Difference In Emotional Intelligence Of Secondary School Students With Respect To Streams Of Study And Residential Background

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Abstract

Emotional intelligence includes capacity to overseeing emotions, compassion, mindfulness about self, inspiring others, and taking care of connections throughout our life conditions. The present study was undertaken to study the difference in emotional intelligence of secondary school students with respect to streams of study and residential background. The data was collected through simple random sampling. In the present study a sample of 186 secondary school students was taken. Out of these, 82 students were from arts stream, 57 students were from science stream and 47 students were from commerce stream. Students of arts, science and commerce streams also included 94 rural students, 55 urban students and 37 semi-urban students. Based on the research objectives and hypothesis, the Emotional intelligence scale [EIS] developed and standardized by Anukool Hyde, Sanjyot Pethe and Upindhar Dhar (2002) was used. The collected data was analysed with the help of One-way ANOVA by using PASW Statistics-18 version. The objectives of the study were to compare mean scores of emotional intelligences of arts, science and commerce streams and rural, urban and semi-urban secondary school students. The findings of the study revealed that Insignificant difference was found in the mean scores of emotional intelligences of arts, science and commerce stream secondary school students and rural, urban and semi-urban secondary school students.

Key-words: Emotional Intelligence, Residential Background and Streams of Study

Introduction

Emotion is an affective process which is of extraordinary significance in human life. Indeed, even Plato noted at 2000 years prior that 'all learning has an emotional base'. Moreover, it is the spirit of each human relationship. It is only unthinkable for person to live without emotions, for example, satisfaction, joy, love, fear, outrage, distress and so forth. So being vital and huge piece of human life and the inspiration for conduct, emotions are the most critical element of human instinct. Emotions allude to positive and

negative sentiments that are delivered by specific circumstances. Emotions are at last connected with sentiments. On the off chance that we smother our sentiments, it prompts unusual conduct over the life expectancy (Plutchik, 2000). So, it is exceptionally important to express the affections for ' our prosperity. Be that as it may, it is vital and hard to express the emotions in appropriate way. It is the capacity or ability to comprehend one's own particular emotions and that of others, and to bargain viably with them, all the more particularly it is called as 'emotional intelligence'.

Emotional intelligence includes capacity to overseeing emotions, compassion, mindfulness about self, inspiring others, and taking care of connections throughout our life conditions. As indicated by Mayer, Salovey, Caruso and Sitarenios (2001) emotional intelligence is the capacity to see precisely, evaluate, and express emotion: the capacity to get to as well as produce emotion when they encourage thought: the capacity to comprehend emotion and emotional information: and the capacity to manage emotions to advance emotional and intellectual development. Emotional intelligence is multifaceted in nature, including people aptitudes and experiences, with respect to entomb and intrapersonal factors which impact the competency profile of individual (Mayer, Salovey and Caruso, 2004). It implies individuals are both sane and additionally intellectual in nature.

As indicated by the western view, emotional intelligence is a psychological capacity or expertise to be obtained by a person through various levelled arrangement of these capacities. It is, notwithstanding, recognized from socially important qualities, for example, warmth, trust value, amiability and so on. Goleman (1995) stated that the important role of emotional intelligence for students is improving student learning outcomes. It is the emotional intelligence which can improve and enhance the value of students` academic achievement. When there are so many children who are not able to handle the melancholy of them, to listen or concentrate, to control impulses, to feel responsible for their work, or paying attention to the lesson, anything that can support these skills will help their education (Goleman 1998).

Nasir and Iqbal (2012) intended to examine the relationship of selected demographic factors including gender, age, area of residence, household income and parent's education with Emotional Intelligence. The participants of the study were 595 randomly selected students studying in three public universities located in-Islamabad. Emotional intelligence was measured with the help of Bar-On Emotional Intelligence Inventory (EQ). Result indicated that parental (Father and Mother) education has significant impact on Emotional Intelligence. Students staying in educated family environment have developed better emotional intelligence than that of non-educated family environment. Thilagavathy (2013) found that there is no significant difference of emotional intelligence between rural and urban teachers but significant difference occurs between male and female teachers. Gangal and Singh (2012) found that rural and urban, male and female teacher trainee do not differ significantly in relation to their emotional intelligence.

Emotional intelligence included in the field of intelligence has a significant effect on the behaviour and achievement of students in this current age. Emotional intelligence plays a vital role in shaping, directing and modifying the behaviour and personality of the individual. In this present age majority of the students are unaware of emotional intelligence and they also lack in self- awareness. As we know that in this present age there is a lot of pressure on the students to perform well and to get succeeded. So, to get life satisfaction the students have not only to manage themselves but also manage and understand the feelings and emotions of others more artfully. The individual who has developed his emotional intelligence is better equipped to handle his own feelings and emotions and the feelings and emotions of others. He is also better equipped in understanding the emotions of others and is also able to discriminate among them.

Methodology

Research can be subjective or quantitative. It may be described as the demand of those methods taken by the researcher remembering the true objective to accumulate data that gifts target examination of the theory which the examiner has detailed with respect to look into issues. In order to achieve the aims and objectives of the present study, the following steps were followed with respect to methodology.

Research Technique

Descriptive survey technique was used for the present study. Survey was led to assemble data. By then data was depicted and separated in the light of figured objectives and hypothesis.

Population and Sample

Population is any gathering of people that has at least one basic characteristic that are important to the researcher. Population is the entire collection of people from which the data is to be collected in order to arrive at generalizations." [Best and Kahn, 2009]. All secondary school students of Kashmir division constitute the population in the present study. The process of utilizing a section, as an estimation to the entire, is known as sampling. Remembering the true objective to gather the essential data, the researcher used an appropriate sample to consider the concerned population, as it was unreasonable to cover the entire population. Generalizations are made and conclusions are drawn based on sample. Thus, remembering the time and sources open, the data was collected through simple random sampling. In the present study a sample of 186 secondary school students was taken. Out of these, 82 students were from arts stream, 57 students were from science stream and 47 students were from commerce stream. Students of arts, science and commerce streams also included 94 rural students, 55 urban students and 37 semi-urban students.

Tool Used

Based on the research objectives and hypothesis, the Emotional intelligence scale [EIS] developed and standardized by Anukool Hyde, Sanjyot Pethe and Upindhar Dhar (2002) was used. This scale consists 34 items and measures emotional intelligence through 10 factors – self-awareness, empathy, self-motivation, emotional stability, managing relation, integrity, self-development, value orientation, commitment and altruistic behaviour. The questionnaire has 34 questions, on a 5-point Likert scale i.e. Strongly agree, Agree, Uncertain, Disagree and Strongly disagree. The reliability of the scale was determined by calculating reliability coefficient on a sample of 200 students. The split-half reliability co-efficient was found to be 0.88. Besides face validity, as all items were related to the variable under focus, the scale has high content validity.

Statistical Techniques Used

To compare the mean scores of emotional intelligence of secondary school students studying in different streams and having different residential backgrounds, One-way ANOVA was used.

Objectives of the Study

- To compare mean scores of emotional intelligence of secondary school students studying in arts, science and commerce streams.
- To compare mean scores of emotional intelligence of rural, urban and semi-urban secondary school students.

Hypothesis of the Study

- There is no significant difference in mean scores of emotional intelligence of secondary school students studying in arts, science and commerce streams.
- There is no significant difference in mean scores of emotional intelligence of rural, urban and semi-urban secondary school students.

Analysis and Interpretation
By keeping in view, the objectives of the study, the researcher studied the Emotional Intelligence of secondary school students on the basis of streams of study and residential background. Details pertaining to the objective wise analysis were given under the following sub-headings.

Compare mean scores of emotional intelligence of secondary school students studying in arts, science and commerce streams
The first objective of the study was to compare mean scores of emotional intelligence of secondary school students studying in arts, science and commerce streams. To achieve this objective, the emotional intelligence scores of different streams of study groups of secondary school students of Kashmir were compared using One-way ANOVA. Means and Summary of one-way ANOVA have been presented in the table 1 and 2 respectively.

Table 1 Mean and SD of Emotional Intelligence Scores vis-a-vis different Streams of Study

Stream	N	Mean of EI Scores	SD of EI Scores
Arts	82	134.74	10.60
Science	57	136.64	11.39
Commerce	47	136.36	13.04

From the table 1, it is revealed that there was a total of 186 secondary school students among which 82 were arts stream students, 57 were science stream students and 47 were commerce stream students. The mean scores of arts stream students of emotional intelligence were found to be 134.74 with SD of 10.60. While as mean scores of science stream students of emotional intelligence were found to be 136.64 with SD of 11.39. Also, the mean scores of commerce stream students of emotional intelligence were found to be 136.36 with SD of 13.04. So far as the mean scores of emotional intelligences of the arts, science and commerce stream secondary school students is concerned, there is a slight difference among them.

The graph 1 indicates mean scores of emotional intelligence of secondary school students studying in arts, science and commerce streams.

Graph 1 Mean Scores of Emotional Intelligence of Arts, Science and Commerce Stream Students
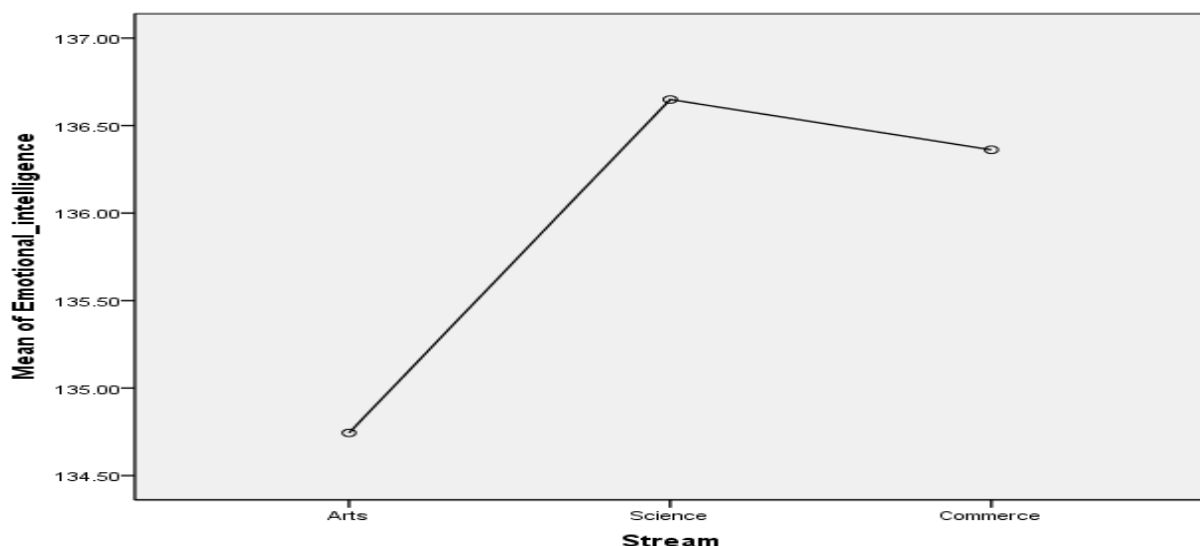
In order to know whether this difference is statistically significant or not, the table 2 will clearly help us in understanding the same.

Table 2 Summary of One-way ANOVA of Emotional Intelligence of Secondary School Students studying in different Streams of Study

Groups	SS	df	MS	F value	Sign.
Between Groups	146.636	2	73.318	.554	.576
Within Groups	24213.455	183	132.314		
Total	24360.091	185			

The results revealed that values of sum of squares and mean squares of between groups have been found to be 146.636 and 73.318 with df 2/185 respectively and the values of sum of squares and mean squares of within groups have been found to be 24213.455 and 132.314 with df 183/185 respectively. The F-value being .554 has been found to be insignificant at both levels of significance. This means that there was insignificant difference in mean scores of emotional intelligence of secondary school students studying in arts, science and commerce streams. Therefore, the first hypothesis of the present study which states that "There is no significant difference in mean scores of emotional intelligence of secondary school students studying in arts, science and commerce streams" is not rejected, because there was an insignificant difference in the emotional intelligence scores of arts, science and commerce secondary school students.

Compare mean scores of emotional intelligence of rural, urban and semi-urban secondary school students

The second objective of the study was to compare mean scores of emotional intelligence of rural, urban and semi-urban secondary school students. To achieve this objective, the emotional intelligence scores of rural, urban and semi-urban secondary school students of Kashmir were compared using One-way ANOVA. Means and Summary of one-way ANOVA have been presented in the table 3 and 4 respectively.

Table 3 Mean and SD of Emotional Intelligence Scores of Rural, Urban & Semi-urban Secondary School Students

Stream	N	Mean of EI Scores	SD of EI Scores
Rural	94	136.07	11.44
Urban	55	134.76	10.43
Semi-urban	37	136.67	12.24

From the table 3, it is revealed that there was a total of 186 secondary school students among which 94 were rural students, 55 were urban students and 37 were semi-urban students. The mean scores of rural students of emotional intelligence were found to be 136.07 with SD of 11.44. While as mean scores of urban students of emotional intelligence were found to be 134.76 with SD of 10.43. Also, the mean scores of semi-urban students

of emotional intelligence were found to be 136.67 with SD of 12.24. So far as the mean scores of emotional intelligences of the of rural, urban and semi-urban secondary school is concerned, there is a slight difference among them.

The graph 2 indicates mean scores of emotional intelligence of rural, urban and semi-urban secondary school students.

Graph 2 Mean Scores of Emotional Intelligence of Rural, Urban and Semi-urban Students
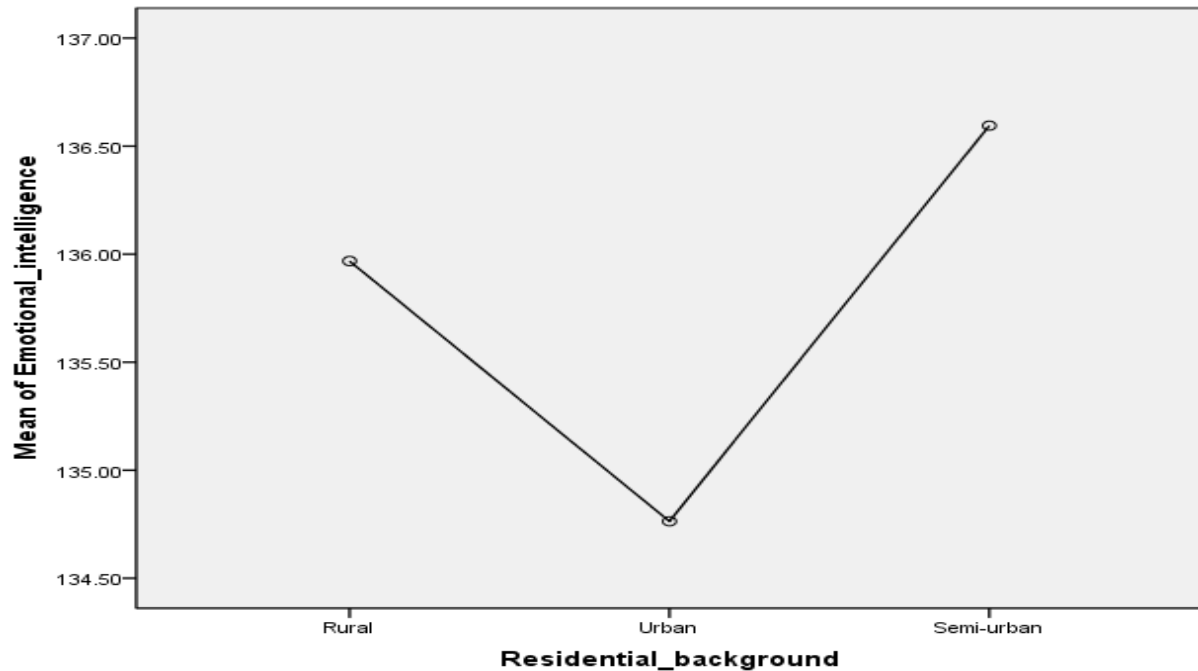
In order to know whether this difference is statistically significant or not, the table 4 will clearly help us in understanding the same.

Table 4 Summary of One-way ANOVA of Emotional Intelligence of Rural, Urban & Semi-urban Secondary School Students

Groups	SS	df	MS	F value	Sign.
Between Groups	84.341	2	42.170		
Within Groups	24275.750	183	132.654	.318	.728
Total	24360.091	185			

The results revealed that values of sum of squares and mean squares of between groups have been found to be 84.341 and 42.170 with df 2/185 respectively and the values of sum of squares and mean squares of within groups have been found to be 24275.750 and 132.654 with df 183/185 respectively. The F-value being 0.318 has been found to be insignificant at both levels of significance. This means that there was insignificant difference in mean scores of emotional intelligence of rural, urban and semi-urban secondary school students. Therefore, the second hypothesis of the present study which states that "There is no significant difference in mean scores of

emotional intelligence of rural, urban and semi-urban secondary school students" is not rejected, because there was an insignificant difference in the emotional intelligence scores of rural, urban and semi-urban secondary school students.

Findings of the Study
- Insignificant difference was found in the mean scores of emotional intelligences of arts, science and commerce stream secondary school students.
- Insignificant difference was found in the mean scores of emotional intelligences of rural, urban and semi-urban secondary school students.

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