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Emotional Intelligence of the High School Students in Jorhat District of Assam

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Abstract

Emotional intelligence is the new yardstick which is increasingly applied to judge a person, to find out how far one excels in one's life. Emotional intelligence is a key determinant of success in life, far more than IQ. A study was carried out during 2016-17 to know the Emotional Intelligence of high school students studying in 10th standards (Class X) of Jorhat district in Assam. For the study an Emotional Intelligence Scale (EIS) was developed by the investigators and randomly distributed among 821 students. For analysis and computation of results, 't' test used as the statistical technique to investigate the correlation of Emotional Intelligence among the students. It was found from the study that there is no significant difference between male and female students in respect to their emotional intelligence. Similarly, there is no difference between Provincialized and Non-provincialized, Private and Non-provincialized, Private and Provincialized School students in respect to their emotional intelligence. But, significant difference was found between English and Assamese medium; General caste and students belongs to other (excluding General) caste students in respect to their emotional intelligence.

Key words: emotional intelligence, scale, provincialized, non-provincialized, private, caste.

Introduction: The concept of Emotional Intelligence was first introduced by Salovey and Mayer in the early 1990s.¹ Emotional Intelligence first appeared in 1985 in a doctoral dissertation by Wayne Leon Payne, which he entitled as *A Study of Emotion: Developing Emotional Intelligence*.² Most people first heard the term *Emotional Intelligence* around 1995 with the publication of Daniel Goleman's best-selling book *Emotional Intelligence*.³ 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.⁴

According to Salovey and Mayer⁵ Emotional Intelligence is being able to monitor one's own and other's feelings and emotions, to discriminate among them, and to use this to guide one's thinking and actions. Again, Salovey and Mayer⁶ wrote that an emotionally intelligent person is skilled in four areas: identifying, using, understanding, and regulating emotions. Goleman^{7, 8} also stressed that emotional intelligence consists of five components *i.e.* knowing one's emotions (self-awareness), managing them, motivating self, recognizing emotions in others (empathy), and handling relationships. Emotional intelligence is an umbrella term which 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 is emerging as a critical factor for determining life success. Emotional intelligence is the capacity to intermingle thinking and feeling to make best possible decisions.

A survey of literature on Emotional Intelligence yielded quite inconclusive results. Zeidner *et al.* (2004)⁹ pointed out that there hasn't been sufficient research to fully understand the impact emotional intelligence has on academic success. Chinmay *et al.* (2014)¹⁰ found in their study a negative relation among emotional intelligence and academic achievement of the medical undergraduate. Katoch (2013)¹¹ found 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. Preeti (2013)¹² found that academic achievement without emotional intelligence does not indicate future success and absence of emotional intelligence also indicate the weak personality and ability to build relations at working place as well in schools and it is highly important for quality education. Chamundeswari (2013)¹³ found a positive significant correlation between emotional intelligence and academic achievement among the higher secondary level students. Further the students belonging to the central board schools have a higher level of emotional intelligence compared to students in state board but did not differ with students in matriculation board schools at the higher secondary level and students belonging to central board schools are found to perform better in academics compared to students in state and matriculation board schools at the higher secondary level. Kattekar (2010)¹⁴ conducted a study to investigate the impact of emotional intelligence on the academic achievement in Kannada language of IX standard students in the Karnataka state. He found a positive relationship between emotional intelligence and academic achievement of students. Bai (2011)¹⁵ carried out a study to examine anxiety proneness and emotional intelligence in relation to academic achievement of pre-university students. The study revealed that, Arts, Science and Commerce students of pre-university have significant difference in academic achievement, anxiety proneness and emotional intelligence and its dimensions Arts and Science of pre-university have significant difference in anxiety proneness and emotional intelligence. Commerce and Science students of pre-university have significant difference in anxiety proneness and emotional intelligence.

The above literature of review revealed that most of the studies had concentrated on academic achievement and emotional intelligence of higher secondary school students but very rarely any study has concentrated on emotional intelligence of high school students of Assam. Keeping in view the importance of emotional intelligence of high school students in Jorhat district of Assam present study has been carried out.

Objective of the study:

The main objectives of the present study are as following-

1. To find out the emotional intelligence of the students studying in 10th standards (Class X) of Jorhat district in Assam.
2. To compare the emotional intelligence of the students studying in 10th standards (Class X) of Jorhat district in Assam.

Hypothesis of the study:

The following are the Null Hypothesis of the present study –

1. There is no significant difference between male and female students studying in 10th standards (Class X) of Jorhat district in Assam in relation their emotional intelligence.
2. There is no significant difference between English medium and Assamese medium students studying 10th standards (Class X) of Jorhat district in Assam in relation their emotional intelligence.
3. There is no significant difference between the students studying in 10th standards (Class X) of Jorhat district in Assam under provincialized and non-provincialized schools in relation their emotional intelligence.
4. There is no significant difference between the students studying in 10th standards (Class X) of Jorhat district in Assam under purely private and non-provincialized schools in relation their emotional intelligence.
5. There is no significant difference between the students studying in 10th standards (Class X) of Jorhat district in Assam under purely private and provincialized schools in relation their emotional intelligence.

Delimitations of the study:

The present study has been delimited to –

1. The study is limited to Emotional Intelligence of the Secondary School students only.
2. The study is limited to 821 Secondary School students only.
3. The study is limited to Jorhat district of Assam only.
4. The study is limited to the students belonging to Secondary Schools studying in 10th standards only.

Methodology: The ‘Normative’ and ‘Descriptive Method’ has been employed for the present study. Analysis of data, sample size, development of tool and procedure of data collection done as following-

Analysis of Data: For analysis and computation of results, the investigators used ‘t’ test as the statistical technique to investigate the correlation of Emotional Intelligence among the students. In addition to ‘t’ test, the investigators used measures of central tendency for computing the mean scores.

Sample: The sample for the present study consisted of 821 students belonging to Secondary Schools who were studying in 10th standards in Jorhat district of Assam (India). Those students were randomly selected from 30 nos. of Provincialized Schools, 28 nos. of Private schools and 22 nos. of Non-provincialized Schools. Out of the 821 students, 345 were male and remaining 476 were female.

Tool: Emotional Intelligence Scale (EIS) was developed and standardized for the present study. The draft of the scale was consisting of 80 statements and it was tried on 100 students. To find item difficulty of each item ‘t’ test was carried out. The statements were framed out following five point Likert Scale i.e. Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). The favourable statements carry a weightage of 4, 3, 2, 1, 0 and unfavourable statements carry a weightage of 0, 1, 2, 3, 4. Keeping in mind the time constrains and resources, the investigators applied t-test for each item. Out of 80 statements only 30 items (15 favourable statements and 15 unfavourable statements) were kept in the final draft of the scale having t-value of 2.58 (at 0.01) and above. The 30 items of scale were selected to measure three aspects of Emotional Intelligence viz. Emotional Competency, Emotional Maturity and Emotional Sensitivity.

Procedure: The investigators personally visited all the selected schools and met the students individually for explaining the purpose of the study. They were instructed how to respond to Emotional Intelligence Scale (EIC). Further clarifications were offered on the questions/doubts raised by them and they were requested to cooperate with the investigators for successful completion of the study.

Results and Discussion: The Table 1 shows that there is no difference of mean scores of male and female students. The calculated ‘t’ value is not significant at 0.01 and 0.05 level. Thus, the null hypothesis is accepted. Hence, it is concluded that, there is no significant difference between male and female students in respect to their emotional intelligence. The findings of Lawrence and Deepa (2013),¹⁶ Kar *et al.* (2014),¹⁷ and Ali (2016)¹⁸ also reveal that gender does not affect the level of emotional intelligence.

Table 1: Comparison of Emotional Intelligence of the students

Sl. No.	Gender	N	Mean	SD	‘t’ Value	Level of Significance
1	Male	345	52.99	18.55	1.88	Not Significance
	Female	476	54.74	19.20		

The Table 2 shows that there is the difference of mean scores of English medium School students and Assamese medium School students. The calculated ‘t’ value 2.59 is significant at 0.01 level. Thus, the null hypothesis is rejected. Hence, it is concluded that, there is significant difference between English medium School students and Assamese medium

School students in respect to their emotional intelligence. Although, Chutia (2012)¹⁹ indicated that there is no significant difference between the English medium and Assamese medium schools in respect of the emotional intelligence of the adolescents, but present study showed the opposite result of it.

Table 2: Comparison of Emotional Intelligence of the students

Sl. No.	Medium	N	Mean	SD	't' Value	Level of Significance
1	English Medium	393	52.22	18.63	2.59	0.01
	Assamese Medium	428	55.64	19.09		

Table 3 revealed that there is no difference of mean scores between Provincialized School students and Non-provincialized School students. The calculated 't' value 0.16 is not significant at 0.01 and 0.05 level. Thus, the null hypothesis is accepted. Hence, it is concluded that, there is no significant difference between the Provincialized School students and Non-provincialized School students in respect to their emotional intelligence.

Table 3: Comparison of Emotional Intelligence of the students

Sl. No.	Type	N	Mean	SD	't' Value	Level of Significance
1	Provincialized School (30 nos.)	247	54.31	19.77	0.16	Not Significance
	Non-provincialized School (22 nos.)	235	54.60	19.14		

The Table 4 shows that there is no difference of mean scores of Private School students and Non-provincialized School students. The calculated 't' value 0.76 is not significant at 0.01 and 0.05 level. Thus, the null hypothesis is accepted. Hence, it is concluded that, there is no significant difference between the Private School students and Non-provincialized School students in respect to their emotional intelligence.

Table 4: Comparison of Emotional Intelligence of the students

Sl. No.	Type	N	Mean	SD	't' Value	Level of Significance
1	Private (28 nos.)	339	53.37	18.20	0.76	Not Significance
	Non-provincialized School (22 nos.)	235	54.60	19.14		

The Table 5 shows that there is no difference of mean scores of Private School students and Provincialized School students. The calculated 't' value 0.59 is not significant at 0.01 and 0.05 level. Thus, the null hypothesis is accepted. Hence, it is concluded that, there is no significant difference between the Private School students and Provincialized School students in respect to their emotional intelligence.

Table 5: Comparison of Emotional Intelligence of the students

Sl. No.	Type	N	Mean	SD	't' Value	Level of Significance
1	Private (28 nos.)	339	53.37	18.20	0.59	Not

	Provincialized School (30 nos.)	247	54.31	19.77		Significance
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The Table 6 shows that there is no difference of mean scores of General caste students and other (excluding General) students. The calculated ‘t’ value 12.50 is significant at 0.01 and 0.05 level. Thus, the null hypothesis is rejected. Hence, it is concluded that, there is significant difference between the General caste students and other (excluding General) students in respect to their emotional intelligence.

Table 6: Comparison of Emotional Intelligence of the students

Sl. No.	Caste	N	Mean	SD	‘t’ Value	Level of Significance
1	General Caste	379	60.03	18.17	12.50	Significance
	Others (excluding General)	442	45.41	14.95		

Conclusion: Everyone has emotional intelligence. Emotional intelligence plays vital role in life. It is found that there is no significant difference between male and female students in respect to their emotional intelligence. On the other hand, types of school do not influence on emotional intelligence. But, medium of schools have a significant influence on emotional intelligence. From the study it has been observed that there is a great need to make efforts to hoist the level of emotional intelligence of high school students. Therefore, to raise the level of emotional intelligence, students should be encouraged to work together; they should be encourage to participate in co-curricular activities and parents should be make educated about the characteristics of their child and positive attitude should be developed towards the socio-emotional and personal problems of the students.

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