Study of Components of Emotion Intelligent amongst students of Secondary School

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Abstract: *Self awareness, managing emotions, motivating oneself, empathy & relationships are five components of emotional intelligence. In this article, an attempt is made to investigate the components of emotional intelligence amongst student of secondary school. In total, 600 students were randomly selected from eight tahasil of Amravati District and given with emotional intelligence test based on all five components. Thus results obtained were further discussed.*
Keyword: Emotional Intelligence, Secondary School, z-test, EQ.

1. INTRODUCTION

Emotional intelligence refers to capability to perceive, control, and evaluate emotions and thoughts. There are many perception, theory and research article on emotional intelligence which offer mixed blend of discussion, where in few article claims, emotional intelligence are inborn talent, where other claims it can be enhanced by training and day life experience. Individual with higher emotional intelligence can handle his life challenges in healthy way in comparison to individual with lower emotional intelligence. It also offers better opportunities in life which includes, decision making power, leadership, facing challenges etc.

Being aware of own thoughts, emotions, behavior & feeling refer to self awareness, on other hand aware of feeling, emotions for others required to handle relationships in more balanced way. These qualities of individual can be enhanced. Dr. S. Chamundeswari[1] et al has investigated EI & academic achievement using random sampling technique 321 students, from the higher secondary level in different systems of education. Central board students have a higher level of emotional intelligence in comparison to state board but did not differ with matriculation board students. And central board students perform better in academics compared to state and matriculation board students. Delphine Nelis[2] et al investigated, possibility to enhance the emotional intelligence, by offering empirically-derived EI training, showed a significant increase in emotion identification and management abilities. In the same context, Shakuntala Punia et al[3] , found majority of the participants had normal to high emotional intelligence and average to excellent adjustment with slightly better Urban children over rural children on EI and adjustment. Dr. Vijaykumar Bhayyaji Khandate et al [4] in his study on tribal students, found no significant difference in value of emotional intelligence among Rural and Urban tribal students.

Dr. Sayeeda Shaheen et al [5] has investigated the emotional intelligence in relation to psychological well-being among students, there is significant positive correlation between emotional intelligence and psychological well-being is observed. Further, girls scored significantly higher to boys on emotional intelligence and no significant difference was observed on total psychological well-being.

All five components of emotion intelligence i.e. self awareness, managing emotions, motivating oneself, empathy & handling relations is aimed to investigate.

2. Methodology

A test by Dr Ekta Sharma was used to evaluate the emotional quotient of secondary school students. Questioner in test covers five sub components of emotional intelligence with total sixty questioners. Selected test was recommended to evaluate the emotional intelligence of age group from 10 -17 years.

A sample size of 600 students were randomly selected from eight different tahsils of Amravati District, which covers Amravati , Teosa, Achalpur, Morshi, Daraypur, Anjangao Surji, Chandur Bazar,Warud & Bhatkuli. Since, sample size is more than 30, z-test were used to analyze the data.

To evaluate the meaningful conclusion, following null hypothesis were constructed,

1) There is no significant difference in Self awareness between male & female students.
2) There is no significant difference in Managing Emotions between male & female students.
3) There is no significant difference in motivating oneself between male & female students.
4) There is no significant difference in Empathy between male & female students.
5) There is no significant difference in handling relationship between male &female students.

3.   Result & Discussion:

Students were distributed based on marks obtained in emotional intelligence test. Based on mark range the students are category in three categories namely, high, and average & below average.
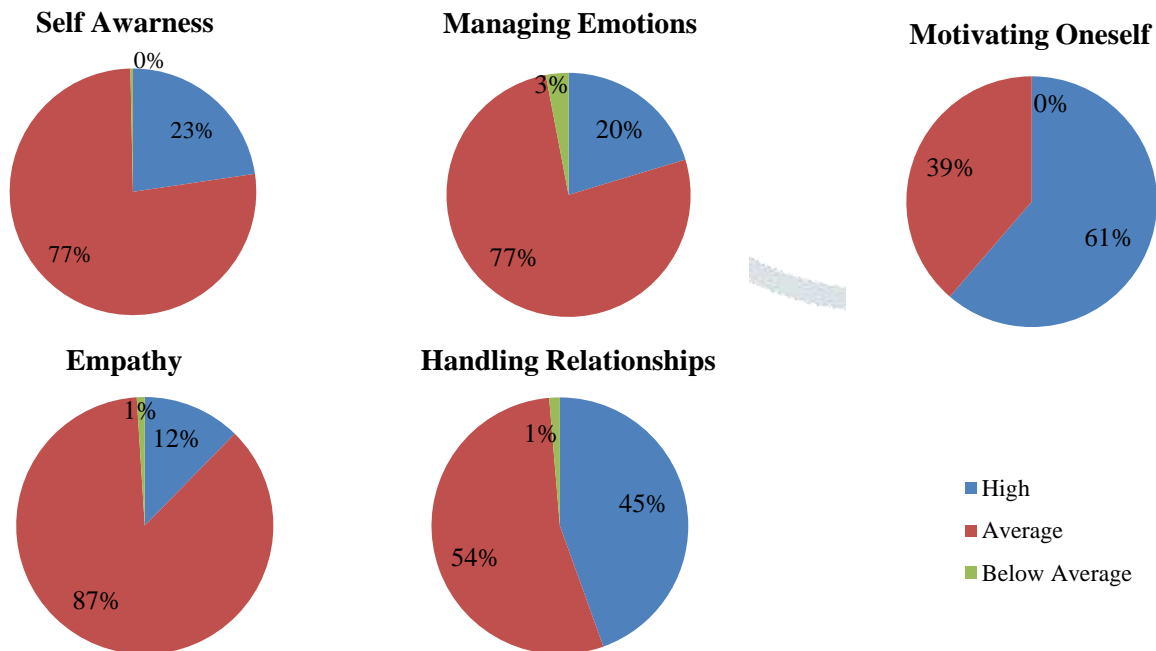

Fig 1 Student Distribution based on Score

From fig 1, referring to distribution of students for self awareness, 77 % students found with average range of self awareness & no one below average, rest other is have higher range for self awareness. 3% student's falls below average level, while 77 % students are having average score range for managing emotions and rest other have higher score range. Similarly, 61% students show high motivational component, wherein 39 % has higher score range. Likewise, 87% students has average range, 12% of high & 1 % of below average range for empathy component of emotional intelligence. 45% of students have higher score range for handling relationship, wherein 54 % students come in average for relationship.

Table 1. : Mean SD and t - value in values of Male & Female

Component	Students	Sample (N)	Mean	SD	Mean Deviation	z-value
Self Awareness	Male	294	39.95	5.16	0.41	1.52
	Female	306	39.32	4.97		
Managing Emotions	Male	294	21.72	3.20	0.25	0.18
	Female	306	21.67	2.95		
Motivating Oneself	Male	294	53.01	6.26	0.48	0.12
	Female	306	52.95	5.56		
Empathy	Male	294	30.01	3.95	0.32	0.80
	Female	306	29.75	3.98		
Handling Relationships	Male	294	68.05	9.00	0.68	0.21
	Female	306	67.91	7.66		

Obtained z-value of Self Awareness is 1.52, which is less than critical z-value at significant level of 0.01, which mean null hypothesis 1 is accepted. Thus, it means there is no significant difference in Self Awareness of male and female students. Similarly, the calculated z-value for Managing Emotions, Motivating Oneself, Empathy and Handling Relationships is 0.18, 0.12, 0.80 & 0.21 respectively which is less than critical z-value 1.645. Thus the null hypothesis from 2 to 5 can be accepted on the basis of same.

4.   Conclusion

Almost all components of emotional intelligence have maximum student in average score range and very few are in below average range. Motivating oneself & handling emotions have 61% & 45% students respectively with higher score range from selected sample

of population. There is no significant difference between male & female on over all components of emotion intelligence, thus no significant difference in emotion intelligence between girl & boys can be identified. Based on result, specific measures can be taken to design & implement activities to enhance emotional intelligence components wise based on the weightage obtained.

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