

A Study of Emotional Intelligence among High and Low Stress Groups of School Going Students

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ABSTRACT

The present study was conducted on 320 school students of Ranchi district selected by 4 X 2 X 2 X 2 = 32 stratified random sampling. The factors of stratification were Religion (Hindu, Muslim, Sarna and Christian) gender (boys and girls) education (class 10 and class 12) and stress level (high and low) from Ranchi district. The main objectives were: (i) To assess the extent of emotional intelligence between school students of high and low-stress groups. (ii) To examine the impacts of religion, gender, and class on emotional intelligence. Mangal emotional intelligence inventory developed by Mangal and Mangal (2004) was used for data collection. Percentage, Mean, Standard Deviation t value and anova were applied for analysis of data. The results revealed that extent of emotional intelligence varied among sample group and gender had significant impact on emotional intelligence but not religion and education.

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

Meaning and Definition of Emotional Intelligence

Emotions are involved in everything people do: every action, decision and judgement. Emotionally intelligent people recognize this and use their thinking to manage their emotions rather than being managed by them. In the course of last two decades, Emotional Intelligence (EI) concept has become a very important indicator of school, personal life and a person's knowledge, skills and abilities in the workplace. The overall result of researches suggest that EI plays a significant role in students achievement, the job performance, motivation, decision making, successful management and leadership. Thus, applying EI methodology in higher education can have lots of benefits for students. It not only fulfills their desire but also makes them more efficient in their field.

Goleman argued that while IQ contributes around 20% to overall success in life, the remaining 80% is influenced by various other factors. He also emphasized that individual differences play a role in how these other factors impact success, making it unpredictable to determine exact percentages. Based on available data, he suggested that these additional factors are equally significant, and sometimes even more so, compared to IQ.

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Similarly, Mayer and Salovey criticized the notion that IQ alone determines success, which led to growing interest in understanding emotional intelligence. They noted that IQ only accounts for about 20% of educational and occupational achievements. Researchers have been trying to identify the factors contributing to the remaining 80% of success in other areas of life, with emotional intelligence being one of the proposed factors. However, its exact role and significance remain uncertain.

According to Salovey and Mayer (1990) emotional intelligence is the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions.

According to John Mayer and Peter Salovey (2004) emotional intelligence is: The ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional meanings, and to reflectively regulate emotions in ways that promote emotional and intellectual growth.

REVIEW OF LITERATURE

Chu (2002) revealed that Boys are more emotionally intelligent than girls. It is almost a proverbial truth that women have no greater and larger emotional intelligence than men that claims serious scientific and systematic understanding. Why men are more emotionally intelligent than women? What has decided such greater and larger level of emotional intelligence in men? What are the chief operating factors behind all these? Is there any way out to understand and swallow all these? An analysis of emotional intelligence was found in thousands of men and women which showed that women, on average, are more aware of their emotions, show more empathy, and are more adept interpersonally. Since females tend to be more emotional and intimate in relationships as compared to males, so their emotional intelligence ought to be higher than that of males Gornefski (2004), Kafetsios (2004). Men, on the other hand, are more self-confident, optimistic, and adaptable. It was found that men are also able to handle stress better than women. In general, however, far more similarities exist than differences. Some men are empathetic as the most interpersonally sensible women are, while some women are just as able to withstand stress as the most emotionally resilient men.

Parker, J. D., Creque Sr, R. E., Barnhart, D. L., Harris, J. I., Majeski, S. A., Wood, L. M., ... & Hogan, M. J. (2004) This study investigated the correlation between emotional intelligence and academic performance among high school students. A total of 667 students from a Huntsville, Alabama high school completed the Emotional Quotient Inventory (EQ-i:YV). At the close of the academic year, the EQ-i:YV data was cross-referenced with the students' academic records. By comparing EQ-i:YV variables across groups of students with varying levels of academic achievement (highly successful, moderately successful, and less successful based on their grade-point-average), the study found a strong link between academic success and certain aspects of emotional intelligence. The findings underscore the significance of emotional and social competence in academic achievement and are discussed in this context.

Chen, F. S., Lin, Y. M., & Tu, C. A. (2006) In the realm of adolescent education, understanding good emotional development and life adjustment is crucial for educators. This research, based on a random cluster sampling of senior high school students in Taiwan and Anhui province, China, revealed significant differences between the emotional intelligence (EI) and life adjustment (LA) of students from these two regions. While senior high school

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students in Taiwan didn't exhibit significant differences in EI based on background variables, their parenting style did significantly affect LA. Conversely, among students in Anhui, only parental marital status didn't significantly impact EI, and birth order didn't affect EI at all. Interestingly, a positive but moderate correlation was observed between EI and LA scores among students in both regions. The study's findings suggest recommendations for educators to consider, highlighting the importance of making such assessments available to all students to improve their performance in EI and LA.

Objectives of the Research

The following objectives of the present study were formulated:

- To assess the extent of emotional intelligence between school students of high and low-stress groups.
- To examine the impacts of religion, gender, and class on emotional intelligence.

Hypotheses

The following hypotheses were formulated for the research:

- The extent of emotional intelligence will vary among high and low-stress groups.
- There will be significant impact on religion, gender, and class on emotional intelligence.

Sample

The present study was conducted on 320 government high school students studying in Class – 10 and class 12 of different govt. Schools located in Ranchi district. The sample was selected by stratified random sampling technique.

The sample stratification was based on:

- Religion - 4 (Hindu, Muslim, Sarna and Christian)
- Gender - 2 (Boys and Girls)
- Class - 2 (Class - X and XII)
- Stress level - 2 (High and Low)

Thus, sample was based on $4 \times 2 \times 2 \times 2 = 32$

Altogether there were 320 strata from each stratum 40 cases were selected randomly, making a total of 320 cases. The sample design is shown below in Table – 1.

Table 1: Sample Design

Gender	High Stress Groups				Low Stress Groups				Total
	Boys		Girls		Boys		Girls		
Class / Religion	X	XII	X	XII	X	XII	X	XII	
Hindu	10	10	10	10	10	10	10	10	80
Muslim	10	10	10	10	10	10	10	10	80
Sarna	10	10	10	10	10	10	10	10	80
Tribal Christian	10	10	10	10	10	10	10	10	80
Total	40	40	40	40	40	40	40	40	320

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Tools to be used in the Data Collection

The following tools were used in the article paper for collection of data:

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

Personal Data Questionnaire (PDQ)

This questionnaire was prepared by the research scholar to obtained information about the student's name, class, age, gender, religion etc.

Mangal Emotional Intelligence Inventory (MEII)

This inventory was prepared by Mangal and Mangal (2004). This inventory contains 100 items. This is the group test to measure the four areas/dimension of emotional intelligence each dimension has 25 statements and two response categories- yes and no.

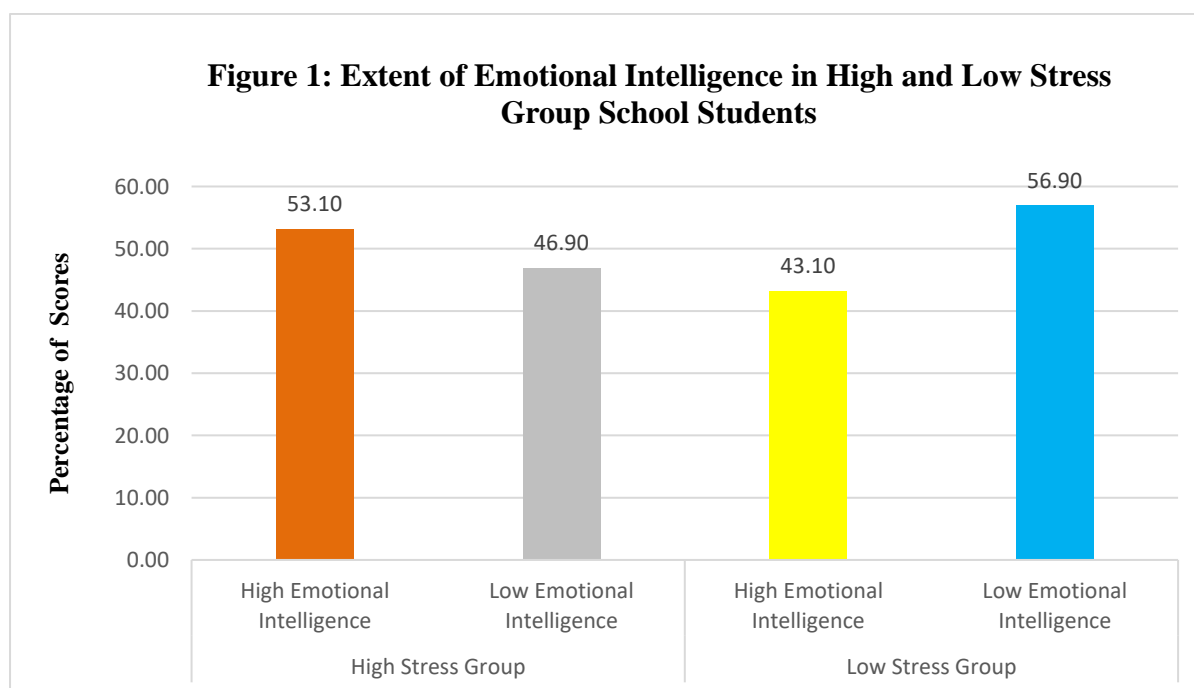
RESULTS & DISCUSSION

The Extent of Emotional Intelligence between School Students of High and Low-Stress Groups

In order to measure the extent of emotional intelligence between school students of high and low-stress groups are presented in table 2 and percentage of scores are show in figure 1 The results revealed that:

Table 2: Distribution of High and Low Stress Group Respondents according to their Extent of Emotional Intelligence

	High Stress Group				Low Stress Group			
	High Emotional Intelligence		Low Emotional Intelligence		High Emotional Intelligence		Low Emotional Intelligence	
	N	%	N	%	N	%	N	%
Total	85	53.10	75	46.90	69	43.10	93	56.90



High and low stress group students:

- 53.10% high stress group respondents had high emotional intelligence.
- 46.90% high stress group respondents had low emotional intelligence.
- 43.10% low stress group respondents had high emotional intelligence.
- 56.90% low stress group respondents had low emotional intelligence.

CONCLUSION

The percentage (53.10%) of high emotional intelligence in high stress group students was higher than the percentage (43.10%) of high emotional intelligence in low stress group students.

Hence, the hypothesis stating that the extent of emotional intelligence will vary among high and low-stress groups is accepted.

Impact of Religion, Education and Gender on Emotional Intelligence

In order to examine the impact of religion, education and gender on the emotional intelligence, analysis of variance was used. The F-value is presented in Table 3. The results revealed that:

Table 3: F. Values Showing the Impact of Religion, Education and Gender of the School Students on Emotional Intelligence

Variables	Sum of Squares	df	Mean Squares	F-Values	Level of Significance
Religion	458.159	3	152.72	1.712	Not Significant
Education	25.878	1	25.878	0.29	Not Significant
Gender	350.703	1	350.703	3.931	0.01
Religion X Education	485.684	3	161.895	1.815	Not Significant
Religion X Gender	1019.559	3	339.853	3.809	0.01
Education X Gender	314.028	1	314.028	3.52	Not Significant
Religion X Education X Gender	137.284	3	45.761	0.513	Not Significant
Error	27123.25	304	89.221		
Total	1156259	320			
Corrected Total	29914.55	319			

- The F value showing the impact of religion on emotional intelligence was statistically not significant. The F – value was 1.712.
- The F value showing the impact of education on emotional intelligence was statistically not significant. The F – value was 0.29.
- The F value showing the impact of gender on emotional intelligence was 3.931. This value was statistically significant at 0.01 level. This indicates that gender had significant impact on emotional intelligence.
- The interactional effects of religion and education on emotional intelligence were statistically not significant. The F – value was 1.815.
- The interactional effects of religion and gender on emotional intelligence were statistically significant. The F – value was 3.809.

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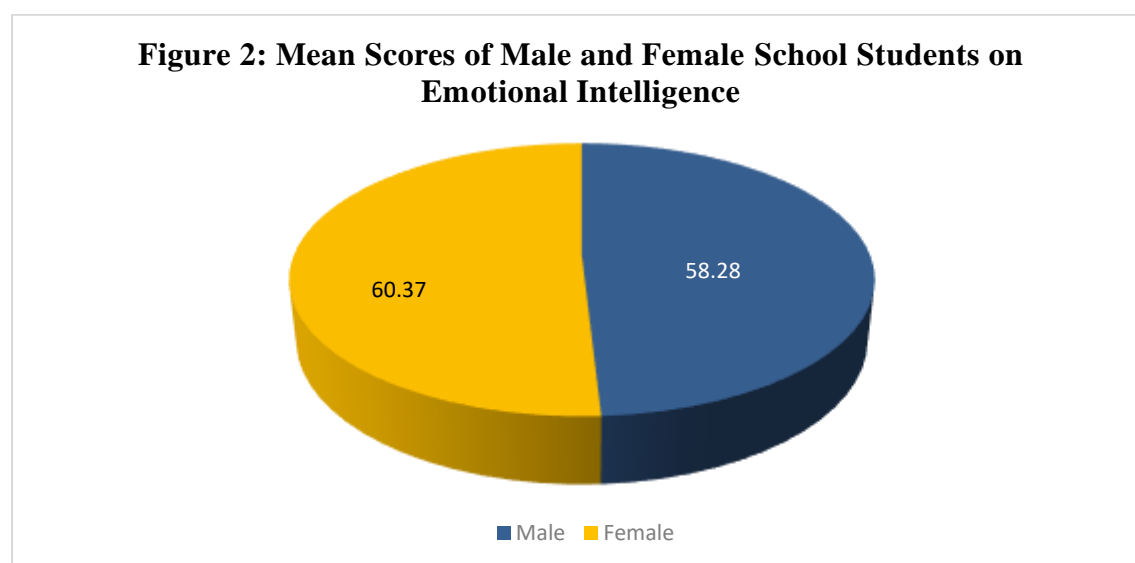
- The interactional effects of education and gender on emotional intelligence were statistically not significant. The F – value was 3.52.
- The interactional effects of religion, education and gender on emotional intelligence were statistically not significant. The F – value was 0.513.

Impact of Gender on Emotional Intelligence

F value indicated that gender of school student had significant impact on emotional intelligence. In order to find out the significant difference between the male and female school students, t-test was used. The mean scores, SDs and t value of the male and female students on emotional intelligence were presented in Table 4 and Figure 2. The results revealed that:

Table 4: Mean, SD and t Value of Gender on Emotional Intelligence

Gender	N	Mean	SD	t - Value	P
Male	160	58.28	9.67	1.92	0.05
Female	160	60.37	9.6		



- The mean scores of male and female school students were 58.28 and 60.37 respectively. The difference of mean scores between male and female school students were 2.09 and t value was 1.92. This value was statistically significant at 0.05 level. This indicates that female school students were significantly more emotional intelligence than male school students.

Hence, the hypothesis stating that the significant impact of gender on emotional intelligence is accepted in case of total sample groups.

CONCLUSIONS

- High stress group students had high emotional intelligence than low stress group students.
- Gender had significant impact on emotional intelligence but not religion and education.
- Female school students were significantly more emotionally intelligence than male school students.

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Conflict of Interest

The author(s) declared no conflict of interest.

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