

A STUDY ON EMOTIONAL INTELLIGENCE OF INTERMEDIATE STUDENTS IN KRISHNA DISTRICT OF ANDHRA PRADESH

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Abstract

Keywords:

Emotional Intelligence;

Gender;

Location;

The aim of the present study was to examine the level of emotional intelligence among intermediate students. The study also aimed at identifying the differences in emotional intelligence with regard to gender and location. A sample of 204 Intermediate students belonging to Krishna District was selected using Stratified Random Sampling method. The emotional intelligence construct was treated as dependent variable while gender and location were considered as independent variables. The Emotional Intelligence Inventory by Dr.S.K.Mangaland Mrs.ShubraMangal (2004) was employed to collect the data. Statistical tools like mean, S.D. and 'z' test were adopted to identify the differences in the emotional intelligence of the Intermediate students. The findings revealed that the level of the Emotional Intelligence was average for majority of the students. Gender and location had no impact on the emotional intelligence level of the Intermediate students.

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1.Introduction

In this modern era of globalisation and technological revolution one topic that is creating a lot of buzz among general public, practitioners and researchers equally is Emotional Intelligence. Emotions of adolescent students have been at the mercy of dynamics of family life, pressures from society and peers and fast changing life style. Therefore, knowledge of emotions is of paramount importance as it assists an individual

to maintain harmony in oneself and be more self-confident in dealing with life's challenges. "Emotional Intelligence is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them and cope with daily demands and pressures" [4].

Emotional intelligence concept traces its roots to social intelligence which Thorndike (1920) defined as the ability to understand people and to act wisely in human relations [2]

Personal intelligence enables an individual to understand oneself well and deal with situations efficiently [1] [11]. Gardener [7] in his writings on human intelligence emphasised the above idea while paving the way for widespread advocacy of emotional intelligence.

The concept of emotional intelligence was defined for the first time by Mayer & Salovey [15] in their first article as "a type of social intelligence that involves the ability to monitor one's own and other's emotions, to discriminate among them, and to use the information to guide one's thinking and actions."

It was through the work of Goleman [8] "Emotional Intelligence, Why It can matter more than IQ" that Emotional Intelligence became popular. He advocated that contribution of IQ is only 20% to career and achievement where as other faculties such as emotional intelligence are responsible for 80% of success in life [9]

Ever since the Emotional Intelligence construct became sought after topic among academics, psychology, management and health fields. Although the concept became popular, the empirical research studies have been far too few; they are still in infancy stage.

For the purpose of the present investigation the researcher has reviewed some of the studies which are as follows.

Review of Literature

A review of the literature on emotions and EI gives a clear idea of the significant differences between men and women in aspects related to the emotional world [5]

In the studies conducted [6][12] emotional intelligence levels differed significantly between boys and girls.

Individuals with high emotional intelligence abilities achieve better results academically concluded Rode J. [21]

The emotional intelligence level of twelfth standard students was moderate. With regard to gender and location, significant differences were found in emotional intelligence of twelfth standard students [14]

[5]A study was conducted on the relationship between gender and emotional intelligence (EI) using the “Mayer-Salovey-Caruso Emotional Intelligence Test” (MSCEIT). Findings revealed that the gender differences initially reported for EI were mediated completely by age for the branches of facilitation and understanding, for strategic area and for total score, and partially by age for the dimension of emotional managing. These findings indicated the need for caution when concluding that gender affects EI in the absence of tests for possible interactions between gender and other variables that may influence EI.

The scores of girls in all the domains of emotional intelligence were significantly higher in comparison with boys [20]

Location of residence plays a significant role in strengthening of emotional intelligence abilities [13]. In their study on emotional intelligence of secondary school students in relation to gender and residence, found gender had no impact on the level of emotional intelligence. 235 subjects were randomly selected from the district of Purulia, West Bengal, India. Mondal's Emotional Intelligence Inventory (MEII) consisting of 100 items was used to measure emotional intelligence of the selected sample. For the data analysis statistical techniques ANOVA and 't' test were applied.

In a descriptive survey research on emotional intelligence in relation to type of school, locality and gender concluded that female students were emotionally stronger than male students and urban students better in emotional intelligence skills than rural students [16]. The sample was selected from 200 secondary school students of class X, from Jind district, Haryana adopting a random sampling method. Mangal Emotional Intelligence Inventory (MEII) by Mangal and Mangal (2004) was used to study the emotional intelligence. Statistical techniques like Mean, S.D. and t-test were employed to identify the differences.

The investigation on the impact of gender on emotional intelligence and academic achievement of secondary school students and concluded that gender had no impact in the emotional intelligence skills of the students [22]. The study was conducted in the town of Tirupati, Andhra Pradesh on a sample of 60 Municipal High School students of class X (boys n=30, girls n=30). The emotional intelligence questionnaire developed by Nutan Kumar Thingujam and Usha Ram was adopted. Academic achievement was measured by considering IX class annual examination marks. The data were analysed with mean, S.D. and 't' test. The study further revealed that there was no relationship between academic achievement and emotional intelligence.

The summary of the above literature review indicates inconsistency in the findings with regard to effect of gender and location on emotional intelligence. Therefore, there is a need to further study the matter and so the investigator has made an attempt to study the emotional intelligence in relation to gender and location of residence among students in Krishna District.

2. Research Method

Objectives

1. To study the level of Emotional Intelligence of Intermediate Students.
2. To make a comparative study between the level of Emotional Intelligence of Male and Female Intermediate Students.
3. To make a comparative study between the level of Emotional Intelligence of Rural and Urban Intermediate Students.

Hypothesis

Ho2: There is no significant difference in the Emotional Intelligence of Male and Female Intermediate Students.

Ho3: There is no significant difference in the Emotional Intelligence of Urban and Rural Intermediate Students.

Method

In the present study the researcher had adopted descriptive survey method to study the level of emotional intelligence and differences in the emotional intelligence of male and female, urban and rural intermediate students of Krishna district.

Sample: To achieve the research objective, 204 Intermediate students (81 male, 123 female) of Krishna district pursuing their second year Intermediate studies were selected. Stratified random sampling technique was adopted to choose the sample for the current research.

Tools used: In order to measure the emotional intelligence of the Intermediate students, Mangal Emotional Intelligence Inventory (2004) developed by Dr.S.KMangal and Mrs. Shubra Mangal was used. This inventory consists of 100 items. For scoring, one mark is to be allotted for the response indicating presence of emotional intelligence and zero for the absence of EI. Reliability of inventory was examined through three different methods, namely; Split half method using Spearman – Brown prophecy formula, K-R formula (20), and Test-retest method. Reliability coefficients of the inventory were found to be .89, .90 and .92 respectively. The validity for the inventory was established by adopting two different approaches, namely factorial and criterion related approach.

Statistical Techniques Used: Means, S.D. and z-test were employed to compare emotional intelligence among intermediate students in relation to gender and locality.

3.Results and Discussions:

1. To study the level of Emotional Intelligence of Intermediate Students.

The first objective of the investigation was to study the emotional intelligence level of the Intermediate students. In order to achieve the objective, the emotional intelligence score for total sample was calculated as per the guidelines in the EI scale.

Table.1

Distribution of Total Sample on Emotional Intelligence Scale

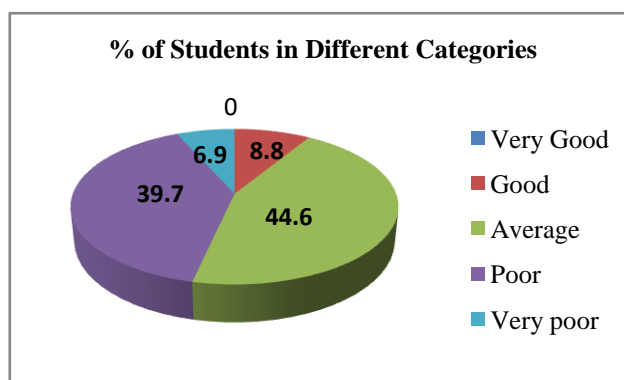
Sample Size	Emotional Intelligence Score
204	12863

Table. 2

Category Wise Number of Students

Category	No. of Students	Percentage
Very Good	-	-
Good	18	8.8
Average	91	44.6
Poor	81	39.7
Very Poor	14	6.9

Figure. A



From Table.2 and Figure. A, it was observed that 8.8% respondents were good in their emotional intelligence, 44.6 % had average emotional intelligence, 39.7% were poor in emotional intelligence and 6.9 % were very poor. However, none of the respondents was very good in their emotional intelligence.

2. To make a comparative study between the level of Emotional Intelligence of Male and Female Intermediate Students.

Table.3

Category Wise Number of Students

Category	Male N	%	Female N	%
Very Good	0	0	0	0
Good	9	11.11	9	7.31
Average	34	41.97	57	46.34
Poor	36	44.44	45	36.58
Very Poor	2	2.46	12	9.75

Table.4

Mean and Standard Deviation of Male and Female Intermediate Students with regard to their Emotional Intelligence

Variables	N	Mean	S.D.
Male Students	81	62.83	9.19
Female Students	123	63.20	10.05

From Table.4 it was observed that the mean score of the female students was found to be greater than that of male students. In order to test the significance of difference between these two mean scores z-test was computed and the result is presented in Table. 5

Table.5**Significant difference between the Mean Emotional Intelligence scores of Male and Female Intermediate Students**

Variables	N	Mean	S.D.	Z -value
Male Students	81	62.83	9.19	0.2754
Female Students	123	63.20	10.05	

From the table it was observed that calculated 'z' value was found to be 0.27, which was not significant at 0.05 level. Thus it was inferred that there existed no significant difference in the emotional intelligence of male and female students. The null hypothesis was therefore accepted. These results were in tune with the findings of KatochAnupama (2013), Kar et al. (2014), Mehrotra and Dua (2014), Godati et al. (2015), MandalMukulBaran (2017) who also found that male and female students did not differ in their emotional intelligence.

However, in the present study, a negligible difference was observed in the mean scores of male (62.83) and female students (63.20) which was an indication that girl students were better in their emotional capabilities than boy students.

2. To make a comparative study between the level of Emotional Intelligence of Rural and Urban Intermediate Students.**Table.6****Category Wise Number of Students**

Category	Rural N	%	Urban N	%
Very Good	-		-	-
Good	8	7.7	10	10
Average	44	42.3	47	47
Poor	47	45.2	39	34
Very Poor	5	4.8	9	9

Table.7

Mean and Standard Deviation of Rural and Urban Intermediate Students with regard to their Emotional Intelligence

Variables	N	Mean	S.D.
Rural Students	104	63.11	10.13
Urban Students	100	63	9.27

From Table.7 it was observed that the mean score of the rural students was found to be slightly higher than that of urban students. In order to test the significance of difference between these two mean scores, z-test was applied and the result is presented in Table. 8

Table.8

Significant difference between the Mean Emotional Intelligence scores of Rural and Urban Intermediate Students

Variables	N	Mean	S.D.	Z-value
Rural Students	104	63.11	10.13	0.0809
Urban Students	100	63	9.27	

From the table it was observed that calculated 'z' value was found to be 0.08, which was not significant at 0.05 level. Thus it was inferred that there existed no significant difference in the emotional intelligence of urban and rural students. The null hypothesis was therefore accepted. These results were in agreement with the findings of Godati et al. (2015), KatochAnupama (2013) who also found that the location did not have impact on the emotional intelligence of students.

However, a very small difference was found in the mean scores of emotional intelligence of rural area students (63.11) and urban area students (63), which suggested that rural area students were able to handle situations involving emotions a little better than urban area students.

Major Findings

- Majority (44.6 %) of the students had average Emotional Intelligence.
- Gender and Location of residence had no impact on the emotional intelligence of the Intermediate students.
- Female Intermediate students were found to be somewhat better in their emotional intelligence abilities than their male counterparts.
- Rural area Intermediate students were found to be a little better emotionally than urban area students.

Suggestions and Conclusions

The present study reported that students did not differ in their emotional intelligence levels on the basis of gender and location. However, female students and students belonging to rural area were found to have slightly better EI scores than their counterparts.

Daniel Goleman (1998) asserted that no gender differences exist in EI, admitting that while men and women may have different profiles of strengths and weaknesses in different areas of emotional intelligence, their overall levels of EI are equivalent.

The notion that women express their emotions easily and more frequently (Berrocal et. al. 2012) could be one of the reasons for female pupils showing slightly higher scores than male pupils.

In contrast to the previous findings that students of urban area scored high on emotional intelligence reported by Nichols (2000), Akbar, Shah, Khan, Akhter and Riaz (2011) and Nara (2014) the present study reports that students of rural area are slightly better in their emotional intelligence scores.

These positive results suggest that nowadays the students located in rural areas also have easy access to advanced technology and faster communication methods leading to greater awareness of life in general. They are also able to equip themselves with requisite knowledge skills and abilities and are in a better position to handle emotional disturbances.

The current study shows that majority of the intermediate students have either average or poor scores in their emotional intelligence skills which calls for serious retrospection on the part of parents, teachers and educational authorities. In order to develop emotional intelligence level of students there needs to be positive devices of discipline i.e. innovative and constructive. Therefore it is recommended to integrate emotional intelligence construct in to the academic schedule of Intermediate students. Moreover it was observed that individuals with high level of Emotional Intelligence were successful in all spheres of life especially in career and relationships.

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