

# Asian Resonance

## Emotional Intelligence among Secondary School Students

### Abstract

Present study was conducted to investigate the difference in the emotional intelligence of senior secondary school students. For this, a descriptive survey was conducted for random sample of 200 students was drawn from Government Schools and Public Schools operating in the Kurukshetra District of Haryana (Government Schools = 100, Public Schools = 100) for 9<sup>th</sup> and 10<sup>th</sup> grade male students. The students included in the sample ranged in 13 to 16 years of age with the mean age of 14.5 years. All the selected students were administered with Multidimensional Emotional Intelligence Scale. The data thus obtained were analyzed by using descriptive statistics, and the t-ratio. Mean scores of Government School students on the measure of Emotional Intelligence were compared with those of Public school students. Students studying in Government Schools have scored significantly higher mean score on the Empathy, Motivating Oneself and Handling Relations. Findings reported in this study provide significant information on the emotional competence of the students having wider implications for learning environment and outcomes.

**Keywords:** Emotional Intelligence, Empathy, Motivating Oneself, Handling Relations, Self-Awareness, Managing Emotions

### Introduction

Emotional intelligence is defined as an ability to understand one's own emotions as well as the emotions of others. Solvey and Mayer (1990) credited with the first discussing the term 'Emotional Intelligence' and listing general components of emotional intelligence, as awareness, acknowledgment, sensitivity, comparison and understanding. Emotional intelligence involves the accurate appraisal and expression of emotion in oneself and as well as others. Goleman (1995) pointed out that people who have control on their feelings and emotions, manage their life more effectively and thus are able to deal effectively with others people's feelings. On the other hand, those who are unable to control their emotions and fight inner battles that sabotage their ability to focus on work and think clearly. Bar-On proposed a model of non-cognitive intelligence that includes five broad areas of skills or competencies from the personality domain, and within each, more specific skills that appear to contribute to success. These include intra-personal skills, inter-personal skills, adoptability, stress management, and general mood (optimism, happiness). Bar-On placed EI in the context of personality theory. He defined EI as an umbrella concept of non-cognitive capabilities, competencies, and skills which helps an individual to become more efficient in coping with environmental demands and pressures.

According to Dulewicz and Higgs (2000) existing literature on EI has been largely drawn from psychological research and educational based research while the limited organizational applications of EI tend to be based on derivative arguments and anecdotal case description. However, during the last decade research within the organizational context has stated to become a focus point and today has concentrated on how EI can predict work related behavior, such as leadership potential, career development, team effectiveness, occupational stress, job performance, etc.

Researchers and academicians view emotional intelligence (EI) as a factor which has potential to contribute more positive attitude, behaviours and outcomes. In the recent years, there have been an increasing interest in the critical development of the concept of EI as an attempt to identify whether or not this concept account for variance not already accounted for by intelligence and/or personality (Fox and Spector, 2000) in various areas of human transactions such as life success (Bar-On,

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2001; Goleman, 1995) life satisfaction and wellbeing (Dulewicz *et al.*, 2003), physical and mental health (Ciarochi *et al.*, 2002; Taylor, 2001), interpersonal relationship (Fitness, 2001), etc. Growing evidence indicates emotional intelligence competency has the potential to improve performance on both personal and organizational levels. Based on empirical research, Dulewicz and Higgs, (2000) measures emotional intelligence in terms seven elements as given below:

1. Self-awareness: Being aware of one's feeling and being able to manage them.
2. Emotional resilience: Being able to maintain one's performance when under pressures.
3. Motivation: Having the drive and energy to attain challenging goals and targets.
4. Inter-personal sensitivity: Showing sensitivity and empathy towards other.
5. Influence: The ability to influence and persuade others to accept your views or proposals.
6. Intuitiveness: The ability to make decisions, using reason and intuition when appropriate.
7. Conscientiousness and integrity: Being consistent in one's words and action, and behaving according to prevailing ethical standards.

Thus, the emotional intelligence is a multi-factorial array of interrelated emotional and social competencies, skills and facilitators that influence one's ability to recognize, understand and manage emotions, to relate with others to adapt to change and solve problems of a personal and interpersonal nature. Emotional intelligence (EI) is made up of a set of skills and these skills can be improved through education, thus, it is not surprising that we should look to school as the prime location for the promotion of emotional intelligence. Goleman (1998) considered school as one place, which can turn to compensate children's deficiencies in emotional and social competence. As such schools face the challenge to teaching as well as nurturing the emotional skills of children. Thus, this challenge can be met by infusing emotional literacy into the standard curriculum as well as creating school climate that foster the development and application of emotional skills.

Perceived environmental quality of home and school significantly contribute to the EI of children. Parents and teachers make a child more sensitive towards his emotional need. The child tends to use similar words for different emotions; he feels when he wants to express them. He needs to be more specific about the words he used to express what he exactly feels. It is important for parents to convey to their children about the importance of EI by emotionally expressive toward themselves. It is usually seen that children use the same technique as the parents do to express their emotions. Parents must talk about their feelings to their children as well as be good listener to their children's feelings. Children should be allowed to handle their emotions with their friends, family and other independently. This will help them to gain EI work as a strong foundation for them.

#### Review of Literature

Various studies have been conducted to investigate the importance of emotional intelligence in

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different areas like – mental health, business, sports, academic, etc. Tiwari and Nalini (2004) conducted a study to examine the role of medium of instruction in the development of EI. In addition the relationship between perceived environmental quality of home, school and emotional intelligence has also been examined. They found that children attending English medium schools had scored higher on the measure of EI than other two types (Hindi Medium and Mixed) of children. The English medium schools maintain better environmental quality at the campus. In contrast, Hindi medium schools lack in organizational effectiveness as well as have relatively poor environmental quality. The higher scores on the measure of EI also seems to be related to the experience of bilingual learning, where the child has the option to understand the things in their mother tongue and express effectively. The study conducted by Poulou (2005) also acknowledges teachers' significant role in children's social and emotional learning and advocates their involvement in the design of skills programmers for emotional and behavioural difficulties. Another study by Ciarochi *et al.* (2000) also suggested that the EI construct is distinctive and useful, but the traditional IQ may also be important in understanding emotional processes. Ramesh *et al.* (2016) found significant positive relationship between emotional intelligence and academic achievement. Prabha (2013), Bakhshi, Gupta & Singh (2016), and Amalu (2018) also found positive relationship between Emotional Intelligence and academic performance. It was also found that EI components (Self-Awareness, Managing Emotions, Motivating Oneself, Empathy and Social Skills) had significant impact on academic performance.

Present study has been incorporated to investigate emotional intelligence of two types of school students i.e. Government and Public School students. Only male students have been included in the sample to participate in the present study with a view to avoid confounding effect of gender differences.

#### Objectives

1. To compare the Government and Public school students on the measures of empathy.
2. To compare the Government and Public school students on the measures of motivating one-self.
3. To compare the Government and Public school students on the measures of self-awareness.
4. To compare the Government and Public school students on the measures of handling relations.
5. To compare the Government and Public school students on the measures of managing emotions.

#### Hypotheses

- 1 There is no significant difference between Government and Public School students with regard to empathy.
- 2 There is no significant difference between Government and Public School students with regard to motivating one-self.
- 3 There is no significant difference between Government and Public School students with regard to self-awareness.

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- 4 There is no significant difference between Government and Public School students with regard to handling relations.
- 5 There is no significant difference between Government and Public School students with regard to managing emotions.

**Sampling Frame and the Method**

The researcher employed the 'Descriptive Survey Method'. This method concerned with the conditions that exist, processes that are going on, opinions that are held, the effects that are evident or trends that are developing. In the present study, information was collected by using scale thus, the descriptive survey method was considered to be more appropriate for the present research.

**Population and Sample**

Sample of 200 (Government school students = 100, Public School students = 100) students from various schools of Kurukshetra District of Haryana was randomly drawn from the population. All the 9<sup>th</sup> and 10<sup>th</sup> grade students those who volunteered to participate were included in the sample. Only male

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students were included in the study ranged in age from 13 to 16 years with the mean age of 14.5 years.

**Survey Instrument and Scale**

Multidimensional Measure of Emotional Intelligence (MMEI) developed by Darolia and Poonam (2003) was used to measure the emotional intelligence of the students. The scale measures five dimensions of emotional intelligence and items are responded on five point scale. The final scale comprised of 10 items for self-awareness (SA), 20 for managing emotions (ME), 15 for motivating oneself (MO), and 10 each of empathy (EM) and handling relationships (HR). The items are multiple choices, the subject is required to check one of the five response choices that described his/her behavior the best. Internal consistency coefficient for the five scales was assessed in terms of alpha coefficient. The alpha coefficients of all the scales were found to be fairly high, i.e., 0.77 for SA, 0.83 for ME, 0.81 for MO, 0.76 for EM, and 0.78 for HR. The construct validity of the scale was also found satisfactory.

**Study outcomes and Results**

**Table – I**

**Comparison of Mean Scores of Public and Government School students on the Measure of Emotional Intelligence (N=200)**

Variables	Public School (N=100)		Govt. School (N=100)		t-ratio	Significance level
	Mean	SD	Mean	SD		
EM	51.83	7.48	54.95	6.12	3.23	0.01
MO	50.80	6.50	52.96	5.54	2.52	0.05
SA	49.74	4.82	48.95	5.29	1.10	N.S.
HR	51.60	6.81	53.90	5.95	2.54	0.05
ME	49.04	6.13	49.26	7.01	0.02	N.S.

**Table-1.1**

**Comparison of Mean Scores of Public and Government School students on the Empathy Dimension of Emotional Intelligence (N=200)**

Variables	Public School (N=100)		Govt. School (N=100)		t-ratio	Significance level
	Mean	SD	Mean	SD		
EM	51.83	7.48	54.95	6.12	3.23	0.01

Table 1.1 reveals the mean scores of Public and Government school students on the empathy dimension of emotional intelligence and the obtained mean values are 51.83 and 54.95 with the SDs values of 7.48 and 6.12 respectively. The obtained t- ratio equals to 3.23 which is significant at 0.01 level of

significance. It indicates that Government school students are more empathetic than Public school students. Two comparable groups differ significantly on empathy dimension of emotional intelligence. Thus, hypothesis No.1 is rejected.

**Table – I.2**

**Comparison of Mean Scores of Public and Government School students on the Motivation Oneself Dimension of Emotional Intelligence (N=200)**

Variables	Public School (N=100)		Govt. School (N=100)		t-ratio	Significance level
	Mean	SD	Mean	SD		
MO	50.80	6.50	52.96	5.54	2.52	0.05

An inspection of above table-1.2 reveals the mean scores of Public and Government school students on the motivating oneself dimension of emotional intelligence and the obtained mean values are 50.80 and 52.96 with the SDs values of 6.50 and 5.54 respectively. The obtained t- ratio is 2.52 which is significant at 0.05 level of significance. It indicates

that Government school students are more capable in motivating oneself than their counterpart Public school students. Two comparable groups i.e., Public and Government school students also differ significantly on the motivating oneself dimension of emotional intelligence. Thus, hypothesis No. 2 is rejected.

Table – 1.3

**Comparison of Mean Scores of Public and Government School students on the Self-Awareness Dimension of Emotional Intelligence (N=200)**

Variables	Public School (N=100)		Govt. School (N=100)		t-ratio	Significance level
	Mean	SD	Mean	SD		
SA	49.74	4.82	48.95	5.29	1.10	N.S.

Table 1.3 reveals no significant difference between Public and Government school students on the self-awareness dimension of emotional intelligence as Public school students and Government school students obtained the mean values of 49.74 and 48.95 with the SDs values of 4.82

and 5.29 respectively. However, the obtained t- ratio is 1.10 which is not significant at 0.05 level of significance. It indicates that two comparable groups are not differ significantly on self-awareness dimension of emotional intelligence. Thus, hypothesis No.3 is accepted.

Table – 1.4

**Comparison of Mean Scores of Public and Government School students on the Handling Relations Dimension of Emotional Intelligence (N=200)**

Variables	Public School (N=100)		Govt. School (N=100)		t-ratio	Significance level
	Mean	SD	Mean	SD		
HR	51.60	6.81	53.90	5.95	2.54	0.05

Table 1.4 reveals the mean scores of Public and Government school students on the handling relations dimension of emotional intelligence and the obtained mean values are 51.60 and 53.90 with the SDs values of 6.81 and 5.95 respectively. The obtained t- ratio equals to 2.54 which is significant at 0.05 level of significance. It means that Government school students are more capable in handling relations while interacting with others than Public school students. Two comparable groups differ significantly on handling relations dimension of emotional intelligence also. Thus, hypothesis No.4 is rejected.

Table-1.5

**Comparison of Mean Scores of Public and Government School students on Managing Emotions Dimension of Emotional Intelligence (N=200)**

Variables	Public School (N=100)		Govt. School (N=100)		t-ratio	Significance level
	Mean	SD	Mean	SD		
ME	49.04	6.13	49.26	7.01	0.02	N.S.

Table 1.5 reveals no significant difference between Public and Government school students on the managing emotions dimension of emotional intelligence as Public school students and Government school students obtained the mean values of 49.04 and 49.26 with the SDs values of 6.13 and 7.01 respectively. However, the obtained t- ratio is 0.02 which is not significant. It indicates that two comparable groups are not differ significantly on managing emotions dimension of emotional intelligence. Thus, hypothesis No.5 is accepted.

of emotional competencies among students as, in conformity with the previous studies (Ramesh *et al.*, 2016; Hosotani and Imai-Matsumura, 2011). It also noticed that emotional intelligence being an important contributing factor in the success of the students and at times, even more important than general intellectual capacities. Therefore, it is suggested that school curriculum particularly in public school should be further enriched with that improving emotional intelligence so to improve the learning outcomes. So as pass-out students turned into emotionally mature as to face multifaceted life challenged in a tech connected environment.

It means Government school students tend to have high level of emotional competencies and skills particularly of on empathy, motivating self and handling relationship than their counterpart Public school students. On rest of the two measures of emotional intelligence i.e. self-awareness and managing emotions, two groups do not differ significantly. Overall Government school students, in the present study, have been found to be more emotionally intelligent than Public school students. In other words, it can be inferred that the Government schools provide more congenial learning environment for the development of emotional competencies of students than the Public school students.

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**Conclusion and Implications**

The study provides significant outcomes about emotional competencies of Public and Government School students and emphasizes on the development

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