

## A Study on Emotional Intelligence of Early Teen Students of Two Category Schools



### Physical Education

**KEYWORDS:** Emotional intelligence, Student, Navoday and Non-Navoday School

**Prasenjit Barman**

Research Scholar, Department of Physical Education, University of Kalyani.

**Dr. Sanjib Mridha**

Associate Professor, Department of Physical Education, University of Kalyani.

### ABSTRACT

*Emotional Intelligence (EI) is now being recognized as an important field of research, development, and applications. The purpose of this study was to observe the difference, if any, on the early-teen boys students of two different type schools. Subjects of this study were one hundred thirty five male Navodaya students of three age categories and similar number of age and height-weight-matched students from other than Navoday schools (forty five students for each age group from each type of school). Four dimensions of emotional intelligence, namely- intra-personal awareness (knowing about one's own emotions), inter-personal awareness (knowing about others emotions), intra-personal management (managing one's own emotions) and inter-personal management (managing others emotions) were the criterion measures. Mean, standard deviation (SD) and ANOVA followed by Post-Hoc LSD and independent t-test were the statistics used for data interpretation. Significance difference ( $p < 0.05$ ) was observed between Navoday and other than Navoday students in intra-personal awareness and inter-personal management of 13-year, 14-year and 15-year age groups. Difference was also observed in inter-personal awareness in 14-year and 15-year age groups but not in 13-year group. However in intra-personal management difference was observed in 14-year and 15-year age groups but not in 15-year group of two different schools.*

### Introduction:

Emotions have psychological aspect. Emotions are basic primeval forces of great powers and influences designed by nature. They enable individual to cope with circumstances which demand the utmost efforts for survival or success or to add colour and spice to our living (Vijay Kumar Chechi, 2012). Emotions are prime movers to thought and conduct, which gives best to life and important qualities to personality.

Bar - on et.al, (2006) defined EI as the sum of social and emotional competencies of individuals communicating with himself and others in order to cope with environmental pressure and demands. He also maintained that emotional intelligence is a series of collection of unknown capabilities, competencies, and skills which can have a strong effect on individual's capabilities in order to succeed in coping with environmental demands and pressures.

Emotional intelligence 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 (Mayer and Salovey, 2000).

Goleman's, D. (1995) explained the basic concept of emotional intelligence. Emotional Intelligence has two types of competencies - personal and social competencies. These competencies include five major factors namely - self awareness, self control, self motivation, empathy and social skills.

Maltesta et al (1982) demonstrated that infants have the capacity to display expressions early in life and that infants' birth status and maternal care characteristics influence this capacity. Infants who have higher rates of expressivity are more proficient at communicating their feelings and understanding emotional displays of others.

Researchers agree that emotionally intelligent individuals are able to regulate, as well as accurately perceive and generate, emotional expressions, and that this ability develops across the life span. There is however a substantial body of developmental research detailing how infants and children learn to accurately express, understand, and regulate their emotions, and researchers are becoming increasingly aware of the developmental sequence underlying emotional development. Children learn to express, understand, and regulate their emotions in interactions with their parents, siblings, and peers. Due to the vast diversity

of social worlds and individual potential, some children learn to skilfully master emotions of themselves and others, whereas for others, their skills in interpreting emotions are insufficient to achieve success in the social world.

Children regardless of age and gender reported that they would be more likely to control negative emotion expression with a peer than when they were alone or with their mother or father. Mothers and fathers were perceived to be more accepting of expressions of pain and mother were perceived to be more accepting of sadness.

The ability to regulate emotions is proposed to be one of the defining features of emotional intelligence. Despite the plethora of research examining children's development of emotional intelligence regulation, to date, developmental psychologists have not explored the association between children's ability to regulate emotions and their later emotion and intellectual growth. However, psychologist have explored the association between the ability to control desires and later intellectual potential, and this research provides some support for the hypothesis that emotional regulation would be positively associated with emotional and intellectual growth.

We are at the beginning of a new century and now a days, emotional Intelligence is considered more important than intelligence in the success of a person. According to Goleman, IQ accounts for only 20% of a person's success in life. The balance can be attributed to emotional Intelligence E.Q. The concept of emotional intelligence has brought a revolution in the field of child care, home, school, and work place management. If the proper efforts are made for training the emotions and developing proper E.Q. potential among the people right from their childhood, then it will surely help in bringing mutual emotional understanding; empathy accompanied with right actions and behaviour on the part of the Individuals and groups to lead better life in peace & co-operation.

The purpose of the study was to observe the difference, if any, on four dimensions of emotional intelligence 13-15 years students of Navoday School and Non-Navoday Schools.

**Methods and materials:** The present study was conducted on a sample of height-weight matched 270 students. Forty five male students in three age categories of thirteen, fourteen and fifteen years of age from two different type schools were the subjects. Their height and weight were matched according to age groups.

Students from Navodaya School of Kalyani, Nadia District and Banipur, North 24 Parganas and other than Navodaya school students from three schools of Malda District of West Bengal were selected for the study. Height-weight range of the subjects is given in Table-1.

**Table-1: Range of height and weight of the subjects**

Age (Years)	Height (cm)	Weight (kg)
13	150 - 156.5	39 - 44
14	156.5 - 163	44 - 49.5
15	163 - 168.5	49.5 - 55.5

As a measure of emotional intelligence, the Bengali version of emotional intelligence inventory by Mangal, S.K. & Mangal, S. (2004) was used. Mean standard deviation (SD), ANOVA and independent t- test was used for assessment and interpretation of data. For statistical calculations SPSS software version 20 was used.

### Results and Discussion:

Table-2 represents the description of data of three age groups in the form of mean and SD along with independent t-test results.

**Table-2: Comparison of emotional intelligence of students of two groups**

Emotional Intelligence Dimensions	Age Group	Navodaya School (Mean ± SD)	Non-Navodaya School (Mean ± SD)	t-ratio	Sig. level
Intra-personal Awareness	13	16.29 ± 3.61	14.67 ± 3.69	2.09	0.04*
	14	17.47 ± 3.87	15.33 ± 3.05	2.90	0.00*
	15	18.77 ± 3.71	14.16 ± 3.62	4.96	0.00*
Inter-personal Awareness	13	14.15 ± 3.51	14.12 ± 3.72	0.03	0.98 <sup>NS</sup>
	14	16.94 ± 3.83	14.71 ± 3.15	2.97	0.04*
	15	17.84 ± 3.46	14.32 ± 3.57	3.94	0.00*
Intra-personal Management	13	15.98 ± 3.59	13.65 ± 3.99	2.88	0.00*
	14	18.00 ± 3.64	14.38 ± 3.27	4.84	0.00*
	15	16.87 ± 4.19	15.13 ± 4.52	1.57	0.12 <sup>NS</sup>
Inter-personal Management	13	16.49 ± 2.89	13.53 ± 4.19	3.82	0.00*
	14	17.59 ± 2.84	15.45 ± 3.03	3.29	0.00*
	15	19.52 ± 2.99	15.23 ± 2.93	5.70	0.00*

NS = Not Significant, \*Significant at 0.05 level ( $t_{0.05}=43=2.01$ )

From Table-2, it was found that the obtained t-values for intra-personal awareness of three age groups of 13-year, 14-year and 15-year were 2.09, 2.90 and 4.96 respectively were greater than the tabulated t-value 2.01. Therefore, the difference was statistically significant ( $p<0.05$ ) in intra-personal awareness of Navoday and non Navoday school students. In inter-personal management, obtained t-values were 3.82, 3.29 and 5.70 for the age group of 13-year, 14-year and 15-year respectively. Here, all the three age group was statistically significant.

For inter-personal awareness the obtained t-values of three age groups of 13-year, 14-year and 15-year were 0.03, 2.97 and 3.94

respectively. Hence, in 14-year and 15-year age group there was difference but not in 13-year age group of Navoday and non Navoday boys.

The obtained t-values for intra-personal management of three age groups were 2.88, 4.84 and 1.57 respectively according to age. Here, in 15-year age group was lesser t-value than the tabulated t-value 2.01. Therefore, the 14-year age group was not statistically significant but 13-year and 14-year age group had significance difference in intra-personal management of Navoday and non Navoday school boys.

Table-3 represents the description of the data of thirteen, fourteen and fifteen year age group. Results of emotional intelligence dimension of thirteen, fourteen and fifteen years boys i.e., intra-personal awareness, inter-personal awareness, intra-personal management and inter-personal management have been presented in mean, standard deviation (SD), ANOVA and 't' ratio.

**Table-3: ANOVA on emotional intelligence of students according to age**

Variables	Age-wise value of Mean ± SD			F-value	Inter-group t-ratio		
	13 Yr.	14 Yr.	15 Yr.		13 vs.14	14 vs.15	13 vs.15
Intra-personal Awareness	15.41 ± 3.72	16.09 ± 3.50	16.47 ± 4.31	1.536 <sup>NS</sup>	1.259 <sup>NS</sup>	1.063 <sup>NS</sup>	1.611 <sup>NS</sup>
Inter-personal Awareness	14.13 ± 3.60	15.50 ± 3.55	16.08 ± 3.91	5.865*	2.561*	0.375 <sup>NS</sup>	3.162*
Intra-personal Management	14.71 ± 3.96	15.67 ± 3.80	16.00 ± 4.41	2.204 <sup>NS</sup>	1.650 <sup>NS</sup>	0.718 <sup>NS</sup>	1.881 <sup>NS</sup>
Inter-personal Management	14.88 ± 3.93	16.21 ± 3.12	17.37 ± 3.65	9.159*	2.522*	2.841*	3.956*

\*Significant at 0.05 level ( $F_{0.05} 2,267=3.09, t_{0.0588}=1.99$ ), NS = Not Significant

Among the four dimensions of emotional intelligence F-value for inter-personal awareness and inter-personal management (5.865 and 9.159) were greater than the critical F-value ( $F_{0.05} 2,267=3.09$ ). Therefore, there was difference in inter-personal awareness and inter-personal management among the students according to their age. However, in the remaining cases the differences were not statistically significant.

**Conclusions:** Only the psychological aspects of the students were considered in this study. On the basis of the finding of the study on height-weight matched 13-16 years male students of Navoday and Non-Navoday schools, the following conclusions were drawn on their emotional intelligence:-

- According to school Navoday and non Navoday students' emotional intelligence did differ in intra-personal awareness and inter-personal management dimensions for all the three age groups. In inter-personal awareness fourteen and fifteen years age group and for intra-personal management in thirteen and fourteen years age group.
- According to age of the students of two schools together, had difference in inter-personal awareness and in inter-personal management dimension of emotional intelligence inventory.

## REFERENCE

- Vijay Kumar Chechi. IJRESS, 2012, Vol. 2: Pp: 297-304. | 2. Goleman's, D. Emotional Intelligence: Why it matters more than IQ? New York: Bantam Books, 1995. | 3. Goleman's, D. Working with Emotional Intelligence, New York: Bantam Books, 1998. | 4. Mayer, J.D. & Cobb, C.D.2000. Educational policy on emotional intelligence: Does it make sense? Educational Psychology Review, 12:163-183. | 5. Maltesta, C. Z. & Haviland, J.M. 1982. Learning display rules: The socialization of emotion expression in infancy. Child Development, 53: 991-1003. | 6. Maltesta-Magai, C., Leak, S., Tesman, J., Shepaed, B., Culver, C. & Smaggia, B. 1994. Profiles of emotional development: Individual differences in facial and vocal expression of emotion during the second and third years of life. International Journal of Behavioral Development, 17: 239- 269. | 7. Mayer, J. D. & Salovey, P. 1993. The intelligence of emotional intelligence. Intelligence, 17:433- 442. | 8. Mangal, S.K. & Mangal, S. (2004). Mangal emotional intelligence inventory Agra: National Psychological Corporation. | 9. Bar -on R, Handley R, Fund S, Psychological Test Publisher, Pg 6-19, 2006. |