



ORIGINAL RESEARCH PAPER

Education

STUDY OF GOVERNMENT AND PRIVATE SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO SOCIAL INTELLIGENCE AND EMOTIONAL INTELLIGENCE

KEY WORDS:

Dr. Sarla Rani

Assistant Professor (B.P.S.I.T.T.R, (B.P.S.M.V) Khanpur Kalan, Sonipat

ABSTRACT

The present study was conducted to government and private senior secondary school students in relation to Social Intelligence and Emotional Intelligence. Descriptive survey method was used in the present study. A sample of 200 government and private senior secondary school students was selected from Panipat district of Haryana. 'Social intelligence scale' by Dr. N.R Chandra and Usha Gonesan and 'Emotional intelligence inventory' by Dr. S.K. Mangal, Mrs.Shubh Ra Manga was used for the present study. *Findings revealed that emotional intelligence among the students of private is higher than government school students. After compare we found that social intelligence among the students of private is higher than government school students. The study found that the relationship between emotional intelligence and social intelligence among the students of private is higher than government students. Some suggestions have been made to improve positive attitude of students towards above mention psychology factor will provide lot of opportunities to improve the quality of education at all level.*

INTRODUCTION:

The quality of any educational institution depends mainly on the professional competence and emotional stability of teachers and students. Emotional stability of teachers affects that of pupils. Unhappy, frustrated, dissatisfied teachers cannot help their pupils to become happy, well adjusted young people. Emotionally stable teachers are able to find out their own short comings and try to remove them so that the students may be saved from the adverse influence of their unbalanced personality. Emotional Intelligence is a new concept which needs to be researched in school settings. It refers to emotional awareness and emotional management skills which enable one to balance emotions and reason to maximize long-term happiness. It is the ability to understand emotions and their causes as well as the capability of effectively regulating these emotions in oneself & others.

David Wechsler (1950) David Wechsler defined "Social intelligence is just general intelligence, applied to social situations." In this view abstract or general intelligence enters into social intelligence. The old concept of social intelligence may be different from general intelligence. The old view saw social intelligence as the application of general intelligence of social situations- a largely cognitive aptitude. But when ordinary people were asked to list what make a person intelligence, social competence emerged as prominent natural category. But psychologists emphasis were on verbal and problem solving skills but new concept of social intelligence defines it interpersonal talent. Social intelligence is the key element which make people succeed in life. Social intelligence is the capacity of the individual to interact effectively, with his environment. Social intelligence is most similar to emotional intelligence in individual's cognitions are stressed in the current social environment.

Emotional intelligence is broader than social intelligence, including not only reasoning about the emotions in social relationships, but also reasoning about internal emotions that are important for person (as opposed to social) growth. On the other hand, emotional intelligence is more focused than social intelligence in that it pertains primarily to the emotional (but not necessarily verbal) problems embedded in personal and social problems. Together with cognitive intelligence, emotional and social intelligence form important components of general intelligence. One of the major differences between the two is that former is related primarily to higher order mental processes like reasoning, while the latter focuses more on perceiving, immediate processing and applying emotional and social context, information and knowledge. It has been also suggested that another fundamental difference between the two may be that cognitive intelligence is strategic in nature, while emotional and social intelligence is more limbically tactical for immediate behavior suited more for survival and adaptation.

OPERATIONAL DEFINITION:

SOCIAL INTELLIGENCE : - Social intelligence is the capacity of a man to understand the feelings and emotions of other and react according to the circumstances. It enables them to express their view points strongly and make others agree upon it.

EMOTIONAL INTELLIGENCE:- Emotional intelligence is the ability to monitor ones and other people are emotional. To discriminate between different emotional and label them appropriately and to use emotional information to guide thinking and behavior.

OBJECTIVES OF THE STUDY:

1. To study the social intelligence of government and private senior secondary school students.
2. To study the emotional intelligence of government and private senior secondary school students.
3. To study social intelligence, emotional intelligence of senior secondary school student in relation to type[govt. and private] of schools

HYPOTHESIS OF THE STUDY:

1. There will be no significant difference between government and private senior secondary school students in social intelligence.
2. There will be no significant difference between government and private senior secondary school students in emotional intelligence.
3. There will be no significant difference between government and private senior secondary school students in emotional intelligence, social intelligence.

SAMPLE:

The sample of 200 students was taken on the basis of random sampling from Sonipat district, out of 200 students, 100 students government and 100 students private senior secondary school were taken for this study.

METHODOLOGY:

Descriptive method was used.

TOOLS: Social intelligence scale by Dr. N.R Chandra and Usha Gonesan.

Emotional intelligence inventory by Dr. S.K. Mangal, Mrs.Shubh Ra Manga was used for the present study.

STATISTIC TECHNIQUES:

Data was analyzed by using statistic techniques like mean, S.D, t-test.

**Analysis and Interpretation:
To compare the emotional intelligence of government and private senior secondary school students.**

Emotional intelligence					
	Means	S.D	t-test	Level of significance	Remarks
Govt. schools	50.3	5.04	0.027	0.05	Not significant
Private schools	52.5	4.68			

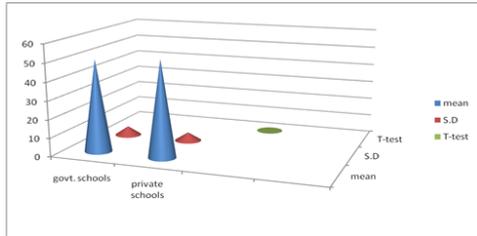


Figure 1.1
Figure 1.1 shows, mean of emotional intelligence between the students of govt. and private senior secondary school students are 50.3 and 52.5. After compare we found that the emotional intelligence among the students of private is higher than government. The standard deviation of emotional intelligence between the students of govt. is 5.04 and private is 4.68. .After compare, the t value is 0.027. This shows that there is no significant difference between the emotional intelligence of students of govt. and private secondary school students.

To compare the Social Intelligence of Government and Private secondary school students.

Social intelligence					
	Mean	S.D	t-test	Level of significance	remarks
Govt.	83.4	89.8	0.0003	0.05	Not significant
Private	84.9	9.59			

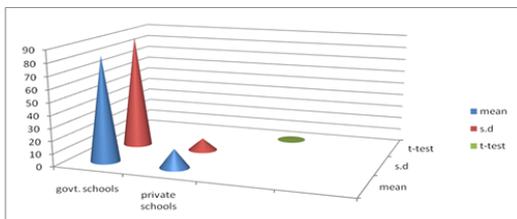


Figure 1.2
Figure 1.2 shows, mean of social intelligence between the students of govt. and private secondary school students are 83.4 and 84.9. After compare we found that the social intelligence among the students of private is higher than govt. The standard deviation of social intelligence between the students of govt. is 89.8 and private is 9.59. After compare, the t value is 0.0003. This shows that there is no significant difference between the social intelligence of students of govt. and private secondary school students.

To compare social intelligence, emotional intelligence of secondary school student in relation to type [govt. and private] of schools.

Social intelligence and Emotional intelligence					
	Mean	S.D	t-test	Level of significance	Remarks
Govt. schools	133.8	20.004	0.028	0.05	Not significant
Private schools	142.5	14.28			

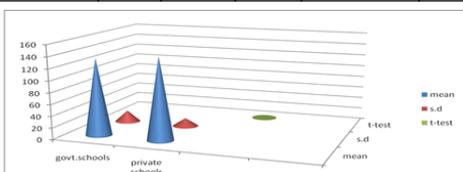


Figure 1.3
Figure 1.3 shows, mean of social intelligence and emotional intelligence between the students of govt. and private secondary school students are 133.8 and 142.5. After compare we found that the social intelligence, emotional intelligence among the students of private is higher than govt. The standard deviation of social intelligence between the students of govt. is 20.004. and private is 14.28. After compare, the t value is .028. This shows that there is no significant difference between the social intelligence and emotional intelligence of students of govt. and private secondary school students.

Figure 1.3 shows, mean of social intelligence and emotional intelligence between the students of govt. and private secondary school students are 133.8 and 142.5. After compare we found that the social intelligence, emotional intelligence among the students of private is higher than govt. The standard deviation of social intelligence between the students of govt. is 20.004. and private is 14.28. After compare, the t value is .028. This shows that there is no significant difference between the social intelligence and emotional intelligence of students of govt. and private secondary school students.

DISCUSSION OF THE RESULT: -

The findings of the present study reveal that there is no significant difference between the emotional intelligence of students of government and private senior secondary school students. It also revealed that there is no significant difference between the social intelligence of students of government. and private senior secondary school students. Also there is no significant difference between the social intelligence and emotional intelligence of students of government and private senior secondary school students. The study revealed that private senior secondary school students are having more emotional and social intelligence than government senior secondary school students. A significant number of private students support with the principle related to emotional and social intelligence through family environment and school environment. Findings of the present study also revealed that there is a significant relationship between social intelligence and emotional intelligence of students of government. and private senior secondary school students. The emotional intelligence and social intelligence of private school students were found more favorable than government school students. This may be that the students who join the government senior secondary schools are from lower socio-economic status leading to have lowered emotional and social intelligence back ground. The government school students may not find it convenient to control over their emotions. On the other hand students of private secondary schools where majority of students come from higher social and emotional background. There should be started programme and activities related to groom students personality with the help of development of psychology factors through seminars, workshop, modules etc.

CONCLUSION

Positive attitude of students towards above mention psychology factor will provide lot of opportunities to improve the quality of education at all level. But the psychology aspects of students may remain as a stumbling block in implementation. The reason for this mindset may be many. Relevant programmes need to be taken up simultaneously by the government in modification of the students especially from government schools to develop a positive environment related psychology factors. This study is truly and sincerely followed and has tremendous impact on education especially for senior secondary school's students. These findings can be applicable at several stages. At this study is confined to adolescent, it can help in all round development of the child.

Education Implications

No research can be said to be complete in itself especially in behavioral science. The present study has adequately dealt with social intelligence and emotional intelligence of adolescents. The findings of study are likely to prove of immense, psychologists and others who are concerned with sphere of education. The present study also helps parents as well as teachers to manipulate and modify the environment to foster consequent psychological development in children.

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