

Emotional Intelligence among the Higher Secondary Students in West Bengal in Relation to Their Gender, Habitat and Stream of Study

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ABSTRACT

Goleman defines emotional intelligence as the ability of identifying our own feelings and those of others, for inspiring ourselves, and for handling emotions well in ourselves and in our relationships. In formal education, higher secondary level is considered as a significant period of adolescence. Nowadays adolescents have to handle many complex situations and matters to face the challenges of the complex society. Emotional Intelligence can help to control the emotions, self-awareness, motivating oneself, recognizing emotions in others have become important to get success in life. The present study was initiated to investigate the emotional intelligence among the higher secondary students in West Bengal in relation to gender, habitat and stream of study. The researchers used descriptive survey method. Only higher secondary students were considered as population for this study. 150 samples were collected through purposive random sampling. Standardized 'Inventory for emotional intelligence' by Dr. S.K.Mangal and Mrs. Shubhra Mangal was used for data collection. Researcher used descriptive and inferential statistics for data analysis and interpretation. Results revealed that there was no significant differences in emotional intelligence among the higher secondary students in West Bengal with respect to their gender, habitat and stream of study.

1. Introduction

"When awareness is brought to an emotion, power is brought to your life"

- Tara M. Robson

Many psychological and social science researches put their attention on emotional intelligence since the last decade of 20th century. Thorndike first used the term in his case study in 1920s and later by researchers such as Weschler in the 1940s, upto the eighties with Gardner and Sternberg (Antoñanzas, J.L et al. 2014)¹. Goleman, Salovey, Meyer and many other thinkers try to establish that emotional intelligence is as significant and important as IQ in achieving success in life. Emotional Intelligence involves in the recognition, use, understanding and management of one's own and others' emotional state required in solving problems and regulating behaviour (Ciccarelli & Meyer, 2006)². According to Salovey and Mayer (1990)³ Emotional Intelligence means "The ability to monitor one's own feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action". Goleman (1998)⁴ also define Emotional Intelligence as the ability of identifying our own feelings and those of others, for inspiring ourselves, and for handling emotions well in ourselves and in our relationships.

Stanley Hall referred adolescence as the period of "storm and stress". Mainly teenage period i.e. from 12 years to 19 years is considered as adolescence. In formal education, higher secondary level is considered as a significant period of adolescence. Nowadays adolescents have to handle many complex situations and matters to face the challenges of the complex society. Emotional Intelligence can help to control the emotions, self-awareness, motivating oneself, recognizing

emotions in others have become important to get success in life.

Nasir & Masrur (2010)⁵ conducted a study and found that there was no significant correlation was found between age and emotional intelligence. Study by Jamadar and Sindhu (2015)⁶ revealed that Girls and boys have same level of Emotional Intelligence and Creativity.

There are various researches have been done on emotional intelligence but very few research was done on emotional intelligence among higher secondary students with respect to their gender, habitat and stream of study particularly in West Bengal context. From this particular point of view, the researcher identified the problem of the study- "*Emotional Intelligence among the higher secondary students in West Bengal in relation to their gender, habitat and stream of study.*"

2. Objectives of the study

For the present study, following objectives were framed-

1. To find out the differences in emotional intelligence among the higher secondary students in West Bengal with respect to their gender.
2. To find out the differences in emotional intelligence among the higher secondary students in West Bengal with respect to their habitat.
3. To find out the differences in emotional intelligence among the higher secondary students in West Bengal with respect to their stream of study.

3. Hypotheses

On the basis of the objectives, following hypotheses were formulated-

H₀₁. There is no significant difference between male and female higher secondary students in West Bengal in terms of their emotional intelligence.

H₀₂. There is no significant difference between rural and urban habitant higher secondary students in West Bengal in terms of their emotional intelligence.

H₀₃. There is no significant difference among arts, science and commerce higher secondary students in West Bengal in terms of their emotional intelligence.

4. Delimitations of the study

The present study was delimited to the following-

1. Only 150 students were considered as sample.
2. Samples were collected from district Kolkata, Purba Bardhaman and Nadia.
3. Only male and female students were considered for the study.
4. Only rural and urban habitant students were considered for the study.
5. Arts, science and commerce students were considered for this study.

5. Methodology

For the present study, the researchers used descriptive survey method.

Only higher secondary students in West Bengal were considered as population for this study. 150 samples were collected through purposive random sampling.

The dependent variable of the study was-emotional intelligence. The independent variables were- gender, habitat, stream of study.

In the present investigation, for measuring emotional intelligence of participants, Standardized 'Inventory for emotional intelligence' by Dr. S.K.Mangal and Mrs. Shubhra Mangal was used. It consists of 100 items. For each statement there are two possible responses either yes or no. A score of one mark is provided for the response indicating the presence of emotional intelligence and zero for the absence of emotional intelligence. Minimum and maximum score ranges from 0 to 100.

Researcher used descriptive and inferential statistics for data analysis and interpretation.

6. Data Analysis and Interpretation

H₀₁: There is no significant difference in emotional intelligence among higher secondary students in West Bengal with respect to their gender.

Table 1

T- test representing gender wise mean difference in emotional intelligence among higher secondary students in West Bengal									
Gender	N	Mean	SD	SEM	MD	T	Df	Sig.(2-tailed)	Remarks
Male	81	23.31	3.693	0.410	0.454	0.738	148	0.462	Not significant
Female	69	22.86	3.821	0.460					

Table 1 shows that the computed t-value i.e. 0.738 is smaller than 1.96, the critical value required to reach 5% level of significance. So the null hypothesis H₀₁ is accepted. Hence, it can be concluded that there is no significant difference in

emotional intelligence among higher secondary students in West Bengal with respect to their gender.

H₀₂: There is no significant difference in emotional intelligence among higher secondary students in West Bengal with respect to their habitat.

Table 2

T- test representing habitat wise mean difference of emotional intelligence among higher secondary students in West Bengal									
Habitat	N	Mean	SD	SEM	MD	T	Df	Sig.(2-tailed)	Remarks
Urban	137	23.20	3.708	0.317	1.120	1.030	148	0.304	Not significant
Rural	13	22.08	4.153	1.152					

Table 2 shows that the computed 't- value' i.e. 1.030 is smaller than 1.96, the critical values required to reach 5% level of significance, hence analyzed result is not significant at 0.05 level. So the null hypothesis H₀₂ is accepted. Hence, it can be concluded that there is no significant difference in emotional

intelligence among higher secondary students in West Bengal with respect to their habitat.

H₀₃: There is no significant difference in Emotional Intelligence among higher secondary students in West Bengal with respect to their stream of study.

Table 3

Stream of study wise descriptive statistics of higher secondary students in West Bengal				
Stream of study	N	Mean	SD	Std. Error
Arts	122	23.29	3.714	0.336
Science	26	22.35	3.867	0.758
Commerce	2	21.50	4.950	3.500
Total	150	23.10	3.747	0.306

Table 4

ANOVA for stream of study wise differences of emotional intelligence among higher secondary students in West Bengal						
Source of Variance	Sum of Squares	Df	Mean Square	F	P	Remarks
Between Groups	24.156	2	12.078	0.859	0.426	Not Significant p>.05
Within Groups	2067.344	147	14.064			
Total	2091.500	149				

In order to ascertain whether significant differences exist between higher secondary students with varying stream of study, the researcher employed ANOVA test. The independent variable tested here stream of study with three categories namely arts, science, commerce and dependent variable tested here is emotional intelligence of higher secondary students in West Bengal. Here the null hypothesis H_{03} is accepted. Table 4 shows that there is no significant difference in emotional intelligence among higher secondary education in West Bengal with respect to their stream of study as here the calculated $F=0.859$ ($p>0.05$ as $p=0.426$).

7. Conclusion

The present study was initiated to investigate the emotional intelligence among the higher secondary students in West Bengal in relation to gender, habitat and stream of study particularly. Results revealed that there was no significant

difference between male and female higher secondary students in West Bengal in terms of their emotional intelligence. There was no significant difference between rural and urban habitant higher secondary students in West Bengal in terms of their emotional intelligence. Researcher also could not find any significant difference among arts, science and commerce higher secondary students in West Bengal in terms of their emotional intelligence.

Further Study can be conducted covering a large number of samples and more number of background variables.

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