

**COMPARITIVE STUDY OF EMOTIONAL INTELLIGENCE OF  
ADOLESCENTS STUDYING IN GOVERNMENT AND PRIVATE  
SCHOOLS**

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**ABSTRACT**

*The purpose of the study was to determine Emotional intelligence of adolescents studying in Government and Private Schools. A sample of 160 adolescent students (comprising 80 girls and boys respectively) of age group 16-17 years were selected randomly from government and Private Schools. Bar On Emotional Quotient Inventory [ Bar-On EQ-i] was used for collection of data. The result revealed that there is no significant difference between the mean EQ scores of government and Private school adolescent students. Therefore, Null hypothesis was accepted.*

**Keywords:** Emotional Intelligence, Government Schools, Private Schools, adolescents

**INTRODUCTION**

We often observe that a particular child is more intelligent than the other. This observation is based on the performance or behaviour of the individual concerned in comparison to others in his groups. What makes an individual behave or perform well or not well in his groups? It can be his interest, attitude, and the desire for knowledge, communication skill and similar other attributes which contribute towards his performance or behaviour.

Earlier, the parameter to judge the performance of an individual was his "Intelligence". Intelligence means intellect put to use. It is the use of intellectual abilities for handling a situation or accomplishing any task. (Woodworth & Marquis, 1948)

After a long period of popularity, the notion of intelligence as measured in IQ (Intelligence Quotient) started losing its grounds for several reasons. Prominent among them is its failure to explain real life experiences (Sternberg, Wagner, Williams & Hovarth, 1995). Moreover, in a long share one's ultimate position in society is determined by non-IQ factors (Gardener, 1993). IQ did not consider situational factors as environmental or cultural setting when predicting achievement (Riggio, Murphy & Pirozzola, Zooz). Studies of cognitive development have increasingly highlighted the importance of socio cultural processes and context in shaping of cognition.

This signifies a need to attend to the characteristics; traits or skills valued in particular societal contexts. Also, the recent emergence of concepts like wisdom (Assmann, 1994; Sternberg, 1990); Prudence (Haslam, 1991); social intelligence (Cantor & Harlow, 1994); Practical intelligence (Sternberg, Wagner, William & Horvarth, 1995) and Emotional Intelligence (Mayer & Salovey, 1991) has increasingly blurred the distinction between emotions and cognition of late, the relationship between intelligence and personality; emotions and motivation has been investigated more seriously (Sternberg & Wagner, 1994).

## **Emotional Intelligence**

We are in the 21<sup>st</sup> century and whether it is a boardroom of a company or the classroom of the student, individual need the skills to communicate, work in team and let go of the personal and family issues. These skills add up to what is known as Emotional Intelligence. The concept of emotional intelligence was formally proposed by Salovey & Mayer in 1990 but the concept was popularized by Goleman's bestselling book "Emotional Intelligence". Daniel Goleman (1995) defined EI as the ability to know, manage one's own emotions, recognize them in others and handle relationships.

### **NEED OF THE STUDY**

In the present scenario, various modern technological changes are taking place which means that today's child will compete for the work in a global market, therefore the individual has to be much more responsible, innovative, willing to work as a team, much greater ability to move quickly between different projects and context. They have to face various challenges for which they have to work with one another in a team and have appropriate relationships. Here the need for emotional intelligence arises, as it is an ability, capacity or skill to perceive, assess and manage the emotions of one's self, of others and of group. (Goleman, 1995)

Moreover, IQ mainly determines what field one can get into but once we are into that field; everyone else has got the same threshold so IQ loses its power. What then starts to matter is the set of skills required to work in team, get along well and enjoy working with fellow workers. These abilities matter and hence EI is much stronger in predicting who is going to be a success in the field.

Adolescence is a period of growth, which is characterized by rapid physical, emotional, social, moral and intellectual developments. It is a stage in which emotions are in a stirred-up state. In the present circumstances, youth are facing difficulties with life. At one moment they are on the top of the world and in other moment they dump themselves down. These difficulties are giving rise to many psycho-somatic problems such as anxiety, tensions, frustrations and emotional upsets in day today life. In many instances, the intensity of their emotions seems out of proportion to the events that elicit them. (Sternberg & Levine, 1994). Therefore, the study of their emotional life is now emerging as a need of hour.

**OBJECTIVE OF THE STUDY:**

1. To determine the difference, if any, in the emotional intelligence of boys of class xii of age 16-17years studying in government and private school.
2. To determine the difference, if any, in the emotional intelligence of girls of class xii of age 16-17years studying in government and private school.
3. To determine the difference, if any, in the emotional intelligence of adolescent students studying in government and private school.

**HYPOTHESIS FOR THE STUDY:** Null Hypothesis was taken for the study

**DELIMITATION OF THE STUDY:** Keeping in view the limitations of available time and resources, the present investigation worked out in the following delimitations to define the scope of the problem under investigation

1. The sample is small and is taken from the schools located in south Delhi and Noida.
2. The study is restricted to government and Private Schools.
3. The study was delimited to adolescents studying in class xii of these schools.
4. The study was delimited to the adolescent students of age group 16-17 years.

**POPULATION:** Populations for the purpose of this study include all the adolescent students studying in class xii of government and private schools located in south Delhi and Noida.

**SAMPLING TECHNIQUE/ SAMPLE:** A sample of 160 adolescent students (comprising 80 girls and boys respectively) of age group 16-17 years were selected randomly from government and Private Schools.

**TOOLS AND TECHNIQUE:** Bar On Emotional Quotient Inventory: Youth Version [Bar-On EQ-i:YV(S)] was used. This test includes four dimensions: intrapersonal scale, interpersonal scale, stress management and adaptability.

**STATISTICAL TECHNIQUE:** - In order to test the hypothesis the statistical techniques of mean, standard deviation and t test.

## ANALYSIS AND INTERPRETATION OF DATA:

**Table 1: Mean, SD and t value of scores on Bar-On EQ-I YV(S) of sampled adolescents boys of Government and Private Schools**

	BOYS	A	B	C	D	E (Total EQ)	t value
<b>Mean</b>	Government School (N1)	104	94.2	88	95.4	95.4	0.37
	Private Schools (N2)	95	94.1	90	101	93.4	
<b>Standard Deviation</b>	Government Schools (N1)	12.04	15	14.1	14.3	12.3	
	Private Schools (N2)	10	16	14	16	12	

A- Intrapersonal Scale, B- Interpersonal Scale, C- Stress Management, D- Adaptability, E- EQ; N1=N2=40

A perusal to table 1 above shows that there is no significant difference between the mean EQ scores of government and Private school adolescent boys which indicates that both are emotionally effective in dealing with emotional situations in everyday life. Mean score of government school boys are high on intrapersonal scale, which shows that they understand their emotions and are able to express and communicate their feelings and needs.

**Table 2: Mean, SD and t value of scores on Bar-On EQ-I YV(S) of sampled adolescents girls of Government and Private Schools**

	BOYS	A	B	C	D	E (Total EQ)	t value
<b>Mean</b>	Government School (N1)	98.4	95.4	98	91.4	96.2	1.69
	Private Schools (N2)	92.2	91	91.3	92.3	91	
<b>Standard Deviation</b>	Government Schools (N1)	14.2	15.1	14	12	13.1	
	Private Schools (N2)	9.4	14.4	15	15	14.4	

A- Intrapersonal Scale, B- Interpersonal Scale, C- Stress Management, D- Adaptability, E- EQ; N1=N2=40

The interpretation according to guidelines revealed that mean scores of government school girls are high on intrapersonal scale and stress management as compared to Private Schools. This indicates that they have more self-awareness about their feelings and needs, and can work well under pressure, and manage their emotions in a stressful situation also.

Table 2 shows that there is no significant difference between the mean EQ scores of government and Private school adolescent girls which indicate that both are able to understand their emotions well and react accordingly. They understand and appreciate the feelings of others and are quite happy with their surroundings.

**Table 3: Mean, SD and t value of scores on Bar-On EQ-I YV(S) of sampled adolescents students of Government and Private Schools**

	<b>BOYS</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E (Total EQ)</b>	<b>t value</b>
<b>Mean</b>	Government School (N1)	101.1	95	93	96.4	95.3	1.30
	Private Schools (N2)	93.4	93	91	93.4	92.1	
<b>Standard Deviation</b>	Government Schools (N1)	13.4	15.0	14.5	13.3	13.0	
	Private Schools (N2)	9.4	15.2	15.2	15.4	12.4	

A- Intrapersonal Scale, B- Interpersonal Scale, C- Stress Management, D- Adaptability, E- EQ; N1=N2=80

A perusal to table 3 shows that there was no significant difference found between the mean EQ scores of Government and Private school adolescent students, which indicate that both are able to understand their emotions well and react accordingly. They understand and appreciate the feelings of others, can work well under pressure, are able to respond to a stressful event without an emotional outburst. Although Mean score of Government school students is high on Intrapersonal scale as compared to Private school. This indicates that they have more self-

awareness to recognize their feelings and needs. They can take decisions about themselves, as they know what they want.

### **Educational Implications:**

Today's child will compete in the global market tomorrow. Research have shown that the present day work places require emotionally intelligence people who can control their impulses, communicate clearly, make thoughtful decisions, and solve problem effectively. Therefore, the schools incorporate emotional literacy program in their curriculum.

In the light of findings of the present investigation it was seen that the private school students scored less on interpersonal scale when compared to government school students. Intervention programs for children should be organized to improve their emotional self- awareness. The children should be able to critically evaluate themselves and learn to identify their internal negative and positive aspects.

It was seen that the private school girls scored less in stress management scale when compared to government school girls. Therefore, Stress Management workshops are highly recommended for adolescents in the age group of 16-17 years.

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