

Comparative Study

A Comparative Study of Emotional Intelligence of 12th Standard Students of Model School and Government School

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ABSTRACT

The present research was to examine the differences between the Emotional intelligence of the model school and the students of the government school. In which 60 demonstrators have been selected to collect information from students using schools in Bhavnagar city. In this research, Dr. S. That. Mangal and Shubhra Mangal questionnaires have been used. And is calculated and interpreted by the 't' test. The value of 't' is found to be 0.003. So there is not Significant Difference in Emotional Intelligence Depending on type of school.

Keywords: *Model School, Government School, Emotional Intelligence*

Emotions make human life diverse, interesting, delightful, exciting and beautiful. Life without Emotions has become dry, dull and boring. Emotions are involved in every one of our activities and experiences. On the one hand Emotions make our life interesting, on the other hand these impulses can also bring conflict and bitterness in life.

Meaning of Emotional intelligence

"Emotional intelligence is the capacity for recognizing our own feeling and those of others, for motivating ourselves and in relationship."

-Daniel Goleman (1998)

"Emotional intelligence is a way of recognizing, understanding and choosing how we think, feel and act. It shapes our interactions with others and our understanding of ourselves. "

-feedman (1998)

The first use of the word "Emotional intelligence" was introduced by Wayne at the American University of Pine, P. H. D. Found in the dissertation. However, what Payne interpreted was very different from the current explanation. An article by psychologist John Mayer was published in 190 in the journal *Imagination, Cognition and Personality*. Impressed by his work, marrow psychologist Daniel Golman wrote the world-famous book "Emotional Intelligence: Why It Can Matter More Than IQ" in 18. In which Golman made the concept of Emotional intelligence world famous.

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Aim

To study of Emotional intelligence of the students of government and model schools.

Hypothesis

There will be non-significant difference in the Emotional intelligence between students of government and model schools.

Variables

Independent Variables:

- (a) Government school students
- (b) Model school students

Dependent Variables:

- (a) Emotional intelligence

Control variables:

- (a) Present research will be limited to Bhavnagar district.
- (b) Present research limited to 12th standard government school and model school.

Sample

For the present research of 12th standard boys/girls at Bhavnagar district as well as model school and governments schools have been included.

Research Design

The 't' test according to the 2×2 factorial design has been used to examine the differences between the two independent variables irrespective of the objectives of the present research.

Tools

The following tools were used to gather information from the respondent in the present research.

- **Emotional Intelligence Scale:** A test designed by Dr.S.K.Mangal and Mrs Shubhra Mangal was used to measure Emotional intelligence. This research paper was used to measure Emotional intelligence in school, college and university students above the age of 18 in four sections. It was divided into four sections namely Distance Personal Consciousness, Interpersonal Consciousness, Distance Personal Management and Inter Personal Management. There are 100 statements in total.

Data Collection

Questionnaires were filled through face to face interviews of students of government school as well as model school of Bhavnagar district through standardized demonstration method.

Statistical Techniques

In the present research, the information obtained from the '20' model has been interpreted by the 't' test from the raw scores.

't' table showing the calculation:

Group	N	M	SD	SED	't'	Level of Significant
Government School Students	30	54.10	2863	580.39	0.003	N.S
Model School Students	30	51.96	1445			

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RESULT DISCUSSION

From the table it can be said that the "t" value of impulsive intelligence of government school students as well as model school students is = 0.003 and df '= 2. Then the value of "t" in the table is 4.5 at 0.01 level. Is 0.04 and 0.06 is 3.00. Counted "t" is small so there is no significant difference. So, the hypothesis is accepted. That is to say, there is no difference in the Emotional intelligence of the students of the government school as well as the students of the model school.

Importance of research

The purpose of the presented research is to obtain information about Emotional intelligence. Whether there is a difference in Emotional intelligence with respect to school type (government school and model school)? It was to know, which shows that there is no difference in Emotional intelligence depending on the type of school.

CONCLUSION

There is not Significant Difference in Emotional Intelligence Depending on type of school.

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Conflict of Interest

The author(s) declared no conflict of interest.

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