

Research Paper

A Study of Emotional Intelligence among School Students of Darbhanga District

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ABSTRACT

The present study was conducted on 160 school students of Ranchi town. selected by 2 x 2 x 2 stratified random sampling (religion, gender and class). The main objective was: (i) To examine the extent of emotional intelligence among school students. The extent of emotional intelligence was measured by Mangal Emotional Intelligence Inventory was administered. Percentage of scores was applied for analysis of data. The results revealed that the extent of emotional intelligence varied among the school students.

Keywords: *Emotional intelligence, Religion, Gender, Class*

The concept of emotional intelligence is relatively a new idea in popular culture. However, with the popularization of the concept of 'Emotional Intelligence' has raised a very great deal of interest in the field of psychology, management and education. Emotional intelligence is the concept, which is currently in focus among the general public, practitioners and researchers. With the dawn of 21st century, the human mind added a new dimension which is now being held responsible more for success than intelligence. This is termed as emotional intelligence and is measured as EQ (Emotional Quotient). In the course of recent years the term enthusiastic knowledge has gotten a lot of consideration as a factor that is valuable in comprehension and anticipating person's presentation grinding away, at home, at school and so forth. The idea of enthusiastic insight was first presented by Salovey and Mayer in the mid 1990's and made mainstream by Daniel Goleman with distribution of his book: " Why it can matter more than IQ" in 1995. Passionate knowledge alludes to a capacity to perceive the implications of feeling and their connections and to reason and issue fathom based on them. Enthusiastic knowledge is engaged with the ability to see feelings, absorb feeling related sentiments, comprehend the data of those feelings, and oversee them. Passionate Intelligence, as a mental hypothesis, was created by Salovey and Mayer. Enthusiastic insight causes people to accomplish the existence quality that will make them effective and content by directing the activities of people. In this sense, the investigations zeroed in on estimation of enthusiastic insight level have been expanding step by step. Passionate Intelligences a capacity, limit or ability to see, survey and deal with the feelings of one's self, of others and of gatherings. Enthusiastic knowledge is a variety of non-psychological capacities, capabilities and aptitudes that impacts one's capacity to prevail with regards to adapting to ecological requests and weights. Passionate insight alludes to the limit with regards to perceiving our own inclination and those of others, for rousing ourselves, for

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overseeing feelings well in ourselves and in our connections. It is having the option to screen our sentiments and feelings, to separate among them and to utilize this to control our reasoning and activities.

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:

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.

COMPONENTS OF EMOTIONAL INTELLIGENCE

Mayer and Salovey (1993) proposed a model that distinguished four unique components of passionate knowledge: the view of feeling, the capacity reason utilizing feelings, the capacity to get feeling and the capacity to oversee feelings.

- **Perceiving Emotions:** The first step in quite a while is to precisely see them. As a rule, this may include understanding nonverbal signals, for example, non-verbal communication and outward appearances.
- **Reasoning with Emotions:** The following stage includes utilizing feelings to advance reasoning and intellectual action. Feelings help organize what we focus and respond to; we react genuinely to things.
- **Understanding Emotions:** The feelings that we see can convey a wide assortment of implications. In the event that somebody is communicating irate feelings, the eyewitness must decipher the reason for their outrage and what it may mean. For instance, if your manager is acting irate, it may imply that he is disappointed with your

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work; or it could be on the grounds that he got a speeding ticket on his approach to work that morning or that he's been battling with his better half.

- **Managing Emotions:** The capacity to oversee feelings successfully is a key piece of enthusiastic knowledge. Directing feelings, reacting suitably and reacting to the feelings of others are immensely significant part of enthusiastic administration

Objective

The objective of the present research was as follows:

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

Hypothesis

The following hypotheses were formulated for the research:

- Different Sample sub groups based on religion, gender and class will vary on emotional intelligence.

Sample

The sample of the study was selected from the different schools (class 10 and 12) from Ranchi town. From that list 8 Schools were selected randomly.

Sample was stratified on the basis of

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

Thus, there will be $2 \times 2 \times 2 = 8$ strata. From each stratum 20 students will be selected randomly making a total of 160 students. The sample design is presented in Table -1.

Table: 1 The Sample Design

Religious groups	Hindu		Muslim		Total
	Boys	Girls	Boys	Girls	
Class 10	20	20	20	20	80
Class 12	20	20	20	20	80
Total	40	40	40	40	160

Test Materials

The following tools were used in present research:

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

Personal Data Questionnaire (PDQ)

The personal data questionnaire elicited sample information about name, gender, class, religion, school name, the educational level 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:

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- 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. Hence 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.

RESULTS AND DISCUSSION

Extent of Emotional Intelligence among School Students of Ranchi

In order to measure the extent of emotional intelligence among school students of Ranchi, Mangal Emotional Intelligence Inventory was administered. On the basis of obtained score, two levels of emotional intelligence were categorized – low and high. Extent of emotional intelligence among school students of Ranchi is presented in table 2 and Figure 1 the main trends reflected are:

Table: 2 Extent of Emotional Intelligence among School Students

Sample Groups	Low Emotional Intelligence		High Emotional Intelligence	
	N	%	N	%
Total	60	37.50	100	62.50
Hindu	65	40.63	95	59.37
Muslim	71	44.38	89	55.62
Boys	72	45.00	88	55.00
Girls	82	51.25	78	48.75
Class 10	69	43.13	91	56.87
Class 12	68	42.50	92	57.50

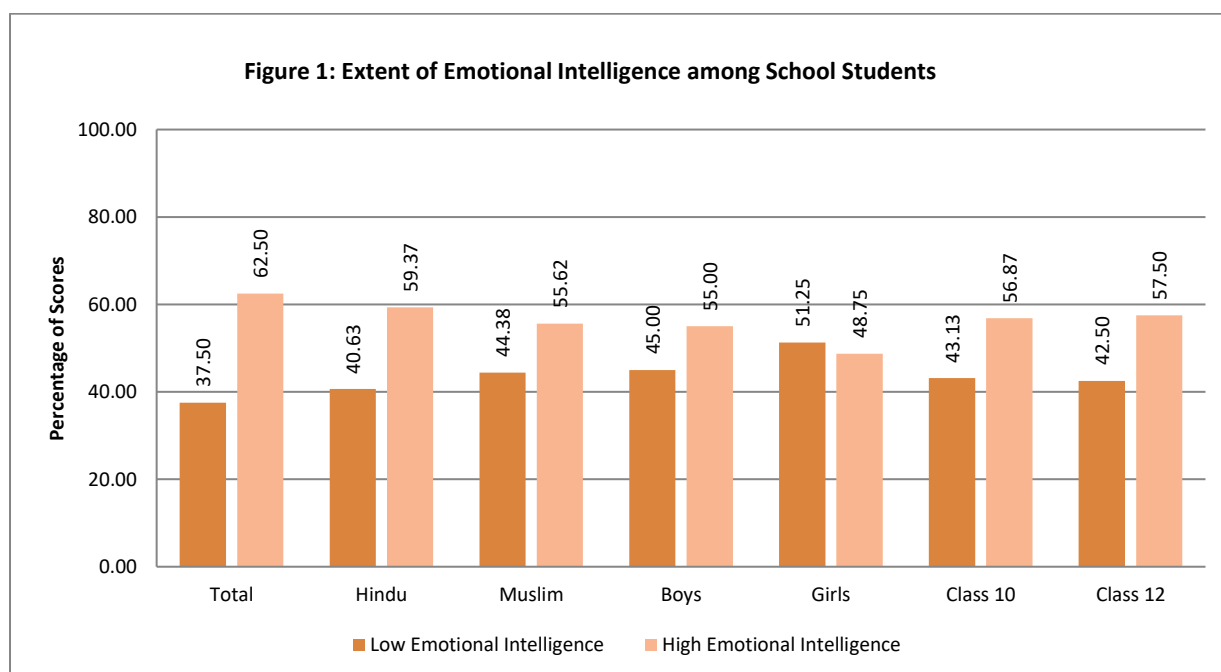


Table 2 and Figure 1 showed that

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- 37.50% School students had low emotional intelligence. Hence, it is clear that 62.50% School students had high emotional intelligence.
- 40.63% Hindu school students had low emotional intelligence. Hence, it is clear that 59.37% Hindu school students had high emotional intelligence.
- 44.38% Muslim school students had low emotional intelligence. Hence, it is clear that 55.62% Muslim school students had high emotional intelligence.
- 45% Boy school students had low emotional intelligence. Hence, it is clear that 55% School students had high emotional intelligence.
- 51.25% Girl school students had low emotional intelligence. Hence, it is clear that 48.75% Girl school students had high emotional intelligence.
- 43.13% Class 10 school students had low emotional intelligence. Hence, it is clear that 56.87% Class 10 school students had high emotional intelligence.
- 42.50% Class 12 school students had low emotional intelligence. Hence, it is clear that 57.50% Class 12 school students had high emotional intelligence.

CONCLUSIONS:

Most of the school students had high emotional intelligence and very few students had low emotional intelligence. This scholarly work delves into the fascinating realm of emotional intelligence among school students, exploring the prevalence and distribution of emotional intelligence levels within this population. Emotional intelligence, a concept that encompasses the ability to recognize, understand, and manage one's own emotions, as well as the ability to empathize and effectively navigate interpersonal relationships, plays a crucial role in shaping the psychological well-being and social competence of individuals.

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Conflict of Interest

The author(s) declared no conflict of interest.

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