

A Study Of Emotional Intelligence among Students Of Higher Secondary Classes

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Daniel Goleman (1995) defined emotional intelligence as including 'abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulses and delay gratification; to empathize and to hope. In his book "Working with Emotional Intelligence" (1998), he defined this term as 'the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. 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 (Mayer & Salovey, 1997). EI is the ability to process emotional information, particularly as it involves the perception, assimilation, understanding and management of emotion (Mayer, Salovey & Caruso, 2000). Stein and Book (2000) remarked that emotional intelligence is a set of skills that enables us to make our way in complex world –the personal, social, and survival aspects of overall intelligence, the elusive common sense and sensitivity that are essential to effective daily functioning. In everyday language emotional intelligence is what we commonly refer to as "street smarts", or that uncommon ability we label "common sense". It has to do with the ability to read the political and social environment, and landscape them; to intuitively grasp what others want and need, what their strengths and weaknesses are; to remain unruffled by stress; and to be engaging, the kind of person that others want to be around." Bar-On (1997) called it "an array of noncognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures." Kravitz and Schubert (2004) are of the view that 'emotional intelligence is the ability to understand and express your emotions to meet the requirements of day - to - day living, learning, and relating to others.' They concluded that there are five emotional intelligence skills: self awareness skills, social skills, optimism, emotional control, and flexibility skills.

Emotionally intelligent people are aware of how they feel, what motivates and demotivates them and how they affect others; communicate and relate well with others; listen attentively and adapt their communications to others' unique needs; have a positive and optimistic outlook on life and a mental attitude that energizes them to work steadily towards goals despite setbacks; handle stress

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calmly and use problem solving to develop options and adapt to changes. Academic achievement and student behaviour improve in schools with good social and emotional learning programs. Curricular offerings and examination patterns of schools following CBSE and ICSE courses, nature of subject background, grade level and gender can influence the development of emotional intelligence among students of higher secondary classes. The present study has been undertaken with the main purpose of studying the effect of board, gender, subject background and grade level on emotional intelligence among students.

Objectives Of The Study:

The objectives of the study are as follows:

1. To compare emotional intelligence among students of CBSE and ICSE Boards.
2. To compare emotional intelligence among students of eleventh and twelfth grade.
3. To compare emotional intelligence among male and female students.
4. To compare emotional intelligence among students with different subject backgrounds.
5. To study the effect of interaction between board and grade on emotional intelligence among students.
6. To study the effect of interaction between board and gender on emotional intelligence among students.
7. To study the effect of interaction between board and subject background on emotional intelligence among students.
8. To study the effect of interaction between gender and grade on emotional intelligence among students.
9. To study the effect of interaction between subject background and grade on emotional intelligence among students.
10. To study the effect of interaction between gender and subject background on emotional intelligence among students.
11. To study the effect of interaction among board, gender and subject background on emotional intelligence among students.
12. To study the effect of interaction among board, gender and grade level on emotional intelligence among students.
13. To study the effect of interaction among board, subject background and grade level on emotional intelligence among students.
14. To study the effect of interaction among gender, subject background and grade level on emotional intelligence among students.
15. To study the effect of interaction among board, gender, subject background and grade level on emotional intelligence among students.

Methodology:

The sample for the present study consisted of 239 students studying in the higher secondary schools of Allahabad city. It comprised of 138 students of CBSE and 101 students of ICSE board. There were 150 boys and 89 girls. 122 students were studying in class eleventh while 117 were studying in class twelfth. 101 students belonged to commerce subject background while 138 students were of science background. The Test of Emotional Intelligence developed by K.S.Misra was used to measure overall emotional intelligence as well as four dimensions of it namely- emotional understanding –self, emotional understanding- others, emotional management-self and emotional management others. $2 \times 2 \times 2 \times 2$ factorial design ANOVA was used to study main as well as interaction effects.

Results And Discussion:

Observation of table 1 shows that the F-ratios for the main effects of board, gender and subject background on overall emotional intelligence are significant. Mean values given in table 2 reveal that CBSE students are more emotionally intelligent than ICSE students. Mean score for girls is greater than that for boys. It means that girls are more emotionally intelligent than boys.. Mean score for students of science subject background is greater than that for students of commerce background. It means that commerce students are less emotionally intelligent than science students. F-ratios for the main effect of grade level and interaction effects are not significant at .05 level.

Table1

Summary of the results of $2 \times 2 \times 2 \times 2$ ANOVA showing the effects of board, gender, subject background and grade level on overall emotional intelligence among students:

Source	Sum of squares	df	Mean Square	F-ratio
A: Board	383.127	1	383.127	14.930**
B: Gender	250.457	1	250.457	9.760**
C: Grade	70.226	1	70.226	2.737
D: Subject background	181.971	1	181.971	7.091**
AxB	28.667	1	28.667	1.117
AxC	1.211	1	1.211	.047
BxC	2.587	1	2.587	.101
AxBxC	31.614	1	31.614	1.232
AxD	.118	1	.118	.005
BxD	71.545	1	71.545	2.788
BxCxD	24.201	1	24.201	.936
CxD	19.330	1	19.330	.753
AxCxD	17.650	1	17.650	.688
BxCxD	.210	1	.210	.008
AxBxCxD	4.387	1	4.387	.171
Error	5722.414	223	25.661	

Table 2

Mean scores on overall emotional intelligence among students belonging to different subgroups :

Group	Mean	Group	Mean	Group	Mean
CBSE	19.331	Boys	16.724	Science	18.883
ICSE	16.448	Girls	19.055	Commerce	16.896

Table 3

Summary of the results of 2x2x2x2 ANOVA showing the effects of board, gender, subject background and grade level on students' ability to understand others' emotions :

Source	Sum of squares	df	Mean Square	F-ratio
A: Board	51.095	1	51.095	14.345**
B: Gender	2.678	1	2.678	.752
C: Grade	13.203	1	13.203	3.707
D: Subject background	12.542	1	12.542	3.521
AxB	8.562	1	8.562	2.404
AxC	.251	1	.251	.071
BxC	.227	1	.227	.064
AxBxC	.371	1	.371	.104
AxD	4.790	1	4.790	1.345
BxD	13.646	1	13.646	3.831
BxCxD	3.213	1	3.213	.902
CxD	.710	1	.710	.199
AxCxD	.007	1	.007	.002
BxCxD	4.427	1	4.427	1.243
AxBxCxD	4.303	1	4.303	1.208
Error	794.308	223	3.562	

Table 4

Mean scores on ability to understand others' emotions among students belonging to different boards :

Group	Mean	Group	Mean
CBSE	5.258	ICSE	4.205

Table 3 shows that the F-ratio for the main effect of board on students' ability to understand others' emotions is significant at .01 level. Mean score on CBSE

students' ability to understand others' emotions is greater than that for ICSE students. F-ratio for the main effect of gender, subject background and grade level on students' ability to understand others' emotions are not significant at .05 level. It indicates that on ability to understand others' emotions boys are not superior to girls, twelfth grade students are not superior to eleventh grade students and science students are not superior to commerce students. F-ratios for all interaction effects are not significant at .05 level.

Table 5

Summary of the results of 2x2x2x2 ANOVA showing the effects of board, gender, subject background and grade level on students' ability to understand self emotions :

Source	Sum of squares	df	Mean Square	F-ratio
A: Board	4.048	1	4.048	3.838
B: Gender	4.270	1	4.270	4.048*
C: Grade	.005	1	.005	.004
D:Subject background	.088	1	.088	.084
AxB	.000	1	.000	.000
AxC	.933	1	.933	.884
BxC	3.196	1	3.196	3.029
AxBxC	2.030	1	2.030	1.924
AxD	.360	1	.360	.342
BxD	.925	1	.925	.876
BxCxD	1.632	1	1.632	1.547
CxD	2.620	1	2.620	2.483
AxCxD	.045	1	.045	.043
BxCxD	.583	1	.583	.553
AxBxCxD	.298	1	.298	.283
Error	235.240	223	1.055	

Table 6

Mean scores on ability to understand self emotions among boys and girls :

Group	Mean	Group	Mean
boys	1.400	girls	1.704

Table 5 shows that F-ratio for the main effect of gender on students' ability to understand their own emotions is significant at .05 level. Mean score for emotional understanding (self) for girls is greater than that for boys. It means that girls excel

boys in their ability to understand self emotions. F-ratios for the main effects of board, subject background and grade level on students' ability to understand their own emotions are not significant at .05 level. It indicates that on ability to understand one's own emotions' CBSE students are not different from ICSE students, twelfth grade students are not superior to eleventh grade students and science students are not superior to commerce students. F-ratios for all interaction effects are not significant at .05 level.

Table 7

Summary of the results of 2x2x2x2 ANOVA showing the effects of board, gender, subject background and grade level on students' ability to manage one's own emotions :

Source	Sum of squares	df	Mean Square	F-ratio
A: Board	38.243		38.243	6.000*
B: Gender	52.441	1	52.441	8.227**
C: Grade	5.166	1	5.166	.810
D: Subject background	52.454	1	52.454	8.229**
AxB	9.067	1	9.067	1.422
AxC	.469	1	.469	.074
BxC	.698	1	.698	.109
AxBxC	22.494	1	22.494	3.529
AxD	9.834	1	9.834	1.543
BxD	27.330	1	27.330	4.288*
BxCxD	.109	1	.109	.017
CxD	.192	1	.192	.030
AxCxD	11.655	1	11.655	1.828
BxCxD	.200	1	.200	.003
AxBxCxD	.316	1	.316	.050
Error	1421.435	223	6.374	

A look at table 7 shows that F-ratios for the main effects of board, gender and subject background are significant while F-ratio for the main effect of grade level is

not significant at .05 level. Perusal of the values of mean scores as given in table 8 shows that CBSE students are superior to ICSE students, girls are superior to boys, and science students are superior to commerce students on ability to manage one's own emotions. Students of twelfth grade are not different from those of eleventh grade on their ability to manage emotions of themselves. F-ratio for the interaction effect of gender and subject background is significant at .05 level. Science girls excel commerce girls in their ability to manage emotions of themselves. All the remaining interaction effects are not significant at .05 level.

Table 8

Mean scores on ability to manage one's own emotions among students belonging to different subgroups :

Group	Mean	Group	Mean
CBSE	8.695	Commerce	7.706
ICSE	7.784	Boys Science	7.854
Boys	7.706	Boys Commerce	7.557
Girls	8.773	Girls Science	9.691
Science	8.773	Girls Commerce	7.854

Table 9 shows that F-ratios for the main effects of board and gender are significant while F-ratio for the main effects of grade level and subject backgrounds are not significant at .05 level. Perusal of mean scores given in table 10 shows that on ability to manage others' emotions CBSE students are superior to ICSE students and girls are superior to boys. Students of twelfth grade are not different from those of eleventh grade on their ability to manage emotions of themselves. Commerce students also do not differ from science students. All interaction effects are not significant at .05 level.

Table 9

Summary of the results of 2x2x2x2 ANOVA showing the effects of board, gender, subject background and grade level on students' ability to manage others' emotions:

Source	Sum of squares	df	Mean Square	F-ratio
A: Board	17.887	1	17.887	6.491*
B: Gender	23.828	1	23.828	8.647**
C: Grade	6.461	1	6.461	2.345
D: Subject background	9.018	1	9.018	3.273
AxB	.319	1	.319	.116
AxC	1.745	1	1.745	.633
BxC	1.284	1	1.284	.466
AxBxC	2.874	1	2.874	1.043
AxD	1.451	1	1.451	.526
BxD	.248	1	.248	.090
BxCxD	2.252	1	2.252	.817
CxD	2.241	1	2.241	.813
AxCxD	.438	1	.438	.159
BxCxD	.550	1	.550	.20
AxBxCxD	.000	1	.000	.000
Error	614.504	223	2.756	

Table 10

Mean scores on ability to manage others' emotions among students belonging to different subgroups :

Group	Mean	Group	Mean
CBSE	3.679	Boys	3.008
ICSE	3.056	Girls	3.727

To sum up, it can be inferred that CBSE student are superior to ICSE students on overall emotional intelligence and three dimensions of it namely- management of emotions of self and others and understanding of others' emotions.

This may be attributed to the emphasis being given by CBSE on the development and assessment of social-emotional competencies among students. Girls are superior to boys on overall emotional intelligence and three dimensions of it namely- management of emotions of self and others and understanding of emotions of self. This reflects superior emotional sensitivity of girls as reinforced by the Indian culture. Science students exhibit greater ability to manage self emotions. This may be due to the nature of competencies related to commerce and trade in which students are to be groomed. Perhaps learning of science provides more opportunities to regulate one's own emotions.

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