



Comparison of Emotional Intelligence of Secondary School Students in relation to Sex, SES and local of Schools.

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Abstract

The study is aimed at comparing Emotional Intelligence of groups in pairs classified on the basis of sex, locale of school and their SES. Survey the method used and the study was conducted on a representative sample of 450 standard IX pupils drawn from the two Tahasils of Dhule District of Maharashtra. The findings revealed that boys and girls are nearly same at their emotional intelligence level. But, Low SES and High SES, Urban and Rural pupils are differ in all dimensions of Emotional Intelligence.

Introduction

In this age Information technology, all people from all societies are facing tough competition. The rapidly growing population, desire for higher standard of living and sudden and intense exposure to western world of glamour has greatly enhanced the pressure of competition. People want too much and too quickly education is not the goal; it has become the media to gain materialistic aspects of the world. Unfortunately even parents most often encourage their children in their direction i.e. somehow get power, position and money. This has led to the belief that intellect and success are synonymies.

A lot of emphasis was laid on the role of logical thinking, ability to learn efficiently, and memorizing the material in determining the conventional intelligence Question (IQ), but with the dawn of the new century great stress has been placed on the emotions working behind the intellect. Today's teenagers have the first generation access to many things, which were beyond the reach of their parent. Majority of the children are poor at life skills because the society has not bothered to teach the child the basic essentials of handling anger, and resolving them in a

proper way By neglecting the emotional lessons, we risk largely wasting the window of opportunity presented by the slow maturations of the brain to help children activate a healthy emotional repertoire. So with the changing time, the students as a whole has become the center of concern not only his reasoning capacities, but also his creativity, emotions and interpersonal skills. Here comes emotional intelligence. Basically intelligence is related to interpersonal areas referred to as emotional intelligence.

“Emotional intelligence is a person’s ability to understand his or her own emotions and the emotions of other and to act appropriately based on this understanding.”

It was in the mid-nineties that the term emotional intelligence took the business world by a storm. And it was Daniel Goleman who popularized it through his research on Emotional intelligence (EI). It is said that IQ alone is no more the measure for success; it only accounts for 20%; Emotional and social intelligence and luck accounts for the rest. (Goleman, 1995). It was also found that whereas people with high IQ were real flops in their families or in the community, people with high EI have proved themselves successful in their areas.

The investigator studied the comparison between Emotional Intelligence and the variables related to the students viz, Sex, SES and the area where they belong.

Objectives

The following are the objectives of the study.

1. To compare the Emotional Intelligence of group of students classified on the basis of Sex.
2. To compare the Emotional Intelligence of group of students classified on the basis of SES.
3. To compare the Emotional Intelligence of groups of students classified on the basis of locale of schools.

Hypotheses

1. There will be no significant difference between Emotional Intelligence of group of students classified on the basis of sex.
2. There will be no significant difference between Emotional Intelligence of group of students classified on the basis of SES.
3. There will be no significant difference between Emotional Intelligence of group of students classified on the basis of locale of schools.

Purpose of the Study

The purpose of the investigation is studying the comparison the emotional Intelligence of the groups of secondary school students classified on the basis of sex, SES and locale of schools.

Method

The investigator has adopted Normative Survey method for conducting the study.

Sample

The study has been conducted on a representative sample of 450 (250 Boys and 200 girls) secondary school students of Dhule district in Maharashtra on the basis of stratified sampling technique. Due representation to factors like Sex, SES and locale of the schools was given while selecting the sample.

Tools used for the study

The tools used for the present study are

1. Emotional Intelligence Test
2. Socio-economic status scale

Procedure

Administrating the above tools on the representative sample of 450, the investigator collected the data essential for the study. The data collected was analyzed using appropriate statistical techniques.

Statistical Techniques

The statistical techniques employed for the analysis of data were

1. Measure of Central tendency- Mean
2. Measure of variability SD.
3. Test of significance of difference between means : T-test

Analysis and Interpretation

The collected data was analyzed by using the appropriate statistical techniques. The hypotheses were tested by using the selected inferential statistics.

Hypo 1: There will be no significant difference between the Emotional Intelligence of groups of Secondary school students on the basis of Sex.

Table 1

Statistical Indices and the results of the Critical Ratio t-test for comparing Boys and Girls for Emotional Intelligence.

Dimensions of EI	Boys N=250		Girls N=200		t-value
	Mean	SD	Mean	SD	
Emotional Perception	54.20	5.66	52.48	5.17	3.44*

Emotional Facilitation of Thought	56.18	5.48	55.46	5.21	3.41*
Emotional Understanding	55.12	5.25	52.62	5.58	5.0*
Emotional Management	53.80	5.75	51.67	5.52	4.09*
Emotional Intelligence	219.30	14.92	222.33	13.82	2.31NS

* Shows 0.05 level of Significance

NS : Not Significant at 0.01 level of Significance

It is inferred from the table 1 that there is significant difference between boys and girls in their Emotional perception, Emotional Facilitation of Thoughts, Emotional Understanding and Emotional management, but there is no significant difference between boys and girls in their Emotional Intelligence.

Hypo 2: There will be no significant difference between the Emotional Intelligence of group of secondary students classified on the basis of SES.

Table 2

Statistical Indices and results of the Critical Ratio Test for comparing Low and High SES for Emotional Intelligence.

Dimensions of EI	Low SES N=195		High SES N=121		T-Test
	Mean	SD	Mean	SD	
Emotional Perception	55.08	5.21	53.27	5.37	3.01*
Emotional Facilitation of Thought	50.32	6.02	58.25	5.90	3.08*
Emotional Understanding	58.38	5.50	55.93	5.72	3.02*
Emotional Management	56.27	5.75	54.78	5.44	2.36*NS
Emotional Intelligence	230.05	13.96	221.63	13.48	5.36*

* Shows 0.05 level of Significance

NS : Not Significant at 0.01 level of Significance

Table 2 describes that there is significant differences between Low SES and High SES pupils in their Emotional Perception, Emotional Facilitation of Thoughts, Emotional Understanding and Emotional Intelligence. But, it also describes that there is no significant difference between Low SES and High SES students at their Emotional Management.

Hypo 3 : There will be no significant difference between the Emotional Intelligence of Group of Secondary school students on the basis of locale of the schools.

Table 3

Statistical Indices and results of the Critical Ratio Test for comparing Urban and Rural students for Emotional Intelligence.

Dimensions of EI	Urban N=250		Rural N=200		T-Test
	Mean	SD	Mean	SD	
Emotional Perception	53.50	4.80	51.62	5.29	3.91*
Emotional Facilitation of Thought	59.25	5.25	57.43	5.05	3.87*
Emotional Understanding	55.75	5.35	53.87	5.71	3.68*
Emotional Management	56.02	5.59	54.73	5.40	2.58*
Emotional Intelligence	224.52	13.52	217.65	14.55	5.16*

* Shows 0.05 level of Significance

NS : Not Significant at 0.01 level of Significance

It is clear from the Table 3 that there is significant differences between all the dimensions of EI of Urban and Rural students, namely, Emotional perception, Emotional Facilitation of Thoughts, Emotional Management and Emotional Understanding. It is also clear from their table is that there is significant difference between Urban and Rural students at their Emotional Intelligence.

Conclusions :

1. The Boys and Girls are found nearly same in their Emotional Intelligence. But, they are differ in all the four dimensions of Emotional Intelligence.
2. The Low SES students are more Emotionally Intelligent than high SES students. The low SES students are also found better than high SES students at the dimensions of EI, viz, Emotional Perception, Emotional Facilitation of Thought, Emotional Understanding but found equally at Emotional Management.
3. The Urban students are more Emotionally Intelligent than rural students. The Urban students are also more better than Rural students at all the dimensions of Emotional Intelligence.

Implications of the Study

The gender difference found in the present study was not significant, But this gender difference found in some dimensions of EI and suggests that any research with this measure should take that difference into account many girls. Probably need coaching and deeper understanding about the dimensions of EI.

Also, there is a significant difference between high SES and low SES students. It may be concluded that curriculum should deal more explicitly with the concept of EI and its development and management in common classroom situations. The teacher must identify,

appreciate and nature EI hi the students in a proper way. There will enable them to know, understand and manage their emotions and it will help them to live a happy life later.

The teacher should structure the presentation of the concept in a style that engages most of EI exploring the concept of EI is directly related to the understanding of teaching, motivation and self directed learning. Infusion model teaching can develop EI. Situations involving emotional states are familiar aspect of any school or classroom environment. The classroom practioner, understanding the impact of their own emotions and those of others have on the effectiveness of the teaching-learning context is important. Being able to read the emotions of others is a key component of understanding students as individuals. Their understanding is a key component of any process of self regulation. To indicate/develop EI teacher should i) Encourage emotionally literate media. ii) Teach emotional self-defense and iii) Be patient.

Encourage emotionally literate media. Teacher do exercise to read emotionally literate books to your children. Take them to emotionally literate films and plays. Avoid stories containing a lot of violence and plays cruelty, unless they make a clear moral statement about anger and how to deal with it in a good way. their article discusses the concept of EI and defends the development of such a measure specifically related to the situations in the teaching environment, an environment where EI is considered to influence a teacher, thoughts and actions.

Teach emotional self defense : Teach children how to defend their boundaries and reject behaviors they don't want by saying, "I don't like that" or "please stop it" or "have me alone". These are all acceptable and effective ways of deflecting unwanted behavior. Role play such situations and teach them how to respond to different scenarios. Be patient : Education children takes time, but once they've learned, the lesson will stick. Repeat you lessons over and over in a consistent manner and be sure to live what you preach.

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