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A study of emotional intelligence of adolescent students in relation to the type of school

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Abstract

This paper aims to study the emotional intelligence of adolescent students in relation to the type of school. The study was conducted on one hundred adolescents (50 boys 50 girls) studying in senior secondary schools selected purposively from Sirsa district of Himachal Pradesh. Intact classes of XI and XII were taken from the two schools. For the collection of necessary information investigator used Emotional Intelligence Inventory-MEII (2004) by Dr. S.K. Mangal and Mrs. Shubra Mangal. To find the significance of difference between the various groups 't'-test was applied. Results indicated that Government and private secondary school students differ significantly on emotional intelligence but gender wise and area wise students do not differ significantly on emotional intelligence.

Keywords: emotional intelligence, adolescent students, school

Introduction

Many educators and psychologists believe that students who receive an exclusively academic environment may be ill equipped for future challenges, both as individuals as well as members of the society. Certain instances come in our day to day life wherein the brightest students in a class did not succeed later in their lives as individuals having well rounded personalities as compared to their less intellectual counterparts. The concept of emotional intelligence is an umbrella term that captures a broad collection of individual skills and dispositions, usually referred to as soft skills or inter or intra-personal skills that are outside the traditional areas of specific knowledge, general intelligence, and technical or professional skills. In order to be well adjusted, as a fully

Functioning member of the society one must possess both traditional intelligence and emotional intelligence (EI). EI involves being aware of emotions that affect and interact with traditional intelligence. Emotional intelligence refers to an ability to recognize the meanings of emotion

And to reason and problem solve on the basis of them, and it involves the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions and manage them.

Thus, emotional intelligence is an umbrella term that captures a broad collection of interpersonal and intrapersonal skills. Interpersonal skills consist of the ability to understand the feelings of others, empathies, maintain and develop interpersonal relationships and above all our sense of social responsibility. On the other hand, intrapersonal skills comprise of the ability to understand one's own motivation. Emotional intelligence plays a key role in determining life success.

Statement of the Problem

"A study of emotional intelligence of adolescent students in relation to the type of school"

Objectives of the Study

- To compare the emotional intelligence of government and private secondary school students.
- To compare the emotional intelligence of rural and urban secondary school students.
- To compare the emotional intelligence of secondary school boys and girls.

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Hypotheses of the Study

- Government and private secondary school students do not differ significantly on emotional intelligence.
- Rural and urban secondary school students do not differ significantly on emotional intelligence.
- Secondary school boys and girls do not differ significantly on emotional intelligence.

Delimitations of the Study

- The study is confined to the district sirsa of the Himachal Pradesh.
- Only school of district Sirsa are included in the present study.
- The study is confined to secondary school students only.
- The study is confined to the +1 and +2 class students only.

Methodology

In order to collect data the survey method was used. The sample of the study consisted of 100 students of district Sirsa. Intact classes of XI and XII were taken from the two schools in which 50 male students and 50 female students. For the collection of necessary information for this study, investigator used Emotional Intelligence Inventory by Dr. S.K. Mangal and Mrs. Shubra Mangal. In order to test the hypotheses, investigator applied “t-test”.

Analysis and Interpretation

Table 1: Means and Standard Deviation of Government and Private Secondary School Students

Type of School	N	Mean	S.D	S.E.D	‘t’
Gov. (sec school student)	100	55.10	8.29	1.02	2.46**
Pvt. (Sec school student)	100	57.92	7.44		

S** - Significant at.01 level

It is observed from the above table that the „t“ value of 2.46 was found significant even at 0.01 level. Therefore, it can be concluded that the H01 “Government and private secondary school students do not differ significantly on emotional intelligence” is rejected. In other words, it is implied that government and private secondary school students differ significantly on emotional intelligence. The higher mean in favour of private secondary school students further indicates that they have significantly higher emotional intelligence as compared to government secondary school students.

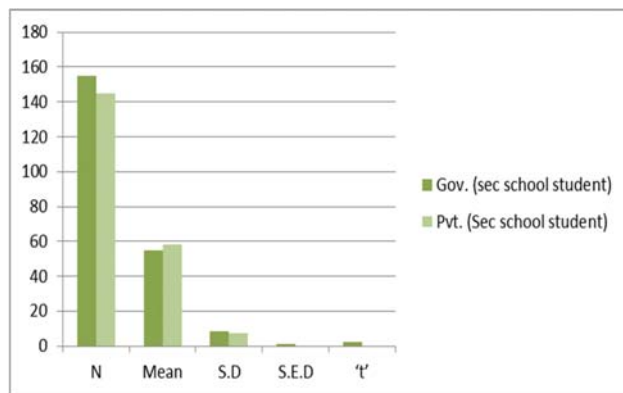


Fig 1: Histogram showing mean difference between government and private secondary school students on emotional intelligence

Table 2: Means and Standard Deviation of Rural and Urban Secondary School Students

Area	N	Mean	S.D	S.E.D	‘t’
Rural student	100	56.68	8.00	1.02	0.39 N.S
Urban student	100	56.18	8.01		

S** - Significant at.01 level

It is observed from the above table that the „t“ value of 0.39 was not found significant even at.01 level. Therefore, it can be concluded that the H02 “Rural and urban secondary school students do not differ significantly on emotional intelligence” is accepted. In other words, it is implied that Rural and urban secondary school students do not differ significantly on emotional intelligence.

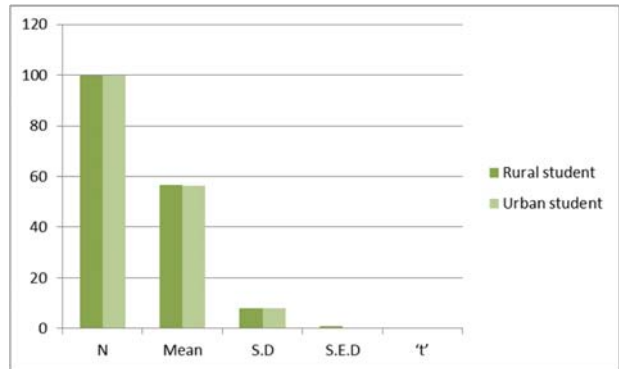


Fig 2: Histogram showing mean difference between rural and urban secondary school students on emotional intelligence

Table 3: Means and Standard Deviation of Secondary School Boys and Girls

Sex	N	Mean	S.D	S.E.D	‘t’
Boys	152	60.41	8.00	1.04	0.41 N.S
Girls	148	60.52	9.01		

S** - Significant at.01 level

It is observed from the above table that the „t“ value of 0.41 was not found significant even at 0.05 level. Therefore, it can be concluded that the H03 “Secondary school boys and girls do not differ significantly on emotional intelligence” is accepted. In other words, it is implied that secondary school boys and girls do not differ significantly on emotional intelligence.

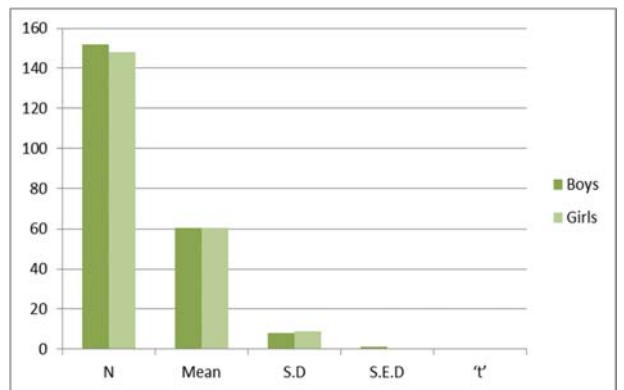


Fig 3: Histogram showing mean difference between secondary school boys and girls on emotional intelligence

Findings

Following are the major findings of the study;

- 1) Government and private secondary school students differ significantly on emotional intelligence. The higher mean in favour of private secondary school students indicates that they have significantly higher emotional intelligence as compared to government secondary school students.
- 2) Rural and urban secondary school students do not differ significantly on emotional intelligence.
- 3) Secondary school boys and girls do not differ significantly on emotional intelligence.

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