

A STUDY OF LEVEL OF EMOTIONAL INTELLIGENCE AMONG ADOLESCENT STUDENTS AS A DIMENSION OF SEE LEARNING

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Abstract:

Learning is a lifelong process and is also a function of a person’s sensitive acknowledgment of knowledge as it is to the classroom or pedagogy. Over a period of time, Intelligence Quotient has been used as a sole predictor of a student’s success, but as the world enters the 21st century, investigation shows that Emotional Quotient is a better predictor of success than the more conventional measures of cognitive intelligence. SEE Learning empowers learners to engage responsibly in a worldwide community. Children do have a tremendous potential to learn and develop social, emotional, and ethical skills beyond what is presently provided for them, it is a certainty. They entail effective instruments to aid them on this voyage . It continues to evolve and adapts to new things each day. An education that fosters empathy and, on the other hand, sharpens concentration while also allowing students to comprehend the broader systems that influence individual lives, from economics to earth science. The present study focuses on studying the level of emotional intelligence among 219 Secondary School Students and 291 Junior College Students based on gender. A descriptive survey was conducted and data was collected from male and female students from schools and colleges to understand their level of emotional intelligence. The results reflected that female students had a higher level of emotional intelligence than male students irrespective of school or college. The prior aim underlying SEE Learning is to create and promote an inclusive and comprehensive educational environment at all levels of education to teach social, emotional, and ethical competencies to male and female students.

Keywords: *Emotional Quotient, Intelligence Quotient, Cognitive Intelligence, Secondary School Students, Junior College Students, SEE Learning.*

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Introduction:

An unique K–12 education curriculum created by Emory University is called Social, Emotional and Ethical (SEE) Learning which reflects the state of art in education by enhancing SEL training with significant additional components, such as training the processes of perception, Adaptability and stress and informed practice. This plan gives teachers a developmentally-staged curriculum with lessons that are easy to apply, the conceptual framework used to create the curriculum, and materials for teacher development. SEE Learning equips instructors with the resources needed to support student emotional wellbeing while empowering students to participate ethically in a worldwide society. It serves as a paradigm for teaching compassion-based ethics and serves to direct the creation and delivery of social, emotional, and ethical learning initiatives and it also promotes

a research-based strategy for teaching the heart and intellect. The paradigm expands on the guiding principles of social and emotional learning (SEL). It focuses on the values and skills acquired through SEE Learning that empower students to behave in a manner that is thoughtful, knowledgeable, and responsible and contributes to their long-term wellbeing and the wellbeing of others.

Emotions have a key role to play in every human activity, action and reaction. Those people who are emotionally intelligent are able to understand their own potentials and use it for their personal and professional growth. In the last two decades, the notion of Emotional Intelligence (EI) has grown in popularity as compared to relying only on cognitive intelligence as a measure of a person's knowledge, skills and talents not only in the educational institutes but also at the workplace, personal life and overall success. EI is one of the aspects of that is majorly highlighted by SEE. Including emotional intelligence in the school and college education system is necessary as it will help students decrease academic stress, improve their decision-making abilities and help them to become emotionally stable individuals in the competitive society with healthier ethical and social interactions. Emotional intelligence is proven to be beneficial not just in students' academic lives, but also in their post-academic lives (Kant, 2019). Emotional Intelligence (EQ) is a fast expanding concept as well as a contentious problem for researchers to discuss whether or not EI is a determining element of success in a student's life. A large number of researchers and psychologists believe that EI is a notion that is highly practical in nature and appears to be quite important for student performance. In order to meet these challenges, students' performance is measured not only by their thinking abilities, that is the Intelligence Quotient (IQ), but also by their self-awareness, self-control, emotions, intrapersonal and interpersonal skills. Over the last several years, a growing trend has been observed in social sciences to look at students and teachers' emotional intelligence in terms of their academic and professional effectiveness as well as their personal well-being (Pena, Ray and Extremera, 2012).

Children do have a tremendous potential to learn and develop social, emotional, and ethical skills beyond what is presently being provided to them, according to SEE Learning. The present study focuses on the emotional aspect of SEE learning which is strongly related to the social and ethical aspect. Emotionally healthy individuals can only create a wave of awareness and possessiveness among others thus creating a healthy world to live in. Basic education and accumulation of knowledge among students starting right from the time they enter school and continues to college and for life long. Inculcation of proper ethical values is only possible if an individual is emotionally stable and thus can socialize in a healthier manner keeping in mind the acceptable norms. Teachers should educate the learners and themselves about the fact that it is equally important to be emotionally healthy as it is to be cognitively and socially intelligent. Post pandemic more than ever learners want and need to be heard and understood. They crave feeling heard, safe and valued. They are seeking a deeper connection with their teachers. Considering learners, even in the best of times, managing and staying emotionally connected to the members of the global society can be a challenge, thus the present study was undertaken in order to understand the level of emotional intelligence among school and college going students based on gender in order to promote SEE Learning.

Review of Related Literature:

Research studies have scrutinised that individuals with an upraised Emotional Quotient (EQ) are affiliated with

less physical problems, anxiety and depression, additionally to extensive use of operational tangling methods for problem-solving, according to reports.

Emotionally intelligent individuals diagnose their strengths and inadequacies, learn to manage tension, work well with others, are socially concerned, and build approaches to underpin their life objectives, all of which produce increased levels of happiness. Among SEE learning domains, 31% consisted of Emotional domain. According to Dr. Singh (2022), the goal of education is to promote the holistic development of the individual's personality, which entails the integrated growth of the body, mind, intellect, and soul. This goal can be attained by educating the student in a way that takes into account their emotional, social, ethical, cultural, and academic needs. The teaching-learning process must put a strong emphasis on combined learning strategies that develop people with an innate respect for both themselves and other people. According to Lynne Borden (2019), finding high-quality and cutting-edge learning resources is essential given the increasing interest in offering social and emotional learning chances within after-school and youth programmes. Panayiotou, Humphrey, and Wigelsworth (2019) provided an important contribution to the field. The results significantly advance recent SEL research; more specifically, it was discovered that, regardless of intervention exposure, mental health was the only factor directly linked to future scholastic success. More significantly, the research also suggests some potential revisions to their present knowledge of the function of social and emotional skills in middle childhood because their protective effect against mental health issues lessened their detrimental effects on academic achievement.

Emotional intelligence is comprehensively studied in the contexts of working organizations and educational institutes, including gender disparity. Punia and Sangwan (2011) recorded that girls exceed on emotional intelligence quotients more than boys. For example, in the Caribbean, it was developed at the secondary school level that there was a considerable gender difference in academic achievement in support of the girls in Barbados and St Vincent (Cumberbatch 1993; Fayombo 2010). Makvana (2014) and Rooy, Alonso & Viswesvaran (2004) explored that females showcased commanding levels of emotional intelligence. Furthermore, Kant (2019) conducted the study with the aim to explore the position of Emotional Intelligence of University scholars and to find out the difference between Emotional Intelligence on the ground of gender. Research among 300 Secondary School Students in Tamil Nadu on a random sampling method was used to study the emotional intelligence results that depicted that females persist better levels of emotional intelligence than males (Kumar, 2020). In Delhi, 10th graders, the EI of female students was demonstrated to be higher in comparison with their male counterparts (Joshi & Dutta, 2014). The overall EI scores of females was significantly higher than males (Craig et al., 2009; Harrod & Scheer, 2005; Schutte et al. as cited in Petrides & Furnham, 2000). Spanish adults showed that the total ability EI score as well as scores on the four EI branches were affected by gender, where ability EI was higher in females than males (Cabello, Sorrel, Fernández-Pinto, Extremera, & Fernández-Berrocal, 2016). Society is accountable for the diversity of roles of genders as has been recorded in studies by (Duckelt & Raffalli, 1989) and (Sandhu Mehrotra 1999). Those who have emotional affinity can be nice counselors, teachers, and group leaders because of their potentiality to perceive how others are reacting, (Goleman, 2011). Findings of studies reported by King (1999), Sutarso (1999), Wing and Love (2001) and Singh (2002) exposed that Females

have higher emotional intelligence than that of Males. However (Saba Ajmal, 2017) Concluded in their study that Male Medical College Students are more emotionally intelligent than Female Medical College Students. Galanakis et al.((2021) delved that demographic characteristics similar as age, coitus, and times of tutoring experience didn't have any impact on EI. also, Cakan and Altun(2005) didn't find any difference in emotional intelligence in terms of gender, age and job experience. Some examinations proclaimed no difference in emotional intelligence from a gender perspective(Nasir & Masrur, 2010; Shehzad & Mahmood, 2013). These antithetical findings led the investigators to review this issue and study emotional intelligence concerning gender in the original environment.

Methodology, Sample and Tool of the Study:

The present research study implemented a research survey methodology, this method is the most popular and widely used research method in social sciences. A questionnaire The Assessing Emotions Scale designed by Schutte, Malouff and Bhullar (1998) was used for the present study which is a self-report inventory that helps in measuring EI. Thus the tool was found to be reliable for the present study. Table 1.1 represents the sample size of the present study and Figure .11 represents a bar chart depicting the sample size diagrammatically.

Table 1.1: Sample size for the present study based on Gender and Age

	Variable	N	Percentage	Total
Gender	Male	238	46.66	510
	Female	272	53.33	
Age	SecondarySchool Students	219	42.94	510
	Junior College Students	291	57.05	

Total 510 Students, both male and female, from class VIII to XII were selected for the study. Out of 219 secondary School Students, 43.83% were males i.e. 96 students were Males and 56.16% were females i.e. 123 of them were females. Out of 291 junior college students, 48.79% were males i.e. 142 students were males and 51.20% were females i.e. 149 of them were females.

Table 1.1 represents the sample for the study and percentage of students selected for the present study.

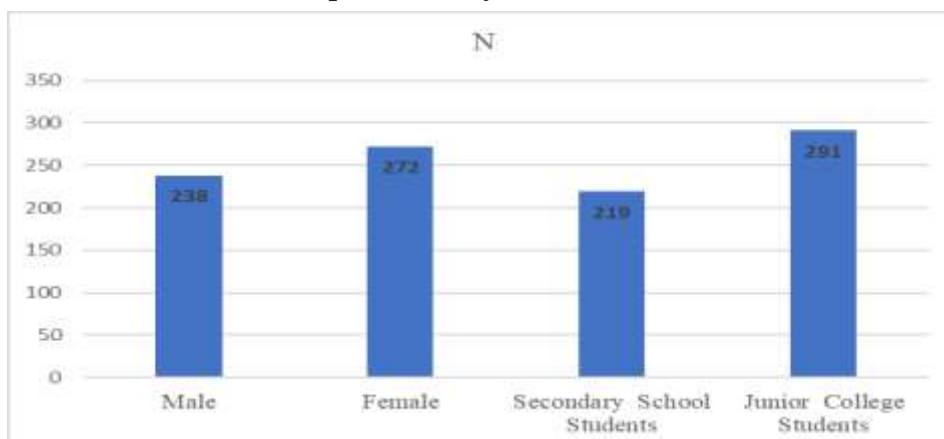


Figure 1.1: Bar Chart Representing Sample Size of the Study

Hypothesis Testing and Interpretation

1. There is no significant difference in the level of Emotional Intelligence among students on the basis of gender.
2. There is no significant difference in the level of Emotional Intelligence among Secondary School Students and Junior College Students.

Table 1.2: Descriptive statistics and t-tests results comparing the level of emotional intelligence among school and Junior College Students based on Gender

	N	Mean	Median	Mode	S.D.	Skewness	Kurtosis	t value	p value
Male Students	238	115.59	118	144	26.40	-0.4596	-0.488	8.35	< .0001
Female Students	272	132.062	135	136	17.77	-0.89	1.541		
Secondary School Students	219	126.83	131	142	21.63	0.955	-0.871	2.04	0.041
Junior College Students	291	122.52	128	133	24.97	-0.803	0.076		

Hypothesis 1: The Mean, Median, Mode and Standard Deviation value for Male adolescence students was found to be 115.59, 118, 114 and 26.40 respectively. The skewness was found to be -0.45 which is negative. The Kurtosis was found to be -0.48 which is negative, thus the distribution is platykurtic by nature. The Mean, Median, Mode and Standard Deviation value for all female adolescence students was found to be 132.06, 135, 136 and 17.77 respectively. The skewness was found to be -0.89 which is negative. The Kurtosis was found to be 1.54 which is positive, thus the distribution is leptokurtic by nature.

The t value for Male and Female adolescent students was found to be 8.35. The p value was found to be < .0001 which is less than 0.01, thus it is significant. Therefore, null hypothesis is rejected. There is a significant difference in the level of emotional intelligence among Male and Female students. Male students' mean scores are less than that of Female students', indicating that Females have a greater level of emotional intelligence than Males.

Hypothesis 2: The Mean, Median, Mode and Standard Deviation value for Secondary School students was found to be 126.83, 131, 142 and 21.63 respectively. The skewness was found to be -0.87 which is negative. The Kurtosis was found to be 0.95 which is positive, thus the distribution is leptokurtic by nature. The Mean, Median, Mode and Standard Deviation value for all Junior College students was found to be 122.52, 128, 133 and 24.97 respectively. The skewness was found to be 0.80 which is positive. The Kurtosis was found to be -0.80 which is negative, thus the distribution is platykurtic by nature.

The t value for Secondary School and Junior College Students was found to be 2.04. The p value was found to be 0.041 which is less than 0.05, thus it is significant. Therefore, null hypothesis is rejected. There is a significant difference between the emotional intelligence of Secondary School Students and Junior College Students. Junior

College going students' mean scores are lower than Secondary School going students', indicating that Secondary School Students have a greater level of emotional intelligence than Junior College Students.

Discussion and Conclusion:

Emotional intelligence comforts emotional stability. Education provides a platform for youthful scholars to enter successfully into the job request. Diverse studies have been organized to probe and separate emotional intelligence of learners in the academy and council situations. Traditional Indian educational methods emphasised the growth of the heart and intellect in order to produce people who were well-rounded (cognitive development). Sadly, literacy is now primarily seen as the acquisition of language and maths skills, whereas in the current world of conflict, values of compassion, understanding, and love are urgently needed to be cultivated in students who can contribute to the improvement of society at a young age which are promoted by SEE learning. Thus, it is crucial to reimagine literacy in the modern age as it appeared in the traditional Indian educational system towards more emotionally stable individuals (DHYEYA, 2022). Research suggests early learning stages can lead to the development of prosocial, mutual, and emotional flexibility in children, all of which are significant roadblocks to the growth of mindful youth. This will equip them with the skills they need to manage their feelings, demonstrate empathy and compassion, build strong relationships, follow ethically correct paths and cope with trying situations, and ultimately progress for their own nation.

This study delved into the position of emotional intelligence among academy and inferior council scholars. It further elongated to gender to look at their emotional intelligence as well. The perception of women as the more "emotional" sex persists even today, and women tend to have an advantage over males when it comes to fundamental life skills (Sanchez-Nunez et al., 2008). Women are also distinct from males. Women's brains, for example, prefer to linger with such sentiments if the other person is angry if the emotions are upsetting. Men's brains, on the other hand, detect sensations for a brief while before tuning out and switching to other brain areas that attempt to fix the problem that is causing the disruption. As a result, women complain that men are emotionally disconnected, while men claim that women are too emotional—a neurological difference (Goleman, 2009). Using not just our cerebral skills but also the additional information offered by our moods, combining emotions and cognition would lead to improved day-to-day adaptability and conflict resolution (Venkatappa, et al., 2012).

The results from the present study indicated that secondary School Students have a higher level of emotional intelligence as compared to Junior College Students. The present study also reflected that female students possess a higher level of EI as compared to male students considering them studying in secondary school or junior college. The current findings might be explained by the fact that emotional intelligence focuses on controlling and expressing emotions as well as social skills (Katyal and Aswathi, 2005). It has been proven that women are more emotionally expressive than males, that they have a better understanding of emotions, and that they are better at some interpersonal skills. Women, for example, are better at recognising other people's emotions, are more sensitive, and have more empathy (Tapia and Marsh II, 2006). As a result, their emotional intelligence should be higher than men's. Since childhood, there has been a strong correlation between female sex and emotional abilities. One of the ways that this could be possible is through SEE Learning pedagogy

implementation. The notion of emotional intelligence should be included in the educational curriculum to ensure emotional growth.

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