

A Study of Emotional Intelligence among School Students of Raipur Town

Nandan Kumar Thakur ^{1*}

ABSTRACT

The present study was conducted on 160 school students of Raipur 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 and Class*

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).

Daniel Goleman (1998) defined "The emotional intelligence is the capacity for recognizing on own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships. His frame work included 25 emotional competencies which can be grouped into five clusters. These as follows :-

- *Self awareness cluster* : Emotional self awareness, accurate self assessment, self confidence.
- *Self regulation cluster* : Self control, trust worthiness, conscientiousness, adaptability, innovation.

¹ Assistant Professor, Department of Clinical Psychology, Suresh Gyan Vihar University, Jagatpura Jaipur
*Corresponding Author

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- *Self motivation cluster* : Achievement orientation, commitment, initiative, optimism.
- *Empathy cluster* : Empathy, organizational awareness, service orientation, developing others, leveraging diversity.
- *Social skills* : Leadership, communication, influence, change catalyst, conflict management, building bonds, team capabilities, collaboration and co-operation.

Mayer and Salovey (1997) defined emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth.

Bar On (1997) mentioned that Emotional Intelligence is an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures.

Saarni (2000) defined Emotional Intelligence the demonstration of self efficacy in emotion eliciting social transactions. Self efficacy means that the individual believes that he or she has the capacity and skills to achieve a desired outcome. She has identified eight skills of emotional intelligence :

1. Awareness of one's emotional state, including the possibility that one is experiencing multiple emotions and at even more mature levels, awareness that one might also not be consciously aware of one's feeling because of unconscious dynamics or selective in attention.
2. Skills in discerning others emotions based on situations and expressive was that have some degree of cultural consensus as to their emotional meaning.
3. Skill in using the vocabulary of emotion and expression terms commonly available in one's subculture and at more mature levels, skills in acquiring cultural scripts that link emotion with social roles.
4. Capacity of empathic and sympathetic involvement in other's emotional experience.
5. Skill in understanding that inner emotional state need not correspond to outer expression, both in oneself and others and at more mature levels, understanding that one's emotional expressive behaviour may impact on other and to take this into account in one's self presentation strategies.
6. Skill in adaptive coping with aversive or distressing emotions by using self-regulatory strategies (such as stress hardness) that ameliorate the intensity or temporal duration of such emotional states.
7. Awareness that the structure or nature of relationship is in part defined by both the degree of emotional immediacy or genuineness of expressive display and by the degree of reciprocity or symmetry with in the relationship, as such mature intimacy is in part defined by mutual or reciprocal sharing of genuine emotions, whereas a parent child-relationship may have asymmetric sharing of genuine emotions.
8. Capacity for emotional self efficacy. The individual views herself or himself as feeling the way he or she wants to feel. Emotional self efficacy means that one accepts one's emotional experience whether unique and eco-centric or culturally conventional, and this acceptance is in alignment with the individual's beliefs about what constitutes desirable emotional balance. In essence one is living in accord with one's personal theory of emotion when one demonstrates emotional self efficacy that is integrated with one's moral sense.

REVIEW OF LITERATURE

Allen (2000) were carried the relationship between cognitive intelligence and emotional intelligence in 60 children aged 9-12 year using the EQ-i : YV and the WISC-III. Small significant positive correlations were found between the total EQ score and the full scale IQ score (0.26), total EQ score and the performance IQ score (0.29), total EQ score and the comprehension subtest (0.28). It was concluded that there is a significant positive relationship between emotional intelligence and cognitive intelligence, however because the relationship is small, the two assessments measure different types of intelligences.

A study was conducted by *Mayer (2000)* He found that there is a good reason to expect that EI and IQ make separate and discrete contributions to performance. For one thing early studies of the correlations between IQ and EI show a range from 0 to 0.36, depending on the measure used. He used his own EI measure and reports a zero correlation between with fluid intelligence and a 0.36 correlation between verbal IQ.

A study was conducted by *Sipsma (2000)* He found that the role of emotional intelligence in determining team effectiveness in a population of postgraduate students required to work in self-managed work teams for their programme of study at the Wits Business School, University of Witwatersrand, participants (N = 71) completed the EQ-i and the Team Effectiveness Questionnaire. Emotional intelligence and total team effectiveness were found to be significantly correlated. Emotional intelligence predicted approximately 40% of the variance in team effectiveness.

Cherniss and Goleman (2001) have studied : The predictive relationship between EQ and the ability to adjust to new environments, to fill recruitment quotas and to predict job success.

Sala (2001) have studied : The differences between high level administrators and low level administrators in their self-estimate of EQ competencies. In a study of 1,000 people in a wide range of organizations, participants were asked to rate themselves on EQ measures and were also rated by others those EQ measures. Larger discrepancies between self evaluations and evaluations by others were found for high level administrators than for low level administrators. Specifically, high level administrators consistently rate higher than other rate them, while low level administrators are more likely to see themselves as others see them. The finding has significance for employee training because accurate self-perceptions impact the effectiveness of skill training.

Slaski & Susom (2003) have studied: Emotional intelligence training and its implication for stress, health and performance. It was found that training resulted in increased (EI) and improved health and well being.

Bonnert et al., (2003) have conducted a study on competence and aggressive behaviour in school age children and found that children with higher levels of aggressive behaviour exhibited more intense and frequent expressions of anger, both as reported by mothers and as observed during the disappointment paradigm. Gender moderated the relation between aggressive behaviour and type of emotion identified.

Brown et al., (2003) investigated the role of emotional intelligence in the career commitment and decision making process. Findings revealed that emotional intelligence as measured by the empathy, utilization of feelings, handling relationships and control factors is positively related to career decision making self-efficiency accounting for acceptance and job control.

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Taksic Vladimir et al. (2003) measured: Emotional intelligence perception of affective content in art. Results showed that high agreement was obtained between the painter's ratings and the ratings of twelve art experts.

Petrides Furnham et al. (2004) have studied: Estimates of emotional and psychometric intelligence: Evidence for Gender Based stereotypes. The results confirmed that people perceive psychometric intelligence as a primarily masculine attribute in contrast with emotional intelligence which they perceive as a primarily feminine attribute.

Kafetsios (2004) studied attachment and emotional intelligence ability across the life course. The results found differences in emotional Intelligence abilities between age and gender groups.

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 Raipur 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)

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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:

- 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 Raipur, 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 Raipur 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

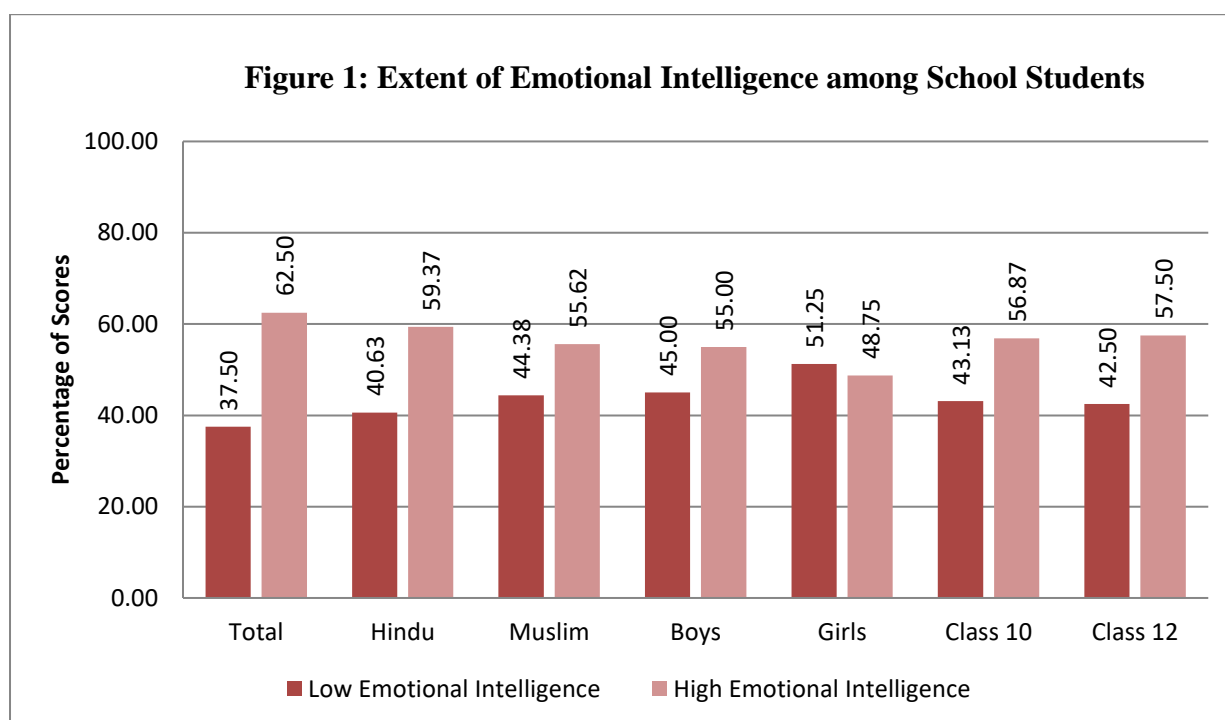


Table 2 and Figure 1 showed that

- 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.

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Conflict of Interest

The author(s) declared no conflict of interest.

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