measuring the extent of behaviours of aggression which leads to increased awareness of their own emotions over time.

Considering the relationship between Emotional Intelligence and other variables connected with social functioning, researchers are trying to understand the influence of the lack of individual capability of emotional management upon the different behavioural issues which includes the conduct behaviour among people (Lomas, et. al., 2012). Some research has looked into possible links between EI and various forms of violence in various settings like schools, within partners, during sex etc. (Moriarty et. al., 2001; Siu, 2009). Development of control of emotions, majorly the ones that are potent to initiate destructive behaviours from an early period of life can be of societal worthiness. The adolescent ages of children are majorly influenced by their family, peers and the society with the dominant influence of the educational setup or the schooling they receive. The impact of the differences in the schooling pattern in the development of emotional intelligence can be considered as a significant concern. Kerala is a state with an intense cultural backdrop and interconnectedness among people. The dominant spheres of schooling pattern include the government Malayalam medium schools and the English CBSE schools which provides entirely different atmosphere of growth and development among children. The socioeconomic condition of the majority of the state falls into the middle class and the capacity of people to afford English medium schooling for their children are limited in comparison with the students who complete their schooling on the government schools. It is thus significant to understand the changes in the pattern in which learning experience differs in the children and how they are being moulded with respect to their personality rather than their academic success alone. Interventional focus must be given in the cases where the government schools lack in their potential as the majority of the population are being moulded into responsible citizens of the country through these native government schools. The present study thus focussed on understanding the changes in the emotional intelligence and aggression among students belonging to the English medium and Malayalam medium schools of Kerala and to understand if the schooling pattern predicts the emotional intelligence and aggression of the students.

Scope and significance of the study

Aggression among young people have been of great concern in the present times with the increased rate of aggressive behaviours evident in and around the world. This concern has always led to the understanding of factors that can decrease and control the extent of aggressive behaviours within the society and emotional intelligence nurturance has been widely supported. The present study extents its focus into the applicability of the understandings developed through the research works happened earlier. It opens a clear picture of the differences that exist within the students who engage in their schooling within

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English and Malayalam medium schools. This understanding can let us develop different strategies for the students of Malayalam medium schools to improve their emotional intelligence and reduce their aggressive behaviours. Community works can be initiated by social workers and psychologists along with the structuring of a plan for organisations to develop better individuals of tomorrow from the schools. Intervention studies can also be initiated on these grounds and their effectivity can further lead to an improved nation.

Aim

The aim of the present study is to reveal the impact of schooling differences upon emotional intelligence and aggression of higher secondary school students by considering the English medium and Malayalam medium school students.

Hypotheses

- Emotional intelligence and Aggression are inversely correlated among higher secondary school students.
- There is a significant difference in the emotional intelligence of the students belonging to English and Malayalam medium schools.
- There is a significant difference in the aggression of the students belonging to English and Malayalam medium schools.
- Aggression and emotional intelligence are predicted by the schooling pattern of students.

Sample

The sample consisted of 60 higher secondary students belonging to the age range of 14 -16 years. The subjects were drawn from an English medium school and a Malayalam medium school of Malappuram district, Kerala. There was an equal proportion of students from both the schools, i.e., 30 English medium and 30 Malayalam medium school.

Instruments

Two measures were used in this study,

- **Brief emotional intelligence scale (BEIS-10):** The Brief Emotional Intelligence Scale was developed by Kevin Davis, Tracey Devonport; Jamie Scott (2010) which is a 5-point self-report scale that consists of 10 items with the score range being 10-50. The scale consisted of 5 sub scales which included the appraisal of on emotion, appraisal of others emotion, regulation of one's emotions, regulation of others emotions and utilization of emotions. BEIS - 10 has reliability score of .83 and an internal consistency between .87 to .89 (Davies, Lane, Devonport, & Scott, 2010).
- **Aggression scale:** The Aggression Scale was developed by Dr.Guru Pyari Mathur and Dr.Raj Kumari Bhatngar (2004) which is a 5-point 55 item scale which helps in understanding the aggression level among people above 14 years of age and the score range in between 55-275. The test-retest reliability of the scale was .88 in males and .81 in females. The concurrent validity was calculated by comparing the aggression questionnaire of Murray and it was found to be valid.

Procedure

The questionnaire containing both the scales along with the demographic data sheet was shared via google form to the students of English and Malayalam medium school students.

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The data collected was scored and analysed statistically using t-test, correlation and regression to explore the objectives of the research.

The major aim of the research was to know the difference in the level of aggression and emotional intelligence among students studying in the English medium and Malayalam medium schools of Kerala. The descriptive statistics, correlation, t-test and regression reports of the data collected in relation to the variables of concern have been mentioned in detailed.

Table 1: The Descriptive Statistics table

	Mean	Std. Deviation	N
Emotional intelligence	39.05	3.456	60
Aggression	157.32	25.416	60

Table 2: The Correlation between Emotional intelligence and Aggression among Higher secondary students

		Emotional intelligence	Aggression
Emotional intelligence	Pearson Correlation	1	-.188
	Sig. (2-tailed)		.151
	N	60	60
Aggression	Pearson Correlation	-.188	1
	Sig. (2-tailed)	.151	
	N	60	60

The correlation between emotional intelligence and aggression of higher secondary school students of both the Malayalam medium and English medium students was conducted and it showed a negative correlation of $-.188$ ($r(60) = -.188, p = .151$). The negative correlation between the variables of concern have been supported by a number of studies in the previous research literature with no study opposing this result till date. The study reports of García-Sancho, E., et. al. (2014) has been such a supportive meta-analytic study which considers more than 30 studies that has been conducted on the similar lines and has concluded that emotional intelligence and aggression are negatively correlated in all the study reports that focus on children, adolescents and adults. A few such studies reports are by Davis & Humphrey (2012), Brackett et. al. (2004), Lomas et. al. (2012), Mayer et al. (2008); Moriarty et. al. (2001) and Kokkinos & Kipritsi (2012). Using emotional intelligence development as an intervention to manage aggression or to bring a decline in its rate can be an effective method as they have been found to be negatively correlated with each other. But the concern regarding the present study resides in the insignificance of the correlation result even when the relation has been in the expected direction and strength between the variables.

Table 3: Group descriptive statistics and Independent Samples t- test reports of Aggression and Emotional Intelligence among Students of English medium and Malayalam medium schools.

Variables	Schooling	N	M	SD	SEM	t	df	p
Emotional Intelligence	English	30	40.07	2.434	.444	2.365*	58	0.021
	Malayalam	30	38.03	4.030	.736			

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Aggression	English	30	152.33	25.100	4.583	-1.536	58	0.130
	Malayalam	30	162.30	25.156	4.593			

*p < 0.05

The descriptive statistic report of the variables among the two groups of higher secondary students belonging to the English medium and Malayalam medium schools have been mentioned in Table 3. The table clarifies that there exists a good amount of difference in the mean scores of aggressions among the students of English and Malayalam medium schools of Kerala. A mean difference of 10 units are evident from the statistical report with an approximately equal amount of standard deviation and standard mean error. In the case of emotional intelligence, the mean scores of students belonging to different school types vary by a small amount with differences in the standard deviation and standard mean error. The difference being small cannot be neglected as they differ by 2 units. The significance of the mean difference reports has been further clarified with the help of an independent sample t-test.

Levene’s F test was conducted to understand the assumptions of homogeneity of variances for Emotional intelligence, $F(60) = 1.986$, $p = .164$; and for Aggression $F(60) = 0.050$, $p = .823$. The independent sample t-test to analyse the significance in the mean differences revealed through the descriptive statistics of emotional intelligence among English medium and Malayalam medium school students reported a t value of $t(58) = 2.365$, $p = 0.021$. This proved that the variations in the emotional intelligence of the students belonging to the English medium and Malayalam medium schools are significant. The emotional intelligence of the Malayalam medium school students of Kerala are found to be lower than that of the English medium students and thus the necessity for developing emotional intelligence of the students of Malayalam medium schools are evident from this result. The t-test to know the significance in the difference in the mean value of aggression among the Malayalam and English medium students revealed that the difference is insignificant ($t(58) = -1.536$, $p = 0.130$). Further studies around understanding the consistency in the changes of aggression among students belonging to different schooling patterns must be conducted as the difference in their mean of aggression has been pretty huge even if they have come out to be statistically insignificant.

Table 4: Regression predicting emotional intelligence based on the medium of schooling

	B	SE B	β
Constant	38.033	.608	
Schooling difference	2.033	.860	.297*

Note: $R^2 = .088$, *p < .05, N = 60

Simple linear regression was conducted to predict emotional intelligence of students by the schooling differences. The assumptions for regression including the absence of multicollinearity and homogeneity of variance was confirmed, including the Durbin-Watson test which showed that the error terms were uncorrelated. The results of regression indicated that the schooling difference significantly predicted 8.8% of variance in Emotional intelligence of students ($R^2 = .088$, $F(1,59) = 5.595$, $p < .05$) with a standardized beta value of 0.279 ($\beta = .279$, $p < .05$). The regression equation thus formed is: Emotional intelligence = 38.033 + (2.033 x Schooling pattern). There have been very little studies that has considered schooling pattern as a predictor of emotional intelligence and thus more focus is necessary

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towards this area of research and use these conclusions for further applications. The insignificance in the mean difference of aggression among English and Malayalam medium school students has also led to the negligence of the ability of schooling pattern to predict aggression. The regression model formed has not considered aggression and thus it is found not to be a good predictor. Further studies can be conducted to confirm upon the same.

With all these significant conclusions, it cannot be left unseen that there are few limitations for the present research work. The primary limitation is the lower sample size used for analysis and the necessity to work on a larger population with the state of Kerala. The insignificance in the correlation between emotional intelligence and aggression can also be seen as a concern and a further analysis on a different sample belonging to the same population would be a better choice during further researches.

CONCLUSION

The study thus concluded that aggression and emotional intelligence are significantly higher in the English medium students than the Malayalam medium students, and that the schooling differences predicts the level of emotional intelligence of the students to a minimal extent. Necessary intervention and strategical planning for the improvement of emotional intelligence of Malayalam medium students would be of great help along with methods of aggression control.

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Conflict of Interest

The author(s) declared no conflict of interest.

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