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Emotional intelligence among adolescents across educational boards

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Abstract

Emotional Intelligence can be defined as a set of interpersonal and intrapersonal skill of the person to handle the emotions of self and others effectively. In recent times emotional intelligence has become a very popular topic of psychological research particularly because it is the driving force affecting each and every single facet of our lives. Emotions are among one of the hidden human resources as everything we do is linked directly or indirectly to them. Researchers have confirmed that emotional intelligence on workplace is linked to our learning behavior, priorities and competencies. In this fast paced world where technologies are rapidly upgrading, younger generations are connected to this global village through the various platforms of social networking sites. This virtual world has really created a huge gap in our “real” self and “ideal” self. The concept of Emotional Intelligence is quite different from intelligence quotient but we as society should not forget that both are equally important for the development of healthy personality of an individual. The present study was conducted on the adolescents of age group between 14-15 years studying in schools with different educational boards. Emotional intelligence inventory developed by Mangal and Mangal (2004) was used to assess the four sub aspects of EI namely interpersonal awareness, intrapersonal awareness, interpersonal management and intrapersonal management. The comparison was made on the basis of educational boards and gender of students. Total 300 students were selected for study which was equally representing state, central and international board of secondary education. The results concluded that students studying in ICSE and CBSE board students were more emotionally intelligent than HBSE students.

Keywords: Emotional intelligence, interpersonal and intrapersonal skills

1. Introduction

Emotional intelligence ensures the smooth sailing in the turbulent waves of life and is more important than merely having intelligence alone (Salovey and Mayer, 1990; Goleman, 1995) [2].
[1] Emotions come before thought and behavior. Our feelings fuel up the engine that drives our enthusiasm, energy, competitiveness and creativity. J. Freedman quoted that emotional intelligence is a way of recognizing, understanding and choosing how we think, feel, and act. It shapes our interactions with others and our understanding of ourselves. It defines how and what we learn; it allows us to set priorities; it determines the majority of our daily actions. Research suggests that it is responsible for as much as 80 per cent of the “success” in our lives. Adolescence is a highly eventful and unique period of life involving growth and development that lays an important foundation for the adolescent years. This is the period in which adolescents have to make adjustment with the mental problems related to their home and school environment. Family and school are places where the adolescents get experience and learn about their future role. Carlson & Hatfield (1992) [4] defined emotions as feeling states with physiological, cognitive, and behavioral components.

2. Methodology: The study was conducted in Hisar district of Haryana state. The study aimed at comparing the emotional intelligence among adolescents studying in different educational boards. Total 100 adolescents were selected randomly each from CBSE, HBSE and ICSE boards. The sample consisted of 150 boys and 150 girls. The test developed by Mangal & Mangal was used to assess the level of emotional intelligence.

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3. Literature review: Petrides and Furnham (2000) [5] investigated gender differences in actual and self-estimated scores on trait emotional intelligence of 260 participants from three British universities. The results indicated that males' self estimates of emotional intelligence were significantly higher than those of females. However, no significant difference was found on total measured trait emotional intelligence or any of its factors except social skills on which women scored higher than men.

Harrod and Scheer (2005) [6] conducted study on 200 youths of ages 16-19 in which emotional intelligence showed significant positive correlation with parents' level of education and household income. The study further revealed a significant difference between the scores of males and females on emotional intelligence, with females reporting higher emotional intelligence level. The study did not show relationship of emotional intelligence with age and location of residence.

Katyal and Awasthi (2005) [7] showed females with slightly higher emotional intelligence scores, however, the difference was not statistically significant but only indicative of the trend.

Das and Das (2008) [8] observed significant difference in emotional intelligence of the male and female, rural and urban college students, though no significant difference was found between emotional intelligence and creativity of students

4. Results and Discussion: Table 1 summarizes that majority of students had average levels of interpersonal awareness. The highest among HBSE students (79%) followed by CBSE (77%) and ICSE students (70%). The same trends were observed in intrapersonal awareness in which 84 per cent of total students had scored averagely. The 95 per cent of CBSE students, while 80 per cent of ICSE students and 77 per cent of HBSE students had average levels in sub aspect.

In case of inter-personal management 95 per cent of CBSE students, 80 per cent of ICSE and 77 per cent of HBSE students had average levels. About 99 per cent of CBSE students, 83 per cent of HBSE students and 73 per cent of ICSE students had average level of Intra-personal management. As the table reveals that more than half i.e. 59.3 per cent of total respondents had overall emotional intelligence of above average level while 40.3 per cent scored averagely. Among CBSE students 46 per cent students were having above average level while 54 per cent had average level of overall emotional intelligence. In case of HBSE students 46 per cent of students possessed average levels and 53 per cent were high in overall emotional intelligence. On the contrary 86 per cent of ICSE students had overall emotional intelligence levels of above average level.

Table 1: Sub aspects of emotional intelligence among adolescents across educational boards

Sr. No.	Variables	Type of board			Total (n=300)
		CBSE (n=100)	HBSE (n=100)	ICSE (n=100)	
1.	Inter-personal awareness (own emotions)				
	a. Above average(above 16)	16(16.0)	11(11.0)	26(26.0)	43(14.3)
	b. Average(8.1 to 16)	77(77.0)	79(79.0)	70(70.0)	226(75.3)
	c. Below average (up to 8)	7(7.0)	10(10.0)	4(4.0)	21(7.0)
2.	Intra-personal awareness (others emotions)				
	a. Above average (above 16)	3(3.0)	4(4.0)	17(17.0)	24(8.0)
	b. Average (8.1 to 16)	95(95.0)	77(77.0)	80(80.0)	252(84.0)
	c. Below average (up to 8)	2(2.0)	19(19.0)	3(3.0)	24(8.0)
3.	Inter-personal management (own emotions)				
	a. Above average(above 16)	3(3.0)	1(1.0)	22(22.0)	26(8.6)
	b. Average(8.1 to 16)	97(97.0)	89(89.0)	78(78.0)	264(88.0)
	c. Below average (up to 8)	-	10(10.0)	-	10(3.33)
4.	Intra-personal management (others emotions)				
	a. Above average(above 16)	-	13(13.0)	-	13(4.3)
	b. Average (8.1-16)	99(99.0)	83(83.0)	73(73.0)	255(85.0)
	c. Below average (up to 8)	1(1.0)	4(4.0)	27(27.0)	32(10.6)
5.	Overall emotional intelligence				
	a. Above average(66.5-100)	46(46.0)	46(46.0)	86(86.0)	178(59.3)
	b. Average(33.5-66.5)	54(54.0)	53(53.0)	14(14.0)	121(40.3)
	c. Below average (10-33.5)	-	1(1.0)	-	1(0.3)

*Figure in parentheses indicate percentage

4.1 Comparison of adolescent's emotional intelligence across educational boards

Table 2 projects results related to comparison of various aspects of emotional intelligence on the basis of educational boards using ANOVA test. Significant differences were observed for all the sub aspects of emotional intelligence as well as between overall emotional intelligence. The students of

ICSE board had highest level (M=16.50) of interpersonal awareness and differ significantly from the mean scores of HBSE students. The ICSE board students had outscored other two boards in terms of intrapersonal awareness, interpersonal management, intrapersonal management as well as overall emotional intelligence (M=16.92, M=18.55, M=18.84 and M=70.69)

Table 2: Board-wise comparison of sub aspects of emotional intelligence

Variables	Boards			F value
	CBSE (n=100)	HBSE (n=100)	ICSE (n=100)	
Intrapersonal awareness	15.98±4.20 ^{ab}	15.02±4.28 ^b	16.50±4.38 ^a	3.0*
Interpersonal awareness	14.56±3.05 ^b	13.42±4.40 ^c	16.92±3.52 ^a	23.2*
Intrapersonal management	14.91±2.78 ^b	13.99±3.44 ^c	18.55±2.69 ^a	64.8*
Interpersonal management	14.97±2.50 ^c	15.99±4.07 ^b	18.84±2.40 ^a	42.0*
Overall emotional intelligence	60.42±8.21 ^b	58.02±10.27 ^b	70.69±9.05 ^a	53.2*

*Means with different superscripts in the same row differ significantly at 5% level of significance

4.2 Comparison of emotional intelligence of adolescents across gender

Table 3 highlights results related to comparison of emotional intelligence on the basis of gender using t-test. Significant differences were observed in sub aspect intrapersonal

awareness. Further mean score comparison indicated that females were higher ($M=15.64$) in interpersonal awareness against their counterpart. Table also displayed that non-significant differences existed within other sub aspects of emotional intelligence against gender.

Table 3: Gender-wise comparison of sub aspects of emotional intelligence

Variables	Gender		Girls (n=150)		t value
	Boys (n=150)		Mean	S.D	
Interpersonal awareness	16.16	4.55	15.50	4.06	1.36
Intrapersonal awareness	14.28	4.28	15.64	3.51	3.06*
Interpersonal management	16.02	3.65	15.61	3.49	0.91
Intrapersonal management	16.40	3.62	16.78	3.35	0.79
Overall Emotional Intelligence	62.89	11.98	63.19	9.30	0.22

*Significant at 5% level of significance

5. Summary and Conclusion: The results of study demonstrated that majority of the students possess average levels of emotional intelligence. Girls were more aware interpersonally as compared to boys. Students from all three educational boards differ significantly on all the dimensions of emotional intelligence. The adolescents studying in ICSE board school were more emotionally intelligent

6. References

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