

## **A STUDY OF EMOTIONAL INTELLIGENCE WITH RESPECT TO SEX, LOCALITY AND ACADEMIC ACHIEVEMENT**

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### **Abstract**

The present study has been carried out a study of Emotional Intelligence with respect to sex, locality and academic achievement on a sample of 300 secondary school students of which 150 secondary students are female and remaining 150 students are male belonging to urban and rural localities by applying t-test in order to know the level of significance. The data has been collected with the help of Schutte Self Report Emotional Intelligence Test (SSEIT) developed (2014). It has been concluded that Emotional intelligence of female and male secondary students significantly differ, that of urban and rural students also significantly differ as well as high academic achievers as compared to their counterparts with respect to their emotional intelligence, differ significantly.

**Keywords: Emotion, Intelligence, Emotional Intelligence, Academic Achievement.**

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## **Introduction**

Education acts as the doorway to light and to avoid darkness in the lives of human beings, education is most probably the one and only final effective method left. The educated are as much superior to the uneducated as the living are to the dead. Thus, right education has the capability to shape the destiny of any country in a pleasant manner for it will help the people think sagaciously and also shall make the compatriots have proper judgements on sensitive issues of any kind. Education as said by Mahatma Gandhi “is the all round drawing out of the best in child and man- body, mind and spirit,” which implies that education has to set up an individual physically, mentally and spiritually sound that will lead to the adeptness of their selves with respect to problem solving capacity, decision making ability, adaptability with their surroundings and the like. Right education has the most negligible chance to let lose grip over one’s own life and also the people of the society in the broader sense. In today’s age it is seen that parents tend to impart their children that type of education which in later years contribute to the enhance of their intelligence only and they are in total short of emotional intelligence that leads to insensitivity in their behaviour. Innumerable cases are witnessed by people all around who give emphasis upon their children only on scoring creditable marks but always miss the spot which is nothing but man making. Lack of emotional intelligence also terribly results in unkindness, lack of broad mindedness, lack of generosity, disrespect to other’s feelings, dishonesty, anger and rage, cruelty and so on.

Emotional intelligence is the presence of that awareness or consciousness to feel and comprehend the dilemmas, perplexities, inconveniences, problems, sentiments, etc of an individual or a living creature that they are going through or may have gone through. A person may be regarded emotionally intelligent when he can identify and recognise the emotions in others. This sense of recognition of someone's emotions on his own without being made aware or told by others is the symptom of an emotionally intelligent person. Until recently, we have been led to believe that a person's general intelligence quotient is the greatest predictor of success in any walks of life- academic, social, vocational or professional. Consequently, the I.Q scores are often used for selection, classification and promotion of individuals in various programmes, courses and job placements etc. However, researches and experiments conducted in the 90’s onwards have tried to challenge such over-dominance of the intelligence and its measure

intelligent quotient (I.Q), by replacing it with the concept of emotional intelligence and its measure, emotional quotient (E.Q). Emotional intelligence is that state of the human mind which is a bit similar to general intelligence but, on the contrary, an individual endowed with the former trait has the capacity of reasoning with emotions along with intelligence, which in a way can be regarded superior to intelligence quotient (I.Q). An emotionally intelligent person is like a highly advanced and hi-tech robotic machine that has the affective ability to let itself feel, in lieu of just going through the traditional form of working effectively and efficiently too, as controlled by someone else or by itself at its best. The later one is always outsmarted by the earlier one that has been bestowed with affective science that is the science of feeling. Thus, it is seen that, an emotionally intelligent person can see others through the adept and experienced eye of oneself in comprehending them.

In order to have a world of peace and prosperity, emotions and sentiments alongside practicality and reasonableness is much necessary in comparison to the presence of mere practicability, reasonableness and intelligence which is not enough. A society or country will flourish only when people are flexible enough to be emotional, sentimental, kin, and generous apart from being scientific in attitude, practical, logical and reasonable. An emotionally intelligent person can have all the characteristics of an individual with highly intelligence quotient but the same individual may not have all the behavioural traits of an emotionally intelligent person.

Emotional Intelligence combines two words “emotion” and “intelligence”. The word “EMOTION” is derived from Latin word “EMOVERS” which means to excite or to stir up. The College Dictionary (2003) defines emotion as, “an affective state of consciousness in which joy, sorrow, fear, etc., is experienced, as distinguished from cognitive and volitional states of consciousness, any of the feelings of joy sorrow, hate, love, etc., and a strong agitation of the feelings caused by experiencing love, fear, etc.” Srivastava (2009) defines emotion as “a complex set of positive and negative affective behaviours which are put into action by the individual himself.” Pradhan and Bano (2000) writes, “emotions are the currents of energy that is within us. It activates our lives, shapes our perceptions and behaviour, which then emanate outward and influence others. Emotion simply deals with feeling such as anger, love, joy and sadness. On the whole emotions illogical- that’s why they are called emotions.”

Intelligence as a concept has been understood in different ways by different psychologists and has, therefore, a wide variety of definitions. Intelligence is generally defined as the ability to learn, to deal with abstractions, to make adjustments, to adapt to new situations, or the ability or power to make appropriate responses to certain stimuli in a given situations. Following are some of the definitions of intelligence:

Collins Dictionary (2009) defines “Intelligence is the ability to think, reason, and understand instead of doing things automatically or by instinct”.

Srivastava (2013) defined intelligence as “an ability of cognitive, affective and conative behaviours of the child who put in social environment inductively and deductively.”

Weschler (1940) defines “Intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with his environment”.

Salovey and Mayer (1990) defined emotional intelligence as “a form of social intelligence that involves the ability to monitor one's own and other's feeling emotions, to discriminate among them and to use this information to guide one's thinking and action”.

Jean Piaget (1952) defined intelligence “as the ability to adapt to one's environment.”

Wagnon (1937) defined intelligence “as the capacity to learn and adjust to relatively new and changing conditions.”

Terman (1921) opined, “An individual is intelligent in the proportion that he is able to carry on abstract thinking.”

Woodworth & Marquis (1948) defined, “Intelligence means intellect put to use. It is the use of intellectual abilities for handling a situation or accomplishing any task.”

The term Emotional Intelligence refers to being intelligent about one’s emotions as well as others’ emotions and knowing how to handle these. Wayne Leon Payne first academically used the term Emotional Intelligence in 1985 in his doctoral dissertation. In 1990, Mayer and Salovey

used the term Emotional Intelligence especially in the form of tests. However, the individual who pioneered this is Goleman (1995). Some of the definitions of emotional intelligence are given below:

Salovey and Mayer (1990) defined “Emotional intelligence as a form of social intelligence that involves the ability to monitor one’s own others feeling and emotions, to discriminate among them and to use this information to guide one’s thinking and actions”.

Srivastava (2013) defined emotional intelligence as “the ability of individual to recognize and regulate cognitive, affective and conative behaviours, competencies, and skills in self and others.”

In the words of Cherniss (2000), “Emotional Intelligence is the ability to understand and express your emotions to meet the requirement of day to day living, learning and relating to others.”

According to Cooper and Sawaf (1997), “Emotional Intelligence is the ability to sense understand value and effectively apply the power and acumens of emotions as a source of human energy, information, trust, creativity and influence.”

Emotional intelligence has been found to be mental endurance enhancer that results in passing examinations with flying colours. Better mind stability has been the main cause behind being a high academic achiever. That is, the more emotionally intelligent a student is, the more he tends to be a high academic achiever. The word ‘Academic Achievement’ is a broad term which generally indicates the learning outcomes of students. Achievement of those learning outcomes requires a series of planned and organized experiences and hence learning is called a process. In this process of achievement of change in behaviour, one cannot say that all students react at the same level of change during the same span of time. The level of achievement reached by the students in schools is called academic achievement of the students. Academic achievement may be defined as excellence in all academic disciplines, in class as well as co-curricular activities. It includes excellence in sporting behaviour, confidence, communication skills, punctuality, arts,

culture and the like which can be achieved only when an individual is well adjusted. A few definitions of academic achievement are given below:

Crow and Crow (1969) defined, “Academic Achievement as the extent to which a learner is profiting from instruction in a given area of learning, that is, achievement is reflected by the extent to which a learner is profiting from instructions in a given area of learning i.e. achievement is reflecting by the extent to which skill or knowledge has been imparted to him.”

According to Steinberger (1993) “Academic achievement encompasses student’s ability and performance. It is intricately related to cognitive development. It is the quality and quantity of a student’s work.”

As Stephen (1960) pointed that academic achievement is the unique responsibility of educational institution established by the society to promote the development of learners. The development of the learners is possible only if proper individual attention is given to them for enhancing the knowledge attained or skills developed in school subjects usually reflected by test scores or marks assigned by the teachers or by both. (Good, 1973).

### **Limitation of the Study**

Considering earnestly, the limitation of time, energy and resources, it is to be hereby mentioned that the present study is undertaken to bring into light, the degree of Emotional Intelligence amongst secondary students with respect to sex, locality and high and low academic achievers, belonging urban and rural areas of Mohanpur Sub-Division of Tripura State, with a full- fledged attempt of avoiding any sort of biasness in carrying out the same.

300 secondary school students have been taken from total of 6 schools half of which lie in urban areas and the remaining schools lie in rural areas.

### **Objectives of the Study**

1. To measure Emotional Intelligence of secondary school students.
2. To measure academic achievement of Mohanpur Sub-Division school students.

3. To measure difference between male and female students in relation to their Emotional Intelligence
4. To measure difference between urban and rural students in relation to their Emotional Intelligence
5. To measure difference between high and low academic achievers in relation to their Emotional Intelligence

### **Basic Assumption**

1. Emotional Intelligence Self Report by Schutte (2014) can measure Emotional Intelligence of secondary school students.
2. Annual examination marks have been taken as academic achievement of the secondary school students.

### **Hypotheses**

1. There is no significant difference between male and female students in relation to their Emotional Intelligence.
2. There is no significant difference between urban and rural students in relation to their Emotional Intelligence.
3. There is no significant difference between high and low academic achievers in relation to their Emotional Intelligence.

### **Operational Definitions of the Terms**

Srivastava (2013) defined emotional intelligence as “the ability of individual to recognize and regulate cognitive, affective and conative behaviours, competencies, and skills in self and others.”

Operationally, Emotional Intelligence may be defined as “The score obtained by the secondary school students on Emotional Intelligence Scale by Schutte (2014).”

Crow and Crow (1969) defined, “Academic Achievement as the extent which a learner is profiting from instruction in a given area of learning i.e. achievement is reflected by the extent to

which a learner is profiting from instructions in a given area of learning i.e. achievement is reflecting by the extent to which skill or knowledge has been imparted to him.”

Operationally, Academic achievement may be defined as “The score obtained by the secondary school students on their annual examination.”

## **Methodology**

### **Sample**

The sample of the present study consists a total of 300 secondary school students, belonging to both urban and rural areas of Mohanpur Sub-Division of Tripura, of which 150 students comprising of both male and female gender have been taken from 3 rural schools, whereas, the remaining 150 students consist of both male and female gender from 3 schools of urban areas. 6 schools in total have been selected from both rural and urban locations as samples. Random stratified sampling technique has been used in the present study; a sample from a population of 8570 secondary students of Mohanpur Sub-Division has been selected randomly.

### **Psychometric Instruments**

Schutte Self Report Emotional Intelligence Test (SSEIT) developed by Schutte (2014) has been used in the present study to measure Emotional Intelligence of secondary students.

Schutte Emotional Intelligence Scales (SEIS) consists of 33 likert-type questions with 5 answer choices. They are: 1 = "Strongly Disagree" (SD), 2 = "Disagree" (D), 3 = "Neither Agree nor Disagree" (N), 4 = "Agree" (A) 5 = "Strongly Agree" (SA)

Out of these 33 questions, three questions are reversed which are 5, 28, and 33.

### **Procedure:**

The tests have been administered and scored as direction given in the manuals.

### **Data Organization**

Median has been calculated from the scores of academic achievement and on that basis the sample has been divided into two sub groups. The Calculated median value for emotional intelligence is 66, hence, scores 66 and above have been placed in the group of high academic achievers and the scores 65 and below have been treated as the group of low academic achievers.



Inferential statistics that is t-test have been computed to know the difference between two variables.

### Analysis and Interpretation of Data

**Table-1**

**Significant difference between mean scores of female and male, urban and rural as well as high and low academic achievers on Emotional intelligence**

Category	N	Mean	S.D	t value	Level of Significance
Female	150	130.3	10.4	2.77	0.01
Male	150	129.9	13.2		
Urban	150	125.59	11.98	7.18	0.01
Rural	150	134.64	9.89		
High Achievers	148	127.55	12.95	3.80	0.01
Low Achievers	152	132.61	10.14		

**Figure-1**

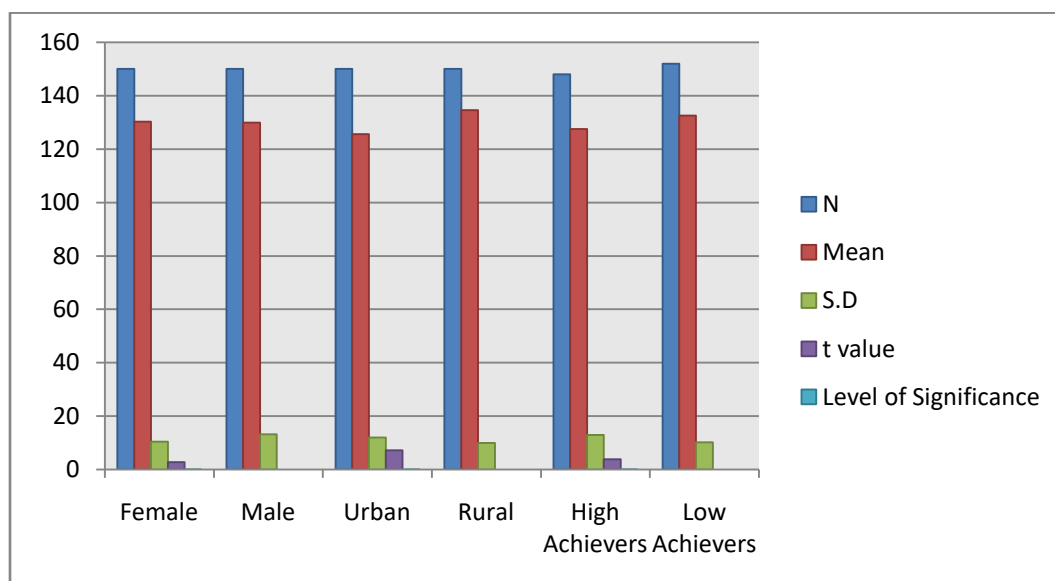


Table-1 & Figure-1 showed that female and male secondary students differ significantly in their emotional intelligence. However, emotional intelligence of female secondary students ( $M=130.3$ ,  $SD=10.4$ ) is better than their male counterparts ( $M=129.9$ ,  $SD=13.2$ ). The t-value testing the significance of this mean difference is arrived at 2.77 which is much greater than the table value of 't' at 0.05 and 0.01 levels of significance. Therefore, the null hypothesis that "there is no significant difference between female and male secondary students in their emotional intelligence" is rejected.

Table-1 & Figure-1 showed that urban and rural secondary students differ significantly in their emotional intelligence. However, emotional intelligence of urban secondary students ( $M=125.59$ ,  $SD=11.98$ ) is better than that of the rural students ( $M=134.64$ ,  $SD=9.89$ ). The t-value testing the significance of this mean difference is arrived at 7.18 which is much greater than the table value of 't' at 0.05 and 0.01 levels of significance. Therefore, the null hypothesis that "there is no significant difference between urban and rural secondary students in their emotional intelligence" is rejected.

Table-1 & Figure-1 showed that high and low academic achieving secondary students differ significantly in their emotional intelligence. However, emotional intelligence of high academic achievers ( $M=127.55$ ,  $SD=12.95$ ) is better than the low academic achieving students ( $M=132.61$ ,  $SD=10.14$ ). The t-value testing the significance of this mean difference is arrived at 3.80 which is much greater than the table value of 't' at 0.05 and 0.01 levels of significance. Therefore, the null hypothesis that "there is no significant difference between high and low academic achieving secondary students in their emotional intelligence" is rejected.

### **Discussion of Results**

It is evident from Table-1 that the result given earlier to find out differences between female and male academic achievers in relation to their emotional intelligence revealed a significant difference in both groups. Female students are found to have higher emotional intelligence as compared to the male students. Thus, there is significant difference between mean scores of female and male academic achievers on emotional intelligence at 0.05 and 0.01 levels. Null hypothesis ( $H_{01}$ ) is thus rejected. This finding finds support from the findings of *Srivastava*

(2012). It finds also support from the findings of *Deolal (2000), Priyadarshini (2005), Schutte (1998), Ciarrochi, Chan & Bajgar (2001), and Pau (2003)*. It does not find support from the findings of *Pandey (2000) and Pandey (2002) Savalia (2007) and Indu (2009)*

It is evident from Table-1 that the result given earlier to find out differences between urban and rural academic achievers in relation to their emotional intelligence highlighted a significant difference in both groups. Urban students are found to have higher emotional intelligence as compared to the rural students. Thus, there is significant difference between mean scores of urban and rural academic achievers on emotional intelligence at 0.05 and 0.01 levels. Null hypothesis ( $H_{02}$ ) is thus rejected. This finding finds support from the findings of *Velu and Rajan (2007), Jain (1993) and Deolal (2000)*. This finding does not find support from the findings of *Babu (2007), Pandey (2000) and Pandey (2002)*.

It is evident from Table-1 that the result given earlier to find out differences between high and low academic achievers in relation to their emotional intelligence pointed out a significant difference in both groups. High academic achiever students are found to have higher emotional intelligence as compared to the low academic achiever students. Thus, there is significant difference between mean scores of high and low academic achievers on emotional intelligence at 0.05 and 0.01 levels. Null hypothesis ( $H_{03}$ ) is thus rejected. This finding finds support from the findings of *Adeyemo (2007), Downey (2008), Aremu (2008) Qualter, Whiteley, Morley and Dudiak (2009) and Lyons & Schider (2005)*.

## **Conclusion**

On the basis of above findings, it is concluded that-

1. Female and male students differ significantly with respect to their emotional intelligence
2. Urban and rural students differ significantly with respect to their emotional intelligence
3. High and low academic achieving students differ significantly with respect to their emotional intelligence.

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