



EMOTIONAL INTELLIGENCE AMONG INTERMEDIATE STUDENTS

P. Paparao*

Research Scholar, Dept. of Education, Acharya Nagarjuna University, Ongole Campus, Ongole. *Corresponding Author

Dr. A. Armuthavalli
Devi

Assistant Professor, Dept. of Education, Acharya Nagarjuna University, Ongole Campus, Ongole.

ABSTRACT

An attempt was made in the present investigation is **Aim:** Emotional Intelligence among intermediate students. **Objectives:** To study the influence of gender, type of management and locality among intermediate students. **Sample:** The sample of the present investigation was selected 1200 intermediate students in Guttur, Prakasam and Nellore districts of Andhra Pradesh State of India. The subjects were in the age group from 15 to 18 years and using systematic random sampling technique. **Tool:** Emotional Intelligence Scale developed by Nutankumar Thingujam, and Usha Ram (1999) was used. **Research Design:** As there are three independent variables i.e., gender (male & female), type of management (government & private) and locality (rural & urban), each is divided in to two categories, a $2 \times 2 \times 2$ factorial design was employed in the present study. **Statistical Analysis:** Means, SDs and Analysis of Variance (ANOVA) were used. **Results:** Results revealed significant impact of gender, type of management and locality with regard to Emotional Intelligence. **Conclusions:** Females have high Emotional Intelligence than males; private college students have high Emotional Intelligence than government colleges and students of urban areas have high Emotional Intelligence than students of rural areas.

KEYWORDS : Gender, Type of Management, Locality, Intermediate Students and Emotional Intelligence.

INTRODUCTION

Education plays a pivotal role in the modern society. In recent years, society's interest and concern for Academic Achievement, especially among younger generation has increased. Academic Achievement is a combination of ability and effort. Presumably ability being equal, those with higher motivation exerts more effort and will achieve higher grades. Academic Achievement has always been one of the most important goals of the educational process. It is also a major goal which is much expected to pursue in all cultures. It is the product variable which gets toned up or bogged down by the positive and negative influence of a host of independent variables.

Emotional Intelligence consists of a set of abilities that a person used to understand, regulate, and make use of his or her emotions. Emotional understanding, regulation and utilization reflect the capability of a person to manage his (or) her emotions.

Emotional intelligence offers a teaching framework that allows learning from collaborative relationships in order to increase professional development and leadership. Emotional learning and maturation are paramount to both. Emotional intelligence is a quality that improves and optimizes by personal reflection, practice and supervision. With colleagues, the Emotional intelligence physician consolidates therefore a supportive work climate, encouraging high-efficiency, in which other health professionals feel energized to perform get better in a mutual confidence ambience.

Review of Literature

Mahmood Ahmad Khan and Nisar Ahmad Bhat (2013) studied to compare adolescent boys and girls on emotional intelligence. Adolescent boys are found to be more responsible, better able to make intelligent decisions using a healthy balance of emotions and reasons. Results revealed that the adolescent boys and girls differ significantly on composite score of their emotional intelligence.

Makvana, S.M. (2014) conducted as emotional intelligence in the variables associated as a Types of area's (rural and urban), types of a streams (Arts and Science), and types of sex as a male and female. The results revealed that rural student

are more emotional intelligence than urban school students are. In addition, emotional intelligence has be found to the greater in student of science stream compare to arts student and female student's as compare to a student of arts stream and male student's respectively.

Ghosh (2015) explored gender differences in emotional intelligence among tribal and non-tribal adolescent school students of Tripura. Her study showed significant differences between tribal and non-tribal students on overall emotional intelligence. Further, she revealed gender differences in emotional intelligence among school students.

Mahesh Bharvad (2015) aimed the emotional intelligence and adjustment among school students so investigator selected three groups one is type of faculty second is type of area and third is sex. Results indicated that there is significance difference between the urban and rural students for their emotional intelligence.

Mahmood Ahmad Khan and Mohammad Muzzafar Lone (2015) aimed to compare the emotional intelligence of rural and urban students of the age group of 20-25. The results revealed that there was no significant difference between the emotional intelligence (composite scores) of the rural and urban students but there is a significant difference between the two on factor-D (emotional stability) and factor-H (value orientation) of emotional intelligence.

Bibi et al., (2016) proved a positive relationship between self-esteem and emotional intelligence among Pakistani university students. Using convenient sampling, the investigation was carried out on a sample size of 250 boys and girls of Islamabad universities. Results found that female students emerged as emotionally intelligent compared to their male counterparts.

Asfandyar Fida et al., (2018) attempted to investigate emotional intelligence of students. Since there are differences in the findings of various studies in terms of gender; therefore, this study also considers exploring the discrepancy of the emotional cognizance of the male and female learners at university level. The outcomes of the investigation showed that female learners were ahead of male in emotional intelligence. Kumar (2020) Studied on the Emotional Intelligence of Higher

Secondary School Students. The result showed that emotional intelligence was independent of gender, subject, locality, type of family, father's occupation, and family income. The level of higher secondary school student's emotional intelligence was average in nature. The female students are better than the male students on their emotional intelligence.

Viquar Unnisa (2020) assessed to find out the emotional intelligence among secondary school students. The emotional intelligence of students studying in schools of different managements i.e. Government schools with mean and standard deviation respectively were (81.55, 19.14), Private schools (93.9, 11.25), aided schools (85.2, 14.65), which is significant at (0.01). Furthermore, it was also revealed that all the groups in compare i.e. Government & private schools, Government & aided schools, and private & aided schools had shown significant differences among them. It is concluded that the selected schools, such as Government schools, private schools, and aided schools students had shown significant emotional intelligence differences among them.

Need and Significance of the study

Students with high emotional quotient know and manage their own emotional life well and understand and deal effectively with the feelings of others. They are skillful in relationships. Intermediate course as an area of interdisciplinary knowledge is not merely an application of new core disciplines, but a praxis of a content where theories and practical wisdom are generated continuously. In working towards holistic approach to education, the importance of an emotionally supportive environment in the classroom is created by a teacher. Emotionally healthy behavior is reflected in characteristic ways of thinking, identifying, managing and expressing feelings and choosing effective behaviours. Emotional experience and expression are unique to each teacher and student. To know this, the investigator decided to analysis the emotional intelligence among intermediate students.

Methodology

Objectives

1. To find out the influence of Gender on Emotional Intelligence among Academic Stress among Intermediate Students.
2. To examine the influence of Type of Management on Emotional Intelligence among Intermediate Students.
3. To assess the influence of Locality on Emotional Intelligence among Intermediate Students.

Hypotheses:

1. There would be no significant influence of Gender on Emotional Intelligence among Academic Stress among Intermediate Students.
2. There would be no significant influence of Type of Management on Emotional Intelligence among Intermediate Students.
3. There would be no significant influence of Locality on Emotional Intelligence among Intermediate Students.

Sample

Sample for the present study consists of 1200 intermediate students in Gudur, Prakasam and Nellore districts of Andhra Pradesh state. The subjects were in the age group of 15-18 years selected and using systematic random sampling method.

Variables Studied

Independent Variables

1. Gender
2. Type of management
3. Locality

Dependent Variable

1. Emotional Intelligence

Tool

Assessment of Emotional intelligence: The Emotional Intelligence of the Subjects was assessed by using Emotional Intelligence Scale developed by Nutankumar Thingujam, and Usha Ram (1999). It consists of 33 items with 5-Options. The reliability of the instrument 0.90 was established by test-retest method and the validity is 0.78.

STATISTICAL ANALYSIS

The obtained data was analyzed statistically in order to test the hypotheses using Means, SD's and Analysis of Variance.

RESULTS AND DISCUSSION

Table-I: Means and SDs for scores on Emotional Intelligence among Intermediate Students.

Locality		Gender			
		Male		Female	
		Type of management		Type of management	
		Government	Private	Government	Private
Rural	Mean	118.45	123.73	126.49	130.84
	SD	13.85	14.38	13.83	13.73
Urban	Mean	123.46	127.09	130.96	132.04
	SD	13.79	13.23	13.21	13.69

Grand Means

Male = (M:123.18) Female = (M:130.08)	Government = (M:124.84) Private = (M:128.43)	Rural = (M:124.88) Urban = (M:128.38)
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A close observation of table-I shows that the female students studying of private colleges in urban areas have obtained a high mean score of 132.04 indicates that they have high emotional intelligence compared with other groups. Male students studying of government colleges in rural areas have obtained a low mean score of 118.45 indicate that they have low emotional intelligence compared with other groups.

In terms of gender, females (M=130.08) have high emotional intelligence than males (M=123.18). In terms of type of management, students studying of private colleges (M=128.43) have high emotional intelligence than the students studying of government colleges (M=124.84). In terms of locality, urban areas students (M=128.38) high emotional intelligence than rural areas students (M=124.88).

Table-II: Summary of ANOVA for Emotional Intelligence among Intermediate Students.

Source of Variance	Sum of Squares	df	MSS	F-Values
Gender (A)	2438.101	1	2438.101	12.95 **
Type of Management (B)	1294.668	1	1294.668	6.89 **
Locality (C)	1220.541	1	1220.541	6.84 **
A X B	375.201	1	375.201	7.30 **
A X C	950.688	1	950.688	5.05 *
B X C	1842.641	1	1842.641	9.78 **
A X B X C	1396.401	1	1396.401	7.42 **
Within	224462.620	1192	188.308	--
Total	249711.859	1199	--	--

** - Significant at 0.01 level * - Significant at 0.05 level

Hypothesis-1: There would be no significant influence of gender on Emotional Intelligence among Intermediate Students.

It is evident from the table-II that obtained 'F' value of 12.95 is significant at 0.05 level implying that gender has significant influence on Emotional Intelligence among Intermediate Students. As 'F' value is significant, hypothesis-1 stated that gender has significant influence on Emotional Intelligence

among Intermediate Students is not accepted by the results. Females ($M=130.08$) have high emotional intelligence than males ($M=123.18$).

The results show that females are high emotional intelligence than males; study may be because in our society gender role socialization practices differ for males and females. Females are reared to be submissive, nurturing, sensitive and expressive and act as more matured adults whereas boys are expected to be active and aggressive. Moreover, females were found to more sensitive towards their relationships with parents, friends and siblings.

The differences in emotional intelligence in the boys and girls may be due to the fact that boys become anxious very soon. Their feeling of insecurity, lack of ability to adjust makes them emotionally immature. They may get annoyed easily by things and people, showing marked dissatisfaction. They get frustrated easily as compared to girls. Whereas girls face the society and strenuous situations rather than running away from it. They have the capacity to withstand delay in satisfaction of needs, ability to tolerate a reasonable amount of frustration, belief in long term planning and are capable of delaying or revising their expectations in terms of demands of the situations. This makes females are high emotional intelligence than males.

The results of the present study contradict with the earlier findings of Mahmood Ahmad Khan and Nisar Ahmad Bhat (2013), Bibi et al., (2016) which states that gender is not significantly related to emotional intelligence.

Hypothesis-2: There would be no significant influence of type of management on Emotional Intelligence among Intermediate Students.

Table-II shows that obtained 'F' value of 6.89 is significant at 0.01 level implying that type of management has significant influence on Emotional Intelligence among Intermediate Students. As 'F' value is significant, hypothesis-2 stated that type of management has significant influence on Emotional Intelligence among Intermediate Students is not accepted by the results. Students studying of private colleges ($M=128.43$) have high emotional intelligence than the students studying of government colleges ($M=124.84$).

The reasons are that many colleges do have not sufficient infrastructural facilities, lack of discipline, lack of library facilities, no proper guidance and counseling centres, lack of remedial classes for weaker students, with not co-curricular and extra-curricular activities might have contributed for emotional intelligence and mental development only the students of government colleges.

The results of the present study contradict with the earlier findings of Viquar Unnisa (2020) which states that type of management is not significantly related to emotional intelligence.

Hypothesis-3: There would be no significant influence of locality on Emotional Intelligence among Intermediate Students.

From the table-II that obtained 'F' value of 6.84 is significant at 0.01 level implying that locality has significant influence on Emotional Intelligence among Intermediate Students. As 'F' value is significant, hypothesis-3 stated that locality has significant influence on Emotional Intelligence among Intermediate Students is not accepted by the results. Urban areas students ($M=128.38$) have high emotional intelligence than rural areas students ($M=124.88$).

The probable reason might be locality plays a very crucial role in connection with emotional intelligence. There are number

of schools/colleges in both urban and rural area, which provides good infrastructure, better education, good facilities and so many things. Hence, the student studying either of any localities may have more or less emotional intelligence. Urban students may have more exposure about the modern world and techniques in comparison to rural students.

The results of the present study corroborates with the earlier findings of Mahmood Ahmad Khan and Mohammad Muzzafar Lone (2015) which states that locality is significantly related to emotional intelligence.

Data reveals that 'F' values for the first order interaction between i.e., gender X type of management (AXB) 7.30; gender X locality (AXC) 5.05 and type of management X locality (BXC) 9.78 and second order interaction among gender X type of management X locality (AXBXC) 7.42 are significant in causing the effect on Emotional Intelligence among Intermediate Students.

CONCLUSIONS

1. There is significant impact of gender on Emotional Intelligence among Intermediate Students. Females have high Emotional Intelligence than males.
2. There is significant impact of type of management on Emotional Intelligence among Intermediate Students. Students studying of private colleges have high Emotional Intelligence than the students studying of government colleges.
3. There is significant impact of locality on Emotional Intelligence among Intermediate Students. Urban areas students have high Emotional Intelligence than rural areas students.

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