Emotional Intelligence among the School Going Adolescents of Greater Guwahati

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Abstract

Salovey & Mayer

“We define 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.”

The present study is an attempt to trace out the level of emotional intelligence of the school going adolescents of greater Guwahati. In this study an attempt was also made to find out the significant difference between the boys and the girls in relation to their emotional intelligence. The significant difference between the adolescents of English medium and Assamese medium schools in relation to their emotional intelligence was also studied. One standardized tool was used in order to collect the data related to the present study and for qualitative analysis of data statistical techniques like mean, standard deviation, t-test were applied. It is expected that the findings and the suggestion of the present study will be helpful to the concerned authorities and the persons to develop emotional intelligence of the students for better social and interpersonal relationship and adjustment of the students along with their academic success.

INTRODUCTION

“It is very important to understand that emotional intelligence is not the opposite of intelligence, it is not the triumph of heart over head -- it is the unique intersection of both.”

David Caruso

Emotional intelligence (EI) refers to the ability to perceive, control and evaluate emotions. It is the ability to identify, use, understand, and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict. Emotional intelligence impacts many different aspects of your daily life, such as the way you behave and the way you interact with others. Some researchers suggest that emotional intelligence can be learned and strengthened, while others claim it is an inborn characteristic. If someone has high emotional intelligence then he/she is able to recognize his/her own emotional state and the emotional states of others and engage with people in a way that draws them to him. He can use this understanding of emotions to relate better to other people, form healthier relationships, achieve greater success at work, and lead a more fulfilling life.
Since 1990, Peter Salovey and John D. Mayer have been the leading researchers on emotional intelligence. In their influential article "Emotional Intelligence," they defined 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" (1990).

The first use of the term "emotional intelligence" is usually attributed to Wayne Payne's doctoral thesis, A Study of Emotion: Developing Emotional Intelligence from 1985. However, prior to this, the term "emotional intelligence" had appeared in Leuner (1966). Stanley Greenspan (1989) also put forward an EI model, followed by Salovey and Mayer (1990), and Daniel Goleman (1995). The distinction between trait emotional intelligence and ability emotional intelligence was introduced in 2000.

Emotional intelligence consists of four attributes:

- **Self-awareness** – Recognizes one’s own emotions and how they affect thoughts and behaviour, knows strengths and weaknesses, and have self-confidence.
- **Self-management** – Able to control impulsive feelings and behaviours, manage emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances.
- **Social awareness** – Can understand the emotions, needs, and concerns of other people, pick up on emotional cues, feel comfortable socially, and recognize the power dynamics in a group or organization.
- **Relationship management** – Know how to develop and maintain good relationships, communicate clearly, inspire and influence others, work well in a team, and manage conflict.

As we know that the smartest people are not always the most successful or the most fulfilled people in life. Sometimes we see that academically brilliant people become unsuccessful at work or in their personal or social relationships. Intellectual intelligence or IQ isn’t enough on its own to be successful in life. It is emotional intelligence that can help us to manage in both social and personal relationships to become successful in life along with the other important aspects.

There is a common allegation among the elders to the present day school environment is that it had gone drastic changes. In their time the scenario was totally different in respect of the teacher pupil relation, interpersonal relations among the students etc. And according to them lack of value oriented education and moral education, students’ unrest bad impact of ICTs causes such differences.

The present study is an attempt to trace out the level of emotional intelligence of the school going adolescents of greater Guwahati. In this study an attempt was also made to find out the significant difference between the boys and the girls in relation to their emotional intelligence. The significant difference among the adolescents of English medium, Assamese medium, Hindi medium and Bengali medium schools was also studied.
NEED AND JUSTIFICATION OF THE STUDY

Present study has been justified on the ground that no such exploratory work has been done giving emphasis on the emotional intelligence of the school going adolescents of greater Guwahati.

STATEMENT OF THE PROBLEM

The present study “Emotional intelligence among the school going adolescents of greater Guwahati” is an endeavour to provide necessary information in the light of the given justification.

OBJECTIVE OF THE STUDY

- To study the level of emotional intelligence of the school going adolescents of greater Guwahati
- To find out the significant difference between the boys and girls in respect of their emotional intelligence
- To find out the significant difference between the school going adolescents of English medium schools and Assamese medium schools in respect of their emotional intelligence

HYPOTHESES OF THE STUDY

- There exists no significant difference between the boys and girls in respect of their emotional intelligence
- There exists no significant difference among the school going adolescents of English medium schools, Assamese medium schools, Hindi medium schools and Bengali medium schools

RESEARCH DESIGN:

METHODOLOGY OF THE STUDY: The descriptive survey method has been employed for the present study.

POPULATION AND SAMPLE: The population of the present study is the school going adolescents of greater Guwahati of Assam and the sample is confined to 200 adolescents. The sample distribution is shown in Table A.

<table>
<thead>
<tr>
<th>Type</th>
<th>Adolescents of EMS</th>
<th>Adolescents of AMS</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>50</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>Girls</td>
<td>50</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td>200</td>
</tr>
</tbody>
</table>

EMS – English Medium Schools AMS – Assamese Medium Schools

PROCEDURE FOR SELECTION OF THE SAMPLE: The sample for the present study has been selected applying the stratified random sampling method. Total 200 school going adolescents were selected out of which 100 boys were selected and 100 girls were selected. Out of the 100 boys 50 school going adolescents were selected from English medium schools and 50 were selected from Assamese medium schools. And out of 100 girls school going adolescents 50 students were selected from English medium schools, and 50 students were selected from Assamese medium schools. The school going adolescents were selected from the 10 secondary schools of greater Guwahati and from each school 20 students were selected randomly out of which 10
boys and 10 girl students were selected. Only class X students were considered for the present study as the respondent.

**TOOLS USED:** For the present study the researcher used the standardised questionnaire-

1. Mangal Emotional Intelligence Inventory
2. In order to collect the supporting data interview was also done.

**DESCRIPTION OF THE TOOL:**

**Mangal Emotional Intelligence Inventory:** The investigator has employed English version of Mangal Emotional Intelligence Inventory developed by S.K Mangal and Mrs. Shubra Mangal. These are responded by the student either in (Yes) or (No). A score of one is awarded to each “Yes” response, which is indicative of emotional intelligence and Zero to “No”. The higher score in the test indicates the higher level of emotional intelligence and low score reveal low emotional intelligence. The possible range of score on the test is 0 to 100. Reliability of this inventory was examined through three different methods, namely (i) Split half method using Spearman-Brown prophecy formula. (ii) K-R formula (20). (iii) Test-retest method (after a period of 4 weeks). The validity for the inventory has been established by adopting two different approaches, namely factorial and criterion approach.

**STATISTICAL TECHNIQUES USED:**

The analysis of the data has been done both qualitatively and quantitatively. For the quantitative analysis of the data the following statistical techniques-

- Frequencies
- Tables
- Pie Diagram
- Mean
- Standard Deviation
- ‘t’ test
- ANOVA

**DELIMITATIONS OF STUDY**

The present study has been delimited to

- The study is confined to the school going adolescents of Greater Guwahati.
- Only class X students were selected for the present study.
- The study is delimited to the schools with four mediums of instruction only- Assamese, English, Hindi and Bengali medium schools.

**ANALYSIS AND INTERPRETATION OF DATA**

The analysis and interpretation of the data collected for the present study has been done objective wise.

**Objective no 1 To study the level of emotional intelligence of the school going adolescents of greater Guwahati**

In order to serve this objective the investigator calculated each individual student’s emotional intelligence scores and from these scores mean and standard deviation were calculated which is presented in the following table-

<table>
<thead>
<tr>
<th>School going adolescents</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>200</td>
<td>46.13</td>
<td>7.4</td>
</tr>
</tbody>
</table>
Table B shows that the mean score of the school going adolescents in respect of their emotional intelligence is found to be 46.13. As per the norms given in the test manual it can be categorised as average level of emotional intelligence. Here it can be interpreted that the school going adolescents of greater Guwahati have average level of emotional intelligence.

**Objective no 2 To find out the significant difference between the boys and girls in respect of their emotional intelligence**

In order to serve the need of this objective the investigator grouped the collected data into two groups - boys and girls. From these two groups of scores mean and standard deviation were calculated. The result is presented in the following table-

**Table C**

Mean and standard deviation of the boys and girls school going adolescents in respect of their emotional intelligence

<table>
<thead>
<tr>
<th>School going adolescents</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>100</td>
<td>43.55</td>
<td>7.6</td>
</tr>
<tr>
<td>Girls</td>
<td>100</td>
<td>48.71</td>
<td>7.2</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>46.13</td>
<td>7.4</td>
</tr>
</tbody>
</table>

**Figure A**

Pie diagram for the means of the boys and girls school going adolescents in respect of their emotional intelligence

This is the comparison of the boys and the girls in respect of their emotional intelligence. From Table C and Figure A it can be observed that the mean score of the girls is found to be greater than the boys. In order to test the significance of difference between these two mean scores t-test was applied and the result is presented in Table D.

**Table D**

Comparison of emotional intelligence of school going adolescent boys and girls

<table>
<thead>
<tr>
<th>School adolescents</th>
<th>going</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>t-value</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td></td>
<td>43.55</td>
<td>7.6</td>
<td>2.75</td>
<td>**</td>
</tr>
<tr>
<td>Girls</td>
<td></td>
<td>48.71</td>
<td>7.2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** Significant at 0.01 level**
From table D it is observed that the t value is found to be 2.75, which is significant at 0.01 level. Here it can be interpreted that there exists significant difference between the boys and the girls in relation to their emotional intelligence.

**Objective no 3 To find out the significant difference between the school going adolescents of English medium schools and Assamese medium schools in respect of their emotional intelligence**

In order to serve the need of this objective the investigator grouped the collected data into two groups- English medium and Assamese medium school going adolescents. From these two groups of scores mean and standard deviation were calculated. The result is presented in the following table-  

**Table E**

Mean and standard deviation of the English medium and Assamese medium school going adolescents in respect of their emotional intelligence

<table>
<thead>
<tr>
<th>School going adolescents</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>English medium</td>
<td>100</td>
<td>46.38</td>
<td>7.1</td>
</tr>
<tr>
<td>Assamese medium</td>
<td>100</td>
<td>45.88</td>
<td>7.7</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>46.13</td>
<td>7.4</td>
</tr>
</tbody>
</table>

**Figure B**

Pie diagram for the means of the English medium and Assamese medium school going adolescents in respect of their emotional intelligence

This is the comparison of the English medium and Assamese medium school going adolescents in respect of their emotional intelligence. From Table E and Figure B it can be observed that the mean score of the English medium school going adolescents is found to be greater than the Assamese medium school going adolescents. In order to test the significance of difference between these two mean scores t-test was applied and the result is presented in Table D.

**Table F**

Comparison of the English medium and Assamese medium school going adolescents in respect of their emotional intelligence

<table>
<thead>
<tr>
<th>School going adolescents</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>t-value</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English medium</td>
<td>46.38</td>
<td>7.1</td>
<td>0.16</td>
<td>NS</td>
</tr>
<tr>
<td>Assamese medium</td>
<td>45.88</td>
<td>7.7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NS- Not Significant
From table D it is observed that the t value is found to be 0.16, which is not significant. Here it can be interpreted that there exists no significant difference between the English medium and Assamese medium school going adolescents in respect of their emotional intelligence.

MAJOR FINDINGS
The major findings of the study are-

- The school going adolescents of greater Guwahati have average level of emotional intelligence.
- The girl students have a greater degree of emotional intelligence than the boys.
- There exists significant difference between the boys and the girls in relation to their emotional intelligence.
- The adolescents of English medium schools have a higher level of emotional intelligence than the adolescents of Assamese medium schools.
- There exists no significant difference between the English medium and Assamese medium schools in respect of the emotional intelligence of the adolescents.

SUGGESTIONS AND CONCLUSION
As we know that emotional intelligence can help in navigating the social complexities of the workplace, lead and motivate others, and excel in career. In fact, when it comes to gauging job candidates, many companies now view emotional intelligence as being as important as technical ability and require EI testing before hiring. We know that if we’re unable to manage our stress levels, it can lead to serious health problems. The first step to improving emotional intelligence is to learn how to relieve stress. Uncontrolled stress can also impact our mental health, making us vulnerable to anxiety and depression. By understanding our emotions and how to control them, we are better able to express how we feel and understand how others are feeling. This allows us to communicate more effectively and forge stronger relationships, both at work and in our personal life. To improve our emotional intelligence—and our decision-making abilities—we need to understand and control the emotional side of our brain. Emotional intelligence can be developed by developing the skills like- ability to quickly reduce stress, ability to recognize and manage your emotions, ability to connect with others using nonverbal communication, ability to use humour and play to deal with challenges and ability to resolve conflicts positively and with confidence.

It is expected that the findings and the suggestion of the present study will be helpful to the concerned authorities and the persons to develop emotional intelligence of the students for better social and interpersonal relationship and adjustment of the students along with their academic success.

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