



A comparative study of emotional intelligence of girls and boys of private school and government school

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Abstract:

The general objective of carrying out this study was to study the emotional intelligence of students in relation to the type of school. The study was carried on one hundred students studying in secondary schools selected randomly from Bhopal district of M.P. entire classes of ix and x were taken from the two schools (Shashakiya Chhatarmadiyamaik Vidyalaya Chandbad Bhopal Govt. School) and Hind Convent Higher Secondary School Naveennagar (private school). The sample were taken who falls on the age group of 14-16 years. For the aggregation of essential information the researcher used statistical calculations. To find the significance of difference between the various groups 't'-test was applied. Results indicated that Govt. and private school students differ significantly on emotional intelligence but gender wise and area wise students do not differ significantly on emotional-intelligence.

Key words: emotional intelligence, school, age group.

INTRODUCTION:

Emotional intelligence is crucial for success in all walks of life. It is necessary to create a congenial atmosphere to working and also for a peaceful life. The adolescents should be prepared to take the challenges of life when they step out of the school. The researcher through her research has made an attempt to find out and compare the levels of Emotional intelligence among teachers, Parents as well as the students about managing relationships, Emotional stability, Empathy and self.

Many educators and psychologists believe that students who receive an exclusively academic environment may be ill equipped for future challenges, both as individuals as well as members of the society. Certain instances come in our day to day life wherein the brightest students in a class did not succeed later in their lives as individuals having well rounded

personalities as compared to their less intellectual counterparts. The concept of emotional intelligence is an umbrella term that captures a broad collection of individual skills and dispositions, usually referred to as soft skills or inter or intra-personal skills that are outside the traditional areas of specific knowledge, general intelligence, and technical or professional skills. In order to be well adjusted, as a fully functioning member of the society one must possess both traditional intelligence and emotional intelligence (EI). EI involves being aware of emotions that affect and interact with traditional intelligence. Emotional intelligence refers to an ability to recognize the meanings of emotion and to reason and problem solve on the basis of them, and it involves the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions and manage them.

Thus, emotional intelligence is an umbrella term that captures a broad collection of interpersonal and intrapersonal skills. Interpersonal skills consist of the ability to understand the feelings of others, empathies, maintain and develop interpersonal relationships and above all our sense of social responsibility. On the other hand, intrapersonal skills comprise of the

Ability to understand one's own motivation. Emotional intelligence plays a key role in education is that process of development which consists the passage of human being from infancy to maturity, the process whereby he adapts himself gradually in various ways to his physical and spiritual environment.

The new born infant is a helpless human being. He has neither any friend nor an enemy. He is not aware of the social customs and traditions. Not only this, he is not even keen to achieve any ideal or value. But as he grows older, he is influenced by the informal and formal agencies of education. In this way, he develops his physical and emotional self and social feelings also develop in him gradually. By and by, he is able to develop a sense of responsibility like his elders and solve the problems of life successfully.

Education is able to instill in the child a sense of maturity and responsibility by bringing in him the desired changes according to his needs and demands of ever changing society of which he is an integral part.

Education bestows upon the child immense benefits. It brings up the child as the parents do. It guides him like an affectionate father and serves him faithfully like a wife. A well educated person is known all over the region. He is able to meet the conflicting challenges and tide over all the difficulties which confront him in day to day living. Not only this education culturises the individual and helps him in his needs all over the world.

Thus, education develops the individual like a flower which distributes its fragrance all over the environment.

In this sense, education is that conductive process which drags a person from darkness, poverty and misery by developing his individuality in all its aspects physical, mental, emotional and social with this type of all-round development, he becomes a responsible, dynamic, resourceful and enterprising.

Need of the study:

Emotional intelligence plays an important role in Human's life. In all situations, self - awareness of the feelings and emotions is most important. It helps a person for understanding others and their feelings, develop the qualities of a good listener.

Emotional intelligence is important to learn the integration of thoughts and emotions heart and mind for the appropriate behaviour at the right time.

It guides the human to do not allow the emotions and feelings to develop as hindrances and obstacles in their path and use them as a motivating agent or force for achieving their goal.

Emotional intelligence is a powerful and at time more powerful than intelligence quotient.

Emotional intelligence may be the best predicator of success in life. Emotionally intelligent people are more likely to succeed in everything they undertake in their live.

In working situation also, emotional intelligence helps more than one intelligential potential in terms of one's I.Q. or even professional skills and competencies. A professionally competent person having poor emotional intelligence may suffer on account of his inability to deal with his self or in getting along properly with others.

Emotional intelligence also plays an important role in students life. One's emotional intelligence helps him much in all the spheres of life through its various constituents or

components namely knowledge of one's emotions (self awareness), managing the emotions, motivating oneself, recognizing emotions in others (empathy) and handling relationships. The achievement of the end results in terms of better handling of natural relationships in quite essential and significant in one life. It can only be possible through one's potential of emotional intelligence and its proper development.

Students are under a great deal of stress, which can easily derail them. Applying emotional intelligence skills appears to be an effective coping mechanism.

For example, petrides, frederickson, and furnham suggest that specific aspects of emotional intelligence may be especially important for students at risk. Specially their research suggests that students who struggle academically face even greater pressures than their peers. When students feel a sense of belonging in a respectful environment, they are more free to focus on their academic work.

In an era when children frequently feel disconnected from friends and family where rapid social change is the norm, when media and sports starts demonstrate poor behaviour educators recognize the human need for developing social and emotional skills.

Emotional intelligence can substantially decrease anti social behaviour and aggression, school suspensions and discipline problems while increasing personal and social competency, school attendance, satisfaction and academic achievement.

Emotional intelligence is central to children's success in school. By incorporating emotional intelligence into existing educational programs, we can promote our children achievement in the present and secure their success for the future.

Emotional intelligence and education are interdependent on each other. Most of the children spend their time at school. Going to school, to get knowledge and to get educated is the right of each and every child.

Objectives of the Study:

1. To compare the emotional intelligence of government and private secondary schoolstudents.
2. To compare the emotional intelligence of secondary school boys and girls.
3. To compare the Private and Govt girl students on

The basis of Emotional intelligence.

4. To compare the Boys of private school and Boys of Govt. School on

The basis of emotional intelligence.

Hypothesis of the study:

1 There is no significant difference between the Girls and Boys of Government School on the basis of Emotional intelligence.

2 There is no significant difference between the Girls and Boys of Private School on the basis of emotional intelligence.

3 There is no significant difference between the Private school Girls and Govt. school girls on the basis of Emotional intelligence.

4 There is no significant difference between the Private school boys and Govt. school boys on the basis of Emotional intelligence.

5 There is no significant difference between the Govt. school students and Private school students on the basis of Emotional intelligence.

Delimitations of the Study:

the study is confined to the district Bhopal of the Madhya Pradesh.

only school of district Bhopal are included in the present study.

the study is confined to secondary school students only.

the study is confined to the ix and x class students only.

Methodology:

In order to collect data the survey method was used. The sample of the study consisted of 100 students of district Bhopal. Intact classes of ix and x were taken from the two schools in which 50 male students and 50 female students.

. The tools used by researcher have been described with indices involved, method, scoring, reliability, Validity and items analysis norms etc. And statistical techniques used have also been described. Standardized tool is used in this research work called “Emotional Intelligence Scale” of Vedant Publications (Balaji House, Flat No.B4, 2 Pyagpur House, Birbalsahanimarg, Lucknow- 226007). Tool is made by Anukool Hyde, Sanjyotpethe, UpinderDhar (Estd- 2001) “Emotional Intelligence scale” consists of 34 questions which measures 10 aspects of Emotional Intelligence.

Analysis and interpretation:

Analysis of data is a process of inspecting, and modeling data with the goal of highlighting useful information, suggesting conclusion and supporting decision making.

This chapter represents the statistical analysis of data, which were collected as a sample of 100 students i.e., 50 students (25 boys and 25 girls) from “Shashakiyauchhatarmadhyamikvidyalaya” Chandbad, Bhopal (Government school). 50 students (25 boys and 25 girls) from “Hind convent higher secondary school” Naveen nagar (Private school).The sample of 100 students were taken who falls on the age group of 14-16 years.

Hypotheses 1

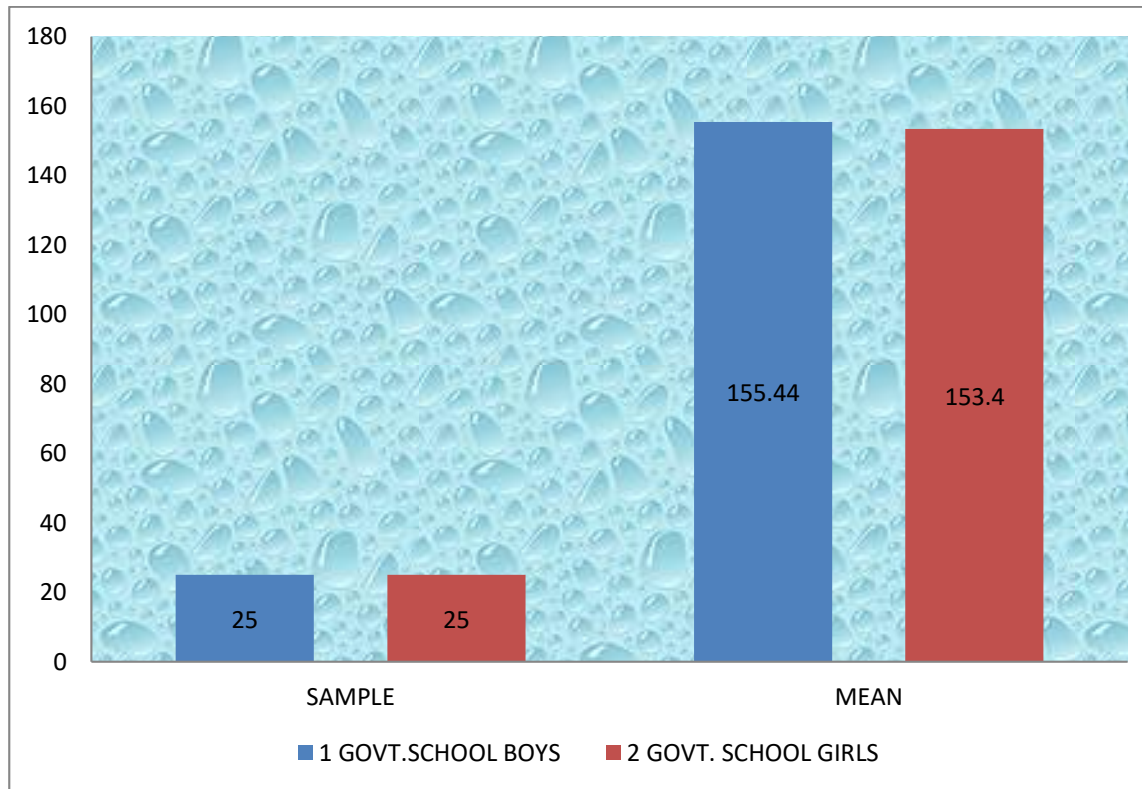
H₀- There is no significant difference between the Girls and Boys of Government School on the basis of Emotional intelligence.

Table 1.1

S.No.	Group	Sample	Mean	Standard Deviation	Calculated 't'- value	Table 't' value	df	Level of significance
1.	Govt. School Boys	25	155.44	4.2	2.64*	2.403	48	2.403**
2.	Govt. School Girls	25	153.40	9.7				

**** At 0.01level of significance.**

Graph 1.1



Interpretation 1.1

As calculated value of 't' was 2.64. The table values were 1.676 at 0.05 level of significance at $df = 48$ and 2.403 at 0.01 level of significance at $df = 48$. The calculated value was very high than the Table value.

So, the null hypothesis “ There is no significant difference between the Girls and Boys of Government school on the basis of Emotional intelligence.” is rejected.

This shows that the Govt.school boys are more emotionally intelligent than the Govt.school girls.

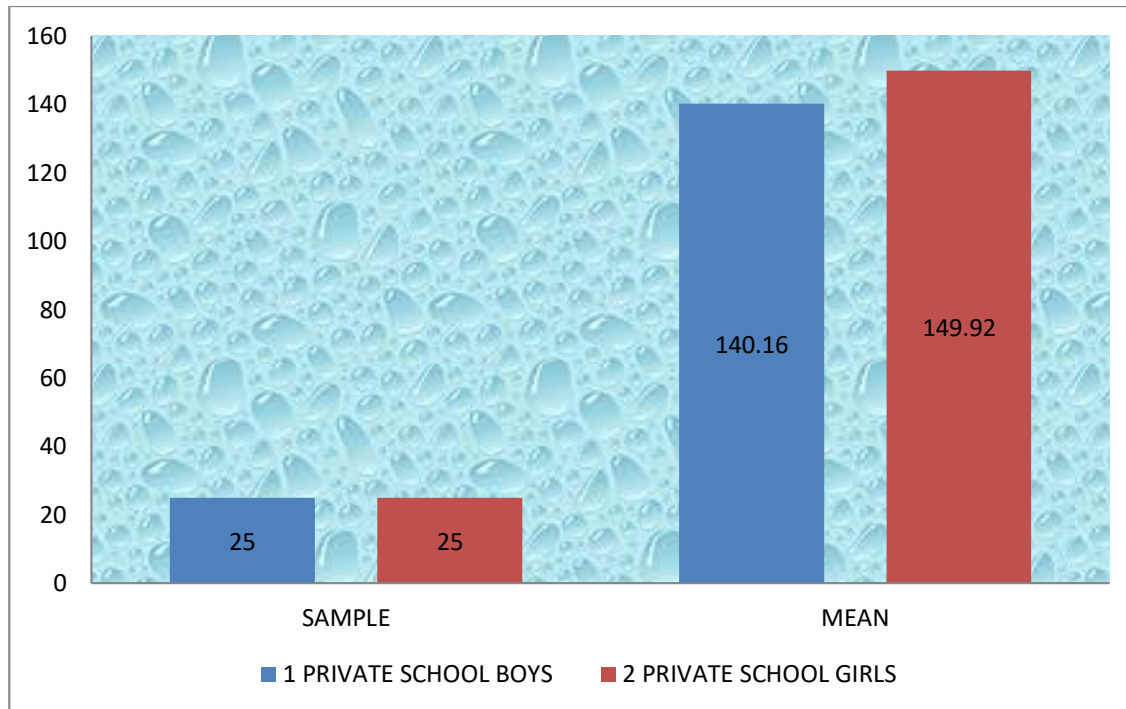
Hypothesis 2

HO - There is no significant difference between the Girls and Boys of Private school on the basis of emotional intelligence.

Table 2.1

S.No.	Group	Sample	Mean	Standard Deviation	Calculated 't'- value	Table 't' value	df	Level of significance
1.	Private school Boys	25	140.16	15.73	9.38	2.403	48	2.403**
2.	Private school Girls	25	149.92	11.53				

** At 0.01 level of significance.

Graph 2.1**Interpretation 2.1**

As calculated value of 't' was 9.38. Table values were 1.676 at 0.05 level of significance of $df = 48$ and 2.403 at 0.01 level of significance of $df = 48$. The calculated value was very high than the Table value.

So, the Null hypothesis "There is no significant difference between the Girls and Boys of Private school on the basis of emotional intelligence." is rejected.

This shows that Private school Girls are more emotionally intelligent than the Private school Boys.

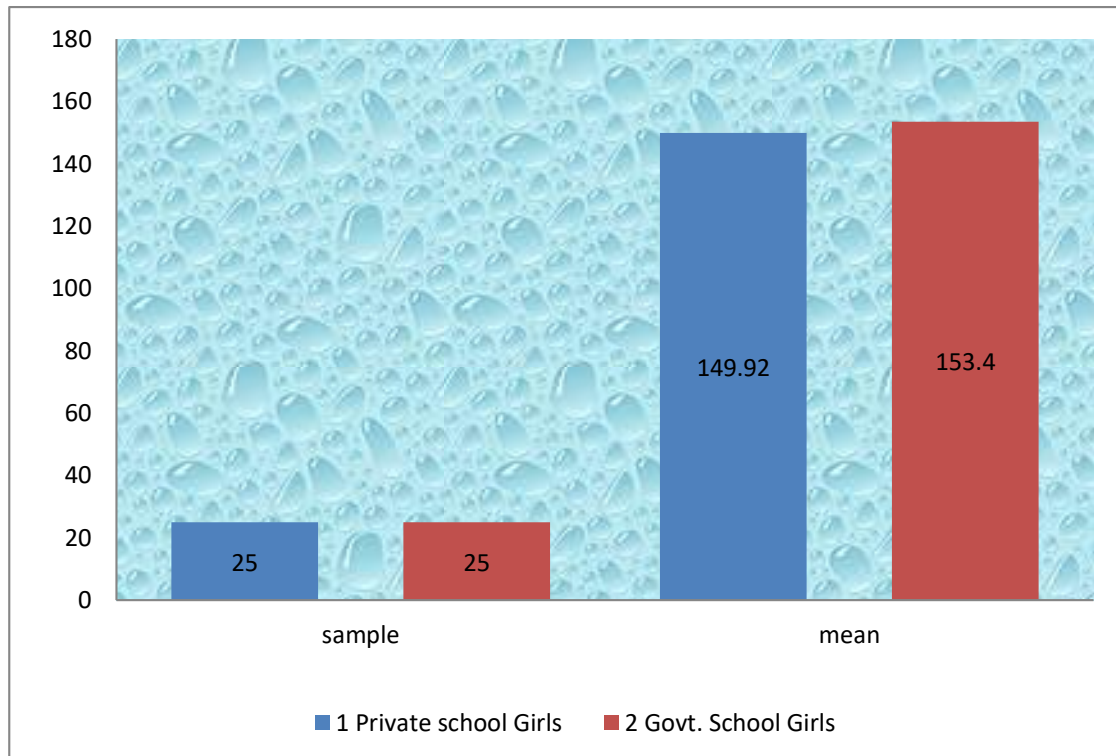
Hypotheses 3

H₀- There is no significant difference between the Private school Girls and Govt. school girls on the basis of Emotional intelligence.

Table 3.1

S.No.	Group	Sample	Mean	Standard Deviation	Calculated 't'- value	Table 't' value	df	Level of significance
1.	Private school Girls	25	149.92	11.53	3.82	2.403	48	2.403**
2.	Govt. school Girls	25	153.40	9.7				

**At 0.01 level of significance.

Graph 3.1**Interpretation 3.1**

As calculated value of 't' was 3.82. Table values were 1.676 at 0.05 level of significance of $df = 48$ and 2.403 at 0.01 level of significance of $df = 48$. The calculated value was very high than the Table value.

So, the Null hypothesis “- There is no significant difference between the Private school Girls and Govt. school girls on the basis of Emotional intelligence.”Is rejected. This shows that Govt. School Girls are more emotionally intelligent than the Private school Girls.

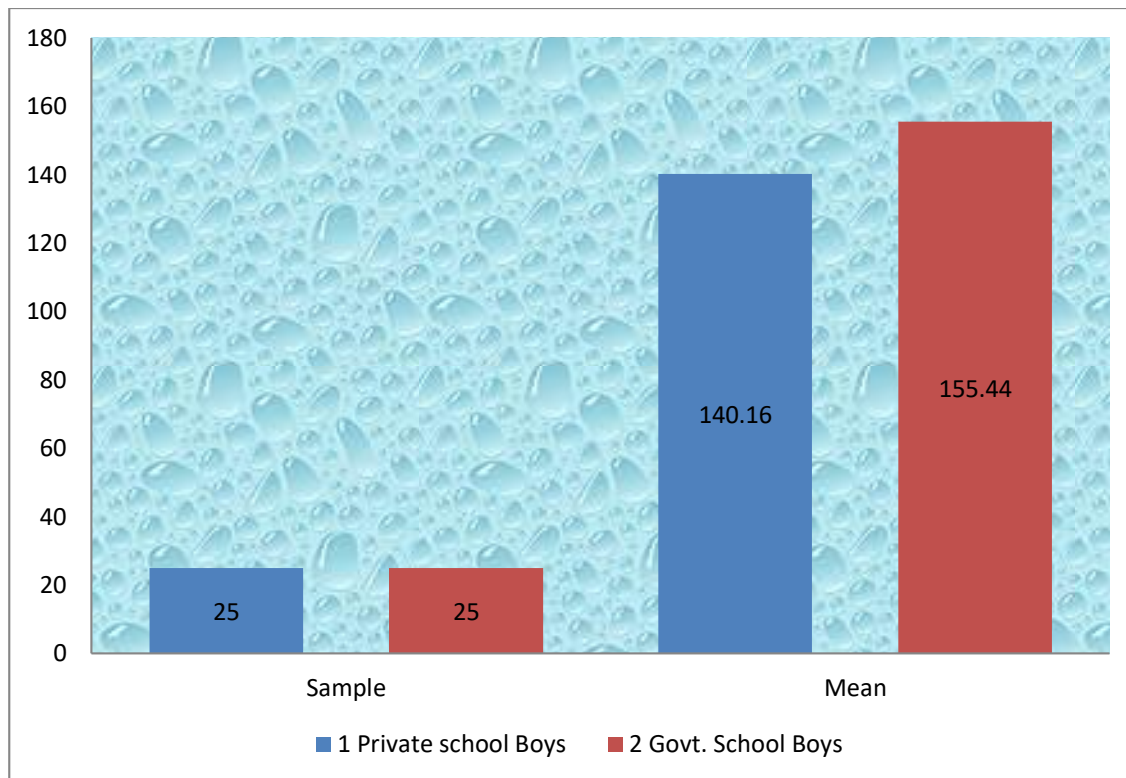
Hypothesis 4

H₀- There is no significant difference between the Private school boys and Govt. school boys on the basis of Emotional intelligence.

Table 4.1

S.No.	Group	Sample	Mean	Standard Deviation	Calculated 't'- value	Table 't' Value	df	Level of significance
1.	Private school Boys	25	140.16	15.73	17.16	2.403	48	2.403**
2.	Govt. school Boys	25	155.44	4.2				

**** At 0.01 level of significance.**

Graph 4.1**Interpretation 4,1**

As calculated value of 't' was 17.16. Table values were 1.676 at 0.05 level of significance of $df = 48$ and 2.403 at 0.01 level of significance of $df = 48$. The calculated value was very high than the Table value.

So, the Null hypothesis "There is no significant difference between the Private school boys and Govt. school boys on the basis of Emotional intelligence." Is rejected. This shows that the Government school Boys are more emotionally intelligent than the Private school Boys.

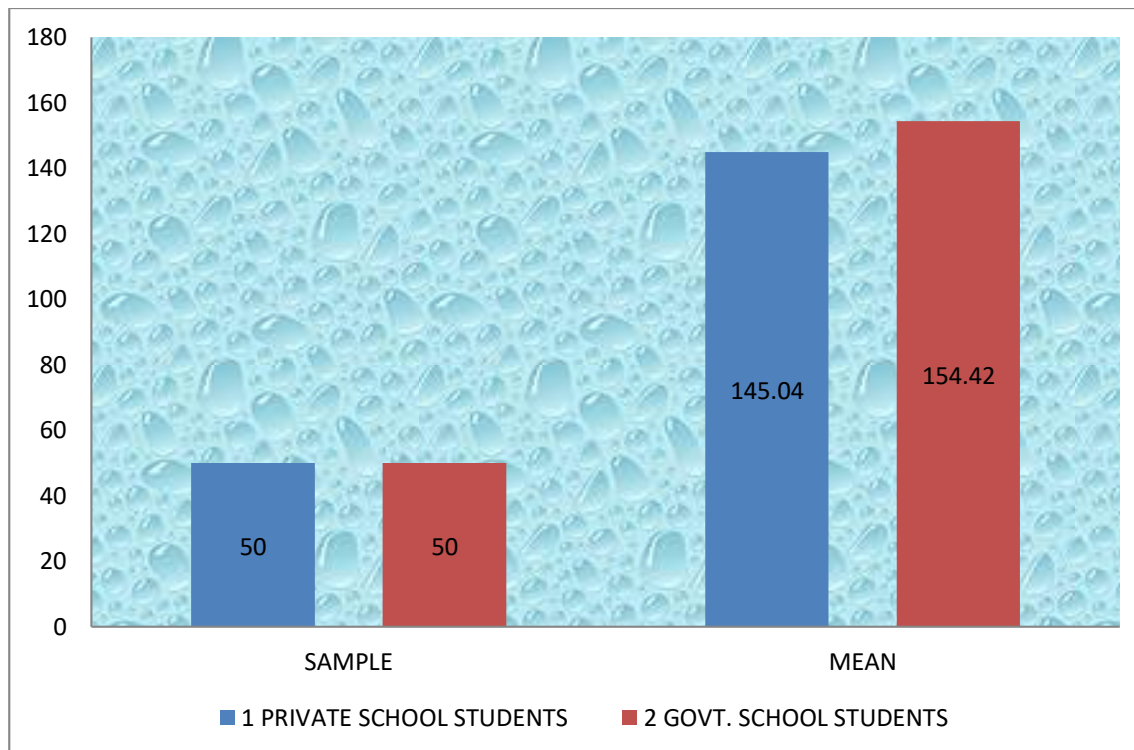
Hypothesis 5

H_0 - There is no significant difference between the Govt. school students and Private school students on the basis of Emotional intelligence.

Table 5.1

S.No.	Group	Sample	Mean	Standard Deviation	Calculated 't'- value	Table 't'-value	df	Level of significance
1.	Private school Students	50	145.04	13.79	14.65	2.369	98	2.364**
2.	Govt. school students	50	154.42	7.48				

**** At 0.01 level of significance.**

Graph 5.1**Interpretation 5.1**

As calculated value of 't' was **14.65**. Table values were 1.660 at 0.05 level of significance of $df = 98$ and 2.364 at 0.01 level of significance of $df = 98$. The calculated value was very high than the Table value.

So, the Null hypothesis "There is no significant difference between the Govt. school students and Private school students on the basis of Emotional intelligence." Is rejected. This shows that Govt. school students are more emotionally intelligent than the Private school students.

MAJOR FINDINGS:

This research reveals that there is significance difference between emotional intelligence of Boys and Girls of Govt. School and Private school. Some another important finding has also been done in this research:

- (i) Govt. School boys are more emotionally intelligent than the Govt. School girls.
- (ii) Private school Girls are more emotionally intelligent than the Private school Boys.
- (iii) Govt. school Girls is more emotionally intelligent than the Private school Girls.
- (iv) Govt. school Boys are more emotionally intelligent than the Private school Boys.
- (v) Govt. school students are more emotionally intelligent than the Private school students.

SUGGESTIONS & RECOMMENDATIONS:

In this Research, the comparisons of Emotional intelligence among Government school students and Private school students have been done. In the field of Emotional intelligence some another research can be done in the future by taking another aspects of Emotional intelligence like Self- Awareness, Empathy, Managing relations, Integrity, Self-development, Value- orientation, Commitment, Atruistic-behavior. This research can also be done to compare the Emotional intelligence of Special students, Teachers, Rural people, urban people, Senior citizens, Adults, Adolescents etc., A researcher may also do his research on another field like, in the field of corporate sectors and Public sectors.

The researcher came across many interesting ideas during the course of research. In this regard the following recommendations have been put forward for further study:

1. The present study was limited to only English medium schools. Further study can be done on Hindi medium schools.
2. The present study was limited to only M.P Board schools. Further study can be done on CBSE board schools and ICSE board schools.
3. The present study was limited to only age group 14- 16 years. Further study can be done on different stages of age group.
4. The present study was limited to only normal students. Further study can be done on special students of different age group and different disabilities.

5. The present study was limited to only school. Further study can be done on different areas like in the College, Govt. offices, Private offices,
6. The present study was limited to only towns. Further study can be done on urban areas and Village areas.
7. The present study was limited to only children. Further study can be done on literate parents and illiterate parents.

CONCLUSION:

The research reveals that there is a significant difference between emotional intelligence, of Boys and Girls of Govt. School students and Private school students. The reasons behind these significant differences are may be due to social atmosphere, Family background, different cultures, Friend circle and their upbringing. To conduct the research sample of 100 students (50 students of Govt. School and 50 students of Private school) including boys and girls.

Standardized tool made by 'Anukool Hyde' of 'Vedant publication' is used for this research. Statistical methods like 't' test, standard deviation and Mean has been used, by plotting bar graphs and table of significance.

Emotional intelligence is crucial for success in all walks of life. It is necessary to create a congenial atmosphere to working and also for a peaceful life. The adolescents should be prepared to take the challenges of life when they step out of the school.

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