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### A Study of Emotional Intelligence among Secondary Level Student

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#### Abstract

The present paper is an attempt to study emotional intelligence among secondary level student. The objectives of the study were; to compare emotional intelligence among male and female student; student of Arts stream and Science stream, and among student of general, OBC and SC category. The sample for the study included 168 secondary level student randomly drawn from U.P. Board schools of Allahabad city. 'Test of Emotional Intelligence (Student-Form)' developed by K.S. Misra was used as a tool for the study. The data were analyzed with the help of t-ratio. The findings of the study revealed that emotional intelligence of male student is higher as compared to female student in comparison to Science stream student, student of Arts stream have more emotional intelligence; and student of general, OBC and SC category differ significantly on emotional intelligence.

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#### Introduction

##### Rationale

Enlightened, emancipated and empowered student lead communities and nations in their march towards better and higher quality of life. Student are the torch bearers of the society. It is they who present a perfect role model for the students. Thus, it is essential that the student should have a balanced personality. What they need to remain balanced in their personal, social and professional arena is emotional intelligence because it is a crucial component of emotional adjustment, personal well-being and life success. Emotional intelligence has been referred as a skill (Goleman, 1995) <sup>[9]</sup>, an aptitude (Pratap and Gupta, 1997) and a combination of both (Gupta et al., 2001). Mayer and Salve's (1997) conceptualization of emotional intelligence talks of three conceptually related mental processes of appraising and expressing emotions in self and others, regulating emotion in self and others, and using emotions in adaptive ways in either personal or organizational lives.

For Goleman (1998) <sup>[10]</sup> emotional intelligence is about knowing what you are feeling and being able to motivate yourself, be creative and perform at peak, and sensing what others are feeling, and handling relationships effectively. Another model of emotional intelligence was proposed by Bar-On (1997) and this is non-cognitive in approach as well

as orientation. Wahid (1997) non-cognitive model defines emotional intelligence as 'an array of non-cognitive abilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures'. More recently, Hein (2000) defined emotional intelligence as the mental ability underlying the emotional sensitivity, awareness and management skills which help us to maximize our long-term health, happiness and survival. Kravitz and Schubert (2004) are of the views that emotional intelligence is the ability to understand and express emotions to meet the requirements of day-to-day living, learning and relating to others.

In the words of Denzin (1984) <sup>[5]</sup>. 'teaching is not just a technical or cognitive practice but also an emotional one'. As an emotional practice 'teaching activates, colours and expresses teachers' own feelings and the actions in which those feelings are embedded. Emotionally literate teachers handle the emotion of teenagers effectively. Nitin (2001) found that EQ helps teachers in identifying feelings and see to their unmet emotional needs. (2006) reported that faculty members' 'ability to use emotions for effective reasoning and problem-solving influenced students' perceptions of their impact in the classroom and their competence level. Phillips (2005) found that faculty members who scored high on the emotional intelligence assessment demonstrated more

optimism than those scoring low on the emotional intelligence.

Researches done on emotional intelligence of student revealed that emotional intelligence is positively related to self-efficacy (Di Fabio & Palazzeschi, 2008; Adeyemo & Ogunyemi, (2005<sup>[1]</sup>; Ojha (2004) Student well being (Kaur & Rana, 2010)<sup>[12]</sup>, adjustment (Yadav, 2003), student competency (David & Roy, 2010)<sup>[4]</sup>, effectiveness (Sexsena, 2006; Dash & Behera, 2004)<sup>[3]</sup>, life satisfaction (Landa, Lopez-Zafra, Antonana & Pulido, 2006)<sup>[14]</sup> and negatively related to stress (Dubey, 2010<sup>[8]</sup>; Pandey, 2009; Duvey, 2006; Adeyemo & Ogunyemi, 2005)<sup>[1]</sup>. Ojha (2004) found that emotional intelligence is not related to length of teaching experience and age among student, Contrary to this Liang (2008)<sup>[15]</sup> reported significant relationship between age and emotional intelligence among Taiwanese faculty members. Singh (2003) reported that student working in higher educational institution have better emotional intelligence in comparison to the student in secondary and primary schools. The present paper is an attempt to study emotional intelligence among secondary level student in reference to sex, stream and social deprivation.

### Objectives of the Study

1. To compare emotional intelligence of male and female student.
2. To compare emotional intelligence of student of Arts and Science Stream
3. To compare emotional intelligence of student belonging to general, OBC and SC category

### Hypotheses

To achieve the above mentioned objectives, following hypotheses were formulated and tested

1. There is no significant difference in emotional intelligence of male and female student.
2. There is no significant difference in emotional intelligence of Arts and Science stream student.
3. There is no significant difference in emotional intelligence of student belonging to general, OBC and SC category.

### Methodology

The sample for the study consisted of 168 secondary level student of U.P. Board affiliated schools of Hardoi city. 'Test of Emotional Intelligence (student)' developed by K. S. Misra was used as a tool for the study and t-ratio has been computed for the analysis of the data.

### Results and Discussion

**Table 1:** Showing the difference in emotional intelligence of male and female student through Mean, S.D. and t-ratio

Groups	N	Mean	S.D.	t-ratio
Male	81	20.51	4.099	2.183*
Female	87	19.06	4.476	

\*Significant at .05 level

Table No. 1 shows that the value of t-ratio (=2.183) is significant at .05 level. Thus the null hypothesis can be rejected. It means that male and female student difference significantly on emotional intelligence, Table No. 1 also reveals that the mean emotional intelligence scores of male and female student are 20.51 and 19.06 respectively. It shows that as compared to female student, male student have high

emotional intelligence. This may be due to the reason that male student appear to have better self-regard, are more self-reliant, flexible and optimistic, solve problems better and cope better with stress than women. Findings of (2005) lend support to our findings. However, Liang (2008)<sup>[15]</sup>, Pratap (2007), Yadav (2007), and Pathan and Bansibehari (2004) found no gender difference in emotional intelligence among student and student-teacher.

**Table 2:** Showing the difference in emotional intelligence of Arts and Science stream student through Mean, S. D. and t-ratio

Groups	N	Mean	S.D. t-ratio
Arts	90	20.76	4.128 3.295**
Science	78	18.60	4.332

\*\* Significant at .01 level

Observation of Table No. 2 reveals that the value of t-ratio (=3.298) is significant at .01 level. Thus, the null hypothesis can be rejected. It means that student of Arts and Science stream differ significantly on emotional intelligence. Table No. 1 also shows that the mean emotional intelligence scores of Arts and Science stream student are 20.76 and 18.60 respectively. This means that as compared to student of Science stream, student of Arts stream have high emotional intelligence. However, Pratap (2007) and Yadav (2007) found that students-teachers of Arts and Science stream do not differ from one another on emotional intelligence.

**Table 3:** Summary of the results of ANOVA showing difference in emotional intelligence among student of general, OBC and SC category

Groups	Sum for Squares	Mean Square	F-ratio
Between	114.304	57.1525	3.101*
Within	3040.691	18.428	

\* Significant at .05 level

**Table 4:** Results of LSD test showing difference in emotional intelligence among student of general, OBC and SC category

S No.	Groups	N	Mean	Groups Compared	Mean Difference
1	General	59	20.15	1 & 2	.304
2	OBC	57	20.46	1 & 3	1.614*
3	SC	52	18.54	2 & 3	1.918*

\* Significant at .05 level

From the observation of Table No.3 it is evident that the value of F-ratio (= 3.101) is significant at .05 level. Thus the null hypothesis is rejected. This means, student belonging to different social categories differ from one another on emotional intelligence.

Table No. 4 shows that mean emotional intelligence scores of student belonging to general, OBC and SC category are 20.15, 20.46 and 18.54 respectively. Table No. 4 further OBC category have high emotional intelligence, and student of general and OBC category Have equal emotional intelligence. However, Pratap (2007) found no difference in emotional intelligence among student of general, OBC and SC category. The findings of the study implies that during the student education programme efforts needs to be made to increase the emotional intelligence of the prospective female and Science stream student. For this, the student education curriculum should change its primary purpose from that of developing students' and cognitive abilities to that of developing students'

affective abilities. Some personality development programme should also be included in student education curriculum. Di natale (2001) <sup>[7]</sup> suggested that an emphasis should be given to curriculum of peer support programmes to enhance EQ of student. Also an emotioanl knowledge workshop can be effective in enhancing emotional knowledge and skills of teachers. As the students continues to incorporate the usef of the emotional competencies in theit array of professional tools and strategies they begin to see how raising their emotional intelligence can relieve stress and improve classroom management (Goleman, 1995) <sup>[9]</sup>.

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