Research Paper Education

A Study Of Emotional Intelligence Of Adolescent Students Of Senior Secondary Schools Of Kurukshetra District In Relation To Their Sex, Locale, Type Of School,Literacy Level Of Parents

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ABSTRACT

A survey of research evidences indicate that sex, locality,parent's guidance, of their study are closely associated with student's level of emotional intelligence. Thus, most of the studies have been conducted on school going children and others but a very limited attempt has been made to enhance emotional intelligence among students at secondary level. So it is necessary to undertake a study for identifying the factors that are responsible for the Emotional Intelligence among adolescents.. The present research is an effort to find out such factors and the influence of various variables like-gender, locality, type of school , literacy level of parents, on emotional intelligence.

KEYWORDS Emotional Intelligence,gender,locality,type of school ,literacy level of parents

Introduction

The Emotionally Intelligent person is skilled in four areas – Identifying emotions,using emotions, understanding emotions and regulating emotions. Daniel Goleman (1998) for the first time developed a frame work of emotional competencies, which determines the extent of emotional intelligence acquired by an individual. This earlier frame work consisted of five domains or dimensions such as self-awareness, self-regulation, self-motivation, empathy and social skills. This was further refined by Richard Boyatzis, Goleman and Rhee in the year of 2000. Two more domains are added such as self-esteem and confidence, interpersonal skills. Moreover, the influence of various factors can be seen in various studies. After so many amendments in structure of emotional intelligence the present structure has come into light with its relevance and importance in student's life.

Emotional intelligence

It is the capacity relational, constructive creative &original thinking directed to attainment of some end. It is the ability to learn, ability to solve problems and ability to make adjustments.

Objectives of the STUdy

1.To compare emotional intelligence among senior secondary school students at senior secondary level on the basis of gender.
2.To compare emotional intelligence among senior secondary school students at senior secondary level on the basis of location.
3.To compare emotional intelligence among senior secondary school students at senior secondary level on the basis of type of school in which they are studying.
4.To compare emotional intelligence among senior secondary school students at senior secondary level on the basis of parent's qualification.

HYPOTHESIS

a. There is no significant difference exists between male and female senior secondary school students in emotional intelligence.
b. There is no significant difference between emotional intelligence of senior secondary school students belonging to rural and urban location
c. There is no significant difference between emotional intelligence of senior secondary school students belonging to government and public schools.
d. There is no significant difference between emotional intelligence of senior secondary school students in regard to qualification of their parents.

Sample

In the present study, sample of 400 adolescents' students will be selected from nine senior secondary schools of Kurukshetra district. Further 40-50 students from each school will be selected on the basis of systematic sampling technique.

Tools to be used

In order to collect the data Mangal Emotional Intelligence inventory by Dr.S.K. Mangal and Mrs. Shubhra Mangal was used.

Analysis and interpretation of data

Table 1.Significance of difference between the Means of Male and female among Senior Secondary School Students on Emotional Intelligence scores.

Variable	No. of Students	Mean Score	S.D.	S.ED	t-Value	Significance at 0.05 level (S/NS)
Emotional Intelligence (Male)	213	61.98	20.47	1.95	0.22	NS
Emotional Intelligence (Female)	187	62.41	18.40			

It is evident from table that mean score of Emotional Intelligence of Male students is (M-61.98) and Female students is (M-62.41)with corresponding S.D. are 20.47 and 18.40. The computed t-value is (t-0.22). The obtained t-value is lower than the table value (1,97) at 0.05 level of significance.So null hypothesis "There is no significant difference between male and female senior secondary students in relation to their emotional intelligence" has been retained.

Table 2

Significance of difference between the Means among Senior Secondary School Students on emotional intelligence scores in relation to their location

Variable	No. of Students	Mean Score	S.D.	S.ED	t-Value	Significance at 0.05 level (S/NS)
Emotional Intelligence (Rural Area)	229	61.86	20.11	1.95	0.38	NS
Emotional Intelligence (Urban Area)	171	62.60	18.71			

It is evident from table that mean score of Emotional Intelligence for students belonging to Rural Area is (M-61.86) and Urban students is (M-62.60)with corresponding S.D. are 20.11 and 18.71. The computed t-value is (t-0.38). The obtained t-value is lower than the table value (1.97) at 0.05 level of significance.So null hypothesis "There is no significant difference between senior secondary students belonging to rural and urban area in relation to their emotional intelligence" has been retained.

Table 3.Significance of difference between the Means of Students of government and Private school among Senior Secondary School Students on Emotional Intelligence scores.

Variable	No. of Students	Mean Score	S.D.	S.ED	t-Value	Significance at 0.05 level (S/NS)
Emotional Intelligence (Govt school)	219	62.61	19.27	1.96	0.48	NS
Emotional Intelligence (Private School)	181	61.66	19.83			

It is evident from table that mean score of Emotional intelligence of students of government school is (M-62.61) and of private school is (M-61.66)with corresponding S.D. are 19.27 and 19.83. The computed t-value is (t-0.48). The obtained t-value is lower than the table value (1.97) at 0.05 level of significance.So null hypothesis "There is no significant difference between senior secondary students belonging to government and private schools in relation to their emotional intelligence" has been retained.

Table 4.Significance of difference between the Means of Moderate and high level of literacy among Senior Secondary School Students on Emotional Intelligence scores.

Variable	No. of Students	Mean Score	S.D.	S.ED	t-Value	Significance at 0.05 level (S/NS)
Emotional Intelligence (Moderate level literacy)	230	59.76	19.01	1.96	2.90	S
Emotional Intelligence (High Level Literacy)	170	65.45	19.76			

It is evident from table that mean score of Emotional Intelligence score of Children of Moderate level literate parents is (M-59.76) and high level literate is (M-65.45)with corresponding S.D. are 19.01and 19.76. The computed t-value is (t-2.90). The obtained t-value is higher than the table value (1.97) at 0.05 level of significance.So null hypothesis " There is no significant difference between emotional intelligence of senior secondary school students in regard to qualification of their parents has been rejected.

Delimitations of the study
The study is delimited to:-

- Senior secondary schools of Haryana only.
- It includes adolescent students of the age group 16-18+ yrs
- A sample of 400 students studying in senior secondary class.

MAIN FINDINGS

1.Data collected regarding male and female students indicates that There is no significant difference between male and female senior secondary students in relation to their emotional intelligence.

2.The investigator found There is no significant difference between senior secondary students belonging to rural and urban area in relation to their emotional intelligence.

3.Present study indicates that There is no significant difference between senior secondary students belonging to government and private schools in relation to their emotional intelligence.

4.A very surprising result can be seen from the result study that There is significant difference between emotional intelligence of senior secondary school students in regard to qualification of their parents has been retained.

Major Recommendations

The present investigation was delimited to 400 students of 9 schools only. In order to have broader generalization the study needs to be reapplicated on a larger sample.

The present study has been conducted on senior secondary school students. Similar studies can be carried out at the primary and higher level of education, such a longitudinal approach likely to bring out their carry over their effects from one stage to the other.

A research study can be carried out to study these differences in the background factors in relation to said variables.

The same study can be undertaken in some other state also.

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