

A Study of Emotional Intelligence of Science, Social Science & Commerce Higher Secondary students in District Pulwama, J&K

Asia Maqbool ¹, Hafiz Mudasir ², Aliya Nabi ³

¹. Assistant Professor, Dept. of Education, Kashmir University

². Ph.D Research Scholar, Dept. of Education, Dr. C.V Raman University, Chhattisgarh

³. P.G Student, Indra Gandhi National Open University

hafizmudasir@rediffmail.com

Abstract: The present study was carried out to study the emotional intelligence of Science, Social science and Commerce higher secondary students. The sample for the study was 90(30 science, 30 social science and 30 commerce) randomly selected from different higher secondary institutions of district Pulwama Kashmir. **Anokhool Hyde et-al scale** was employed for the data collection and t-test was employed for the analysis of data. The result of the study highlight – I) science and social science students do not differ significantly on various dimensions of Emotional intelligence. ii) Science and commerce students do not differ significantly on various dimensions of Emotional intelligence.iii) social science and commerce students differ significantly on various dimensions of Emotional intelligence.

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1. Introduction

Within the animal kingdom, man is the most developed and highly evolved. In contrast to other animals, man is considered to be endowed with certain cognitive abilities which make him a rational being. He is able to reason, discriminate, understand adjust and face the situation for more easily. We know that one's Intelligence is an innate as well as acquired intellectual potential. Every child is born with some intellectual potential which grows and develops with the help of maturity and experiences; similarly, one is born with some innate emotional Intelligence in terms of one's level of emotional learning ability. This potential (unlike intelligence) is liable to be developed or damages as a result of one experiences. The difference here is between the development pattern of innate emotional intelligence general intelligence as a result of maturity and experiences. The concepts of emotional intelligence have been around since least the 1900's but the term was first introduced by **Wayne Payne in 1985**. Emotional intelligence is a term typically used in the field of psychology that is used in order to describe one's capacity and ability to indentify, analyze and control / manage emotions. It also reefer's to the ability to control a group's emotion as well. Emotional Intelligence is perceived as type of aptitude that involves the ability to monitor ones feeling and that of others, to discriminate among them and to use this information to guide ones felling and thinking (**Salovey and Mayer 1990**). Emotional Intelligence is also defined as "the intelligent use of emotions: one intentionally makes one's own emotion work for one by using them to help guide ones behavior and thinking in ways that enhance ones result (**Weisenger 1998**). Emotional

intelligence skills enable people to reduce negative stress in their life, build healthy relationship, communicate effectively and develop emotional health. Emotional safety is important at each stage of development. These same skills and competencies are critical to achieving academic and career excellence in life. **Nelis et al (2009)** studied two groups in which one group received an Emotional Intelligence training of four group sessions of 2½ hours each. The other group didn't receive any training. The training group showed a significant increase in emotion development and emotion management compared to the control group. **Vietnam veterans** found that many of the same brain regions are important to general and Emotional Intelligence. **Song et al (2010)** studied the impact of general mental ability and Emotional Intelligence on college student's academic and social performance. **Kee et al (2009)** Subjects with Schizophrenia were compared to a control group on a measure of Emotional Intelligence. The **Mayer Salovey Caruso Emotional Intelligence test (MSCEIT)**, **Cavazotte, F Moreno, V and Hickman, M (2012)** Effects of leader intelligence and Emotional Intelligence on transformational leadership and managerial performance. **Farh C.I Seo, M; and tesluck, P.E (2012)** studied the relationship between Emotional Intelligence teamwork effectiveness and job performance.

Considering the claims of some of these studies that Emotional Intelligence accounts for more of the exceptional achievements and in every choice of subject in student the present study sought to determine the role of Emotional Intelligence in the science, Social Science and Commerce Higher Secondary School Students in District Pulwama.

2. Need and Importance

Emotional Intelligence (EI) 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. EI has gained in importance over the past few years for its contribution in several fields like working environment, leadership and relationships among individuals. Our traditional education system has always focused on academic results, leading to elitism, and expecting our children to be among the best which is synonymous with success, power and money. But is this enough? Or are there other factors that need to be taken into consideration for a holistic development and evolution of our children? We tend to believe that successful people are gifted from birth, however it has been noted that over time, natural talent seems to emerge in some people and subside in others. EI, if instilled at an early stage, can positively affect the development of the children transforming them into better persons, showing respect for others' opinions and practicing positive interaction. Empathy plays a vital role as children must learn how to work together first, before focusing on achieving academic goals. This will help them later on in their adult life when they will have to work in team to devise strategies and plans with other co members. Some practical applications of EI on children are for example when street gangs substitute for families and school yard insults end up in stabbings at bus stations between gangs. These can be addressed by inculcating in our kids respect for others 'opinion and the practice of positive interactions. By applying characteristics of self awareness and self regulation since early childhood, we will educate our children on how to respect differences of opinions without resorting to personal attacks and how to accept others even when their attitudes, beliefs, values are different . The key to success is to establish an environment of trust and respect both in the classroom and at home. However, parents and teachers should agree on the principle that both EI and Intelligence Quotient (IQ) are important. It's not enough to simply fill the brains of children with facts, figures and theories. Unlike our traditional educational system, EI helps children to face the tests of life and NOT a life of tests! By applying EI our children learn how to control their emotions, how to positively resolve conflicts and take responsible decisions. Research has shown that promoting social and emotional learning among children has led to reduced violence and aggression, better academic results, and improved learning environment. These have a determining impact on their adult life in the future. Our current education system needs to be reviewed to take into consideration the growing importance of EI and the benefits it will bring for our children, if it is correctly integrated in their educational program. If we neglect this part then we're acknowledging that a test score

is more important to us than considering our child as a human being. Imagine how much happier we would be, how much more successful as individuals, and how civil as a society we would be, if we were more conscious of the importance of emotional intelligence and were more motivated in learning and applying it to our day to day activities? Research has shown that from kindergartens to business schools and to corporations across the country, people are taking seriously the idea that a little more time spent on the "touchy feely" To conclude it can be said that it is never too late to learn EI and continuous learning and application of this concept will be beneficial to the individual and to society at large.

3. Statement of problem

The Problem selected for the purpose of present study or investigation read as under.

A study of Emotional Intelligence of Science, Social Science & Commerce Higher Secondary students in Pulwama

4. Objectives of the Study

1. The following objectives were formulated for the purpose of present study.
2. To study Emotional Intelligence of Science, Social Science and Commerce Higher Secondary Students.
3. To compare Emotional Intelligence of Science and Social Science Higher Secondary Students.
4. To compare Emotional Intelligence of Science and Commerce Higher Secondary Students.
5. To compare Emotional Intelligence of Commerce and Social Science Higher Secondary Students.

5. Hypothesis

To carry out the present investigation the following major hypothesis were formulated.

1. There will be significant difference of Emotional Intelligence of Science and Social Science Higher Secondary Students.
2. There will be significant difference of Emotional Intelligence of Science and Commerce Higher Secondary Students do not differ significantly in their Emotional Intelligence.
3. There will be significant difference of Emotional Intelligence of Social Science and Commerce Higher Secondary Students.

6. Operational Definition of Terms/ Variables

Emotional Intelligence for the present study refers to the scores obtained by the students on Emotional Intelligence scale **Anokhool Hyde, Sanjyot Pethe and Upinder Dhar**

Sample:

The sample for the present investigation consists of 90 Students in which 30 belonged to Science Stream, 30 belonged to Social Science Stream and the remaining 30 belonged to Commerce Stream of different higher Secondary institutions of district Pulwama.

Sample-I

| S. No. | Name of the Institution | Subject (Social Science) |
|--------------|---|--------------------------|
| 1 | Government Higher Secondary Kakapora | 10 |
| 2 | Government Higher Secondary Pinglena | 10 |
| 3 | Government Girls Higher Secondary Pulwama | 10 |
| Total | | 30 |

Sample-II

| S. No. | Name of the Institution | Subject (Science) |
|--------------|---|-------------------|
| 1 | Government Girls Higher Secondary Pulwama | 10 |
| 2 | Government Boys Higher Secondary Pulwama | 10 |
| 3 | Government Higher Secondary Kakapora | 10 |
| Total | | 30 |

Sample-III

| S. No. | Name of the Institution | Subject (Commerce) |
|--------------|---|--------------------|
| 1 | Government Higher Secondary Pinglena | 10 |
| 2 | Government Girls Higher Secondary Pulwama | 10 |
| 3 | Government Boys Higher Secondary Pulwama | 10 |
| Total | | 30 |

Table I

Mean Comparison of Science and Social Science Higher Secondary Students on various dimensions of Emotional Intelligence.

| Group | Number | Mean/SD | 't' Value | Level of Significant |
|----------------|--------|-------------|-----------|----------------------|
| Science | 30 | 69.13/13.23 | 3.76 | Significant at 0.01 |
| Social Science | 30 | 82.46/14.26 | | |

Table 1 shows the mean comparison of science and social science higher secondary students on various dimensions of Emotional Intelligence. The Table I reveals that the two groups i.e. Science and Social Science Higher Secondary Students differ significantly on various dimensions of Emotional Intelligence on (0.01 level) it further deposes that Social Science students possess higher capacity for introspection and the ability to recognize oneself as an individual separate from the environment and other individuals, the ability to understand and share the feelings of another (empathy), ability to do what needs to be done without influence from other people or situations than science students.

Table II

Mean Comparison of Science and Commerce Higher Secondary Students on various dimensions of Emotional Intelligence.

| Group | Number | Mean/SD | 't' Value | Level of Significant |
|----------|--------|-------------|-----------|----------------------|
| Science | 30 | 69.13/13.23 | 1.20 | Not-Significant |
| Commerce | 30 | 72.96/14.26 | | |

Table-II Shows the mean comparison of science and commerce Higher Secondary Students on various dimensions of Emotional Intelligence. The table II reveals that the two groups i.e. Science and Commerce higher Secondary Students do not differ significantly on various dimensions of Emotional Intelligence. It further depicts that two groups have same self awareness, empathy, self motivate, emotional stability, value orientation, altruistic behavior, commitment.

Table III

Mean Comparison of Social Science and Commerce Higher Secondary Students on various dimensions of Emotional Intelligence.

| Group | Number | Mean/SD | 't' Value | Level of Significance |
|------------|--------|-------------|-----------|-----------------------|
| S. Science | 30 | 82.46/14.26 | 2.86 | Significant at 0.01 |
| Commerce | 30 | 72.96/14.26 | | |

The table III reveals that the two groups i.e. Social Science and Commerce Higher Secondary Students differ significantly on various dimensions of Emotional Intelligence on (0.01 level) it further depicts that Social Science students are in a state of being able to have the appropriate feeling about the common experiences and being able to act in a rational manner, they have the quality of being honesty and having strong moral principles and moral uprightness Social science students are able to bind themselves intellectually or emotionally to a course of action they show unselfish concern for the welfare of others as compared to commerce students.

7. Summary & Conclusions

The main objectives of the study were to measure the Emotional Intelligence of Science, Social Science & Commerce Higher Secondary Students on various dimensions of Emotional Intelligence. The sample for the present study comprised of 90 Secondary School Students of which 30 were Science, 30 were Social Science and 30 were Commerce Higher Secondary Students. The sample for present study was taken from different higher Secondary institutions of district Pulwama. The data was analyzed by applying 't' test.

The main Conclusions of the Study are as under:

1. Social Science students have better self awareness, empathy, self motivate, emotional stability, integrity, commitment than Science Students.
2. Science and Commerce higher Secondary students do not differ significantly on various dimensions of Emotional Intelligence.
3. Social Science Students have better managing relations self development, value oriented and altruistic behaviour than Commerce students.

8. Suggestions

The Suggestions for the present study are as under:

1. The present study should be replicated on a large sample.
2. The study may be conducted on High School Students, Higher Secondary Students and College Students.
3. A comparative may be conducted to look into the Emotional Intelligence patterns of teachers, administrators, professional and academic students.

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