

## A Study of Emotional Intelligence among School Students of Jashpur District

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### ABSTRACT

The present study was undertaken to examine the emotional intelligence of school students of Jashpur district. For that, 80 students were selected randomly from various government schools of jashpur district and Mangal Emotional Intelligence Inventory and Personal Data Questionnaire (PDQ) was used to examine Emotional Intelligence. The objective was (i) To examine the extent of emotional intelligence among school students. The findings are (i) Most of the school students had high emotional intelligence, and (ii) Most of the Hindu and Muslim school students had high emotional intelligence, and (iii) Most of the boy and girl school students had high emotional intelligence, and (iv) Most of the class 10 and 12 school students had high emotional intelligence.

**Keywords:** *Emotional Intelligence, Religion, Gender and Level of Education*

Emotional intelligence refers to an ability to recognize the meanings of emotion and their relationships and to reason and problem-solve on the basis of them. Emotional intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them. Researchers investigated dimensions of emotional intelligence by measuring related concepts, such as social skills, interpersonal competence, psychological maturity and emotional awareness, long before the term 'emotional intelligence' came into use. Teachers in schools have been teaching the rudiments of emotional intelligence since 1978, with the development of the Self Science Curriculum and the teaching of classes such as "social development," "social and emotional learning," and "personal intelligence," all aimed at raising the level of social and emotional competence" (Goleman, 1995). Social scientists are just beginning to uncover the relationship of emotional intelligence to other phenomenon, e.g., leadership (Ashforth and Humphrey, 1995), group performance, individual performance, interpersonal/social exchange, managing change, and conducting performance evaluations (Goleman, 1995).

Emotional intelligence represents an ability to validly reason with emotions and to use emotions to enhance thought. Emotional Intelligence encompasses the following five characteristics and abilities:

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Received: January 28, 2022; Revision Received: March 25, 2022; Accepted: March 31, 2022

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*Self-awareness*--knowing your emotions, recognizing feelings as they occur, and discriminating between them

*Mood management*--handling feelings so they're relevant to the current situation and you react appropriately

*Self-motivation*--"gathering up" your feelings and directing yourself towards a goal, despite self-doubt, inertia, and impulsiveness

*Empathy*--recognizing feelings in others and tuning into their verbal and nonverbal cues

*Managing relationships*--handling interpersonal interaction, conflict resolution, and negotiations

### REVIEW OF LITERATURE

Farooq (2003) examined the effect of emotional intelligence on academic performance of 246 adolescent students and found that students with high emotional intelligence show better academic performance than the students with low emotional intelligence.

Drago (2004) examined the relationship between emotional intelligence and academic achievement in non-traditional college students. Since students differed in cognitive ability, with some students being better prepared for the collegiate environment than others, the role of emotional intelligence in academic achievement must be better understood. Non-cognitive factors such as emotional intelligence may supplement or enhance student cognitive ability. In this study, emotional intelligence, achievement motivation, anxiety, and cognitive ability were predictor variables. The criterion variable was academic achievement as measured by student GPA. Results demonstrated that emotional intelligence to be significantly related to student GPA scores, student cognitive ability scores, and student age.

Parker and others (2005) examined the impact of emotional intelligence on the successful transition from high school to university. Results revealed that academically successful students had significantly higher levels of several different emotional and social competencies. These findings suggest that emotional intelligence plays an important role in the successful transition from high school to university.

### METHODOLOGY

#### *Objective*

- ✓ To examine the extent of emotional intelligence among school students.

#### *Hypothesis*

- ✓ Different Sample subgroups based on religion, gender and class will vary on emotional intelligence.

#### *Sample*

The sample of the present study consisted of 80 school students to be selected from different government schools of jashpur district Chhattisgarh. They were selected by Stratified Random Technique. The stratification was based on religion (Hindu and Muslim) gender (boy and girl) and Levels of education (Class 10 and 12). Therefore, the research design was based on 2x2x2 factorial design and factors of stratification were:

1. Religion of students – 2 (Hindu and Muslim)
  - Gender of students- 2 (Boy and Girl)
  - Levels of education- 2 (Class 10 and 12)

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Thus, in the present study there were 8 strata. From each stratum thirty (10) students were selected randomly, making a total of 80 students. The sample units are presented in Table 1.

**Table –1: The Sample Design**

Religious groups	Hindu		Muslim		Total
	Boys	Girls	Boys	Girls	
Gender	Boys	Girls	Boys	Girls	40
Class 10	10	10	10	10	40
Class 12	10	10	10	10	80
Total	20	20	20	20	40

### **Tools**

- Personal Data Questionnaire (PDQ)
- Mangal Emotional Intelligence Inventory (MEII)

A brief description of the above mentioned tools are as follows:

### **Personal Data Questionnaire (PDQ)**

The personal data questionnaire was prepared by the research scholar to elicit information on personal information, such as respondents' name, class, gender, religion, location of school and education of the parents etc.

### **Mangal Emotional Intelligence Inventory (MEII)**

This inventory was prepared by S. K. Mangal and Subhra Mangal (2004). This inventory has 4 dimensions:

- Intra –personal Awareness (own emotions)
- Inter –personal Awareness (others emotions)
- Intra –personal Management (own emotions)
- Inter –personal Management (others emotions)

Each dimension has 25 statements and two responses categories- yes and no. The statements are positive and negative. The positive statements are coded as 1 (yes), and 0 (no).The coding of negative statements are the reverse. The range of scores of each statement is 0 to 1.Henase in one dimension, the range of score is 0 to 25 and in the entire scale, the range of score is 0 to 100. higher the score, high emotional intelligence.

### **Plan of Analysis**

In pursuance of the objective of the research data were analyzed using suitable statistical measure.

## **RESULTS AND DISCUSSION**

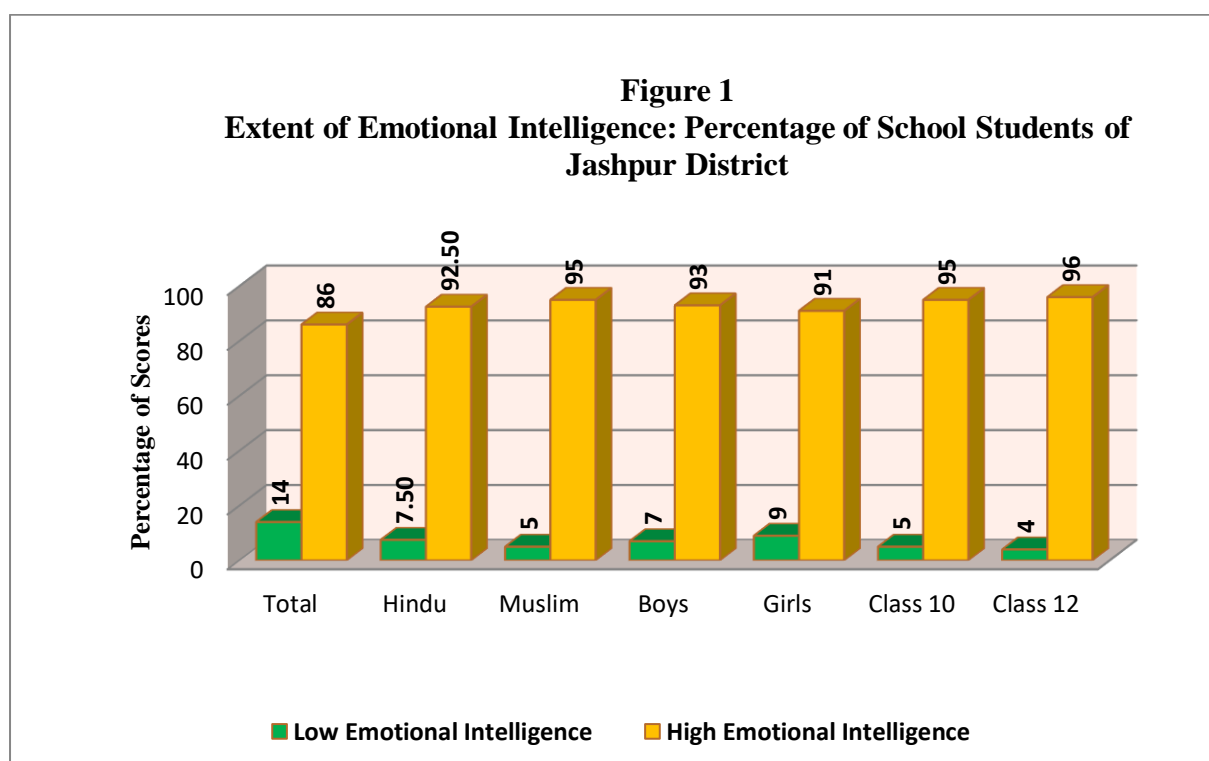
### **Extent of Emotional Intelligence among School Students**

In order to measure the extent of emotional intelligence among school students, mangal emotional intelligence inventory was administered. On the basis of obtained scores, two levels of extent of emotional intelligence were categorized- low and high. Percentage of school students are presented in Table 2 and Figure 1.

**Table 2 Extent of Emotional Intelligence among School Students of Jashpur District**

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Sample Groups	Low Emotional Intelligence		High Emotional Intelligence	
	N	%	N	%
<b>Total</b>	11	14	69	86
<b>Hindu</b>	6	7.50	74	92.50
<b>Muslim</b>	4	5	76	95
<b>Boys</b>	6	7	74	93
<b>Girls</b>	7	9	73	91
<b>Class 10</b>	4	5	76	95
<b>Class 12</b>	3	4	77	96



**Table 2 and Figure 1 showed that:**

- ✓ 14 % school students had low emotional intelligence.
- ✓ 86 % school students had high emotional intelligence.
- ✓ 7.50 % Hindu school students had low emotional intelligence.
- ✓ 5 % Muslim school students had low emotional intelligence.
- ✓ 92.50% Hindu school students had high emotional intelligence.
- ✓ 95 % Muslim school students had high emotional intelligence.
- ✓ 7 % boy's school students had low emotional intelligence.
- ✓ 9 % girls' school students had low emotional intelligence.
- ✓ 93 % boys school students had high emotional intelligence.

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- ✓ 91% girls school students had high emotional intelligence.
- ✓ 5 % class 10 school students had low emotional intelligence.
- ✓ 4 % class 12 school students had low emotional intelligence.
- ✓ 95 % class 10 school students had high emotional intelligence.
- ✓ 96 % class 12 school students had high emotional intelligence.

### CONCLUSIONS:

- Most of the school students had high emotional intelligence.
- Most of the Hindu and Muslim school students had high emotional intelligence.
- Most of the boy and girl school students had high emotional intelligence.
- Most of the class 10 and 12 school students had high emotional intelligence.

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### Acknowledgement

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 able to be mentioned.

### Conflict of Interest

The author(s) declared no conflict of interest.

**How to cite this article:** Kumari. A & Tripathi. R (2022). A Study of Emotional Intelligence among School Students of Jashpur District. *International Journal of Indian Psychology*, 10(1), 1614-1618. DIP:18.01.167.20221001, DOI:10.25215/1001.167