



EMOTIONAL INTELLIGENCE OF FIRST GENERATION LEARNERS ENROLLED IN HIGHER SECONDARY SCHOOLS IN KASHMIR

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Paper Received On: 18 MAR 2023

Peer Reviewed On: 31 MAR 2023

Published On: 1 APRIL 2023

Abstract

The aim of the study was to assess the emotional intelligence of first generation learners enrolled in higher secondary schools in Kashmir. The sample for the present study consisted of 800 higher secondary school students (400 male and 400 female) perusing their education in different higher secondary schools of Kashmir valley. The sample was selected randomly to ensure that each unit of the population was having equal chance of being selected. Emotional Intelligence Scale prepared by Anokool Hyde, Sanjyot Pethe and Upinder Dhar (2001) was used to measure the Emotional intelligence of first generation higher secondary school students. The scale consists of ten factors these are: self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment and altruistic behaviour. The study was found that there is significant mean difference between male and female First Generation Higher Secondary School Students on overall scores of Emotional Intelligence. Also the study was found that male students have better emotional intelligence as compare to female students.

Keywords: Emotional Intelligence, First Generation Learners, Higher Secondary Schools, Kashmir



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INTRODUCTION

In recent years, emotional intelligence (EI) has become a major topic of interest in scientific and academic circles as well as in the public and private sector (Mortana, Ripolla, Carvalhob, Bernala, 2014: 97). The contrary this philosophical and cultural background that the new notion of EI has become important in psychology.

Emotional intelligence involves the capacity to accomplish faithful analysis about emotions and the capacity to employ feelings, emotions, and emotional knowledge to augment thought, incorporating particular expertness and suggesting that this distinctive expertness may also be

considered as constituting a united, general emotional intelligence (Ljungholm, 2014: 128). Despite the fact that a variety of concepts similar to EI have been proposed over the years, modern interest in EI began with Salovey and Mayer's article defining EI (JR.O'Boyle, Humphrey, Pollack, Hawver, Story, 2011: 789). Over the past several decades, the concept of emotional intelligence has once again become popular (Cherniss, 2010: 110). Emotional intelligence is significant and useful for various fields. Since 1990's emotional intelligence has been studied considerably researchers focused on the possible outcomes of interrelating the construct with the outcomes of life, such as business, psychology or education.

Mayer and Salovey (1989) was first defined emotional intelligence (EI) as "The subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (Salovey, Mayer, 1989: 189). Their resources point out that a coherent conceptual model of EI, which differentiated multiple aspects or province of emotional abilities, such as emotion perception and emotion management. They besides developed a series of tests for assessment of EI, culminating in the Mayer-Salovey-Caruso Emotional Intelligence Test. This test has been used a lot of research and covered different subjects (Matthews, Zeidner, Roberts, 2012: 106).

Daniel Goleman defines emotional intelligence as: "The capacity for recognizing our own feelings and those in others, for motivating ourselves, for managing emotions well in ourselves and in our relationships (Goleman, 1998: 16). The concept of EI has been popularized by Daniel Goleman's (1995) influential book "Emotional Intelligence" in which he claimed that EI can matter more than IQ and suggested a redefining of what it means to be smart. Goleman's book argues that effective business leaders are distinguished not by their education, native intelligence (IQ) or subject knowledge, but by emotional intelligence, which in the context of the workplace includes characteristics like self-awareness and self-control; the ability to communicate and influence others; and facility at building bonds and creating group synergies (Goleman, 1995).

Emotional management deals with our capacity to control emotions for personal and societal progress. It is the capacity to accept responsibility for one's feelings and happiness, to convert negative emotions, into good learning and growth opportunities and the ability to assist other's recognise and profit from their emotions.

These four emotional skills composing the EI model are placed so that the more fundamental psychological processes (Eg. sensing emotions) are at the top of the model and are

considered, to some extent, to be reliant on the lower level abilities. Within each dimension, there is a developmental path of talents from the more fundamental to the more complicated. Abilities within each categories also are anticipated to grow with experience and age. The hypothesis indicates that the four talents led to the higher order concept of Emotional Intelligence (Mayer and Salovey, 1997) which has been validated experimentally.

OPERATIONAL DEFINITIONS

The following operational definitions for the present proposal:

- **Emotional intelligence:** In the present proposal emotional intelligence means the scores gained by the; sample on S Anokool Hyde, Sanjyot Pethe and Upinder Dhar (2001). The scale consists of ten factors these are: self- awareness, empathy, self motivation, emotional stability, managing relations, integrity, self development, value orientation, commitment and altruistic behavior.
- **First Generation Learners:** First generation learners have been operationally defined as those higher secondary school students of Kashmir whose parents are illiterate.

OBJECTIVES

The proposed study will be conducted with the following objectives:

1. To identify the first generational higher secondary school students in Kashmir.
2. To study and compare the emotional intelligence of first generation higher secondary school students with respect to gender.

HYPOTHESES

The following hypotheses have been formulated for the present study:

1. There is no significant difference on emotional intelligence of first generation higher secondary school students with respect to gender.

SAMPLE

The sample for the present study consisted of 800 higher secondary school students (400 male and 400 female) perusing their education in different higher secondary schools of Kashmir valley. The sample was selected randomly to ensure that each unit of the population was having equal chance of being selected.

TOOLS

- **Emotional Intelligence Scale** prepared by Anokool Hyde, Sanjyot Pethe and Upinder Dhar (2001) was used to measure the Emotional intelligence of first

generation higher secondary school students. The scale consists of ten factors these are: self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment and altruistic behavior.

STATISTICAL TREATMENTS

- Percentage
- Mean
- S.D
- t-test

ANALYSIS AND INTERPRETATION OF THE DATA

Table 1: Overall levels of Emotional Intelligence among First Generation Higher Secondary School Students (N=800)

Levels of EI	N	Percent
<i>High</i>	213	26.63
<i>Normal</i>	515	64.38
<i>Low</i>	72	9.00
<i>Total</i>	800	100.0

The perusal of the above table shows the overall levels of emotional intelligence among first generation higher secondary school students. The results of the table shows that 26.63% First Generation Higher Secondary School Students have high level of emotional intelligence, 64.38% have normal level of emotional intelligence, whereas only 9.0% First Generation Higher Secondary School Students were found to have low level of emotional intelligence.

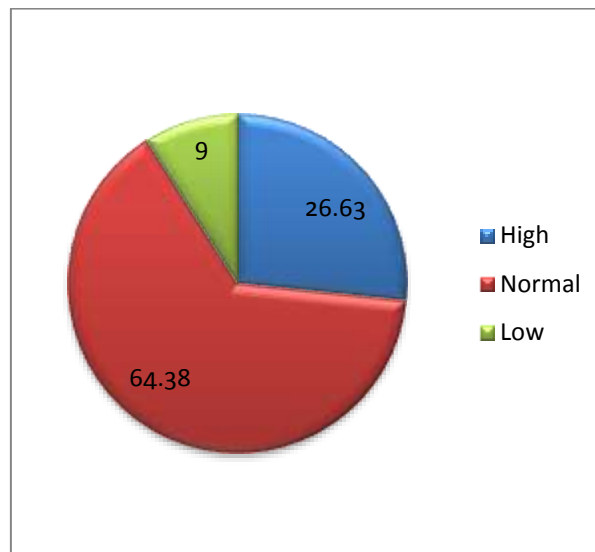


Fig. 1: Overall Emotional Intelligence among First Generation Higher Secondary School Students (N=800)

Table 2: Levels of Emotional Intelligence among Male and Female First Generation Higher Secondary School Students (N=400 each)

Levels of EI	Male FGHSSS		Female FGHSSS	
	N	Percent	N	Percent
<i>High</i>	114	28.50	99	24.75
<i>Normal</i>	263	65.75	252	63.0
<i>Low</i>	23	5.75	49	12.25
Total	400	100.0	400	100.0

FGHSSS = First Generation Higher Secondary School Students

A quick look at the above table shows the levels of Emotional Intelligence among Male and Female First Generation Higher Secondary School Students. The results of the above table depicts that 28.50% male First Generation Higher Secondary School Students have high level of emotional intelligence, 65.75% male First Generation Higher Secondary School Students have normal level of emotional intelligence and 5.75% male First Generation Higher Secondary School Students have low level of emotional intelligence. Whereas, the data also reveals that 24.75% female First Generation Higher Secondary School Students have high level of emotional intelligence, 63.0% female First Generation Higher Secondary School Students have normal level of emotional intelligence and only 12.25% female First Generation Higher Secondary School Students were found to have low level of emotional intelligence.

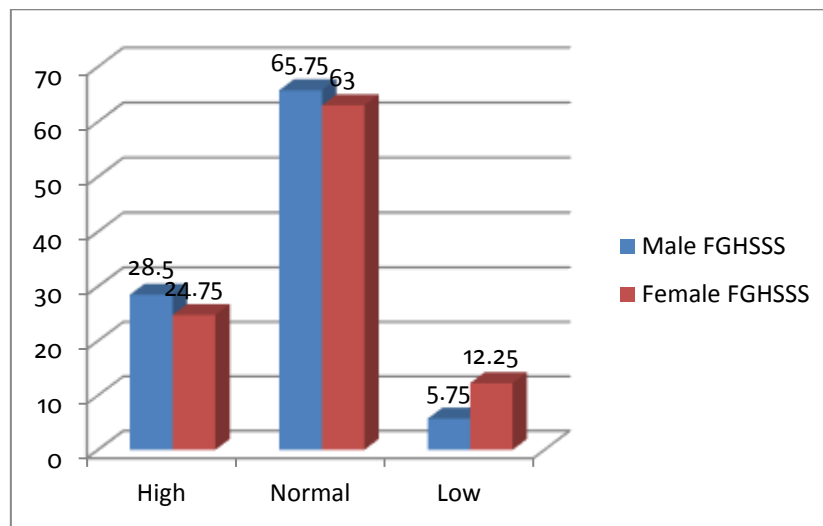


Fig. 2: Levels of Emotional Intelligence among Male and Female First Generation Higher Secondary School Students (N=400 each)

Table 3: Significance of mean difference between Male and Female First Generation Higher Secondary School Students on composite scores of Emotional Intelligence (N=400 each group)

Group	N	\bar{X}	S.D	t-value	Significance
Male FGHSSS	400	124.66	13.88	3.54	Sig. at 0.01 level
Female FGHSSS	400	119.81	11.97		

FGHSSS = First Generation Higher Secondary School Students

The above table shows the mean comparison between Male and Female First Generation Higher Secondary School Students on composite scores of Emotional Intelligence. The above table shows that there is significant mean difference between male and female First Generation Higher Secondary School Students on overall scores of Emotional Intelligence and the t-value came out to be (3.54) which is significant at 0.01 level. The mean difference favours male first generation higher secondary school students, which depicts that male students have better emotional intelligence as compare to female students.

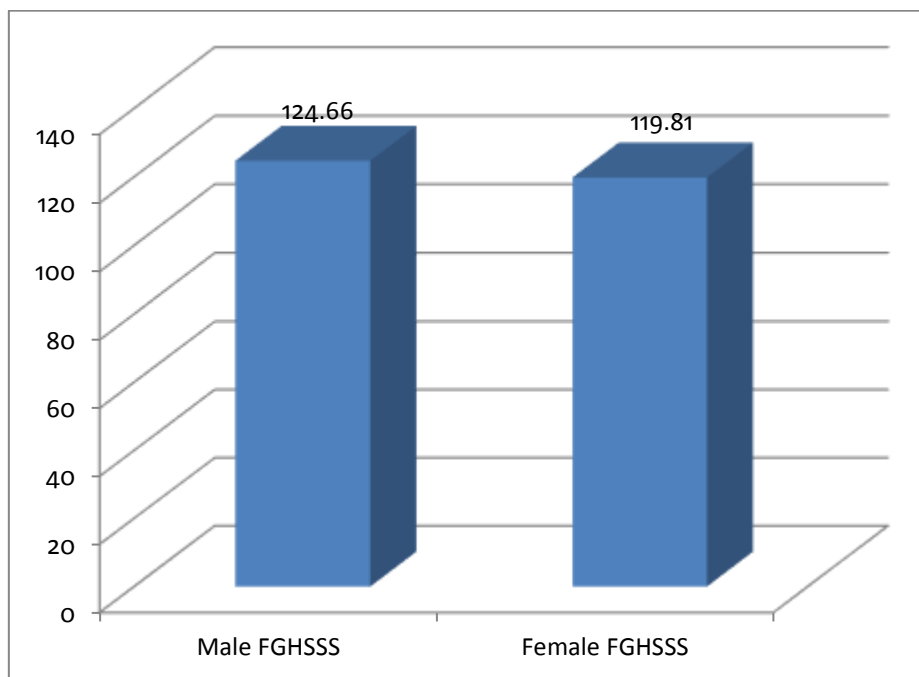


Fig 3: Significance of mean difference between Male and Female First Generation Higher Secondary School Students on composite scores of Emotional Intelligence (N=400 each group)

CONCLUSION

- The study was found that 26.63% First Generation Higher Secondary School Students have high level of emotional intelligence, 64.38% have normal level of emotional

intelligence, whereas only 9.0% First Generation Higher Secondary School Students were found to have low level of emotional intelligence.

- The study was found that 28.50% male First Generation Higher Secondary School Students have high level of emotional intelligence, 65.75% male First Generation Higher Secondary School Students have normal level of emotional intelligence and 5.75% male First Generation Higher Secondary School Students have low level of emotional intelligence.
- The study was found that 24.75% female First Generation Higher Secondary School Students have high level of emotional intelligence, 63.0% female First Generation Higher Secondary School Students have normal level of emotional intelligence and only 12.25% female First Generation Higher Secondary School Students were found to have low level of emotional intelligence.
- The study was found that there is significant mean difference between male and female First Generation Higher Secondary School Students on overall scores of Emotional Intelligence.
- The study was found that male students have better emotional intelligence as compare to female students.

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