

Emotional Intelligence in Adolescents at School Level: Comparing West Bengal and Tamil Nadu

**Thesis submitted to Jadavpur University
For award of the degree of**

Doctor of Philosophy in Arts (Education)

Submitted by

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Under the Supervision of

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Jadavpur University
Kolkata
2022**

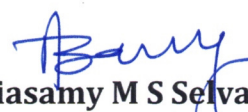
This thesis is dedicated to my Mother and Grandmother

who always believed and taught me the value of simplicity and
a mindset to help others irrespective of their deed.

Certificate

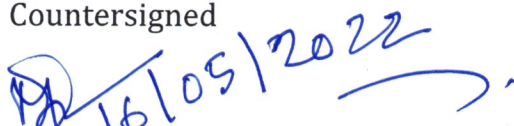
Certified that the thesis entitled "*Emotional Intelligence in Adolescents at School Level: Comparing West Bengal and Tamil Nadu*" submitted by me for award of the degree of Doctor of Philosophy in Arts (Education) in Jadavpur University is based upon my work carried out under the supervision of Prof. Muktipada Sinha, Professor & Head, Department of Education, Jadavpur University.

And neither this thesis nor any part of it has been submitted before for any degree or diploma anywhere / elsewhere.


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Dated: 16th May 2022

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Acknowledgement

My research work is the result of the encouragement, guidance, help and support of many people who has journeyed with me throughout. My gratitude first goes to Fr. Jeyaraj Vallusamy, SJ, then my Provincial and now the Rector of the St. Xavier's College, Kolkata, who granted permission to pursue a Ph.D. course after my M.Ed. Fr. Felixraj, the Vice-Chancellor of St. Xavier's University, Kolkata, has been my mentor and did everything for taking up the research work right from the beginning to its completion. Prof. Suranjan Das, the Hon'ble Vice-Chancellor of Jadavpur University always encouraged me and extended all his support for my research work. Fr. Dominic Savio, the Principal of St. Xavier's College, Kolkata, always encouraged and issued all the official letters and cleared the required financial requirement for the enrolment and the continuation of my research.

I found the Department of Education of Jadavpur University, Kolkata, not just an academic institution but a very homogeneous ambience where the staff and students work together, study together and live together rendering each other help, encouragement, support, mutual correction and care. The students are not only imparted education but also prepared to face life with all its challenges. For very many students the Department is a home away from home indeed!

The staff have to be complemented for preserving such a homogeneous, filial and very hygienic atmosphere of the department. My Guide, Prof. Muktipada Sinha, the Head of the Department, not just a scholar on his own accord but held in high esteem by the generation of the students. His care, love and concern cross all the boundaries. He sees to it all the students are cared for, helped out of their difficulties and even sees to it that they get placed after the completion of their studies. Such a magnanimous person being my research guide is a privilege for me.

My research work in fact is the brainchild of my guide as my original plan was to undertake research in some other field. Prof. Muktipada Sinha wished and proposed that I should do a research work something unique and uncommon which led us to arrive upon the topic: Emotional Intelligence in Adolescents at School Level: Comparing West Bengal and Tamil Nadu. He has journeyed and laboured with me right from the word go till its completion. I am also indebted to Prof. Subra Kumar Das, Department of Library and Information Science.

Mr. Bijoy Krishna Panda, Assistant Professor, Department of Education, Jadavpur University, a wonderful human being, has extended his relentless support, guidance and help throughout of my research work. He is one of the back bones of this research endeavour as he gave me all his time on a priority basis for its successful completion. We began our friendship as research scholar which has blossomed into to be a memorable companionship shouldering the responsibility and overcoming all the hurdles with each other's mutual support and help. I value his companionship beyond any measure.

I am immensely indebted to all the Principals, staff and students of the schools that I visited both in Tamil Nadu and West Bengal to collect data for my research work. All cooperated with me wholeheartedly without which I would not have managed collect data for my research findings. I also thank Fr. Leo Tagore who always encouraged me and granted permission to go on journeys that were needed for my research work. Sr. Nancy did the Himalayan task of feeding all the data in the Microsoft Excel Sheet for its statical analysis to arrive at solution to my research problem.

My heart felt gratitude to all my friends who always encouraged me to go ahead in spite of the delay that was imposed on my research work by the Covid-19 pandemic for two years. Their interest in my research work boosted my confidence and encouraged me to get over all the hurdles to complete the work.

And above all, I am grateful to the Almighty who has blessed and guided in my research work through several people. I always experienced the providence of God without which I would not have been able to complete such a vast comparative study which involved lots of time, travels, finance, support and cooperation of several people in both states (West Bengal and Tamil Nadu). God has journeyed with me throughout and I would utilize the knowledge and the expertise gained from the research to serve God's people without counting the cost.

Date: May 9th, 2022

Arockiasamy M S Selvaraj

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Acronyms Index

AES	:	Assessing Emotions Scale
ANOVA	:	Analysis of Variance
CBSE	:	Central Board of Secondary Education
ICSE	:	Indian Certificate of Secondary Education
IB	:	International Baccalaureate
df	:	Degrees of Freedom
EE	:	Emotional Expression
EIS	:	Emotional Intelligence Scale
et al.	:	and others
EQ	:	Emotional Quotient
EQ-I	:	Bar on Emotional Quotient Inventory
EQ-i: Short	:	Emotional Quotient Inventory
ESA	:	Emotional Self Awareness
EIS	:	Emotional Intelligence Scale
HSES	:	High Socio-Economic Status
LSES	:	Low Socio-Economic Status
KBIT	:	Kaufman Brief Intelligence Test
ISCE	:	Indian School Certificate Examinations
LS	:	Life Satisfaction
IQ	:	Intelligence Quotient
M	:	Arithmetic Mean
EAO	:	Emotional Awareness of Others
MEH	:	Mangal Emotional Intelligence Inventory
MEIS	:	Mayer Emotional Intelligence Scale
MSCEIT	:	Mayer-Slovev-Caruso Emotional Intelligence Test
N	:	Total Number of Sample
NEP	:	National Educational Policy
SD	:	Standard Deviation
SEIS	:	Schutte Emotional Intelligence Scale
SEM	:	Structural Equation Modeling
SE	:	Social Intelligence
SI	:	Spiritual Intelligence
Sl. No.	:	Serial Number
SO	:	Student Outcome
SPSS	:	Statistical Package for the Social Sciences
SSRI	:	Schutte Self-Report Inventory
SUEIT	:	Swinburne University Emotional Intelligence Test
TMREIS	:	Telangana Minority Residential School
TNSB	:	Tamil Nadu State Board
WBBSE	:	West Bengal Board of Secondary Education
WBCHSE	:	West Bengal Council of Higher Secondary Education

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Abstract

The study's major goal was to determine the current level of emotional intelligence in adolescent at the school level, with a detailed comparison between West Bengal and Tamil Nadu. It also intended to discover variances in emotional intelligence among adolescents based on socio-academic characteristics such as gender, locality of residence, family structure, school board, medium of instruction, and school location. The current cross-sectional study on emotional intelligence included 2090 high school students from classes 9 to 12 from three districts in West Bengal: Hooghly, Paschim Burdwan, and Kolkata Metropolitan City, as well as Kancheepuram, Chengalpattu, and Chennai Metropolitan City in Tamil Nadu, all of which had different geographical and cultural anomalies. The Annaraja and Perumalil (1980) Emotional Intelligence Inventory, as well as Bengali and Tamil translations, prepared and validated by the researcher, were utilised for data collection. The collected data was processed with IBM SPSS software before being represented graphically with Microsoft Excel. The results were varied in both states, with West Bengal female students, rural habitats, Bengali medium West Bengal state education board pupils, and students from Non-Missionary schools having higher levels of emotional intelligence than their counterparts. In Tamil Nadu, however, male students, students from urban areas, CBSE English medium students, and adolescents from Missionary school settings surpassed their peers in other categories in terms of emotional intelligence. The researcher attributes the absolute difference in adolescent students' emotional intelligence between the two states - West Bengal and Tamil Nadu - to social mobility, female status in society, cultural heritage of the state, maintenance of indigenous ways of schooling, secular as well as flexible discipline within the school campus. It was also suggested in the current study to include components fostering emotional intelligence in the school curriculum, proper teacher training on understanding and applying emotional intelligence in the classroom, and promotion of art, painting, music, dance, and various games as part of the school curriculum.

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Chapter I

Context of the Study

- 1.1 Introduction**
- 1.2 Concept of Emotional Intelligence**
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Chapter I Context of the Study

1.1 Introduction

Emotional intelligence is defined as the ability to recognise and express one's own emotions about others. Over the last 25 years, researchers worldwide have recognised EI as one of the critical attributions of human beings for success in their personal and professional lives in a competitive world. However, the concept is complex and should be viewed as an umbrella term. Although the idea was coined by John Mayer of the University of New Hampshire and Peter Salovey of Yale University in 1990, it became popular after Daniel Goleman's famous book 'Emotional Intelligence: Why it Can Matter More Than IQ'. "Emotional intelligence is the ability to perceive emotions, access and generate emotions to aid thought, understand emotions and emotional knowledge, and reflectively regulate emotions to promote emotional and intellectual growth," he says. As he stated, only 10 to 20% of our success can be attributed to IQ, leaving the remaining 80% to other factors such as emotional intelligence, but this has never led to the conclusion that EI is the most responsible. Trait and Ability Approach i.e., The Four-Branch Ability EI Model by Mayer and Salovey (1997), EI Based Performance Model, Bar-On Model of Emotional-Social Intelligence (2006), and Trait Model (2007) are ground-breaking theories in this regard. Following that, large-scale research studies are being conducted around the world, highlighting the dominating impact of emotional intelligence on almost all aspects of a person's life. Emotional intelligence is composed of multiple factors represented in five domains, namely self-awareness, self-regulation, motivation, empathy, and social skills. Furthermore, Goleman proposed a framework of emotional competencies that asserted four significant components of EI that are almost universal across people: self-awareness, self-management, social awareness, and relationship management, all of which include others' emotion recognition and regulation. Self-awareness is to know oneself accurately; self-management is the ability to control one's emotional responses as part of emotional maturity; social awareness is

understanding and recognising other people's emotions in an empathetic manner, and relationship management is a communicative ability to understand and manage relationships. Emotional intelligence has been a significant concept among the education circles. Research shows that adolescents with a higher emotional intelligence demonstrated better academic performance, increased self-awareness, better way to handling relationships, increased self-satisfaction and so on. This emotional ability enhances their understanding of themselves as well as others and the world. Therefore, the emotional intelligence is crucial for school going adolescents in their continuous learning and growing.

1.2 Concept of Emotional Intelligence

Goleman (1995) said, “EI refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves and for motivating ourselves and managing emotions well in ourselves and in our relationship”. In this way, he propagated the mixed model in understanding emotional intelligence in terms to understand emotional intelligence in terms of its performance. His proposal highlights a crucial aspect that Emotional Intelligence and thinking are deeply connected, which is a hugely ignored fact. His model proposes the following steps in understanding emotions: -

1. Perceiving or knowing one's emotions: Accurate perception is the first step in the understating of emotions which involve many things that are nonverbal. These can constitute facial expressions and bodily gestures which we can sense as a subconscious undercurrent and vibrations. Persons who have deep knowledge about their emotions and keep control over them and use it to their advantage are happy, energetic, conscious and efficient. They also maximise the chances of working hard, even developing deep knowledge, successful academic life and life achievements. Signs such as facial expressions of happiness, sadness, anger and fear are universally recognized and constitute our social-psychological communication.

2. Emotions lead to making priorities and developing empathy: Our emotions prove to be a fuel to our life and enable us to prioritise our life. We choose to do things that matter dear to us and which adds meaningfulness to our life. Being in touch with our own feelings enables us to perceive the emotions of others as well. This way, we tend to have greater empathy and greater efficiency in academics. How? Insight requires a certain deep sensitivity and according to Plato emotion and reason combined is what paves the way for comprehending the deepest truth. Man is not a robot for cognition is closely linked on many levels to emotions.

3. Managing emotions: The only way to manage our feelings is to know ourselves well, our core emotions, and the ways we live, deal with, and react in the world. Here we see how EQ becomes a principal skill to manage the life situation and even thinking. When the mind is cramped, thinking is not possible. Thought is possible only in the free state of mind and leads to dynamic cognition, which leaves the mind to wonder profoundly and try to comprehend the questions and the profound subtlest truths.

4. Understanding emotions or motivating others: Our emotions and of others can indicate multiple meanings. If somebody expresses anger, the perceiver has to first try to find out its cause. Secondly, they should interpret what anger could mean. Emotions communicate a whole lot of information. Happiness generally expresses the desire to join the company of other people. Anger carries with it the intention of either attacking or harming others. On the other hand, fear paves the way to escape. Thus, every emotion elucidates its corresponding messages and actions.

Anger for instance conveys the meaning that a person is cheated, treated unjustly or falsely implicated. The same outrage at the exact times may get associated with a specific set of possible actions such as peace-making, attacking and revenge-seeking. It can also lull a person towards withdrawing to seek calmness. Therefore, a person's life skill consists only of understanding the

emotional messages and the actions associated with them. Understating emotions fully means comprehending emotions with all their meaningfulness and the ability to reason out their meaning. It is called emotionally intelligent skills ((Nandita & Rao, 2019).

Emotional intelligence consists of an ability of a person to communicate, comprehend and manage their emotions in such way that it enables one to minimise stress, empathise with others, resolve conflict, and communicate effectively. It consists of three basic skills.

i) The first skill pertains to a person's ability to use one's emotions adequately. It means using emotions successfully to resolve conflicts and problems.

ii) The second skill concerns the competency of a person, which enables one to identify one's own emotions correctly. Persons with emotional intelligence are able to recognize their feelings and the feelings of others precisely. It means that they have a great understanding of interpersonal relationships and different social situations.

iii) The third skill refers to one's ability to regulate one's emotions. The person who is emotionally intelligent has the capacity to keep their emotions under control and the ability to empathise with others.

1.2.1 Definitions of EI

One way of defining emotional intelligence is that it is a set of abilities of a person that enables a person to have conscious control of one's own and that of others' emotions. It is also instead an ability to perceive and understand the emotions of others towards achieving success for all concerned.

It also consists in perceiving and understanding the others' emotions to be able to work towards the success of all concerned. Various terminologies are in use to refer to emotional intelligence: emotional literacy, emotional competence, emotional creativity and empathic accuracy (Behera, 2016).

One possible way of defining EI is "The innate potential to feel, use, communicate, recognise, remember, describe, identify, learn from, manage, understand and explain emotion". The definition of the EI given by various scholars is given below:

John Mayer & et al. (1990) proposed the definition that EI is a sort of mental ability that enables one to handle one's feelings but also to understand the feelings and emotions of others and to monitor and understand their actions. Daniel Goleman 1995 further improved this definition, saying that EI consists of the ability to know and manage one's and others' emotions to have a successful interpersonal relationship.

Mayer and Salovey (1997) Once again modified their definition by placing importance on cognitive component to spell out a series of mental abilities. Therefore, emotional intelligence, according to them, is "the ability to perceive accurately, appraise, and express emotion; the ability to access and generate feelings which they facilitate thought; the ability to understand emotions and emotional knowledge, and the ability to regulate emotions to promote emotional and intellectual growth".

Raven Bar-On (1997) defined EI as "an array of non-cognitive capacities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures".

Bradberry et al. (2009) hold the view that "Emotional Intelligence can be defined as the ability, capacity and skill. Or in the case trait, Emotional Intelligence is a self-perceived ability, to identify, assess and manage the emotion of oneself, of others and groups". In other words, it is a special skill that one acquires in leading people towards achieving the desired goal. (Amulya Kumar Behera, 2016).

Daniel Goleman (1995) Considers emotional intelligence asset of abilities to manage one's own life. It includes mustering one's energy to overcome frustration and failures in today's life. It also means having control over one's impulses and seeking gratification at an appropriate time. The other aspect of this ability is to have control over moods and distress to the extent that it does not affect one's

average rational ability, empathise with others, and have hope in the context of utter failures and disappointments.

1.2.2 Emotional Intelligence: An Indian Perspective

The Indian perspective of EI is based on the Indian cultural ethos, religious practices and social values and traditions. Individuals' inclinations are treated consistent with duty or dharma. Indian tradition has developed a morality of caring, broadly known as an interpersonal obligation. The Indian perspective emphasises certain interdependent but interrelated worldviews like stress and suffering. It also includes social concerns like respecting elders, concern for others and fulfilling one's duty. Positive emotions here play a vital role in understanding life in its totality: life is worth living, beautiful and meaningful, provided one develops the ability to manage: life is worth living, beautiful and meaningful provided one develops the ability to manage one's emotional intensity. Thus, Indian scholars came out with their understanding of emotional intelligence. They are as follows: -

Mangal, S.K. (2007) defines EI as a unitary ability that helps to know, feel, and judge emotions. It influences one's worldview and conducts one's life toward attaining one's happiness and others.

Singh (2003) holds that emotional intelligence is a constituent element comprised of three psychological dimensions: emotional consciousness, emotional balance, and emotional ability. These impel the persons to perceive honestly, interpret objectively, and successfully handle the different aspects of human behaviour.

Kapadia Mala (2004) Her view of EI is wholistic. It leads one to a total transformation of mind, body and spirit. Thereby it paves the way for the person to realise one's true potential, which can be directed towards discovering the well-being of joy and happiness in abundance for oneself and others.

Sanwal Vinod (2004) believes that EI is an ability that involves deliberate use of emotions within the framework of one's cognitive ability to respond to situations amicably.

N.K. Chadha (2005) states that an emotional base for all intelligence. EI is, for him, nothing but a source of energy with the help of which one can attain one's own self-directed goals in life, in other words, to lead a successful life.

Madhumati Singh (2006) holds the view that EI is a mixture of emotional and cognitive ability and freedom to go beyond one's mistrust and self-doubt, from following to leading, gaining competence, connecting with others, and having an even against hope.

Ravi Bangar (2005) considers EI is an ability to cultivate a strong bonding with others.

Samira Malekhar (2005) refers to EI as a set of abilities that enables one to have a deep awareness of self-manage well one's emotions and empathise with others. The benefit of such an awareness results in building strong interpersonal relationships with others. (Kadlimatti, 2017).

1.2.3 Comparing EQ & IQ

EQ refers to Emotional Quotient. It is a measurement of one's emotional intelligence through some tests about one's life situation. This dynamic ability of a person can be increased through several sustained efforts. It is also susceptible to get damaged if a person is exposed to unfavourable situations for its sustenance and growth. The impact of the favourable and unfavourable situation in which one is exposed determines an individual's Emotional Quotient. Whereas IQ is for measuring the intelligence of a person. They complement each other as the former deals with emotions and the latter one with an individual's rational sphere. But despite their complementarity, they do differ on several significant grounds. They are listed below (Goleman 1995):

Origin: Emotional Quotient was developed by Wayne Paye in 1985. His doctoral study is termed “A Study of Emotions: Developing Emotional Intelligence”. Daniel Goldman first used the term “Emotional Intelligence” in his book. At the same time, Intelligence Quotient was developed in the year 1883 to measure the intelligence of school children in France.

Concept: Emotional Intelligence is used to evaluate the emotional ability of the person. It is done to suggest ways and means to improve it to manage others and influence others towards achieving the desired common goal. Whereas IQ indicates a person's inborn ability, which shows how much a person can learn, understand, and use for one's own desired purpose. EI also involves understanding another person's emotional state of mind as well, whereas IQ deals with assessing the intelligence of a person born. The most crucial point of departure is that IQ evaluates mental ability, and EQ negotiates in a person's emotional status.

Significant Abilities: EQ determines to what extent an individual can use one's own emotions to come to an appropriate decision. In contrast, IQ is a capacity of a person to know to what extent they can make use of the information on reasoning. The EQ can be developed over sustained effort, but IQ is innate and cannot be altered to a great extent. Training in emotional intelligence can enhance it. But intelligence quotient is predetermined, so a person's reasoning power can hardly be altered.

Variance in the Workplace: A person with high EQ is likely to exercise an effective leadership role. On the contrary, a person with an above-average IQ, employs his reason to comprehend the information better than anybody else. While IQ fosters tremendous academic growth, EQ enables the quality of life. EQ allows you to motivate your employees, and when you convince somebody with facts and figures, your IQ works on a higher level. Attaining a high degree of emotional intelligence enables a person to be successful in life in terms of a successful carrier, good family life, and ability to relate well with people from

diverse backgrounds. But IQ can guarantee this if one is innately endowed with. IQ determines the person's capacity and intelligence, whereas EQ enables a person to become an amicable team player who can easily find a solution to a group crisis.

Testing: EQ tests the emotional intelligence of a person. Doing so measures an individual's capacity to use one's cognitive and emotional capacity to succeed personally and professionally. The abilities like how deep is one's intuition, how well one can empathise with others, how successfully one handles stress management and to what extent one can be resilient are measured in EQ. On the other hand, IQ does the testing in terms of ratio on the level of how well a person can be logical and analytical in his/ her judgment. IQ testing is objective and uses testing tools such as the Standard-Benet Test, Wechsler, and Woodcock-Johnson Test Scale. But EQ is subjective measurement that deals with the individual's reasoning ability with emotional information and uses measurements like Emotional Competency Inventory and other Emotional Intelligence Appraisal developed by experts like Goleman and others.

1.3 Theories & Models of Emotional Intelligence

1.3.1 The Ability Model

John Mayer developed the ability model. It focused on the individual's capacity by which the information can be processed validly to comprehend the social environment to one's advantage. He defined EI as "The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions, and regulate emotions to promote personal growth". After further research, Salovey and Mayer evolved their definition: "the capacity to reason about emotions and of emotions to enhance thinking. It includes the ability to perceive emotions, access accurately and generate emotions to assist thought, understand emotions and emotional knowledge, and reflectively regulate emotions to promote emotional and intellectual growth."

According to this model, emotions are essential sources of information. It enables the individual to understand better the prevailing social conditions. It holds that individuals differ from one another in their capacity to comprehend the emotional nature and relate it to a broader perspective. EI, according to the ability model, consisted of four abilities which are enumerated below: -

Perceiving Emotions: It refers to a person's ability to perceive and recognise emotions and feelings on faces, in the voice of persons, in the cultural artefacts and various types of visible illustrations. This ability is fundamental to EI, for it paves the way for assessing all other emotional information.

Using Emotions refers to one's ability to harness emotions to indulge in various cognitive activities like thinking and problem-solving. A person with high emotional intelligence can ideally use their changing moods to fit into the prevailing social conditions.

Understanding Emotions: A person's ability enables them to comprehend emotional language. It also allows a person to understand the unique relationships among emotions. For instance, learning emotions requires the capacity to pay careful attention to recognising the variations between emotions and pointing out the feelings that may engulf a person over time.

Managing Emotions: This ability is manipulating one's emotions and that of others. Accordingly, a person with high emotional intelligence can utilise their emotions even the negative ones, to achieve their goals.

However, some scholars have reservations about predictive validity of this model in the place of work.

1.3.2 The Trait Model

The trait model was proposed by Konstantin Vasily Petrides, a Soviet-born British psychologist. He succeeded in pointing out the distinction between the ability and trait model of EI. His trait model is a mere cluster of emotions of one's self-

perception found in the lower personality. It simply points to the individual self-understanding of their feelings. Such emotional abilities are just behavioural dispositions evaluated by self-report only and not compatible with scientific evaluation.

1.3.3 The Mixed Model

Daniel Goleman propagated this model. According to him, emotional intelligence is not a single unit but a variety of abilities and skills. A person with these skills can perform their leadership role successfully. He proposed a few main emotional constructs of emotional intelligence. Five of them are elucidated below: -

Self-Awareness: It refers to the ability to become self-conscious of one's limitations and strengths, emotions and sentiments, values, drives and goals. It also amounts to understanding these impact on others while making decisions.

Self-Regulation involves controlling and redirecting one's unhealthy emotions, which are disruptive in nature and adapting to changing circumstances.

Social Skill: It establishes and manages the relationship to direct people in the desired direction.

Empathy: It involves considering the emotions of other people while taking decisions.

Motivation: It refers to the over-energised state of might to achieve something for accomplishment.

Goleman adds in each of these constructs a series of emotional abilities. According to him, emotional abilities cannot be something that one is born with but instead acquired over time. He also states that individuals are endowed with an essential emotional intelligence that lays the foundation for their potential to develop emotional competencies.

1.4 Nature of Emotional Intelligence

In Goleman's terminology, emotional intelligence does not refer to the status of 'so nice' all the time or giving a free run for feelings. On the other hand, it manages feelings well to express acceptably and affectively and helps people work together smoothly to achieve their common goal. The following summarises the nature of emotional intelligence envisaged by Goleman.

An Acquired Skill: It is an acquired skill to perceive and manipulate the emotional state of individuals, groups and dear and near ones.

An Ongoing Process: It means a lifelong emotional journey of a person becoming aware of one's good and bad feelings and how to maintain good feelings.

Powerful: EI can be empowering, and it can be more empowering than IQ. Emotional Intelligence results in 80% success, whereas IQ is only 20%.

The Best Predictor: It could be considered the best predictor of success in life than IQ.

Prone to get Developed or Damaged: Like any other intelligence, it is palatable to get developed or damaged according to one's life experience.

Not Genetically Fixed: It is not innate. It is instead acquired and fostered throughout one's entire life.

Applaudable: The field of EI has commanded tremendous acceptance not because of its newness. Rather, it has the essence that the children and we are bound to know for our productive and happy life.

Essential for working Condition: In one's professional life, EI contributes better than one's IQ or in the sphere of professional skills and competency development.

Keeps Developing: It keeps developing as one ages and goes through diverse experience from childhood to adulthood.

Capacitates Men and Women Differently: Women generally tend to be more empathetic and have more social skills. Men excel in these when they do consciously self-regulation.

Reads Non-Verbal Channels: Emotions are mostly expressed through other cues rather than in words. To perceive others' feelings is the capacity to understand the messages usually communicated through facial expression, tone of voice, gestures and through the eye contact.

1.4.1 Five Basic Principles of Emotional Intelligence

According to the experts, EI has just five basic principles. They form the foundation of emotional intelligence. The five basic principles are enumerated below (Stephen Neale et al. 2009): -

- **Emotional Intelligence is not one Single Thing:** Quite contrary to the implication of some popular models of emotional Intelligence, emotional intelligence cannot be narrowed down to one essential score. It is not possible to measure an individual's emotional intelligence as a single number, unlike a person's IQ. Instead, it is a complex mixture of interrelated attitudes, feelings, emotions, and habits.
- **Emotional Intelligence Predicts Performance:** Emotional Intelligence is closely associated with performance. Gallwey's P=p-I equation helps in understanding this connection.
- **Emotional Intelligence can be Measured: A person's emotional intelligence** can be measured through self-evaluation and 360-feedback. It can be estimated in a mixture of attitudes and habits.
- **Emotional Intelligence can be Changed:** Emotional Intelligence in each of the above areas can be changed and developed. But at the same time, it cannot be done with a quick fix. For instance, attending a two-day training programme will not drastically change or improve one's emotional

intelligence. Studies show that it takes around twenty-one days to change an attitude at least. For an ongoing development to occur, four main elements, knowledge, attitude, skills, and habits, should be considered.

- **Developing Emotional Intelligence Will Impact All Areas of Life:** Emotional Intelligence is essentially about attitudes and feelings. Therefore, if we can change certain aspects of our emotional intelligence, we change a person's particular personality. For instance, improving their attitude towards flexibility will also impact their other areas of life, such as becoming more understanding, cooperating and getting along with others, etc., better than before. So, it will bring about changes in other spheres of life such as family, friends' circle and in any situation one may face.

1.4.2 Five Traits of Emotional Intelligence

Emotional Intelligence has five important traits, i.e., i) Self-Awareness, ii) Social Deftness, iii) the ability to delay gratification, iv) to be optimistic in the face of adversity, and v) to channel strong emotions and show empathy toward others. According to Goleman, there are five components of EI. They are listed as follows (Patra, 2004): -

1. Self-Awareness: Knowing oneself in terms of one's strengths and weaknesses leads one towards success in life. Self-awareness is a state of consciousness of one's state of mind, such as being aware of oneself, preferences, desires and longing and intuitions, etc. Instead, it is one's mental ability to take complete hold of oneself and others' moods, strengths, and shortcomings. It also helps in understanding how these affect other people. Goleman has pointed out three steps that constitute self-awareness: -

- **Emotional Awareness:** It is one's mental state of being aware of one's feelings and emotions and recognising them. It also involves knowing how these feelings and emotions impact oneself and others.

- **Accurate Self-Assessment:** It is the ability to assess one's strength and weaknesses to overcome the weakness. Persons with such skills have clarity about their life's emotional status, are reflective and keen to learn from their experience, and display a keen interest in self-development.
- **Self-Confidence:** One gains confidence by knowing oneself. Such people are very decisive in their approach. They are also very assertive in what they believe and are convinced of, and possess a strong sense of self-worth.

Thus, a person having total awareness and consciousness of one's emotions, assessing one's strengths and weaknesses, and self-confidence manage their social life successfully. It also helps them to manage their interpersonal relationship and deal with others.

2. Self-Regulation: It is an effective way of managing and handling impulses, distressing feelings and upsets. It enables one not to ignore, deny, or repress these feelings. Such regulation allows one to make the right choice to express one's feelings. Self-regulation enables staying composed, focused, and calm and helps to think even under pressure. It has five steps: -

- **Self-control:** A person with a capacity for self-control can manage their life successfully. They also can handle defeat and success with equanimity.
- **Trustworthiness:** It involves adhering to total and complete honesty and integrity. This includes being credible, taking up responsibility for their actions and are taking responsibility for their actions, and being entirely principled.
- **Conscientiousness:** It calls for total commitment to the responsibility entrusted. Such people fulfil their duties and responsibilities to the best of their ability and keep their promises.
- **Adaptability:** It involves accepting and adapting to the changing scenario. A person with adaptability skills can smoothly handle situations, and their responses to the changes will be very effective and successful.

- **Innovation:** It implies a new, at the same time, very effective way of dealing with the situation. For this, one should be open to novel ideas and make use of the new approaches and information to one's advantage. Their perspective is so broad that it will enable them to come out with an original solution to the problem.

3. Motivation: It is an intensity of energy that assists in attaining the set goals. It is the solid mental conviction of a person to strive with persistence. The motivation impels a person to have a goal-driven action. The three critical motivational competencies are as follows: -

- **The compulsion to Achieve:** It is an impelling strive to improve and to achieve excellence. It is geared towards goal achievement. A person with a strong achievement sense can take calculated risks and readily face challenges.
- **Commitment:** Commitment means one's loyalty is aligning oneself, identifying oneself with the goal of a group or organisation. At the same time, it does not yield any pressure or threat on the person.
- **Initiative and Optimism:** Emotional Intelligence enables a person to take many initiatives. Such persons are usually optimistic. They not only seize available opportunities and persuade others to get the things done. They are determined to achieve the goal in the face of difficulties and obstacles but always see the positive side of things. Such persons in an organisation are a motivating force for others.

4. Empathizing: It is a positive and caring emotional desire to perceive the feelings and the emotions of the other persons and reach out to them to be of support, guidance and help. Empathy is a principal emotional skill to acquire all other social skills like making adjustments, listening and understanding skills.

People with emotional intelligence prove to be more empathetic than just being sympathetic person. (Lopes et al. 2004). Empathy includes: -

- **Understanding Others:** Here, the person goes out of his way to understand others' feelings and emotions. They also go out all the way to support and care for the welfare of other people. Such people are very altruistic in nature.
- **Service-Oriented:** It consists of anticipating, recognising and meeting the need and requirements of the concerned persons. An emotional bond is established between the service provider and the receiver in these processes. Here, relentless efforts are made to meet the other person's needs and try to increase, for instance, the satisfaction and loyalty of the customer.
- **Leveraging Diversity:** Being at ease and sensitive to group differences and interacting with people according to their social background, beliefs, and conviction. Persons with such skills see diversity as a golden opportunity and create an atmosphere for people with diverse perspectives, aspirations and convictions to survive.
- **Developing Others:** People with emotional intelligence can recognise others' strengths and accomplishments. They also contribute to the personality development of others. With guidance, they enable others to take up challenging tasks and assist them in accomplishing them.
- **Politically Conscious:** It consists in comprehending a group's sentiments and their relationship with one another, emotional currents and power relationships. In other words, it is an ability to understand the social and political consciousness of a particular situation. It involves in comprehending the ethos that shapes up the views and the understanding of our colleagues and competitors.

5. Socialising Ability: This ability capacitates one to build rapport with various sections of society. It also enables one to create a network of people. The following competencies make one's social skills: -

- **Influence:** It is an effective tactic for persuasion. Persons who wield good power possess an extraordinary skill for winning over people to build consensus and support.
- **Conflict Management:** It means negotiating and resolving the disagreement. Conflict management becomes handy in handling difficult people and dealing with tense situations with tact by encouraging debate and open discussion.
- **Leadership:** It is a kind of role model which inspires individuals and groups. A leader with a good capacity for emotional balance is always other-oriented. He proves to be an inspiration to others by their own example.
- **Agent of Change:** The agent of change is the one who initiates and manages change. They perceive the need for change, challenge and disapprove of the status quo. They also champion the cause of the needed change and transition.
- **Communication:** Communication plays a significant role in emotional intelligence. Its prerequisites are listening, sharing one's opinion openly, insemination of information and being receptive to one's views.

Emotional intelligence empowers one to learn all the practical skills to lead a successful life. They are all based on these five elements being aware of one's emotion, utilising one's feeling, taking a leading role, and cultivating a good relationship.

1.4.3 Four Factors of Emotional Intelligence

Salovey and Mayer propagated a model having four factors that constitute EI. They perceive feelings and emotions, the ability to analyse emotions, comprehend emotions, and manage emotions to one's advantage (Salovey & Mayer (1990)).

Perception of Emotions: The initial step in understanding emotions is accurately perceiving them. It may involve perceiving and comprehending the facial expression, gestures, body language, and other nonverbal signals that people express knowingly and unknowingly.

Rationalising Emotions: The second step leads to utilising emotions to foster reasoning ability, resulting in cognitive activity. Feelings enable one to choose in what way and how one pays attention and responds. We respond to things which enkindle our emotions.

Comprehending Emotions: Our emotions usually carry more than one meaning. If somebody expresses any feelings, the perceiver should correctly understand its cause and meaningfulness. For instance, if your superior acts angrily, it might mean that he is not happy with your work or he had a quarrel at home.

Utilising Emotions: The ability to use emotion usefully forms the very essence of emotional intelligence. Facing and living in dynamic milieu and responding properly and paying due attention to the feelings of others are also forms part and parcel of emotional management.

1.4.4 The Three Dimensions of EI

The three dimensions of emotional intelligence are listed below: -

1. Emotional Competence consists of the ability to attend skilfully to the stimuli elicited by circumstances concerning one's state of mind. Emotional competency

is an essential factor for every successful person. Without it, one may find it challenging to establish a relationship with him and will not be successful in work.

2. Emotional Maturity: It is constituted by evaluating one's emotions and of others. It leads to the balancing act of heart and mind. This factor leads one to succeed in their carrier life and also in one's personal life. The special unique feature of this element is the praise of others' points of view so that relationships will be established and strengthened, which eventually leads to success.

A few essential elements of emotional maturity are: -

- **Self-Awareness:** Many people fail to recognise their feelings, emotions and sentiments as they tend to ignore them. Becoming aware of one's emotional stability and weakness is a significant advantage. The one who holds complete control over them and uses them will come out very successful.
- **Developing Others:** It means recognising others' abilities and contributions and complementing their views. Involving them actively in the day-to-day running of the organisation is the hallmark of the emotionally intelligent leader.
- **Delaying Gratification:** It involves gaining time to arrive at an appropriate place and time about what to say, when to say and how to say it. An emotionally intelligent person never allows themselves to be abruptly overwhelmed by one's emotion. They bear up feelings for a considerable period to gratify them.
- **Adaptability and flexibility:** Adapting oneself to a given situation and functioning accordingly indicates one's emotional skill. A leader must cultivate knowing when to be a learner and when to be a taskmaster.

3. Emotional Sensitivity: The ability to recognise the threshold of emotional arousal is called emotional sensitivity. It is also a constituent element of being in harmony and comfortable with others and allowing others to feel at home in one's

own company. It entails very much being open and maintaining loyalty and integrity in interpersonal relationships and dealing.

1.5 Emotional Intelligence in Adolescence

Recent writings have brought to light the gap in the field of emotional intelligence skill that impacts the life of the students both inside and outside the school context (Brackett, Rivers, Shiffman, Lerner & Salovey, 2006, Ciarrochi, Chan & Bajgar, 2001; Extremera & Fernandez Berrocal, 2003, Mestre & Fernandez-Berrocal, 2007, Sanchez-Nunez, Montanes & Latorre, 2008, Terinidad & Jonson, 2002). Mainly the four areas which lack emotional intelligence lead to students' behavioural problems.

Interpersonal Relationship and EI: Maintaining a good personal relationship with others is one of the most desired objectives of any person. Possessing a good measure of emotional intelligence enables one to offer others relevant knowledge about one's psychological state of mind. To handle well the emotions of others, one needs to regulate one's emotional state first. Having a better grip on personal emotional intelligence enables one to acquire skills to understand well and manage one's emotional intelligence. In this way, emotional intelligence lays the foundation for establishing, maintaining, and having qualitative inter-personal relationships. Some researchers have proved with their research, supported by empirical data, the relationship between EI and interpersonal relationships (Brackett et al., 2006, Extremera & Fernandez-Berrocal, 2004; Lopes, Salovey, Cote, Beers, 2005).

Psychological well-being and Emotional Intelligence: Many studies on EI have focused on psychological well-being in recent times. Experts like Mayer and Salovey formulated a suitable framework to understand the basic emotional process. They underlined the development of adequate psychological balance and helped recognise the mediating role in the students' well-being and psychological

adjustment. Further study has indicated that university students in the United States with a higher degree of emotional intelligence reported having more minor degree of social anxiety and depression, and were better equipped to deal with depression and problem-solving ability. They also perceived stressors as less threatening when exposed to stressful laboratory tasks (Salovey, Stroud, Woolery, A & Epel. 2002). They recovered well from the problems and difficulties that the students succumb to. (Salovey, Mayer, Goldman, Turvey & Palfai, (1995).

Academic performance and Emotional Intelligence: The students' mental health is impacted by their ability to pay attention to their emotions, succumb to intense negative feelings, and recover from their negative state of mind. Such a psychological state of the mindstate of mind can affect their academic performance. Students with limited emotional skills are likely to experience stress and emotional problems in their studies. But students with adoptive emotional skills will cope with these difficulties. EI is expected to play a supportive of cognitive skills in their academic performance (Gil-Olarte, Palomera & Brackett, 2006, Perez & Castejon, 2007, Petrides, Frederickson & Furnham, (2004).

The Appearance of Disruptive Behaviours and Emotional Intelligence: Emotional deficit gives rise to the appearance of disruptive behaviours. Therefore, the obvious conclusion is that students with below bar level of EI tend to have high levels of impulsiveness and develop various types of antisocial behaviour (Extremiera & Fernandez-Berrocal, (2004). According to some experts, students with low emotional intelligence get involved in self-destructive habits such as tobacco consumption etc. (Brackett & Mayer, 2003, Brackett, Mayer & Warner, 2004, Canto Fernandez-Barrocal, Guerrero & Extremiera, (2005). On the other hand, adolescents with a high degree of emotional intelligence tend to manage their life well to the extent of cultivating a better inter-personal relationships and developing better coping strategies and managing their emotions well without falling into depression, anxiety and insecurity and without having to take recourse

to tobacco and alcohol etc. (Ruiz_Aranda, Fernadez-Baerrocal, Cambello & Extremera, 2006).

1.6 Educational Implications of Emotional Intelligence

Both Education and Emotional Intelligence can immensely contribute to having maximum success and happiness. Some factors in the educational field can be nurtured with the help of the knowledge of emotional intelligence (Brackett et al., 2011). They are listed below: -

EQ can be used for Cooperative Living: Interpersonal relations and cooperative living are the two components of a social being. Emotional intelligence can play a crucial role in developing and maintaining quality interpersonal relations and communal living. An educational institution is the best place to foster this harmonious living by carefully and systematically enabling students' emotional intelligence. Research has shown a robust positive relationship between emotional intelligence and cooperative living.

EQ for quality Leadership: To build a prosperous, democratic nation, the citizens have to be first trained in effective and responsible leadership. Fostering these qualities should be the core of the educational system. Emotional appeals help influential leaders to convey their message. They enthuse their subordinates and infuse a sense of efficacy, competence, and optimism when the leaders feel excited, enthusiastic, and active. Hence successful leaders are emotionally intelligent people.

EQ for the well-being of Individuals and the Society: The ultimate goal of any educational system should be the overall development of the citizens. Studies have proved that students and adults who have a considerable level of emotional intelligence reported having less anxiety. They emerged to be using well coping strategies and having problem-solving skills etc.

EQ need for Decision Making and Good Management: Education should train a person in the art of problem-solving and good decision making. According to the experts, both feeling and thinking have to be used to make a good decision. Positive feelings and emotions can play an essential role in evolving a good decision. Positive emotion leads to better problem-solving. People with considerable emotional intelligence find a better solution to the problem.

EQ can enhance Academic Achievement of Learner: Educational process aim at academic achievement. Emotional intelligence can improve cognitive skills to achieve better academic performance. Students with average emotional intelligence are subjected to stress and emotional struggle in their activities. One can recover from the negative state of mind by paying careful attention to the emotion and experiencing feelings with a certain degree of clarity. Furthermore, it has a substantial impact on the student's psychological well-being and mental and emotional balance that dictate the outcome of a student's academic achievement.

EQ can improve motivation and creativity: Education is supposed to develop the student motivation, creativity and other psychological qualities. An emotionally intelligent person is not aware of their emotions but also has better control over them. It thus enables them to stay focused on their motivated attitude and project it on others.

EQ for Successful Negotiation: Negotiation is an emotional process. Taking stock of one's and other's emotions can help in managing the stressful situation and handle well the conflict situation. Techniques such as active listening and comprehending nonverbal cues enhance one's emotional intelligence and acquire problem-solving skills, which is one of the goals of modern education.

1.7 Emotional Intelligence & School

School is usually designated where emotional intelligence learning is perpetuated, although home is often regarded as the initial place of learning. Hence schools need to set up adequate arrangements and curricula to foster the development and application of emotional intelligence skills. The school curriculum should be devised to promote emotional literacy, which the teachers can employ to impart emotional intelligence skills (Mayer & Salovey, 1997).

However, introducing emotional literacy might raise another question of whether it might water down the school's academic progress by overlooking the role of the teachers in teaching academic discipline. But the answer to this question would be that research in the US primarily has indicated that by addressing the students' social and emotional needs by introducing emotional literacy in schools, the students can be better motivated for their academic pursuance.

1.7.1 EI and School Teachers

Teachers play a vital role in the practical and successful implementation of academic curricula. They can enable the students to cope with the whole rainbow of emotions with their guidance. To this end, a teacher must be well-balanced and emotionally developed. Being sensitive and adaptive in one's spontaneous emotional life is not the same as being emotionally literate. Enabling and guiding the students to develop their expressive skills is commendable. (Mestre et al. 2006).

The students have to be given sufficient time to explore and express their feelings and emotions. But their freedom to decline it always should be equally welcomed and respected. They have as much right to their privacy as an adult has because many cultures do not permit it appropriate for a person to disclose their inner life. In this regard, how well a teacher deals with their own emotions in a classroom situation will significantly impact the students' emotional development. A teacher must always try to acknowledge and respond to students' emotions without being

emotionally reactive, for everybody has their limit of tolerance, even the teacher himself. Emotional intelligence can also be taught through arts and humanities. It also can be taught through science and maths and more so by acknowledging the role of emotions in people's lives and their endeavours.

Emotional intelligence can be acquired by learning inadequate emotional responses and responding to such situations with appropriate emotional responses. Different studies have propagated practical and specific training programmes in emotional skills, which paves the way for acquiring emotional skills.

1.7.2 EI and Classroom Management

Many teachers encounter many students with learning inadequacy with inadequately developed emotional intelligence during teaching careers. Even students with excellent academic ability but lack emotional intelligence indulge in disturbing classroom activities, which lack emotional intelligence indulge in disturbing classroom activities that hamper the general learning atmosphere. In this scenario, some strategies can involve students conducting much of their work in a structured cooperative manner (Don Jordan and Joanna Le Meta, 2002).

1. Reducing Classroom Confrontation: Generally, three elements impact classroom conflict between teachers and 'difficult' students. First is the lack of expectation by the teacher about students' behaviour and performance. Secondly, some students, on account of lacking empathy and social skill, may misinterpret a teacher's interpretation, which may lead to everyday interactions perceived as confrontational and stimulate an aggressive response. Thirdly a teacher may react to the students' reputation rather than to the actual level of misbehaviour. Such a lack of empathy may provoke appropriate behaviour on the students. Their emotional intelligence and social skill can be fostered by implementing the following strategies: -

- **Setting the framework for acceptable conduct:** At the beginning of the academic year, the students are given orientation with a set of guidance to be followed both for the teachers and students. Thus a framework of rules and regulations can be framed and implemented for both teachers and students. This norm can also govern the right to teach and learn about individual protection and privacy and relationship among the individuals in a classroom situation, valuing other's work and safeguarding the property. Creating such an atmosphere will certainly guide students to be responsible for creating a viable learning ambience.
- **Creating a fraternal teaching style:** Such a style of teaching implies the following: -
 - Communicating in a friendly tone and avoiding unfriendly words and finger-pointing and scorning eye contact during the teaching session and in general interaction can help create a non-threatening environment.
 - They are using a very friendly inventing and going around the classroom ensures comfortable and safe closeness with the students. Such a classroom atmosphere enables students to resume their desk work and provides a way for the teachers to help the students change their unacceptable behaviour directly and privately. In this way, the teacher sets an example and implements the norms of individuals' right to privacy and promotes a proper learning environment.
 - A pleasant and exciting way of teaching reduces boredom on the students and adding humour and insightful instruction will ease the tension of learning. Such a teaching style will considerably improve the response of the students.
 - By implementing such a pedagogical strategy, the teachers can make the students understand their care and concern. The teachers will then commend the students' respect and confidentiality in them. The students, in their turn, will also imbibe these qualities. By employing

these strategies, the teacher can demonstrate empathy and appropriate patterns of social interaction to patronise these skills on the part of the students' community.

- **Responding to any misbehaviour:** Misbehaviour about the agreed expectations must be focused on disapproval of the students' behaviour rather than on the students themselves. In this regard, the following strategies can be put into practice: -
 - Giving compliments such as 'that is an exciting choice, along with instruction keeping discipline impels the learners to be the consequence of the will, often compels the student to get back to their task by encouraging students to think over the consequences of their actions results in the better understanding of norms of the class room decorum both on the part of the teacher and students.
 - Giving students time to practice the guidelines for maintaining discipline in the classroom in a filial way and constantly reminding them of the rules enables students to become conscious. It helps the students to comply with the norms.
 - Avoiding direct and open confrontation with the students to correct them but calmly calling the students privately for dialogue will inspire them to comply entirely with the teacher. It can also lead to a tense situation in the class tooms—private counselling and guidance help cultivate a good relationship with the students and understand their difficulties and problems.
 - Inviting students to move beyond the minor incident of misbehaviour provides an opportunity to re-establish a positive relationship with the students. It reinforces the students understanding that it is the conduct alone and not the person unacceptable.

2. Maximising Desire for learning: A close correlation between learning and on-task behaviour. Lack of clarity about learning objectives causes off-task behaviour on the part of the students. Off-task can result from students' inability to maintain

their motivation and effectively seek help. In this regard, the development of interpersonal intelligence can enable students to take responsibility for their learning and thus maximise class on-task behaviour. The following strategies can be helpful in this regard: -

- Helping students get clarity about the particular goal and the objectives of the learning, which may include academic and social goals.
- Making each student know how their work meets the desired standard may enable them to focus on their tasks. In this process, the students get involved in the evaluation, and it contributes to the growth of their interpersonal skills.
- Evaluating the students' learning requirements in terms of teaching and learning aids and mentoring and fulfilling them enables the teachers to engage them effectively in a given task. This is supported by enquiring such as 'Any problem?', "Need any help?" encourages students to develop social skill in seeking help.
- Enabling the students to become conscious of what is expected of them in their performance can infuse seriousness in the students' task engagement—observing their work in progress and asking, "How are you getting on? What should you be doing next? The teachers can reach out to the students about their task accomplishments.
- Regularly evaluating the individual student performance can enable the students to develop their awareness of their achievements and strategies. This allows the students to build their strengths and overcome problems.

The focus throughout this process is on helping students learn proactively rather than simply doing what the teacher wants.

3. Developing Social Skills in a cooperative Environment: Fostering peer and peer group relationships are essential for students' social and emotional growth. For, in this context alone, students learn to cooperate, respect each other's

strengths and weaknesses, be sensitive, and develop and experience companionship, intimacy, and affection.

Emotionally imbalanced students often can cause unhealthy relationships among the students and can be very intimidating at times. Therefore, it is essential to foster a healthy and conducive atmosphere for learning, involving all students. Accordingly, only involving all students with a social context, interpersonal relationships (Brackett et al. 2004) can be developed in the following ways: -

- Making students aware of how others perceive their behaviour and how it affects others can enable an individual student to correct and adapt their behaviour to commend a sense of cooperation, help, and companionship of other students.
- By guiding each student's behaviour towards the others and complementing their contribution towards collective objectives, the students can be helped towards their realisation of developing a social sense to cooperate with others.
- Enabling students to develop empathy and negotiating skills allows them students to develop negotiating skills. The skill allows them to resolve conflicts and promote their own and others' learning.
- At times for the sake of the growth of the other students, it is advisable to relocate individual students in the event of inappropriate social interaction. But it should be done with the emphasis that a student should be made to know the need for relocating the students for a specific period for their behavioural change for re-entry into the group.

In this context, teachers should fully equip themselves to deal with problems firmly. It should also be done with empathy and reassurance to the vulnerable students. Such an approach will evolve a model of good interaction for the student community.

1.7.3 EI and School Management

In school management, emotional intelligence can play a vital role. The administrator's ability to influence and impact others is closely linked to one's emotions. People rarely get convinced by reasoning alone. Sentiments and emotional association are essential. In the rapidly changing educational scenario, an educational leader needs more than a reasoning ability to take the institutions forward. Emotional intelligence can help create an energetic work environment and administration (Cobb, & Mayer, 2000).

As school administrators, they have to work along with others. Hence the administrator should be adept in handling relationships with others as he often has to deal with situations like the particular teacher being jealous of his/her colleagues, some teachers always showing favouritism, the support staffs being always in a hostile mood, the authorities are insensitive to employees' and student's need. Emotional intelligence can become handy to effectively handle these circumstances by creating a caring, helping, support, and enriching culture. Each individual is considered essential, and their feelings and sentiments get due importance. It also enables the organisation to devise a good vision for the organisation's future. With ease, such school administrators can proceed from the current circumstances to the vision or preferred end. Emotionally intelligent leaders/educational administrators focus on taking actions which postulate the likelihood of success.

1.7.4 Development of EI within School Education System

The introduction of the development of emotional intelligence in the school educational system can result in the effective modification of the students' behaviours. It can also develop other social communication skills, interrelation skills, cooperative competency, etc. But the challenge is how to insert such a much-needed development into educational system, which is vast and so complex. After

assimilating the pedagogical implication of emotional intelligence, the process of inducting it into the educational system can be done in the following ways: -

Training Teachers: The first process recommended is to start the training of teachers. Teaching trainee teachers in the notions, concepts and ideas of emotional intelligence at the college and university level will educate them. It will familiarise them and orient them in the multidisciplinary world from which emotional intelligence drives such as neurobiology, neuropsychology and physiology can be learned and absorbed in the teaching and learning process.

After familiarising with these basic structures of the human brain and its pedagogical implications, the teacher trainees will study philosophy, psychology, and cognition sentences essential for establishing and developing emotional intelligence. Along with these, the trainees can be exposed to self-awareness workshops and EI is cultivating teaching methods.

Training of Parents: Organizing training programmes and workshops for parents to train them in emotional intelligence. Such a programme can enable them to nourish and nature communication channels between parents and their children.

Expert's Help: Experts' help can be rendered to the educational institution in devising a programme for the students' emotional intelligence. These experts will train and follow up on the progress of all the stockholders of the school education in emotional intelligence. They will further systematically take care of the three elements of emotional intelligence: cognition, emotion, and Behaviour.

Study Programme: This programme will include direct engagement in different scientific elements of EI. It will also guide social interaction and an indirect practice stressing the learned materials.

Teaching Patterns: The teaching pattern will insist on the study's experiential dimension, which will induce emotional involvement. It will also foster curiosity and encourage creativity.

Evaluating the system: Such a practice will systematically assess the children's progress to enable them to become conscious of their emotions and express and conduct themselves appropriately according to the circumstance.

Physical building and Organizational Climate: These should be put into practice to develop emotional intelligence. The needed facilities, an appealing infrastructure, and hygienic climatic prevalence will motivate and infuse respect for the students and teachers. Coupled with such a climate, positive communication and mutual listening will infuse a culture of cooperation.

1.8 Measurement of Emotional Intelligence

We make use of all the available intelligent tests for the measurement of one's intelligence. In the same way, for the size of a person's emotional intelligence, we either can use measures such as dynamic intelligence tests or scales. A few well known such tests and scales are cited below (Behera, 2016) -

Mayer Emotional Intelligence Scale (MEIS): This measurement was evolved and standardised by Dr.D. Mayer, University of New Hampshire, U.S.A.

Bar on EQ-I (emotional quotient inventory): It was developed by Dr Reuven Bar after nineteen years of research. He first tested over 50,0000 individuals and then set the inventory to measure the constructs of emotional intelligence.

Kaufman Brief Intelligence Test (KBIT, 2000): The measurement scale has two subscales, Vocabulary and Matrices. The Vocabulary Scale measures language and experience related knowledge. On the other hand, the Matrices scale measures abstract reasoning and other intellectual skills.

Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT v.2.0. 2002): The MSCEIT employs two tasks of measuring the four branches of EI: perceiving,

understanding, facilitating, and managing emotions to measure each of the four branches of emotional intelligence.

Schutte Emotional Intelligence Scale (SEIS, 1998): It is administered to assess perceived emotional intelligence and a self-report measure. Its measuring mechanism include includes 33 which the respondent rate on a five Likert scale.

Self-Report Measures of EQ The Emotional Intelligence: It was developed by Bradberry and Greaves. It measures the four skills of EI.

Activity-Based Measures of Emotional Intelligence: The test was developed by Mayer, Salovey, and Caruso to study the emotional-based problem especially. Their result proved correct by consensus by the development of series of tests conducted after that.

Mangal Emotional Intelligence Inventory (MEH): S.K. Mangal and S.K. Mangal jointly developed and standardised. The National Psychological Corporation Agra has published this inventory.

Emotional Intelligence Inventory was developed and standardized by Prof. Annaraja and Tom Perumalil (2000). The inventory takes into consideration the four central areas of EI. The Journal of Educational Research published by St. Xavier's College of Education, Palayamkottai, has published this inventory.

1.8.1 Prediction of Emotional Intelligence Measurement

A comprehensive appreciation of EI is required to know how its measurement relates to life outcomes. Following is the summary of the selected trends which constitute the measurement of emotional intelligence (John D. Mayer et al. 2008):

Better social relation for children, among children and adolescents: The finding suggested that Emotional Intelligence positively correlates with good

social connection. It negatively correlates with social deviance. This is the outcome of the measurement done among students, their family members and teachers.

For a better social relationship amount adults: Adults with higher emotional intelligence have higher self-perception of social competence and seldom recourse to destructive interpersonal strategies.

People positively perceive those individuals with high emotional intelligence: The people with high EI are considered more pleasant, and p, and people would prefer to hang around them. They are also more decisive and more socially adroit than others.

Healthy family and affectionate relationship: Some individuals have reported that people with high emotional intelligence have a better family life. It is correlated with some aspects of family and intimate relationships.

Better academic achievement: Teachers account for higher emotional intelligence influencing higher academic achievement. Students with higher emotional intelligence do better in their academics than those with a low level of emotional intelligence.

Better social relations at the workplace and in negotiations: Some preliminary research has indicated emotional intelligence boosts higher work performance. People with higher emotional intelligence have better-negotiating skill than those having low emotional intelligence. Those who have higher emotional intelligence perform their work better than those who lack the same level of intelligence.

Better psychological well-being: Emotional Intelligence is co-related to greater self-esteem. It also ensures a high degree of life satisfaction and a lower degree of depression. It is also inversely correlated with some negative physical health behaviours.

1.9 Operational Definitions

Emotional Intelligence

Emotional intelligence consists of an ability of a person to communicate, comprehend and manage their emotions in such a way that it enables one to minimise stress, empathise with others, resolve conflict and communicate effectively. It consists of three basic skills. The first skill pertains to a person's ability to use one's emotions adequately. It means using emotions successfully to resolve conflicts and problems. The second skill is centred around the power of a person. It enables one to comprehend one's emotions properly. A person with emotional intelligence is able to precisely recognize their feelings and the feelings of others. It means that they have a greater understanding of interpersonal relationships and different social situations. The third skill refers to one's ability to regulate one's emotions. People with high degree of EI have control over their emotions and empathise well with others.

Adolescents

Adolescents are those young people who go through the transition period of growth and development between childhood and adulthood. People between the age of 12 and 19 are considered as adolescents by the World Health Organization. They are called at this age as young people who generally go through physical aspects of maturation. In general, the age group of these young people study in classes nine to twelve.

School Level

The research restricts the measuring and comparing of emotional intelligence of adolescent school students of two states of West Bengal and Tamil Nadu. It takes in to consideration only those students studying in classes nine to twelve. The age group of these students cover the period of beginning and the completing their adolescent period of their life.

Comparing

The study aims at measuring the level of emotional intelligence of the adolescent school students studying in the CBSE schools administered by Christian missionaries, private organizations and students studying in Bengali and Tamil medium schools run by the two Indian states of West Bengal and Tamil Nadu education boards. It would also compare the emotional intelligence of the students of these two states in order to bring it to light any significant association, relation and difference on the level of the emotional intelligence of the students. The significant association, relation and difference will be determined on the basis of sub variables such as missionary and non-missionary school, gender, age, residence, family structure, no. of brothers and sisters, present class studying, school board, location of school and medium of instruction.

West Bengal

West Bengal situated on the eastern region of Bengal has the fourth place (one million) in term of the total Indian population. By area, it is the fourteenth largest state (88,752 km² (34,267 sq. mi). In the east, Bangladesh and on the north, Nepal and Bhutan border the state respectively besides the other states such as Odisha, Jharkhand, Bihar, Sikkim and Assam. Kolkata formerly known as Calcutta is the capital, the third largest Indian metropolitan city. The state consisted of other well-known regions such as costal Sundarbans, Darjeeling, the Ganges delta the Rarh region. The population of West Bengal according to 2011 was 91.275.115 million. The male population consisted of 46,800 while the female population amounted to 44,467,088. Bengalis form the largest ethnic group. The other languages spoken by the people of West Bengal include Hindi, Santali, Urdu (Muslim) and Nepali in Darjeeling Areas and Kurukh, the language of the Oraon. Hinduism and Islam are practised by the majority of the native Bengalis: Hindus 64,385,546 (70.54%), Muslims 24,654,825 (27.01%), Christians 658,618 (0.72%), Buddhists 282,898(0.31%), Sikhs 63,523 (0.07%), Jain 60,141(0.07%), other religious 942,297 (1.03%) and religion not stated 228,67 (0.25%). The state accounted for

the literacy rate growth from 68.64% to 77.08% in 2011. Men are more literate (81.69%) than the women (70.54). The top five most literate districts of the state are Purba Medinipur, Kolkata, North Twenty-Four Parganas, Howrah and Hugli. Around 8000, primary, secondary and higher secondary schools, impart education. The schools affiliated to West Bengal Board of Secondary Education and impart three lingual mediums of instruction: Bengali, Hindi and English. Most of the private schools are affiliated to CBSE and ICSE Central Board and follow English as the medium of instruction Bengali and Hindi are offered second or third language respectively. All these Indian Education Boards follow 10+2+3 pattern of education. A few schools also offer IB pattern and A1 and A2 system. Very soon, the NEP-2020, will be introduced according to the directives of the Central Government with the 5+3+3+4 pattern.

Tamil Nadu

Tamil Nadu is the southernmost part of the Indian subcontinent. It is the home state of Tamils and Tamil, their mother tongue, one of the ancient languages, is the official language of the state. The state shares borders with other five southern states such as Andhra Pradesh, Karnataka, Kerala and with Pondicherry, a Union Territory. On the western side, the Meghamalai Hills and Kerla bounds the state. The Bay of Bengal borders the state on the eastern side. On the southeast is the Gulf of Mannar and the Palk Strait. The Eastern Ghats borders the state on the north while the Indian Ocean on the south. Tamil Nadu had overall population of 72.14 million according to the 2011 census. Its population is consisted of above 34.9 million and the rural is about 37.2 million. While Chennai, the capital city, has the largest urban population of 4.6 million and the district of Villupuram has the largest rural population of 2.9 million. Around 63 (87.5%) million in the state follow Hinduism which is the largest religious group. Christians form the second largest group 4.4 (6%) million. Muslims accounts for the third majority 4.2 (5.8%). Other religions like Jains and Buddhists form less than 1%. Like the other Indian states, Tamil Nādu follows the school education pattern of (10+2+3) primary for

five years, middle school for three-year, high school for three years, higher secondary for two years and three years of undergraduate education. The pre-primary education starts from age of 3 to 4. The Tamil Nadu School Education Board looks after the administration and the devising of syllabus for all the schools affiliated for Tamil medium and the Matriculation schools with the English as a medium of Instruction. Majority of the private schools are affiliated to CBSE board and the ICSE board with English as the medium of instruction. A few schools offer IB and other international board education pattern. According to the estimate taken in 2010, 12,855,485 million students study in the state which has about 58,033 schools. Around 9,797,264 students study in primary. There about 1,873,989 students in secondary and 1,184,232 study in higher secondary. The state has 50.5 percent male enrolment and 49.5 percent of female enrolment in the school. The overall literacy rate of the state is 82.04 out of which 73.54 percent accounts for rural literacy rate.

1.10 Significance of the Study

In the prevalent system of education in India and world over, educational institutions mostly put the future of the students in a race in which everyone would be looking out for a shortcut for success in life. In such a system, students play only a passive role. Information is loaded onto their brain that they cannot digest. They only cram. Therefore, their learning becomes limited, and even their little learning never becomes their own learning. Their entire education period is passive and mechanical, coupled with limited goal setting, passive and mechanical motivation, limited goal setting, poor motivation, and low self-confidence. Such impediments lead them to complex problems of attitude and personality.

To remedy the situation, the present educational system needs to make all the efforts towards promoting student-centred quality education. Students play an active role, and teachers become facilitators rather than imparting mere

information. In other words, we need to evolve an education that promotes all-round developments, 'cura personalis', aiming to prepare students for life.

All-round developments would include students' growth in their emotional, cognitive, social, intellectual, ethical, psychological, cultural and political and religious spheres. The education system centred around fostering students' emotional intelligence is the answer to achieving such a holistic growth of the world's future citizens.

The inclusion of fostering emotional intelligence has the potential for academic achievement and can promote the growth of inter and intrapersonal relationships. It infuses an effective control on the outright expression of their emotional outburst. Their increase in emotional intelligence will enable them to perceive others' emotions and harness them to achieve their personal goal, the goal of others, and the organisation they are part of. In the future, their family life tends to shape as they can master soft skills such as tolerance, making the needed adjustments and sacrifices, perceiving things from others' point of view, and recognising and respecting others' sentiments.

From this perspective, the study on adolescent emotional intelligence at the school level assumes great significance. The analysis still takes greater importance for the investigator who tries to measure adolescents' level of emotional intelligence in two states, West Bengal and Tamil Nadu, a study which no other investigator has undertaken so far. For convenience, the investigation is carried out on adolescent students. They study in a few CBSE Christian missionary and non-Missionary schools, Government Tamil and Bengali Medium schools in both states. But the suggestions and the ways and means of fostering emotional intelligence that the investigator proposes, would be equally applicable to all types of school in India and the world over to a greater extent.

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Chapter II

Problem of the Study

- 2.1 Literature Review**
 - 2.2 Synthesis of Reviewed Studies**
 - 2.3 Research Questions**
 - 2.4 Statement of the Problem**
 - 2.5 Delimitations**
 - 2.6 Objectives**
 - 2.7 Hypotheses**
- References**

Chapter II Problem of the Study

2.1 Literature Review

Thirst for more and in-depth knowledge paved the way for research work. With the improvement of access to various information through books, periodicals, documents and manuscripts and digital resources, more and more researches were undertaken in various disciplines. Higher education also encouraged the budding scholars to undertake research work in order to make their contribution to the ever-growing sciences so much so that no research work is undertaken without having a recourse to the previous ones. Such a preliminary enquiry avoids repetitions of the research work and to focus on the other aspect of the research already done in order to shed more light on the topic. In other words, a well-planned research investigation should precede a review of the related literature. (Koul, 2017).

In this chapter, the investigator has classified the studies reviewed in to two major classifications. The related studies are as followed –

2.1.1 Studies Conducted Abroad

Adewunmi O. A et al. (2015) conducted a study on “effect of emotional intelligence, self-efficacy and parental involvement on students’ academic performance: a study on secondary school students in Abeokuta, Ogun state, Nigeria”. The study concluded that there was a strong positive imperfect yet significant relationship on the students’ academic performance and the emotional intelligence. The student’s academic performance was significantly and positively impacted by the independent variables of the emotional intelligence. According to ANOVA regression analysis, students’ academic performance was impacted by the independent variables. The parental involvement also had significant effect on self-efficacy and emotional intelligence.

A Alizamar et al. (2019) made a study on “Rasch analysis polytomy measuring levels emotional intelligence at Indonesian vocational high school students”. The study concluded that most students were at a high level of emotional intelligence.

Anggi Tias Pratama a & Aloysius Duran Corebima (2016) conducted a study on “contributions emotional intelligence on cognitive learning result of biology of senior high school students in Medan, Indonesia”. The study indicated that there existed a correlation between the results of biology cognitive learning and emotional intelligence of the biology students. In terms of their learning result is concerned, the emotional intelligence contributed 5.2%. The emotional intelligence indicator contributed 0.01% for identifying self-emotion, 0.33%, for recognizing emotion in others and 4,25% for keeping relationship.

Anahita Khodabakhshi Koolaee et al. (2016) made a study on “effectiveness of emotional intelligence on assertiveness and self-esteem in high school girl students”. It concluded that there existed no significant difference in positive, negative and expressed emotion ($p < 0.005$) of the children with or without speech disorder.

Anisyak Islami et al. (2020) conducted a study on “the effect of emotional intelligence on mathematical concepts understanding of junior high school students”. The conclusion indicated emotional intelligence did influence the understanding of the mathematical concepts with a determination coefficient of 27.30%.

Annamaria Di Fabio¹ & Maureen E. Kenny (2011) made a study on “the contribution of emotional intelligence to decisional styles among Italian high school students”. The study indicated that mixed, mixed models were related to decision-making style. Further the dimensions of emotional intelligence were also related to decision making style.

Auoob Ebrahimi (2013) conducted a study on “the relationship between emotional intelligence, perceived stress and academic performance among Iranian high school students”. The study showed that the boys had lower AES scores than

the girls but without age difference. The older individuals who had higher AES scores, perceived lower stress.

Ayşem Seda Önen & Fatma Merve Ulusoya (2015) made a study on “the effect of the emotional intelligence level of high school students on their study attitudes”. The study indicated that the level of the emotional intelligence of the students impacted the level of the students’ study attitudes scores. More positive attitudes towards studying were found among those students who had higher level of expressing their emotions.

Azizi Yahaya et al. (2012) conducted a study on “The Impact of Emotional Intelligence Element on Academic Achievement”. The research concluded that there was a significant relationship among self-awareness, emotional management and empathy. According to multiple regression analysis only self-awareness, self-motivation and empathy impacted the academic achievement.

Cydney J. Van Dukey & Maurice J. Elias (2008) made a study on “how expression of forgiveness, purpose, and religiosity relate to emotional intelligence and self-concept in urban students”. They study indicated that girls had more robust relationship than boys. Yet no statistical significance was reached in the difference of the correlation and coefficient observed among the male and female students.

Dalia Antinienė & Rosita Lekavičienė (2019) conducted a study on “some psychological factors that affect emotional intelligence of Lithuanian high school students”. The study suggested that total emotional intelligence positively correlated with psychological well-being. The negative correlation results in subjective health status, depressiveness, and anxiety subscales.

Elena del Pilar Jiménez et al. (2019) made a study on “reading intervention: correlation between emotional intelligence and reading competence in high school students”. The study concluded that the experimental group had an increase in reading comprehension and emotional intelligence after intervention. A directed relationship existed between emotional intelligence, reading habits and reading competence. As far the reading competence and emotional intelligence is

concerned, the invention had better impact on the experimental group than the control group.

Firdanianty Pramono et al. (2016) conducted a study on “the influence of adolescent communication patterns to emotional intelligence and learning achievement of senior high school students in Bogor”. According to Structural Equation Modeling (SEM) analysis, there existed significant influence between emotional intelligence, learning achievement and adolescent communication pattern with their family and school. The communication pattern among the peers had significant effect on emotional intelligence but not in the learning achievement.

Jane Waithira Karimi et al. (2020) made a study on “emotional intelligence and academic achievement among secondary school students in Kilifi County, Kenya: a correlational study”. The study indicated that there existed a strong positive relationship between academic achievement and the emotional intelligence of the students. Emotional intelligence of the students significantly related to the students’ academic achievement.

Joan Guerra-Bustamante et al. (2019) conducted a study on “emotional intelligence and psychological well-being in adolescents”. The study revealed that as the capacity of understanding and regulation of emotional intelligence increased, happiness also increased.

Habibah Elias et al. (2007) made a study on “emotional intelligence of at-risk students in Malaysian secondary schools”. The study concluded low mean(mean= 57.67, SD=0.26) emotional intelligence of at-risk students. According to Cooper and Sawaf (19196), both emotional self-awareness (ESA), and Emotional Expression (EE) were vulnerable and there was also gender difference.

Haikal Anuar Adnan et al. (2014) conducted a study on “emotional intelligence and religious orientation among secondary school student”. The study indicated differences emotional intelligence of secondary school students. But religious

orientation did not impact much on the emotional intelligence of students from government and religious secondary school.

Hassan Mirzajani & Mehraneh Delaviz Bayekolaei (2013) made a study on “emotional intelligence of students in smart school”. The study indicated that efforts were made to impart and develop the improvement of the emotional intelligence and its components such as general temperament, self will and control, interpersonal and intrapersonal relationship and adjustment temperament.

Hikmet Yazici et al. (2011) conducted a study on “emotional intelligence and self-efficacy beliefs as predictors of academic achievement among high school students”. The research concluded that predictors such as gender, self-efficacy and age had significant impact on the academic achievement of the students. They also indicated the interaction effect statistically between academic achievement and socio-economic status. Moreover, female students’ academic achievement scores were found to be significantly higher than males.

Homauni Masoumeh (2014) made a study on “emotional intelligence and aggression among adolescents in Tehran, Iran”. The research indicated that Pearson correlation between subscales of aggression and emotional intelligence was statistically significant.

Hossein Jenaabadi et al. (2015) conducted a study on “examine the relationship of emotional intelligence and creativity with academic achievement of second period high school students”. The study concluded that there was a significant correlation between academic achievement and EI. Significant positive relationship was found between creativity and academic achievement. However, between the male and female no significant difference was found in their academic achievement.

Hossein Saemi et al. (2014) made a study on “the effectiveness of an emotional intelligence training program and its components on the creativity and academic achievement of high school students”. The study concluded that the students’

academic progress and their creativity were significantly impacted by the emotional intelligence training programme.

Islam Namazian Dost (2017) conducted a study on “emotional intelligence in high school: The Effects of self-awareness instruction on Iranian preuniversity students’ academic achievement”. The study concluded that the instruction for the Iranian pre-university on self-awareness had a positive impact on their English achievement. It was also indicated that their self-awareness had a significant improvement through the conduct of self-awareness activities.

Jafar Shabani (2010) made a study “age as moderated influence on the link of spiritual and emotional intelligence with mental health in high school students”. The study concluded that spiritual intelligence (SI) and emotional intelligence (EI) impacted mental health of the students. But at the same time, moderate effect of age was not found on the relationship of spiritual and emotional intelligence.

Jafar Shabani (2011) conducted a study “moderating effect of age on the link of emotional intelligence and mental health among high school students”. The research showed mental health can be influenced by emotional intelligence. But the age was not significant moderator for the relationships between emotional intelligence with mental health.

James D A Parker et al. (2014) made a study on “understanding bullies and victims: Emotional intelligence in high school students”. The study indicated that as far as the interpersonal relationship, adaptability and stress management are concerned, the victimized students scored significantly lower than their peers on the Emotional Quotient Inventory: Youth Version (EQi:YV) scales. Identical result also was found for the students bullying and victimizing others. On interpersonal and stress management scales, students bullying others scored significantly low.

Katayoon Razjouyan et al. (2018) conducted a study on “the relationship between emotional intelligence and the different roles in cyberbullying among high school students in Tehran”. The research indicated no significant relationship was established between the students’ total score of emotional intelligence and

their different role in cyberbullying. According to gender-stratified analysis, male victims higher score of emotional intelligence.

Luke A. (2008) made a study on “emotional intelligence and scholastic achievement in Australian adolescents”. The study concluded that there existed a significant association between higher level of emotional intelligence and academic success of the adolescent. As far as regression analysis is concerned, the dimensions of the adolescent predicted the school grades differently.

M. Ahlan Firdaus (2017) conducted a study on “looking at the link between emotional intelligence and reading comprehension among senior high school students” The study concluded that there was a positive significant correlation between reading comprehension and emotional intelligence. The emotional intelligence influenced the student’s reading comprehension.

María Dolores Toscano-Hermoso et al. (2020) made a study on “emotional intelligence and its relationship with emotional well-being and academic performance: the vision of high school students”. The study indicated that there existed differences in the emotional intelligence of boys and girls. However, there was no relationship found between emotional intelligence and academic performance of the students in different course.

Marta Ferraguty Alfredo Fierro (2012) conducted a study on “Emotional intelligence, well-being and academic achievement in preadolescents”. The study concluded that only variable predicting grades contributed to well-being according to multiple regression analysis. There was also relation between well-being and emotional intelligence.

Melvina N. Amalui (2018) made a study on “emotional intelligence as predictor of academic performance among secondary school students in Makurdi Metropolis of Benue State”. The study concluded that the academic performance of secondary school students was impacted by the components of emotional intelligence as there a positive relationship between them.

Michael Ewela Ebinagbome & Dr. Ismail Nizam (2016) conducted a study on “the impact of emotional intelligence on student’s academic performance: a study on Malaysian tertiary institution”. The conclusion indicated that the academic performance students of Malaysian tertiary institution was impacted by the independent variables of empathy and motivation.

Milad Khajehpour (2011) made a study on “relationship between emotional intelligence, parental involvement and academic performance of high school students”. The study concluded that the academic achievement in high school students can be impacted by both the parental involvement and emotional intelligence. I also indicated a significant positive relationship between academic achievement and emotional intelligence and parental involvement.

M Ilyas et al. (2018) conducted a study on “analysis of senior high school students’ emotional intelligence in cooperative based mathematics learning”. The research concluded that in learning mathematics, students could make use of their emotional intelligence. EI also paves the way for the students to be confident, skillful in communicating etc.

Mohammad Akbaribooreng (2015) made a study on “relating emotional intelligence and social competence to academic performance in high school students”. The study indicated a significant positive relationship with academic performance of the students with emotional intelligence and their social competence. Correlation also existed between the student’s academic performance and the components of emotional intelligence.

Mohd Nasir Rayung & Abdul Said Ambotang (2018) conducted a study on “the influence of emotional and spiritual intelligence on the high school student outcomes”. The result indicated no differences in emotional intelligence, spiritual Intelligence and student outcome (SO) levels. In terms of SO level, the flow group of the students showed difference, racial groups indicated a significant difference to emotional intelligence and student outcome. These variables indicated students’ 56.70% outcome.

Morteza Amani et al. (2013) made a study on “efficiency of training emotional intelligence on reducing alexithymia syndrome in third grade male high school students”. The study indicated that teaching of emotional components reduced the Alexithymia syndrome at the significant level of $F(1,17) = 293/86$, $P = 0/001$.

Moshe Zeidner et al. (2005) conducted a study on “assessing emotional intelligence in gifted and non-gifted high school students: outcomes depend on the measure”. The research indicated the gifted students scoring higher on the Mayer–Salovey–Caruso Emotional Intelligence Test (MSCEIT). On the other hand, they scored lower on the Schutte self-report inventory (SSRI).

Mrinmoyee Bhattacharjee et al. (2020) made a study on “assessment of emotional intelligence and academic stress among adolescent students of a selected school of south 24 parganas, West Bengal.” The research concluded ninety percent of secondary students; eighty six percent of higher secondary students needed an enrichment in emotional awareness. In terms of relationship, ninety percent of secondary students and seventy four percent of higher secondary students were effective. Sixty two percent of higher secondary students experienced moderate stress.

Norma Amador-Licona et al. (2020) conducted a study on “emotional intelligence and academic motivation in high school students with adequate grade point average”. The research indicated that men had lower stress management, average academic performance and general mood. The academic performance negatively related to age factor. As far as the women are concerned, only stress management related to grade point average and academic performance.

Nur Mahfuzah Agustin et al. (2019) made a study on “the effect of sports activities toward emotional intelligence of junior high school students”. The study concluded that junior students had more advanced factors (EI) for behavioral change. The sporting activities impacted their emotional intelligence.

Odiase Jerry Edobor & Dienye Maseba Ebiye (2017) conducted a study on “emotional intelligence as predictor of delinquent behaviors among secondary

school students in port Harcourt metropolis, rivers state Nigeria.” The research concluded that EI did not indicate truancy and promiscuity. Yet it predicted significantly drug abuse, fighting and bullying.

Oğuzhan Kirdök1 & Ozan Korkmaz (2017) made a study on “Dimensions of personality and emotional intelligence as predictors of high school students’ career decision difficulties”. The study indicated that emotional instability contributed towards carrier decision difficulty as a positive predictor. The negative predictors were self-awareness and extraversion.

Okafor et al. (2020) conducted a study on “emotional intelligence, self-efficacy and self-esteem as predictors of secondary school students’ academic achievement in biology Anambra State”. The research concluded that emotional intelligence and academic self-efficacy except self-esteem predicted achievement scores in biology. They also predicted the achievement scores in biology.

Omoul Banin Mousavi Chamani (2016) made a study on “the relationship between emotional intelligence and religious attitudes with mental health of high school students in Neka city”. The study pointed out a direct relationship between EI and student’s mental health. It also existed between students’ mental health and religious attitudes. The EI and religious attitude predicted students’ mental health.

Öznur TULUNAY ATEŞ (2014) conducted a study on “a different perspective to fine art high school students in emotional intelligence”. The research indicated the mean score of EI showing a significant difference in terms of school variables. The Fine Arts and Sports High School students had higher emotional intelligence score than students of other high schools.

Roya Abbasi-Asl et al. (2017) made a study on “mediating role of emotional intelligence between family communication patterns and achievement motivation among high school students”. The research concluded that family conversation orientation proved to be positive predictor of achievement and EI.

Rubén Trigueros et al. (2020) conducted a study on “relationship between emotional intelligence, social skills and peer harassment. a study with high school students.” The study concluded that there existed positive relationship between emotional intelligence and social skills. Bulling paved the way for the negative relationship.

Saeid Moradi et al. (2018) conducted a study on “relationship between group learning and interpersonal skills with emphasis on the role of mediating emotional intelligence among high school students”. The result indicated that group learning impacted interpersonal skills and emotional intelligence. It also indirectly affected them.

Sedigheh Shakiba & Ghasem Baranib (2011) made a study on “the relationship between emotional intelligence and language proficiency of Iranian high school student”. The research concluded that there was a reliable and meaningful relationship between language proficiency and EI. The female s had a stronger language proficiency than male students.

Shahin Ebrahimi Koohbanani et al. (2013) conducted a study on “the relationship between spiritual intelligence and emotional intelligence with life satisfaction among Birjand gifted female high school students” The research concluded that between Social Intelligence (SI) and Life Satisfaction (LS), no meaningful relation existed. But meaningful relation does exist between EI and SI. But spiritual intelligence (SI) and emotional intelligence together had a notable relationship with life satisfaction.

Sesan Ola & Mabekoje (2003) made a study on “emotional intelligence within the classroom context: the influence of gender and sociometric status”. The study indicated no significant gender influence on students’ EI according to factorial analysis variance. But there was a significance influence of sociometric interaction of gender.

Sulaimon Mutiu O et al. (2015) conducted a study on “a study of the effect of home background, environmental factors, emotional intelligence and peer

influence on students' academic performance". The research indicated the multiple correlation coefficient value of 0.556. It pointed out that between the regressor of academic performance and the regressors of home background, environmental factor, EI the peer influence, there existed imperfect relationship.

It confirmed an average yet imperfect relationship between the regressor of academic performance and the regressors of home background, environmental factor, EI and peer influence.

Sümbül Yalnızca Yıldırım & Fulya Cenkseven Önder (2018) made a study on "emotional intelligence and parental attitudes as predictors of high school students' life satisfaction". The study concluded that the interpersonal ability dimension of EI predicted the satisfaction. The interpersonal abilities, stress management and positive effect dimensions of EI predicted satisfaction from environment.

Syaiful et al. (2021) conducted a study on "identifying of emotional quotient junior high school students in mathematics". The study indicated the emotional intelligence of students in mathematics revealed by recognizing emotions. The measure of EI had a suitable category of 61.8% (63 of 102) students. Managing emotion had proper category of 53.9% (56 out of 102) students.

Szymon Mizera et al. (2019) made a study on 'the relation between emotional intelligence and internet addiction in Katowice high school students.' The research indicated the following: 1.03% of the students had the Internet addiction criteria, 33.5% at the risk of addiction. In terms of statistic, a significant correlation existed between the Trait Emotional Intelligence Questionnaire - Short Form (TEIQue-SF) (TEIQue-SF) and Internet Addiction. Large body of students used internet excessively.

Vinutha U. Muktamath (2016) conducted a study on "interrelation of emotional intelligence and general intelligence among staff and students of UAS, Dharwad". The study concluded that there existed a significant relation of general intelligence among age of students. The younger had lower IQ than older students. Significant

difference also existed between male and female staff on general intelligence. The male had higher score than the female teachers. Negative correlation, though not significant, was found between emotional intelligence and the intelligence of the students whereas the reverse was noticed with regard to the staff.

Yılmaz Kaplan (2017) conducted a study on “School-Specific Subjective Wellbeing and Emotional Problems among High School Adolescents” The study indicated a small-to-moderate association between subjective wellbeing and anxiety according to Pearson product-moment correlation analysis. Further, a predictive effect of school-specific subjective wellbeing on the emotional problems of the adolescents was indicated by path analyses. Lower level of anxiety, depression, negative self-concept was found the students who had higher level of subjective wellbeing.

Zahra Shams (2019) made a study on “The relationship between emotional intelligence and self-concept and educational achievement of Tehran students”. The research concluded that there was a significant relationship between self-concept, educational achievement and emotional intelligence. Further, self-concept and educational achievement could be predicted by the emotional intelligence.

Osakude Joseph Oluwataya (2011) conducted a study on “emotional intelligence as determinant of potential for academic cheating among senior secondary school students in Ondo State”. The research concluded that there existed an inverse relationship between EI and potential for academic cheating as well as with the subscales of emotional intelligence. But for the reduction of academic cheating, emotional management played a vital role.

2.1.2 Studies Conducted in India

Aarti Ramkishan Chauhan (2020) conducted a study on “a study of emotional intelligence on male and female 12th college students”. The findings of the study were: Female students had high self-awareness than their college counter parts,

girls had more empathy than boys, female students had high self-motivation than male students, female students had high managing relationship than male students, female students had high integrity than male students, female students had high self-development than male students, female students had high value orientation than the male students, female students had high commitment than male students.

Ajai (2018) made study on “emotional intelligence and achievement of students in mathematics: a case study”. The study concluded that the emotional intelligence and four of its domains had weak correlations. The academic achievement accounted for less than 1% of students’ achievement in mathematics. The study also proved the close connection between emotional intelligence and academic achievement, in spite the correlation was not significant.

Amit Ahuja (2016) conducted a study on “a study on emotional intelligence among secondary school students in relation to academic anxiety and adjustment”. The study indicated that as far as the intelligence score is concerned the girls higher intelligence score. Regarding the adjustment skill is concerned, the male performed significantly better than the female. In terms of academic anxiety, no significant difference was detected between the genders and was also no significant difference was found in terms of academic anxiety.

Antima Dwivedi & S.H. Qasim (2017) made a study on “a study of emotional intelligence of secondary level students”. The study found that male and female were different in emotional intelligence and teachers of both boards were different in emotional intelligence.

Arockiasamy M.S. Selvaraj et al. (2020) conducted a study on “emotional intelligence in children of Christian missionary schools in Kolkata”. The study indicated the presence of a maximum emotional intelligence in EL scores. No association was also found in terms of parental education, choice of hobby, parental education and family structure to emotional intelligence.

A.S. Arul Lawrence and T. Deepa (2013) made a study on “emotional intelligence and academic achievement of high school students in Kanyakumari district”. The study at the end concluded that no significant difference was found between emotional intelligence and academic achievement of high school students.

Bilal Ahmad Bhat (2019) conducted a study on “a study on emotional intelligence and academic achievement of tribal and non-tribal secondary school students of district Kulgam”. The study concluded that as far as the emotional intelligence and academic achievement of the tribal and non-tribals students are concerned no significant difference was found.

Dhimen Jani & Lalit Pipliwal (2013) made a study on “emotional intelligence of students of Valsad district located in Gujarat state”. The study found no significant difference in emotional intelligence of female and male of students in the Valsad District (Rural).

Dhiman Kar et al. (2014) conducted a study on “measuring emotional intelligence of secondary school students in relation to gender and residence: an empirical study”. The conclusion indicated that residential place did play an important role for the development of emotional growth while gender did not have impact on the level of Emotional Intelligence.

Dr.Gopinath & Dr.A.Chirtra (2020) made a study on “dynamics of family structure on emotional intelligence of secondary school children”. The conclusion indicated that family structure played a vital role in the emotional intelligence of secondary school children. Students having joint family background were emotionally stronger than their counter parts.

Dr. K. Arockia Raj (2014) conducted a study on “emotional intelligence of students belonging to SC/ST communities”. The conclusion revealed that the emotional intelligence was moderate among the SC/ST students. However, EI significantly differed in terms of gender, domicile and academic achievement of

the students. It was also found positive correlation between EI and Academic Achievement and but not so with Socio-economic status.

Dr. K. Govind & K.R. Brundhavan (2019) made a study on “mental health in relation to emotional intelligence among adolescent students”. The study concluded with a significant positive relationship between mental health and emotional intelligence of adolescents.

Dr. Laxmi & Dr. Anuj Goyal (2017) conducted a study on “emotional creativity, creativity and intelligence of secondary school students”. The study concluded that male students were more creative than female the similar results were found for emotional creativity and intelligence.

Dr. P. Antohony Raj (2018) made a study on “emotional intelligence and school adjustment of Ho tribe high school students of Jharkhand”. The conclusion indicated no significant difference in the school adjustment and emotional intelligence with regard to sex, class or medium of study.

Dr. Malik Roshan Ara (2013) conducted a study on “emotional intelligence as a predictor of happiness among students”. The conclusion proved that a correlation between emotional intelligence and happiness as well as to all the dimensions of EI. The individuals who were happy were able to have better over their emotions to regulate them. The girls scored better in handing their emotions in being emotional and in intimate in relationships.

Dr. Pramod Kumar Naik & Mrs. Rashmi Shukla (2018) made a study on “impact of home environment on emotional intelligence of Adolescent - a study” The study concluded that the home environment did have an impact on the emotional intelligence of male and female students of higher secondary schools.

Dr. Rekha Sharma (2017) conducted study on “a study of emotional intelligence and adjustment of secondary school students”. The study concluded that the salary of both parents positively impacted the emotional intelligence of their children at

the various levels of educational achievement. On the other hand, those with high in emotional intelligence were less concerned with economic success.

Dr. Shweta Bhatia & Dr. Puspallata Sharma (2020) made a study on “a study of relationship between emotional intelligence and academic achievement of XI grade students”. The conclusion indicated emotional intelligence i.e., intra and inter personal awareness as well as intra and inter personal management had positive correlation with academic achievement in commerce at acceptable level of statistical significance. It was also found Emotional intelligence was positively associated with academic achievement in commerce of selected students at .01 level of statistical significance.

Dr. Varalakshmi Manchana (2016) conducted a study on “gender perspectives of academic stress and emotional intelligence among adolescent students; a school-based study”. The conclusion states no significant difference between the emotional intelligence and academic stress perceived by boys and girls. In comparison (‘t’ value-0.267) for mean emotional intelligence values there was no significant difference between boy and girl students and neither significant in comparison of academic stress between boys and girls (‘t’ is -0.756).

Elavarasi Dhanakotti & Poornima Rakemdrum (2020) made a study on “emotional intelligence of secondary grade students”. The study concluded that around 81 and 16 percent of students possessed only average and low level of EI. The mean score of emotional intelligence indicated that secondary grade boys and girls had only moderate level of emotional intelligence. The secondary grade students’ gender, types of family and number of siblings at their home had not significantly influenced their emotional intelligence.

Farheena Bano (2014) conducted a study on “emotional intelligence among adolescent boys and girls in Srinagar”. The study concluded that boys had better emotional intelligence than adolescent girls.

Gunjan Bhatia (2012) mad a study on “a study of family relationship in relation to emotional intelligence of the students of secondary level”. The conclusion indicated that the healthy family atmosphere and interpersonal relationship influenced the emotional intelligence of the adolescents.

Iqra Waheed & Ghazal Michigan (2020) conducted a study on “increasing emotional intelligence: an instructional module for adolescents”. The study indicated the significant effectiveness of the module in improving emotional intelligence of adolescents. Findings exhibited that the intervention group significantly improved on global emotional intelligence as well as on its various different sub-branches.

James D.A. Parker (2004) made a study on “academic achievement in high school students: does emotional intelligence matter?” The study indicated that the academic performances of the students was strongly associated with the emotional intelligence and its various dimensions.

John Gracious Minz & Dr.Nimisha Srivastava (2018) conducted a study on “emotional intelligence an academic achievement of tribal students in district, Jharkhand”. The study concluded that according to ‘t’ test, there was a significant difference in their personal competence between government and private school tribal students of secondary school, social competence and emotional intelligence

Kapil Dev (2016) made a study on “academic achievement of senior secondary school students in relation to their emotional intelligence”. The conclusion indicated a significant difference in boys’ and girls’ groups. Boys were more emotionally intelligent than Girls and therefore achieve better in academics than girls.

Mahesh B.Bharvad (2015) conducted a study on “a study of emotional intelligence and adjustment among school students”. The study indicated at significant difference in emotional intelligence score in female urban and rural school students. Significant interaction was found between streams and sex of

emotional intelligence. As far as the adjustment is concerned the urban differed from rural students.

M. Aimin (2016) made a study on “emotional intelligence and adjustment among adolescents”. The study indicated significant difference in the emotional intelligence of the boys and girls. In the same group, significance difference was also found in the adjustment score as well. As far as intelligence score and adjustment score are concerned, insignificant difference was found between high (HSEC) and low economic status (LSES) students.

Mamata Nayak (2014) conducted a study on “Impact of culture linked gender and age on emotional intelligence of higher secondary school adolescents”. The study concluded that the female adolescent had higher average of intelligence than that of male adolescent in spite given the same cultural context. The urban adolescent’s higher emotional intelligence was 33.33% whereas only 9.17% rural adolescent had higher intelligence.

Moktar Hossain & Dr. Ujjwal Kumar Halder (2015) made a study on “emotional intelligence and mental health of higher secondary students: a gender analysis”. The study revealed that there existed between the emotional and mental health of students a positive correlation. However no no positive correlation was found between the emotional intelligence and the mental health of male and female students.

Moslema Khatun and Ujjwal Kumar Haldar (2019) conducted a study on “a study on the relation between emotional intelligence and academic achievement of higher secondary students”. The conclusion indicated a positive correlation between emotional intelligence and academic achievement of higher secondary students. A similar result was noticed in the gender wise analysis as well.

Nafeesa Tamkeen & HureenWasifa Siddiqui (2019) made a study on “emotional intelligence among secondary school students of Telangana minority residential school (TMREIS) in relation to the self-efficacy”. The study concluded

that no statistically significant relationship was found between the constructs as the calculated $r(82) = .126$, $p = .258$ at $\alpha = 0.05$ level.

Poonam Mishra (2012) conducted a study on “a study of the effect of emotional intelligence on academic achievement of Jaipur senior secondary students”. The study concluded that the emotional intelligence impacted the academic achievement of students especially the female students.

Saeid Moradi et al. (2018) made a study on “relationship between group learning and interpersonal skills with emphasis on the role of mediating emotional intelligence among high school students”. It concluded that the interpersonal skills and the emotional intelligence of the high schools were impacted by group learning. The group learning also indirectly impacted the interpersonal skills of the students through emotional intelligence.

Sama Praveen & Nikhat Yasmin Shafeeq (2020) conducted a study on “effect of emotional intelligence on academic achievement of senior secondary school students”. The study concluded that male students from rural areas were higher on emotional intelligence scale than their male counterparts living in urban and semi-urban areas. Female students from urban areas were higher on emotional intelligence scale than their female counterparts living in rural and semi-urban areas. It was further revealed from the study that the contribution of the predictor variable (Emotional Intelligence) on academic achievement was significant.

Seema Sharma (2019) made a study on “emotional intelligence and academic anxiety: a correlation study of secondary school students”. It indicated neither significant correlation nor difference between emotional intelligence and academic anxiety of male and female students of secondary school.

Sowmyashree K. N & Dr.Sreenivasa. M (2019) conducted a study on “emotional intelligence among secondary school boys and girls: A comparative study” It revealed significant difference among secondary school male and female students in their emotional intelligence.

T.M. Prashanta Kumar (2019) made a study on “emotional intelligence and behavioral problems among adolescent boarder”. The study concluded that boarder boys and girls have similar level of emotional intelligence with boarder boys being found to have significantly higher tendency of behavioral problems related to low intelligence, conduct disorder and psychotic symptoms as compared to boarder girls.

2.2 Synthesis of Reviewed Studies

The investigator had reviewed 101 studies related to Emotional Intelligence. Among 38 were Indian studies and 63 were foreign studies. Most of the studies had employed survey method. In many of the studies random sampling techniques had been used for selecting the samples. The investigator would like to add the following synthesis on the reviews of emotional intelligence from diverse perspectives.

Aarti Ramkishan Chauhan (2020) pointed out that female student had high emotional stability than male students, female students had high altruistic behavior than male students and female students had high emotional intelligence than male students. Ajai (2018) proved the close connection between emotional intelligence and academic achievement, in spite the correlation was not significant. Amit Ahuja (2016) stated that female students had higher emotional intelligence scores than male students

Antima Dwivedi & S.H. Qasim (2017) found male and female were different in emotional intelligence and teachers of both boards were different in emotional intelligence. Arockiasamy M.S. Selvaraj et al. (2020) pointed out the presence of a maximum emotional intelligence where gender was associated with a statistically significant variation in EI scores. A.S. Arul Lawrence and T. Deepa (2013) concluded that no significant difference was found between emotional intelligence and academic achievement of high school students. Dhimen Jani & Lalit Pipliwal

(2013) proved no significant difference in emotional intelligence of female and male of students in the Valsad District (Rural).

Dhiman Kar et al. (2014) indicated that residential place did play an important role for the development of emotional growth while gender did not have impact on the level of emotional intelligence. Dr.Gopinath & Dr.A.Chirtra (2020) concluded that students with the joint family background were emotionally stronger than the students from nuclear family background. Dr. K. Arockia Raj (2014) found positive correlation between EI and Academic Achievement and but not so with Socio-economic status. Dr. K. Govind & K.R. Brundhavan (2019) pointed out a significant positive relationship existed between mental health and emotional intelligence of adolescents.

Dr. Laxmi & Dr. Anuj Goyal (2017) concluded that male students were more creative than female the similar results were found for emotional creativity and intelligence and Dr. P. Antohony Raj (2018) found no significant difference in the school adjustment and emotional intelligence with regard to sex, class or medium of study. Dr. Malik Roshan Ara (2013) pointed out that girls were found to be more emotional and intimate in relationships than boys. Dr. Pramod Kumar Naik & Mrs. Rashmi Shukla (2018) concluded that the home environment did have an impact on the emotional intelligence of male and female students of higher secondary schools. Dr. Rekha Sharma (2017) indicated that the salary of both parents positively impacted the emotional intelligence of their children at the various levels of educational achievement. Dr. Shweta Bhatia & Dr. Puspallata Sharma (2020) found emotional intelligence was positively associated with academic achievement in commerce of selected students at .01 level of statistical significance.

Dr. Varalakshmi Manchana (2016) stated that no significant difference between the emotional intelligence and academic stress perceived by boys and girls. Elavarasi Dhanakotti & Poornima Rakemdrum (2020) concluded that the secondary grade students' gender, types of family and number of siblings at their

home had not significantly influenced their emotional intelligence. Farheena Bano (2014) pointed out that boys had better emotional intelligence than adolescent girls. Gunjan Bhatia (2012) indicated that the healthy family atmosphere and interpersonal relationship influenced the emotional intelligence of the adolescents and Iqra Waheed & Ghazal Michigan (2020) exhibited that the intervention group significantly improved on global emotional intelligence as well as on its various different sub branches.

James D A Parker et al. (2014) pointed out that as far as the interpersonal relationship, adaptability and stress management are concerned, the victimized students scored significantly lower than their peers on the Emotional Quotient Inventory: Youth Version (EQi:YV) scales. Identical result also was found for the students bullying and victimizing others. On interpersonal and stress management scales, students bullying others scored significantly low. Luke A. (2008) pointed out that there existed a significant association between higher level of emotional intelligence and academic success of the adolescent. M. Ahlan Firdaus (2017) asserted that there was a positive significant correlation between reading comprehension and emotional intelligence. The emotional intelligence influenced the student's reading comprehension.

Marta Ferraguty Alfredo Fierro (2012) of the opinion that only variable predicting grades contributed to well-being according to multiple regression analysis. Melvina N. Amalui (2018) held the view that the academic performance of secondary school students was impacted by the components of emotional intelligence as there a positive relationship between them. Michael Ewela Ebinagbome & Dr. Ismail Nizam (2016) is of the opinion that the academic performance students of Malaysian tertiary institution were impacted by the independent variables of empathy and motivation.

Milad Khajehpour (2011) stated that the academic achievement in high school students can be impacted by both the parental involvement and emotional intelligence. He also indicated a significant positive relationship between

academic achievement and emotional intelligence and parental involvement. M Ilyas et al. (2018) concluded that in learning mathematics, students could make use of their emotional intelligence. EI also paves the way for the students to be confident, skillful in communicating etc. Mohammad Akbaribooreng (2015) pointed out that a significant positive relationship with academic performance of the students with emotional intelligence and their social competence.

Mohd Nasir Rayung & Abdul Said Ambotang (2018) indicated no differences in emotional intelligence, spiritual Intelligence and student outcome (SO) levels. In terms of SO level, the flow group of the students showed difference, racial groups indicated a significant difference to emotional intelligence and student outcome. These variables indicated students' 56.70% outcome. Morteza Amani et al. (2013) stated that teaching of emotional components reduced the Alexithymia syndrome at the significant level of $F(1,17) = 293/86$, $P = 0/001$.

Moshe Zeidner et al. (2005) said that the gifted students scoring higher on the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). On the other hand, they scored lower on the Schutte self-report inventory (SSRI). Mrinmoyee Bhattacharjee et al. (2020) of the opinion that ninety percent of secondary students; eighty six percent of higher secondary students needed an enrichment in emotional awareness. In terms of relationship, ninety percent of secondary students and seventy four percent of higher secondary students were effective. Sixty two percent of higher secondary students experienced moderate stress.

Norma Amador-Licona et al. (2020) stated that men had lower stress management, average academic performance and general mood. The academic performance negatively related to age factor. As far as the women are concerned, only stress management related to grade point average and academic performance. Nur Mahfuzah Agustin et al. (2019) concluded that junior students had more advanced factors (EI) for behavioral change. The sporting activities impacted their emotional intelligence. Odiase Jerry Edobor & Dienne Maseba Ebiye

(2017) stated that EI did not indicate truancy and promiscuity. Yet it predicted significantly drug abuse, fighting and bullying. Okafor et al. (2020) pointed out that emotional intelligence and academic self-efficacy except self-esteem predicted achievement scores in biology. They also predicted the achievement scores in biology.

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Saeid Moradi et al. (2018) opinioned that group learning impacted interpersonal skills and emotional intelligence. It also indirectly affected them and Sedigheh Shakiba & Ghasem Baranib (2011) pointed out a reliable and meaningful relationship between language proficiency and EI. The female s had a stronger language proficiency than male students. Shahin Ebrahimi Koohbanani et al. (2013) concluded that between Social Intelligence (SI) and Life Satisfaction (LS), no meaningful relation existed. But meaningful relation does exist between EI and SI. But spiritual intelligence (SI) and emotional intelligence together had a notable relationship with life satisfaction. Sesan Ola & Mabekoje (2003) stated that no significant gender influence on students' EI according to factorial analysis variance. But there was a significance influence of sociometric interaction of gender.

Sümbül Yalnızca Yıldırım & Fulya Cenkseven Önder (2018) concluded that the interpersonal ability dimension of EI predicted the satisfaction. The interpersonal abilities, stress management and positive effect dimensions of EI predicted satisfaction from environment. Syaiful et al. (2021) indicated the emotional intelligence of students in mathematics revealed by recognizing emotions. The measure of EI had a suitable category of 61.8% (63 of 102) students. Managing emotion had proper category of 53.9% (56 out of 102) students. The self-motivation accounted for a suitable category of 60.8% (62 out of 102) students.

Szymon Mizera et al. (2019) stated the following: 1.03% of the students had the Internet addiction criteria, 33.5% at the risk of addiction. In terms of statistic, a significant correlation existed between the Trait Emotional Intelligence Questionnaire - Short Form (TEIQue-SF) (TEIQue-SF) and Internet Addiction. Large body of students used internet excessively. Vinutha U. Muktamath (2016) concluded that there existed a significant relation of general intelligence among age of students. The younger had lower IQ than older students. Significant difference also existed between male and female staff on general intelligence. The male had higher score than the female teachers. Negative correlation, though not significant, was found between emotional intelligence and the intelligence of the students whereas the reverse was noticed with regard to the staff.

Yilmaz Kaplan (2017) pointed out a small-to-moderate association between subjective wellbeing and anxiety according to Pearson product-moment correlation analysis. Further, a predictive effect of school-specific subjective wellbeing on the emotional problems of the adolescents was indicated by path analyses. Lower level of anxiety, depression, negative self-concept was found the students who had higher level of subjective wellbeing. Zahra Shams (2019) concluded that there was a significant relationship between self-concept, educational achievement and emotional intelligence. Further, self-concept and educational achievement could be predicted by the emotional intelligence. Osakude Joseph Oluwataya (2011) stated that there existed an inverse

relationship between EI and potential for academic cheating as well as with the subscales of emotional intelligence. But for the reduction of academic cheating, emotional management played a vital role.

2.3 Research Questions

The researcher has identified the below research questions which he thought, should be on focus throughout the present study: -

- Is there any difference of Emotional Intelligence between adolescent students of West Bengal and Tamil Nadu?
- Does religious environment in missionary schools have impact on emotional intelligence of students?
- Are socio-demographic and academic indicators responsible for variation in emotional intelligence of adolescent students?

2.4 Statement of the Problem

There were many studies on emotional intelligence in general. But no study so far has been done exclusively on comparatives on emotional intelligence comparing school going adolescents of West Bengal and Tamil Nadu in terms of specific geographical locations, sample and socio-demographic identifiers considered.

Therefore, to find out the answer to the above research questions, the problem of the present study was specified and stated as -

“Emotional Intelligence in Adolescents at School Level: Comparing West Bengal and Tamil Nadu”

2.5 Delimitations

The present study was delimited to the following

- Only 20 schools in West Bengal and Tamil Nadu were covered.
- Only the following dimensions of EI for his study i.e., Self-awareness, Self-management, Social Awareness, Relationship Management were assessed.
- 2090 high school adolescents were considered as participants.
- Only the Catholic Schools were considered as Missionary schools in both the states West Bengal and Tamil Nadu.
- Only few personal-demographic identifier i.e., Gender, Locality of Residence, Family Type, Perceived happiness level and academic indicator i.e., Medium of instruction at school, Present class of students, Locality of School, and Affiliating Education Board of the school were covered in the study.

2.6 Objectives

In view of the basic research questions and delimitations of the study, the following objectives were identified -

- To compare the level of Emotional Intelligence in Adolescents at schools in West Bengal and Tamil Nadu.
- To find out if there is any significant difference in emotional intelligence among students of Missionary Schools and Non-Missionary Schools.
- To find out the role of different personal-demographic and academic indicators of the student on their emotional intelligence.
- To see if there is any significant difference in Emotional Intelligence among students of Missionary schools in West Bengal and Missionary schools in Tamil Nadu

2.7 Hypotheses

Based on the objectives and delimitation of the study the following null hypotheses were formulated

- **H₀₁:** There is no significant mean difference of emotional intelligence between adolescent students of West Bengal and Tamil Nadu
- **H₀₂:** There is no significant mean difference of emotional intelligence between male and female adolescent students in West Bengal
- **H₀₃:** There is no significant mean difference of emotional intelligence between male and female adolescent students in Tamil Nadu
- **H₀₄:** There is no significant mean difference of emotional intelligence among adolescent students of West Bengal in terms of their Locality of Residence
- **H₀₅:** There is no significant mean difference of emotional intelligence among adolescent students of Tamil Nadu in terms of their Locality of Residence
- **H₀₆:** There is no significant mean difference of emotional intelligence among adolescent students of West Bengal in terms of their Family Structure
- **H₀₇:** There is no significant mean difference of emotional intelligence among adolescent students of Tamil Nadu in terms of their Family Structure
- **H₀₈:** There is no significant mean difference of emotional intelligence among adolescent students of West Bengal in terms of their Present class of study
- **H₀₉:** There is no significant mean difference of emotional intelligence among adolescent students of Tamil Nadu in terms of their Present class of study
- **H₀₁₀:** There is no significant mean difference of emotional intelligence among adolescent students of West Bengal in terms of their School board
- **H₀₁₁:** There is no significant mean difference of emotional intelligence among adolescent students of Tamil Nadu in terms of their School board

- **H₀12:** There is no significant mean difference of emotional intelligence among adolescent students of West Bengal in terms of their Locality of school
- **H₀13:** There is no significant mean difference of emotional intelligence among adolescent students of Tamil Nadu in terms of their Locality of school
- **H₀14:** There is no significant mean difference of emotional intelligence among adolescent students of West Bengal in terms of their Medium of instruction
- **H₀15:** There is no significant mean difference of emotional intelligence among adolescent students of Tamil Nadu in terms of their their Medium of instruction
- **H₀16:** There is no significant mean difference of emotional intelligence between adolescent students of Missionary and Non-Missionary Schools in West Bengal
- **H₀17:** There is no significant mean difference of emotional intelligence between adolescent students of Missionary and Non-Missionary Schools in Tamil Nadu

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Chapter III

Methods & Procedures

3.1 Methods

3.1.1 Research Design

3.1.2 Location of Study

3.1.3 Population

3.1.4 Samples

3.1.5 Description of Variables

3.1.6 Instrumentation

3.2 Procedures

3.2.1 Data Collection

3.2.2 Data Quality

3.2.3 Data Analysis

References

Chapter III Methods & Procedures

3.1 Methods

“Research is a systematic activity that is directed towards discovery and the development of organized body of knowledge”, (Best and Khan, 1997). Methodology is essential in systematic research in which proper technique is followed for arranging facts and principals. A successful completion a research work consisted in adapting appropriate method, proper tools used and an appropriate employed for collecting data. Hence a research work is a systematic search to get answers and solutions to the problems by applying scientific process. Research follows a scientific procedure to find a systematic finding. It mainly deals with verifying of generalization. Such a verification process needs to use logical analysis of problems by employing proper methods to obtain evidence (John W. Best and James (1999).

In this section the methodology followed for the present research work is enumerated. The chapter outlines the research plan such as research method, the size of the sample, how all the sample and the variable are selected. The reliability and validity of the tools that are used and the statistical procedures used in the analysis are carefully described. A systematic, quantitative procedure is necessary to collect the needed data. It includes a bright presentation of procedures and tools that are used to collect data and the method of analysis are explained.

3.1.1 Research Design

The methodology adapted for the present study is survey research. The methodology involves first the collection of appropriate data from the target population. Then data has to be analysed using appropriate statistical methodology. The conclusion that would emerge at the end of the research will be the indication of the prevailing trend of the particular problem. Thus, the research

investigation brings to the light the facts of the existing condition of the phenomenon investigated (Best, 1992). The method gives three categories of information: -

- i) Of existing scenario by investigating and analysing the principal aspects of the current situation.
- ii) Of what the researcher wants by enquiring and classifying goals and objectives through a study of the similar scenario prevailing elsewhere or what experts want to consider, and
- iii) Of the ways and means to get these through by employing the possible means of arriving at the goals taking into consideration others' experience or opinion of the experts (Sindhu, 2002). Thus, survey method deals with a clearly defined problem and definite objectives. Therefore, such method involves imaginative planning, careful analysing and interpreting the data obtained in order to do a logical and skilful reporting of the findings, (John W. Best, 1992). Employing the survey, the investigating scholar has collected information to quantify the emotional intelligence in adolescents at school level and comparing it with adolescents in West Bengal and Tamil Nadu.

3.1.2 Location of the Study

The researcher chose the locations such as Paschim Burdwan and Hooghly districts and Calcutta Metropolitan city in West Bengal, and Kanchipuram and Chengalpattu districts and Chennai Metropolitan city in Tamil Nadu. Paschim Burdwan district is mostly urban coal mining-industrial district in West Bengal. Asansol is its headquarter and was bifurcated from the Bardhaman district on 7th April 2017. Literally, Bardhaman refers to ever growing prosperity.

Kolkata also known as Calcutta is situated on the east bank of Hooghly River. It is the capital of West Bengal state and from 1772 to 1911) it served as the capital of British India. It has a port which serves as a point of transshipment from water to

land and vice versa. On account of being the port city, it has emerged to be a city of commerce, transport and manufacturing. Bengali is spoken as the main language although various other ethnic groups such as Tamils, Panjabis, Biharis and Oriyas coexist here peacefully. Hindus constitute the majority population. Muslims and Christians are the largest minorities. More than four-fifths of Hindus live here. Muslims and Christians are the largest minorities and the other minority groups are Sikhs, Jains, and Buddhists. Kolkata district had a population of 4,496,694 according to the 2011 census and its population growth rate is -1.88%. The sex ratio constitutes 899 females for every 1000 males and the literacy rate is 87.14%.

Hooghly District which is the 6th largest district as far as the population of West Bengal is concerned. It is one of the 19th districts of West Bengal having its district administrative head quarter in Chuchura occupying an area of approximately 3149 square kilometres. The district is situated 42 km south of Kolkata, the state capital. It shares border with Twenty-Four Parganas, north to south, with Bardhaman district on the west, Howrah district to the south and with Nadia district on the north. People speak Bengali here and the district is divided into 20 blocks, panchayats and 245 villages. Its population is about 5,520,389 according to the 2011 census. Around 3,652,289 amounts for the literate people, 2,819,402 are males and 2,700,987 are female.

On the northern **east coast of Tamil Nādu**, Kancheepuram district is situated. It is adjacent to the Bay of Bengal and Chennai city. On the west, the district is bounded by Vellore and Tiruvannamalai, in the south by Villupuram, in the north by Tiruvallur and Chennai districts and in the east by the Bay of Bengal. The total geographical area of the district is 1704.79 sq. kms and its coastline constitutes 87.2 Kms. Kancheepuram town functions as the district headquarters. The district has been carved into two revenue divisions with five taluks and twenty revenue villages. The districts are comprised of five development blocks having two hundred twenty-four village Panchayats. As per the 2011 census, the district was a home for 11.18 lakh inhabitants, 1.54% of the total state population. The male

population amounted to 5,62,309 and the female was 5,95,910 and the rural population amounted 5,66,361 and the urban was 5,51,858.

The **Chengalpattu** district is located on the north east coast of Tamil Nadu having geographical area of 2945 Sq.kms. On the north, it is bounded by Chennai district, on the west by Kancheepuram and Tiruvannamalai and on the south by Villupuram districts. It is bordered by the Chennai district. The district is bounded on the north by the Chennai district and by the Kancheepuram and Tiruvannamalai districts on the west. It is bordered by the Villupuram district on the south. The Bay of Bengal borders the district in the east with a costal length of 57kms of costal length. The district has tropical wet and dry climate and usually the month of January is the coldest month 25°C. The annual rain fall average from the north-east monsoon winds in the months of October and November is around 1400 mm.

The Chennai Metropolitan city ranks fourth in the most populated cities in India, twenty second in Asia and is located on the coastal region of Bay of Bengal. The area of the metropolitan city is consisted of the core city of Chennai and its suburbs of Kanchipuram, Chengalpattu and Thiruvallur and Vellore districts. The town planning of the metropolitan city is looked after by the Metropolitan Development Authority. The city has the area consisted of 1,189 km and more and more is added to the metropolitan coverage year after year.

According to the last census, around 4,646,732 people inhabit here. The male and female population is 2,335,844 and 2,310,888 respectively. The Hindus form 80.73%, Muslims 9.45%, Christians 7.72%, Jains 1.11%, Sikhs 0.06%, Buddhists 0.06%, other religion 0.04% and no religion 0.83%. Tamil is spoken by 78%, Telugu 9.7%, Urdu 4.1%, Malayalam 2.6%, Hindi 2.4% and Kanada 0.5% of the Chennai population respectively. Automobile, software services, medical tourism, hardware manufacturing and financial services form the main economic base of Chennai metropolitan city. Petrochemicals, Textiles and apparels are other

economically contributing industries. Chennai has the average literate of 90.18%. It has 93.70% of male literacy, 86.64% of female literacy.

3.1.3 Population

The target population proposed for the present research work consisted of adolescents of classes IX to XII in Paschim Burdwan and Hooghly districts and Calcutta Metropolitan city in West Bengal, and Kanchipuram and Chengalpattu districts and Chennai Metropolitan city in Tamil Nadu. Among 2090 adolescents' students, 1460 students in CBSE schools in both states. Three hundred and forty-seven of them study in Tamil Nadu Government schools in Tamil medium and 283 study in West Bengal Government schools in Bengali medium.

3.1.4 Sample

A representative sample size of the population is required for conducting such quantitative study on adolescent school students. Stratified random sampling technique for selecting the sample was used by the investigator. The investigator randomly selected 20 senior secondary schools (higher secondary schools) in the both states of West Bengal and Tamil Nadu (*as represented by table and figure in appendix*).

From every school chosen for the investigation, class IX to XII male and female students were taken. The final stratification was done on the basis of gender, age, location of residence, family structure, no of brothers and sisters present class studying, school board, location of school and medium of instruction. Among them 1080 were male and 1010 were girls.

Table 3.1 Sample Distribution by School

SL. NO.	NAME OF THE SCHOOL	NO. OF SAMPLE	STATE	%
1	Loyola Academy, Senior Secondary school, Vadamelpakkam.	115	Tamil Nadu	52%
2	JRK Global School, Marimalinagar	94	Tamil Nadu	
3	Govt. Higher Secondary School, Marimalinagar	291	Tamil Nadu	
4	Vidya Mandir, Extencia, Guruvancheery	112	Tamil Nadu	
5	St. Britto's Academy, Chennai	225	Tamil Nadu	
6	Sivananda Senior Secondary School, Kattankulathur	42	Tamil Nadu	
7	SRM Global School, Bodheri	42	Tamil Nadu	
8	Prasan Vidya Mandir Senior Secondary School, Chengalpattu	86	Tamil Nadu	
9	Sri Krish International School, Marimalinagar	63	Tamil Nadu	
10	Thriveni Academy, Senior Secondary School, Vadakkupattu	52	Tamil Nadu	
11	Zoom International School, Durgapur	83	West Bengal	48%
12	Assembly of God's Church School	53	West Bengal	
13	Delhi Public School, Durgapur	89	West Bengal	
14	Convent of Our Lady of Providence Girls' High School	97	West Bengal	
15	Guru Teg Bahadur Public School, Durgapur	103	West Bengal	
16	Bodhi Bhavan Collegiate School, Chandannagar	79	West Bengal	
17	St. Joseph's Convent High School, Chittaranjan	121	West Bengal	
18.	Holy Cross Convent School, Pandua	75	West Bengal	
19.	Carmel School, Durgapur	28	West Bengal	

20	Jemuna Bhadubala Vidyapith, Durgapur	282	West Bengal	
	Total	2090		100

3.1.5 Description of Variables

In this study following independent and dependent variables were taken –

- **Independent Variables –**

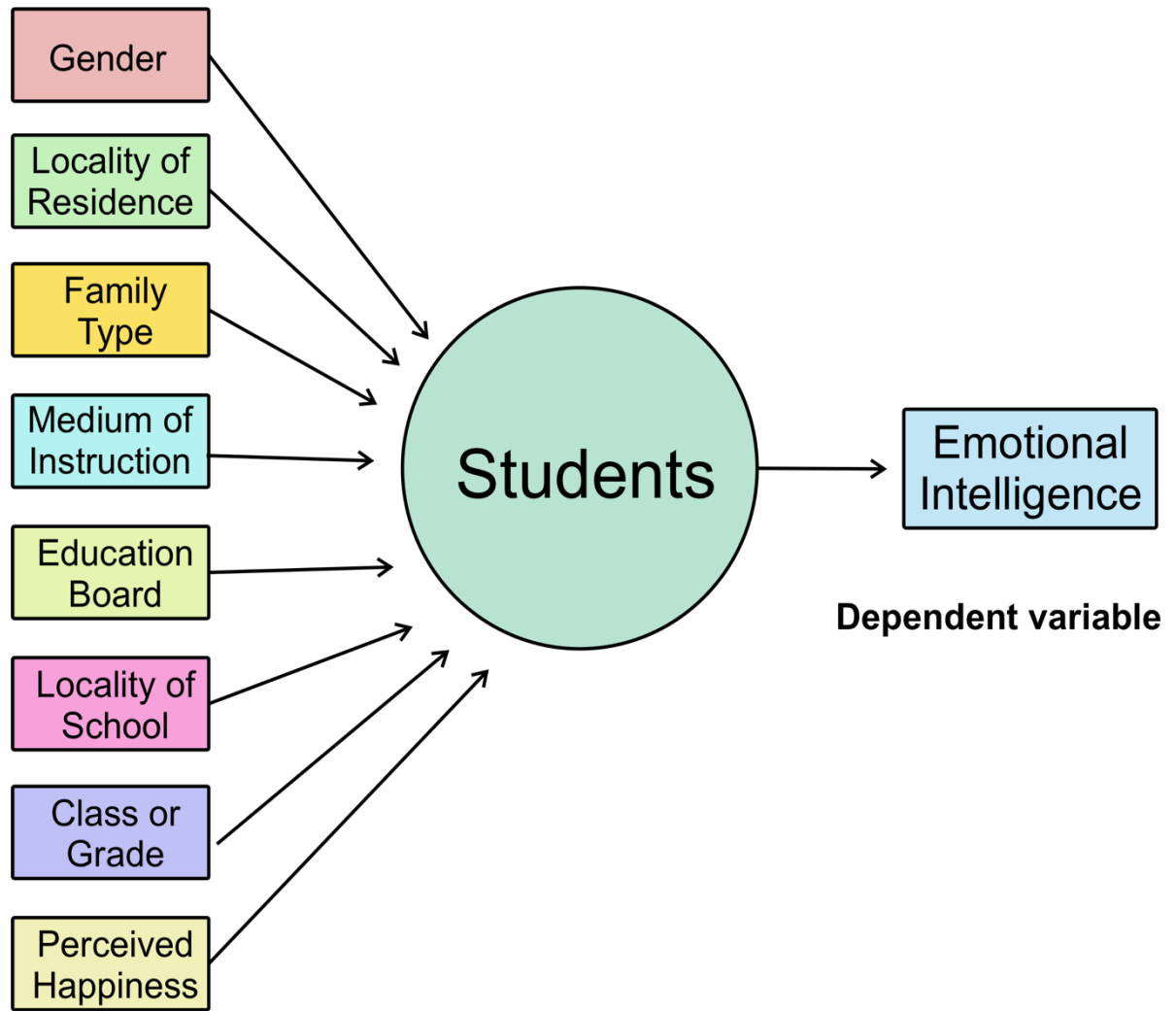
- 1) Gender – There are two levels considered, i.e. Male and Female.
- 2) Locality of Residence-There are three levels considered i.e. Rural, Semi Urban and Urban
- 3) Family Structure- There are two levels considered, Nuclear and Joint
- 4) Present Class Studying – Four Levels – Class 9, 10, 11, 12.
- 5) School Board – There are three levels considered, CBSE, WBBSE and Tamil Nadu Board
- 6) Locality of School- There are three levels considered, Rural, Semi-Urban and Urban
- 7) Medium of Instruction- There are three levels considered, English, Bengali and Tamil
- 8) Perceived Happiness Level

The entire participants were either from Missionary schools or Non-Missionary schools; therefore the ‘School Culture’ (Missionary / Non-Missionary) was considered to be an importance identifier pertaining to the focus of this study.

- **Dependent Variable –**

Emotional Intelligence, measured through levels of its four components, namely Self-awareness, Self-management, Social awareness, and Relationship Management

Figure 3.1 Thematic diagram of variables



Independent variables

Table 3.2 Sample distribution by Levels of Independent Variables

<i>Variable</i>	<i>Levels</i>	<i>No. of Students</i>	<i>Percent of Total</i>
<i>Gender</i>	Male	1080	51.7%
	Female	1010	48.3%
<i>Locality of Residence</i>	Urban	630	30.1%
	Semi urban	826	39.5%
	Rural	634	30.4%
<i>Family Structure</i>	Nuclear	1459	69.8%
	Joint	631	30.2%
<i>Present Class Studying</i>	Class 9	547	26.2%
	Class 10	650	31.1%
	Class 11	617	29.5%
	Class 12	276	13.2%
<i>School Board</i>	CBSE	1460	69.9%

	WBBSE	283	13.5%
	Tamil Nadu Board	347	16.6%
Location of the School	Urban	495	23.7%
	Semi urban	998	47.8%
	Rural	597	28.5%
Medium of Instruction	English	1465	70.1%
	Bengali	282	13.5%
	Tamil	343	16.4%

Figure 3.2 Gender wise distribution of sample

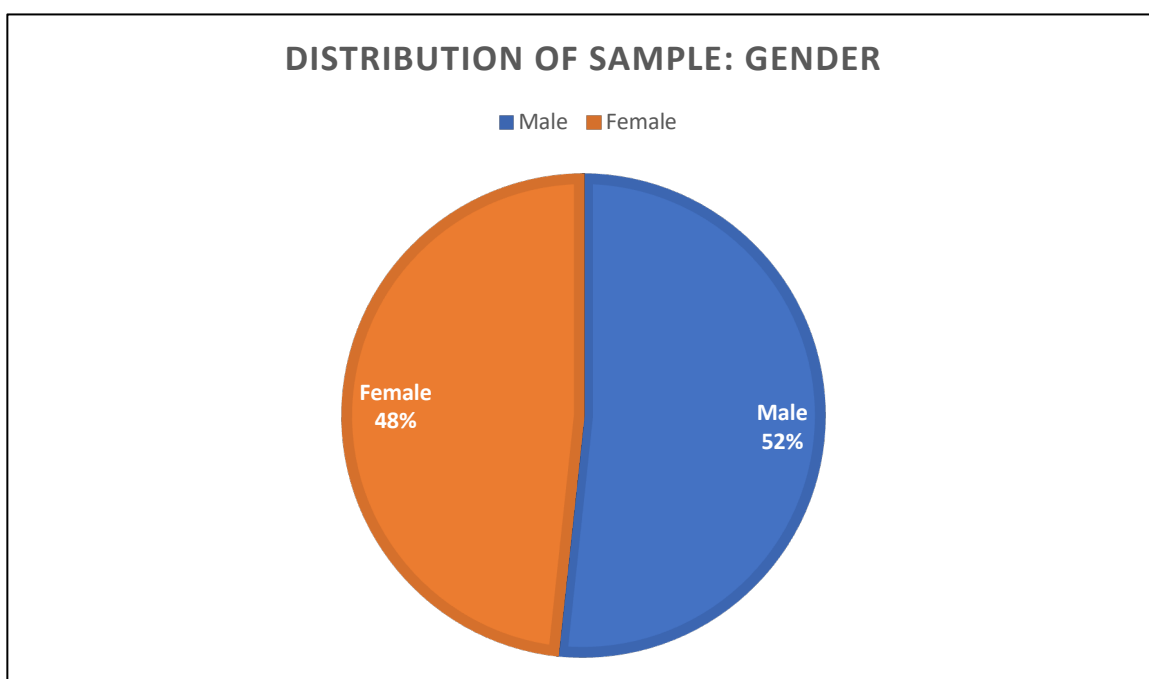


Figure 3.3 Locality of residence wise distribution of sample

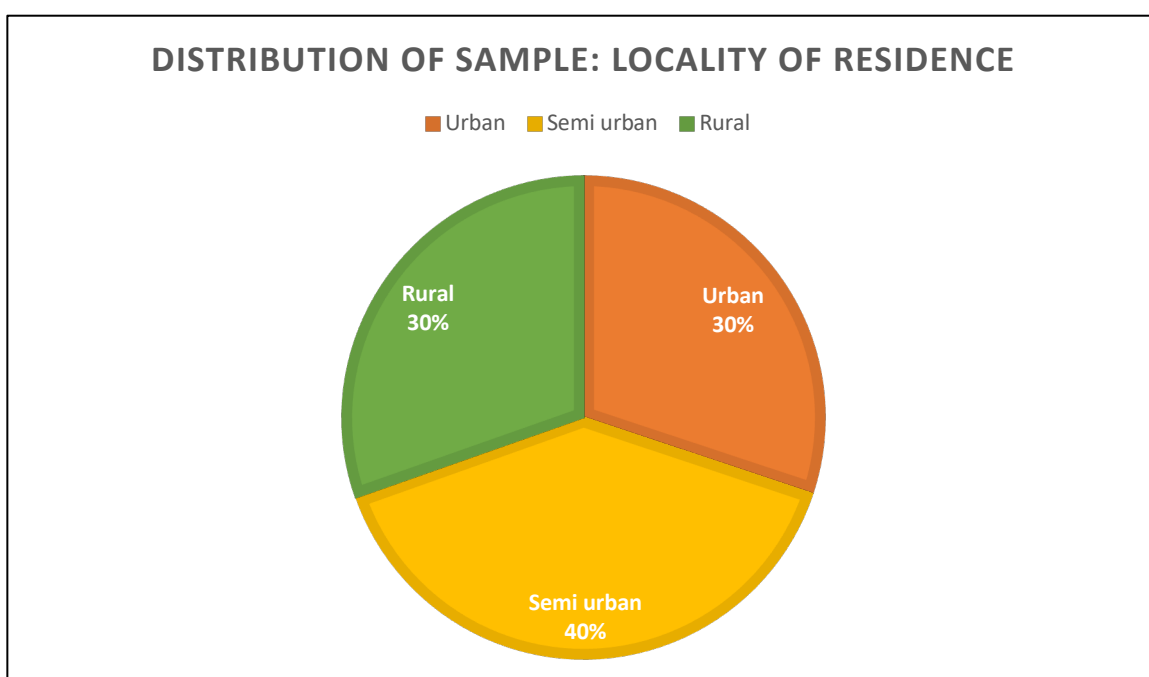


Figure 3.4 Family structure wise distribution of sample

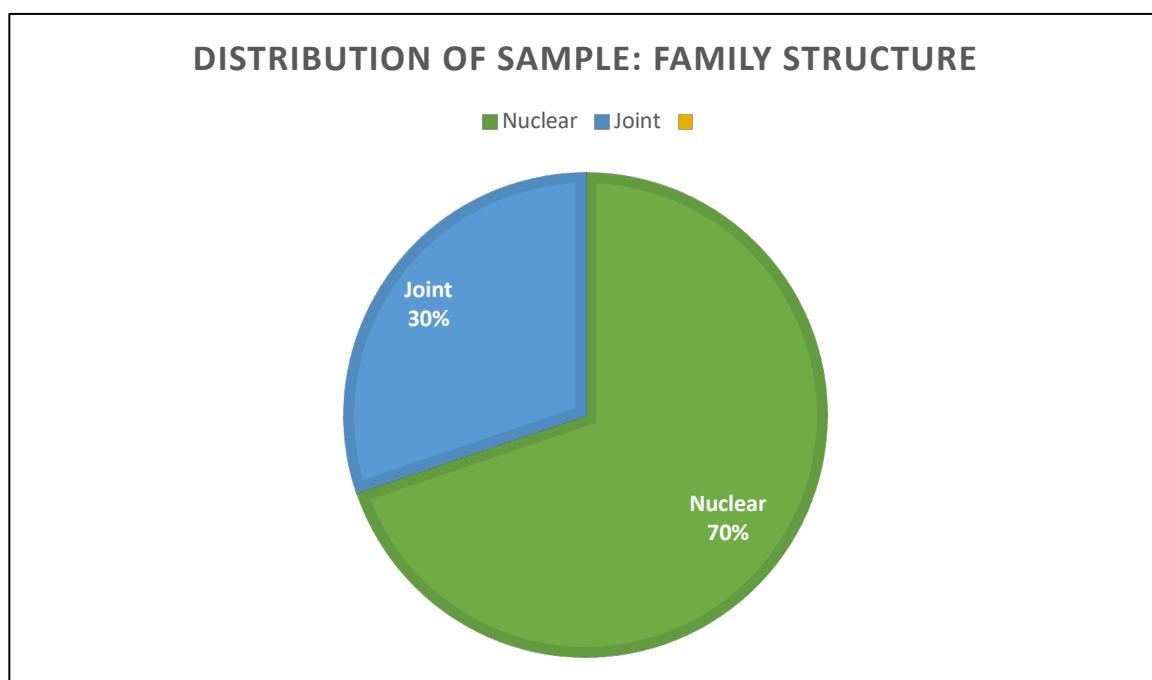


Figure 3.5 Present class wise distribution of sample

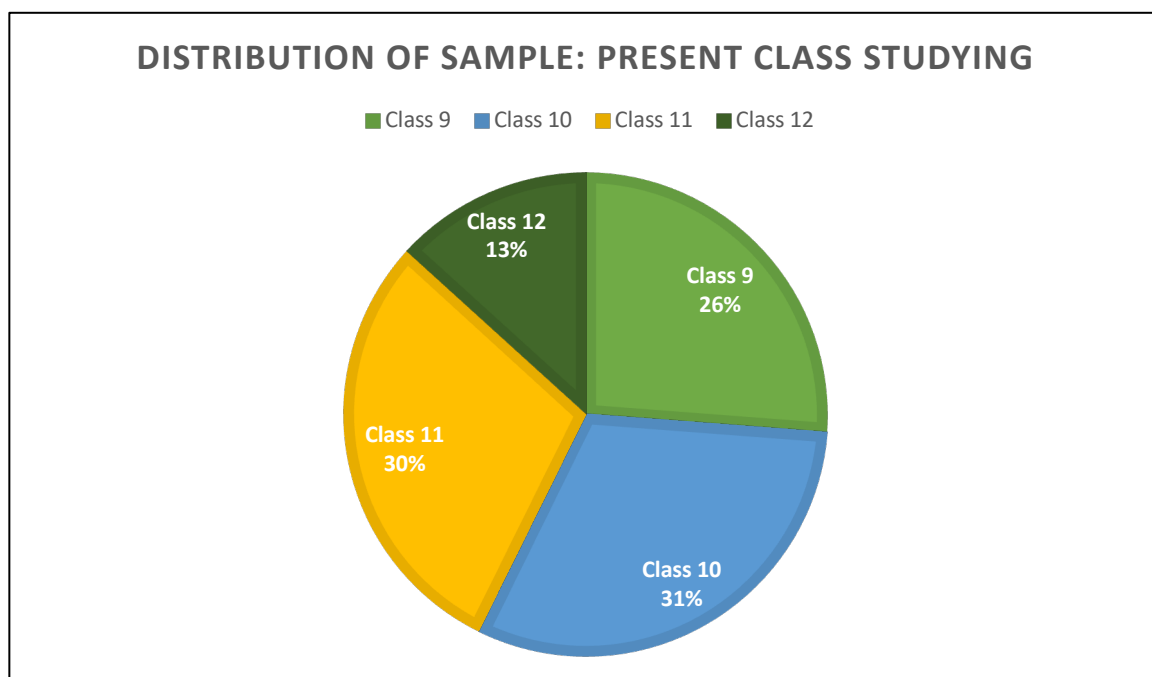


Figure 3.6 School board wise distribution of sample

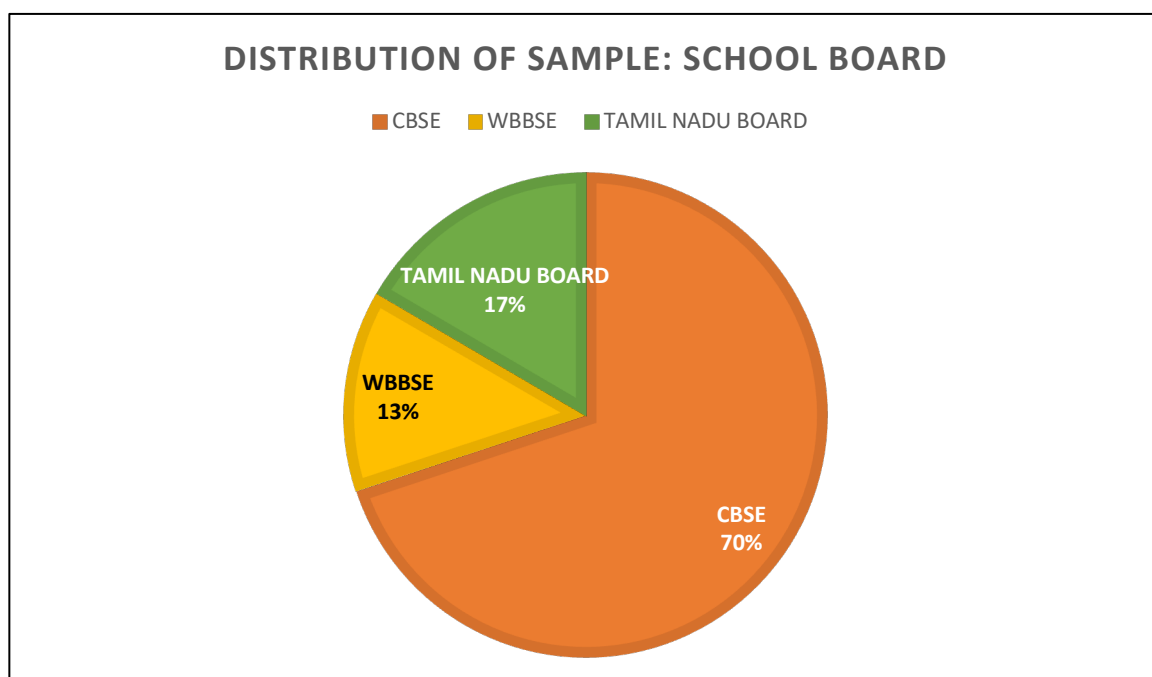


Figure 3.7 Location of school wise distribution of sample

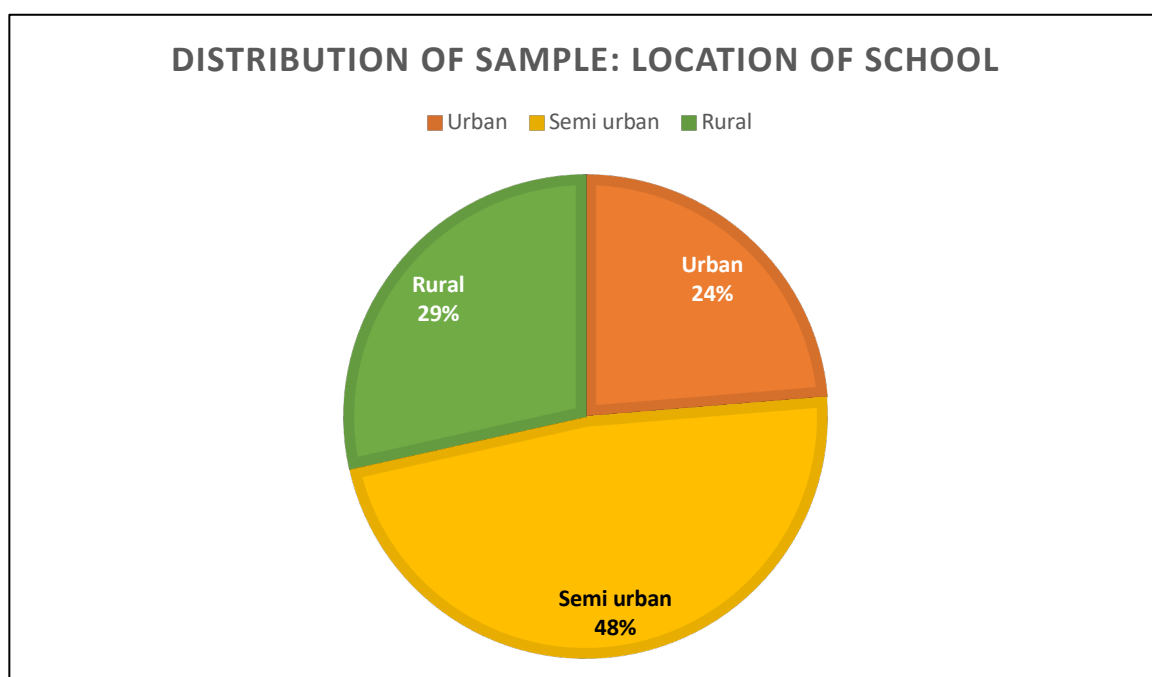


Figure 3.8 Medium of instruction wise distribution of sample

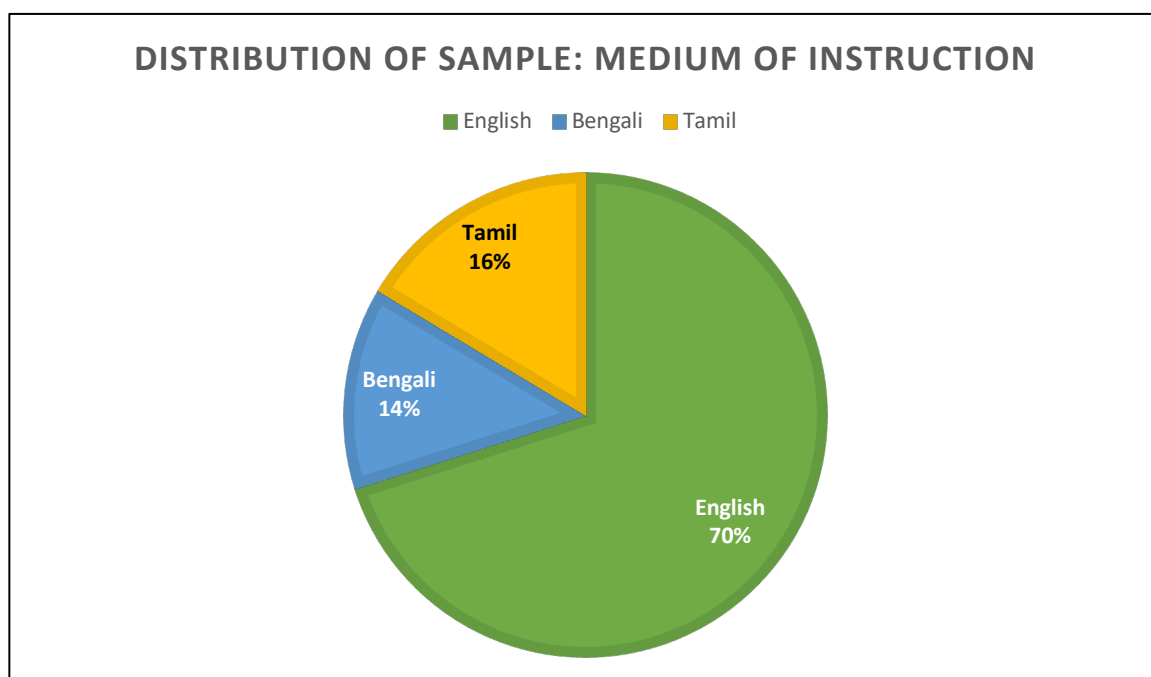


Table 3.3 Sample distribution by School Culture and State

<i>Variable</i>	<i>State</i>	<i>No. of Students</i>	<i>Percent of Total</i>
Missionary	West Bengal	442 (55.8%)	21.2%
	Tamil Nadu	350 (44.2%)	16.7%
Non-Missionary	West Bengal	625 (48.2%)	29.9%
	Tamil Nadu	672 (51.8%)	32.2%

Figure 3.9 School culture wise distribution of sample

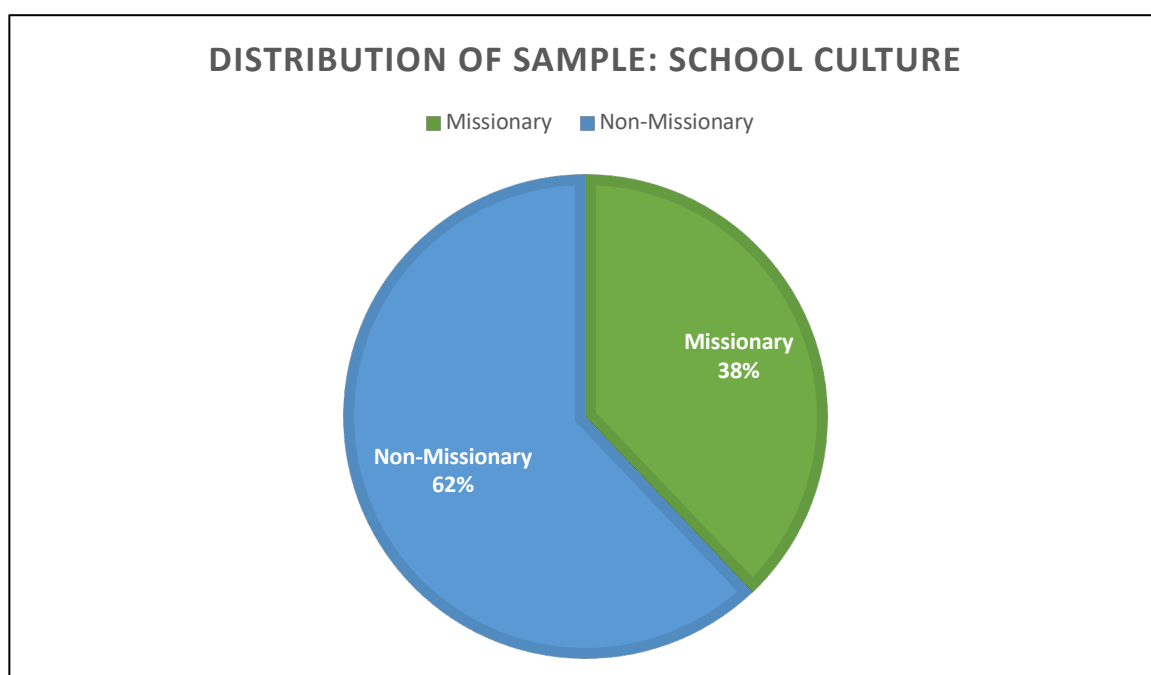
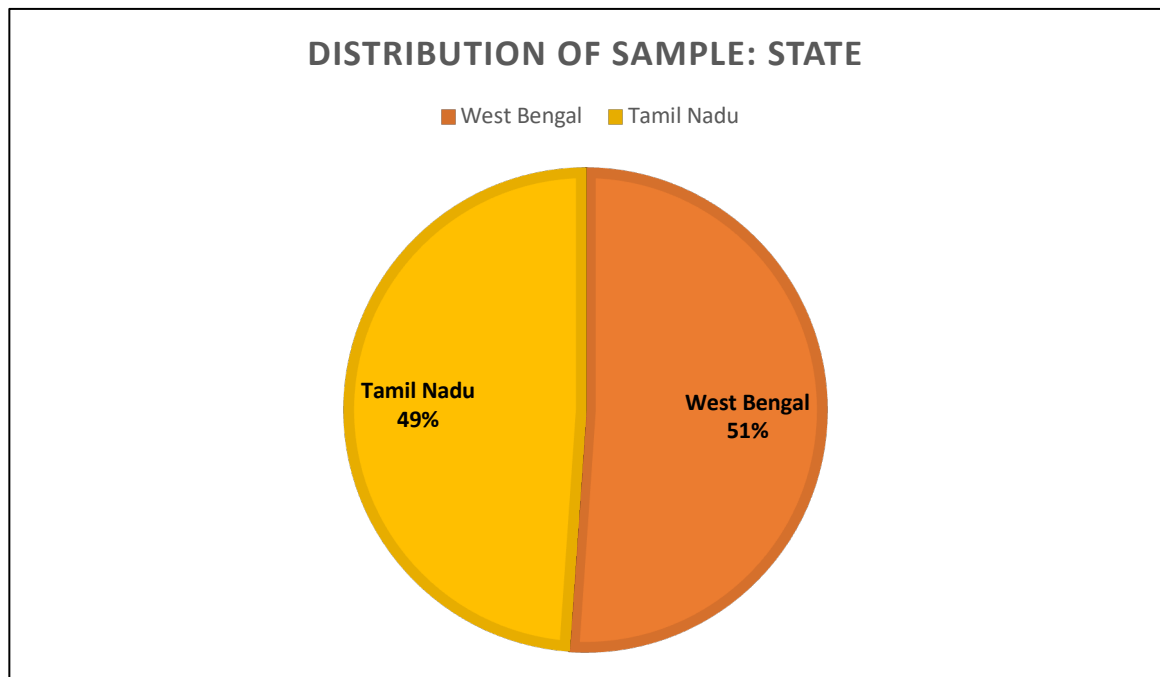


Figure 3.10 State wise distribution of sample



3.1.6 Instrumentation

The investigator employed the tools given bellow for collecting data keeping in mind the objectives of the study: -

- A. The individual data form designed by the investigator.
- B. Emotional Intelligence inventory originally developed in English by Annaraja and Perumalil (1980) and translated and validated in Bengali and Tamil by Muktipada Sinha and Arockiasamy M.S. Selvaraj (2020).

▪ **Instrument 1:** The Individual Data Form

The respondents were asked to fill up an individual datasheet in order to seek information about them like name of the school, Gender, Age, Locality of Residence, Family Structure, present class studying, school board, locality of the school and medium of instruction.

▪ **Instrument 2:** The Emotional Intelligence Inventory

The Emotional Intelligence Inventory was constructed by Annaraja and Perumalil (1980). Emotional Intelligence consisted of recognizing our own feelings and of

others. This capacity will enable us in managing emotions in ourselves and in our relationship. The inventory has 40 items. Each item is a statement in a scale of five-point scale: 'strongly agree', 'agree', 'undecided', 'disagree', and 'strongly disagree'. Five points for the choice of Strongly agree, four points for Agree, four points for three points for Disagree, two points for Disagree and one point for Strongly disagree are awarded. The Emotional Intelligence inventory has four components such as i). self-awareness, ii) self-management, iii) social-awareness and iv) relationship management.

Scoring: It is a self-report questionnaire that employs a 5-point Likert scale response format from Strongly disagree = 1 to Strongly agree = 5, with the higher scores corresponding to higher levels of emotional intelligence. There was no item phrased negatively. The scores in each dimension was calculated by averaging the scores of each statement under the dimension. Therefore the minimum score in each dimension is 1 and maximum score is 5. This conversion method was used as there were variable number of items in each dimensions. Likewise, the total emotional intelligence score was calculated by averaging the scores of all 40 items with range of 1 to 5.

Table 3.4 Item wise scoring norm

Response	Score
Strongly agree	5
Agree	4
Undecided	3
Disagree	2
Strongly disagree	1

Table 3.5 Dimension wise item distribution

Dimension	Item Numbers
Self-Awareness	1 - 10
Self- Management	11 - 20
Social Awareness	21 - 27
Relationship Management	28 - 40
Self-Awareness	1 - 10

Content Validity: The emotional intelligence inventory was given to the experts of Education Department of various state universities in Kolkata, to establish its content validity. The experts in educational psychology scrutinized and checked the inventory well. Some changes were made according to the advice received regarding the language used, suitability and relevance. Thus, content validity was established.

Concurrent Validity: To establish concurrent validity, emotional intelligence inventory was given to 200 high school students from four schools in Kanchipuram district. List of schools are given in the table 3.6. Their responses were noted down. Then the standardized emotional intelligence inventory developed by Thomas Alexander (2004) was given to the same set of students. Their responses were collected and scored. The product moment correlation co-efficient between the two set of score was 0.83. Hence concurrent validity of the emotional intelligence inventory was established.

Table 3.6 Selected schools for validity check

Name of School	No. of Samples
Loyola Academy, Vadamelpakkam	40
JRK Global School, Marimalinagar	40
Govt. Higher Secondary School, Marimalinagar	40
Vidya Mandir, Extencia, Guruvancheery	40
Total	200

Establishment of Reliability: For the study, the investigator conducted Test-Tetest method to establish reliability of the tool. One hundred high school students from four schools in Kanchipuram district were given the tool. Then the time taken for completing the tool was noted and then the responses were collected. Using the scoring key scoring was done. The tool was once again re-administered after fifteen days to the same group of students. The students' responses were scored for the second consecutive time. Thus, co-efficient score was found for both sets of scores. The correlation co-efficient of the tool is found to be 0.76. and thus, the reliability of emotional intelligence inventory was determined. Thus, the maximum attainable score by sample score by a sample is 200 and the lowest attainable score is 40 while scoring. While scoring, all the illegible entries, double entries (two or more choices for an item ticked by the respondent) and empty entries (no choice ticked) marked as zero (0).

3.2 Procedures

This section described the details of administration of the test instruments for obtaining data followed by filtering, tabulation and analysis.

3.2.1 Data Collection

A well-planned schedule prepared by investigator helped him to collect the data with the prior permission obtained from the head of institutions. The research investigator approached the selected schools in Paschim Burdwan and Hooghly districts and Calcutta Metropolitan city in West Bengal and Kanchipuram and Chengalpattu districts and Chennai Metropolitan city in Tamil Nadu. After giving a brief introduction about the investigator, the investigator established a rapport with standard IX, X, XI and XII students and made known to them the purpose of conducting the survey. He asked them to be frank and free in responding to the questionnaire.

Initially the research investigator distributed the research tool to the students and asked them to read all the items and fill their personal data form given on the first page about the details of their school. Then the students were directed to put the tick mark in the consecutive scale. In administration of tools the standard IX, X, XI and XII students have taken 30 minutes to complete the research tools by reading carefully and answering the statement. After their answers, the investigator collected the filled questionnaire. Thus, the investigator collected the data. The entire data collection process was administered on school-working days between 14th January 2021 to 26th March 2021.

3.2.2 Data Quality

A total of 2149 students responded to the questionnaires. But 59 of them either did not complete the questionnaires or provided so many incomplete information and therefore excluded from the dataset. Data from rest of the 2090 participant students were therefore adopted and considered as units of the sample in this study.

3.2.3 Data Analysis

The data was collected as per norms laid down for the present research investigation. The scoring of the responses was done on the basis of scoring key in

the form of matrix table. The researcher used Microsoft Excel for tabulation and IBM SPSS version 20 for analysis of data by different variables. Descriptive statistics indicating Mean and Standard deviation was used to comprehend the characteristics of the sample. Graphical representation using Bar diagram and Pie chart was given for easy understanding of the students' emotional intelligence based on different variables. Independent sample T-test, One-way ANOVA, and Pearson's product moment correlation were used for inferencing about the population from sample statistic.

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Chapter IV

Result and Interpretation

4.1 Descriptive Statistics

4.2 Inferential Statistics

4.3 Hypotheses Testing

References

Chapter IV Result and Interpretation

This chapter is divided into three parts. The first part of this chapter has represented *descriptive statistics* i.e. mean, standard deviation, range and correlation coefficient which was calculated to find out variations in emotional intelligence construct measured in terms of self-described response to emotional intelligence questionnaire. Some form of graphical representation i.e. bar diagram, pie chart was made in this part to give better understanding about the descriptive nature of current data.

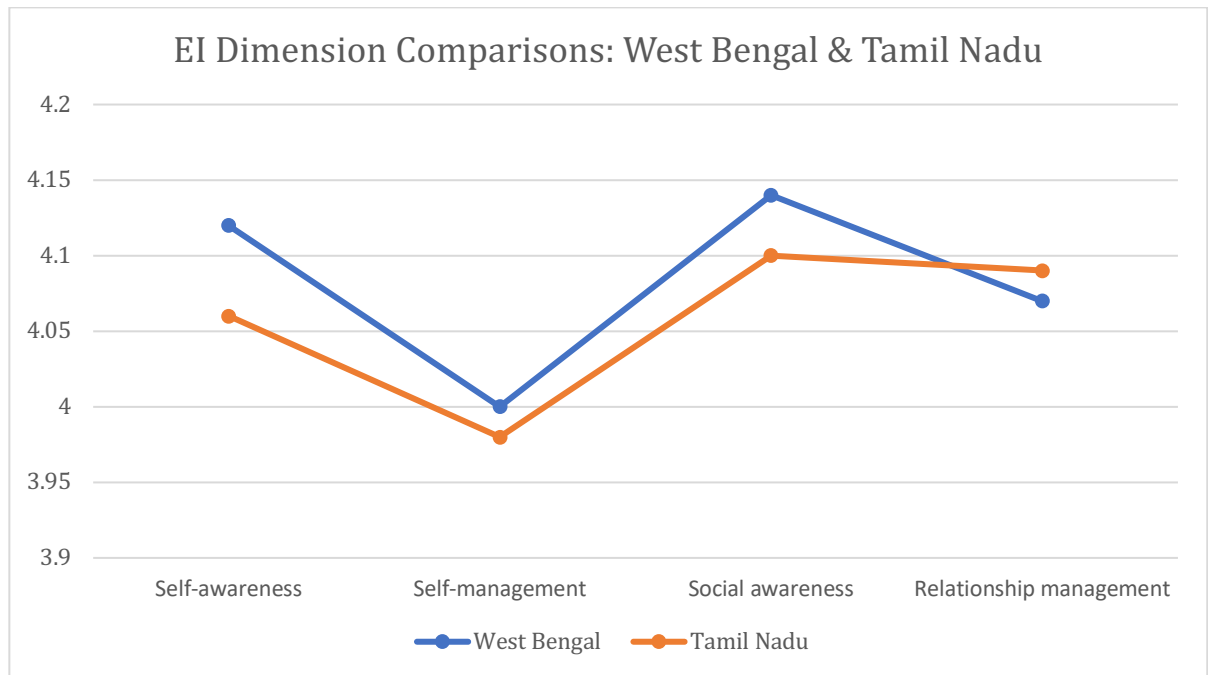
The second part deals with *inferential statistics* which was computed in order to draw inferences about the population of students at secondary schools from West Bengal and Tamil Nadu. The analyses include –Independent samples t-test and One-way ANOVA. All the analyses and graphical representation has been made using IBM SPSS 20 software.

The third part deals with testing of the hypotheses in the lights of the results of inferential statistics pooled from the data of descriptive statistics.

4.1 Descriptive Statistics

The study covered 1068 adolescent student from West Bengal and 1022 from Tamil Nadu. It was found in both the state that, school going adolescents at secondary level did possess a great deal of emotional intelligence in overall (mean EI score = 4.07 out of 5, sd = .42), but in West Bengal the picture is comparatively better (mean EI = 4.08, sd = .39) than in Tamil Nadu (mean EI = 4.06, sd = .45). On the other hand, while considering the four domains individually, students from Tamil Nadu were found to have better relationship management skill (mean = 4.09, sd = .52) than that of students from West Bengal (mean = 4.07, sd = .46). It means the geographical and demographical variations do play an important role in shaping perception of relationship in adolescents.

Figure 4.1
Comparing students from West Bengal and Tamil Nadu in terms of dimensions of EI



The emotional intelligence of students from both the states are compared in terms of mean score varied across different variables and displayed as well as interpreted through the following tables and figures. Standard deviation of mean scores are also presented to highlight the consistency of data within the levels of independent variables.

Table 4.1
Overall emotional intelligence score in terms of different variables

Variable	Levels	West Bengal		Tamil Nadu	
		N	Mean (sd)	N	Mean (sd)
Gender	Male	581	4.04 (.40)	499	4.06 (.46)
	Female	487	4.12 (.37)	523	4.05 (.44)
Locality of Residence	Rural	298	4.13 (.37)	336	4 (.53)
	Semi urban	475	4.06 (.38)	351	4.05 (.39)
	Urban	295	4.06 (.41)	335	4.11 (.41)
Family Structure	Nuclear	703	4.08 (.40)	756	4.05 (.44)
	Joint	365	4.08 (.37)	266	4.08 (.47)
Present Class Studying	Class 9	235	4.06 (.42)	312	4.11 (.46)
	Class 10	385	4.14 (.39)	265	4 (.48)
	Class 11	333	4.03 (.37)	284	4.02 (.40)
	Class 12	115	4.05 (.32)	161	4.09 (.44)
School Board	CBSE	785	4.06 (.4)	675	4.09 (.40)

	WB State Board	283	4.13 (.36)	-	-
	TNSB	-	-	347	3.99 (.52)
Locality of School	Rural	282	4.13 (.37)	315	4.02 (.54)
	Semi urban	560	4.08 (.39)	438	4.06 (.39)
	Urban	226	4 (.41)	269	4.09 (.42)
Medium of Instruction	English	786	4.06 (.39)	679	4.09 (.4)
	Bengali	282	4.13 (.37)	-	-
	Tamil	-	-	343	3.99 (.52)

From Table 4.1 the following findings have been drawn –

Female students were found to be more emotionally intelligent than male students in West Bengal, but in Tamil Nadu the scenario was reverse.

In West Bengal, students who are from rural locality were found to have reported better emotional intelligence than students from sub urban and urban localities. But in Tamil Nadu, students from urban localities were the most emotionally intelligent with a wider difference than rural locality students as found in the results.

There was found no mean difference in emotional intelligence score between students from nuclear and joint families in West Bengal. Although in Tamil Nadu, little difference in mean score was found in between family types with students from joint families having better deal of emotional intelligence.

Students in West Bengal studying in class 10 were reported to have higher emotional intelligence than students of class 9, 11 and 12. For Tamil Nadu, students of class 9 demonstrated highest level of emotional intelligence.

In West Bengal, students of state board operated schools i.e., schools under West Bengal Board of Secondary Education (WBBSE) and West Bengal Council of Higher Secondary Education (WBCHSE) were more emotionally intelligent than students studying in CBSE operated schools. But, in Tamil Nadu the scenario is just opposite; where students of CBSE operated schools reported greater deal of emotional intelligence than that of TNSB schools.

In West Bengal, schools situated at rural areas have developed better emotional intelligence in adolescents than that of semi urban and urban areas whereas, in Tamil Nadu the results showed different characteristics. Urban area schools have cultured adolescents' emotional intelligence in a better way than semi urban and rural area schools.

Similarly, in West Bengal, vernacular medium schools i.e., schools where the medium of instruction is Bengali, have reported better emotional intelligence in adolescents than that of English medium schools. But, in Tamil Nadu, it was totally opposite where English medium schools have witnessed more emotionally intelligent adolescents than Tamil medium schools.

Table 4.2

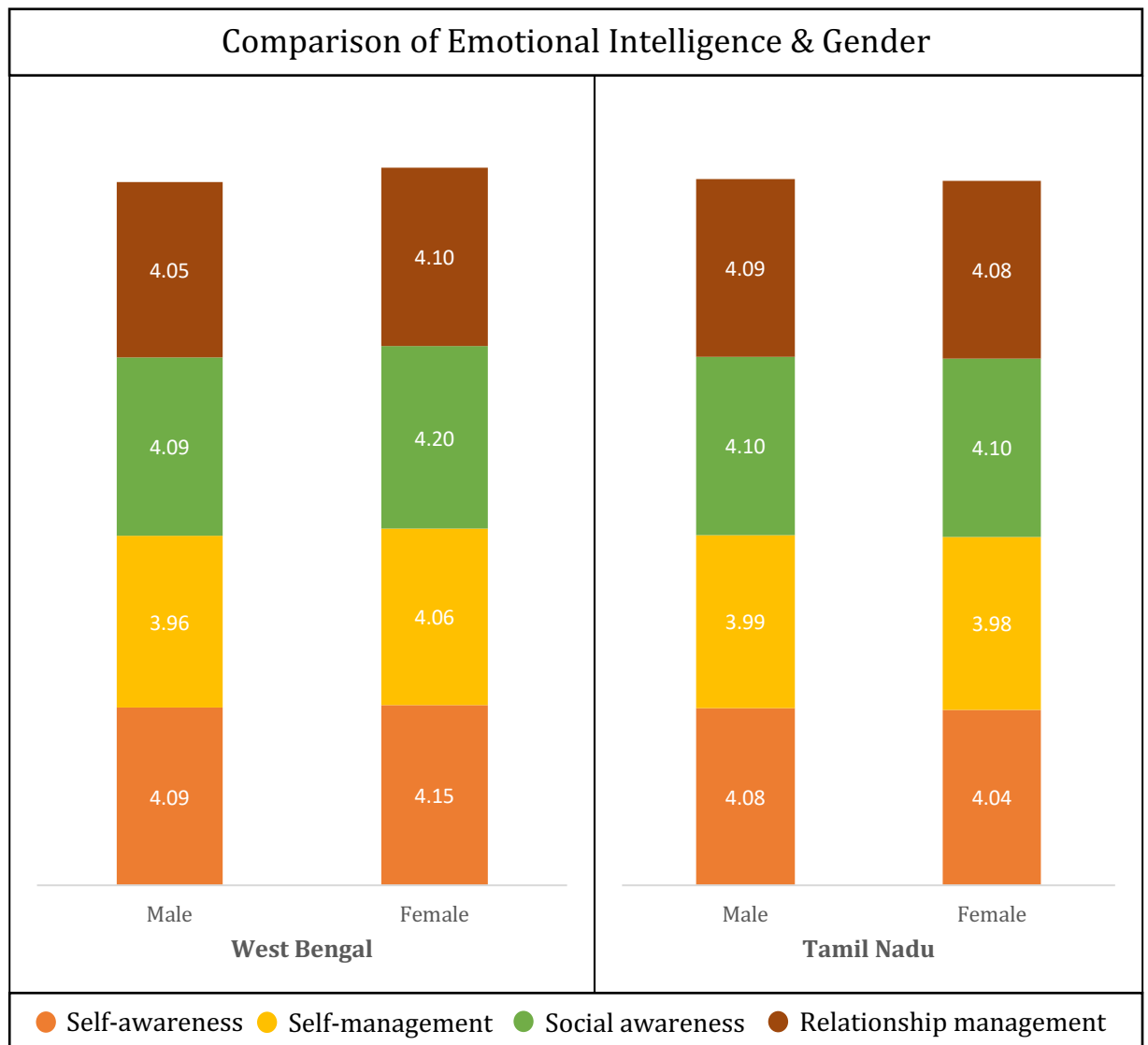
School culture and emotional intelligence of adolescents

<i>Identifier</i>	Levels	West Bengal		Tamil Nadu		Overall	
		N	Mean (sd)	N	Mean (sd)	N	Mean (sd)
<i>School Culture</i>	Missionary	442	4.02 (.37)	350	4.07 (.4)	792	4.05 (.38)
	Non-Missionary	626	4.11 (.4)	672	4.04 (.47)	1298	4.08 (.44)

It was seen in Table 4.2 that, in overall, students from Non-Missionary school culture have reported higher degree of emotional intelligence in adolescent students which was also reflected in West Bengal schools. But, in Tamil Nadu, students at Missionary schools were found to be more emotionally intelligent than students at Non-Missionary schools.

Descriptive nature of the data is illustrated visually through stacked column in the following pages to give a better understanding of the comparison in between the levels of different variables incorporating four dimensions of emotional intelligence considered in this study.

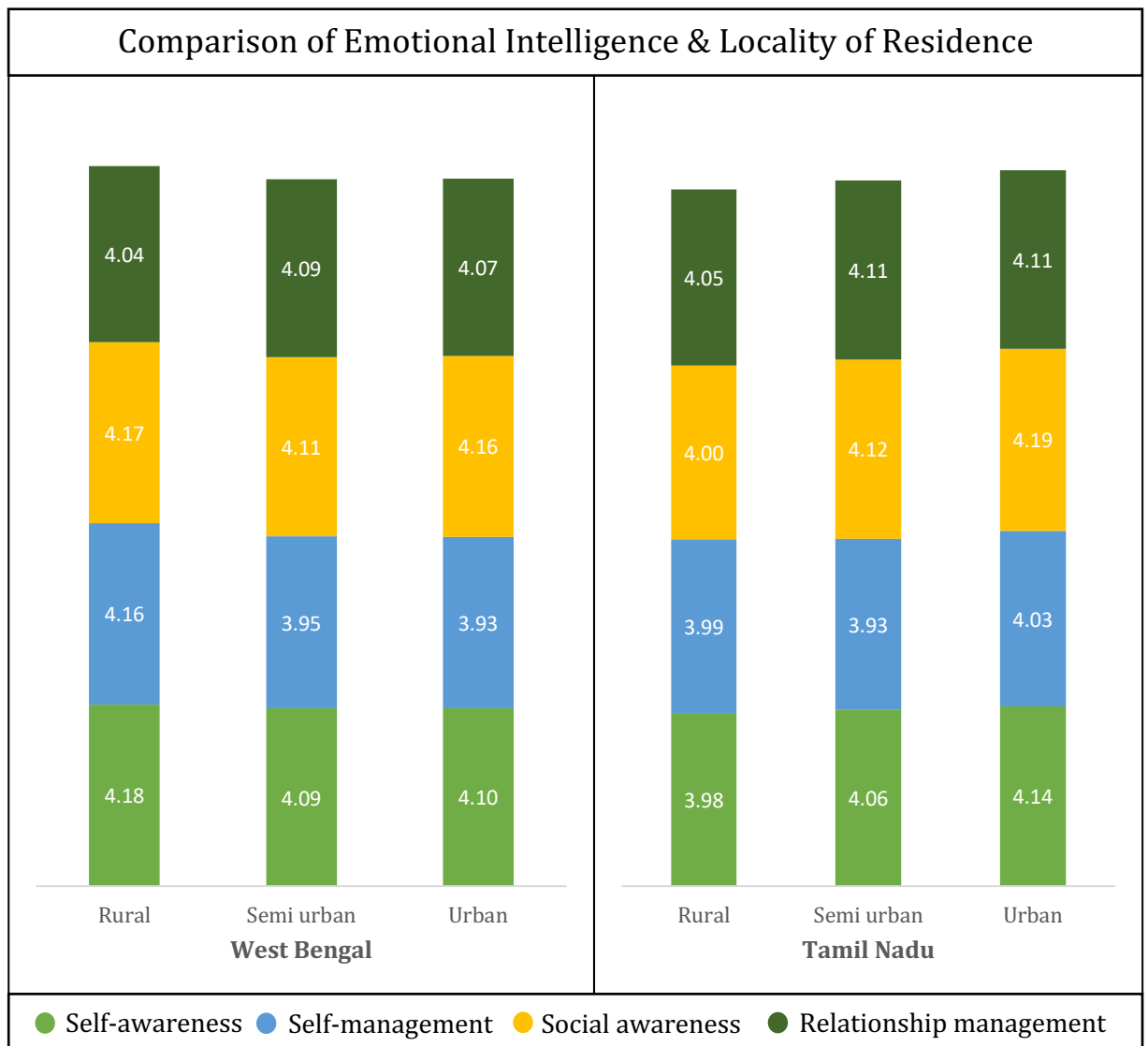
Figure 4.2
Dimensions of emotional intelligence & gender



Considerable mean difference was found in between male and female students of West Bengal in terms of self-awareness, self-management, social awareness and relationship management. Overall, female students hold a better position in terms of emotional intelligence in West Bengal.

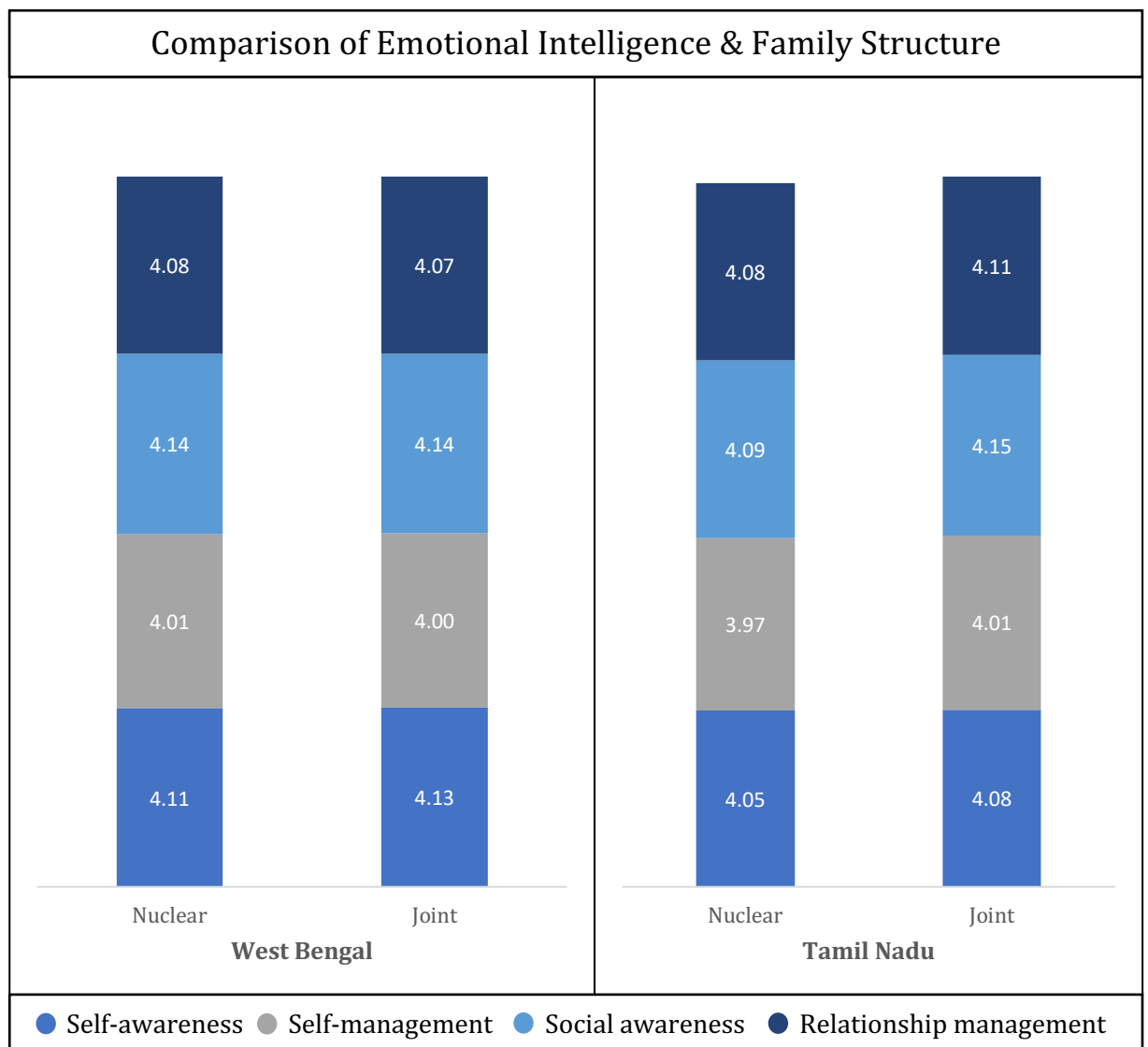
Little or negligible difference was found in between the mean scores of male and female students in Tamil Nadu. The highest difference was found in self-awareness dimension, with male adolescents having greater self-awareness than their female counterparts.

Figure 4.3
Dimensions of emotional intelligence & locality of residence



The left side of figure 4.3 represented higher scores of rural students in self-awareness, self-management and social awareness dimensions of emotional intelligence that was found in West Bengal. The right side of the above figure represented scores in earlier mentioned three dimensions that was found among students in Tamil Nadu with urban students having better deal of these.

Figure 4.4
Dimensions of emotional intelligence & family structure



Negligible difference was found in between mean scores of students from nuclear and joint families, which indicates little influence of family structure on development of emotional intelligence in West Bengal.

In Tamil Nadu, it was found that the family structure has a considerable impact on development of different dimensions of emotional intelligence among students.

Figure 4.5
Dimensions of emotional intelligence & present class studying

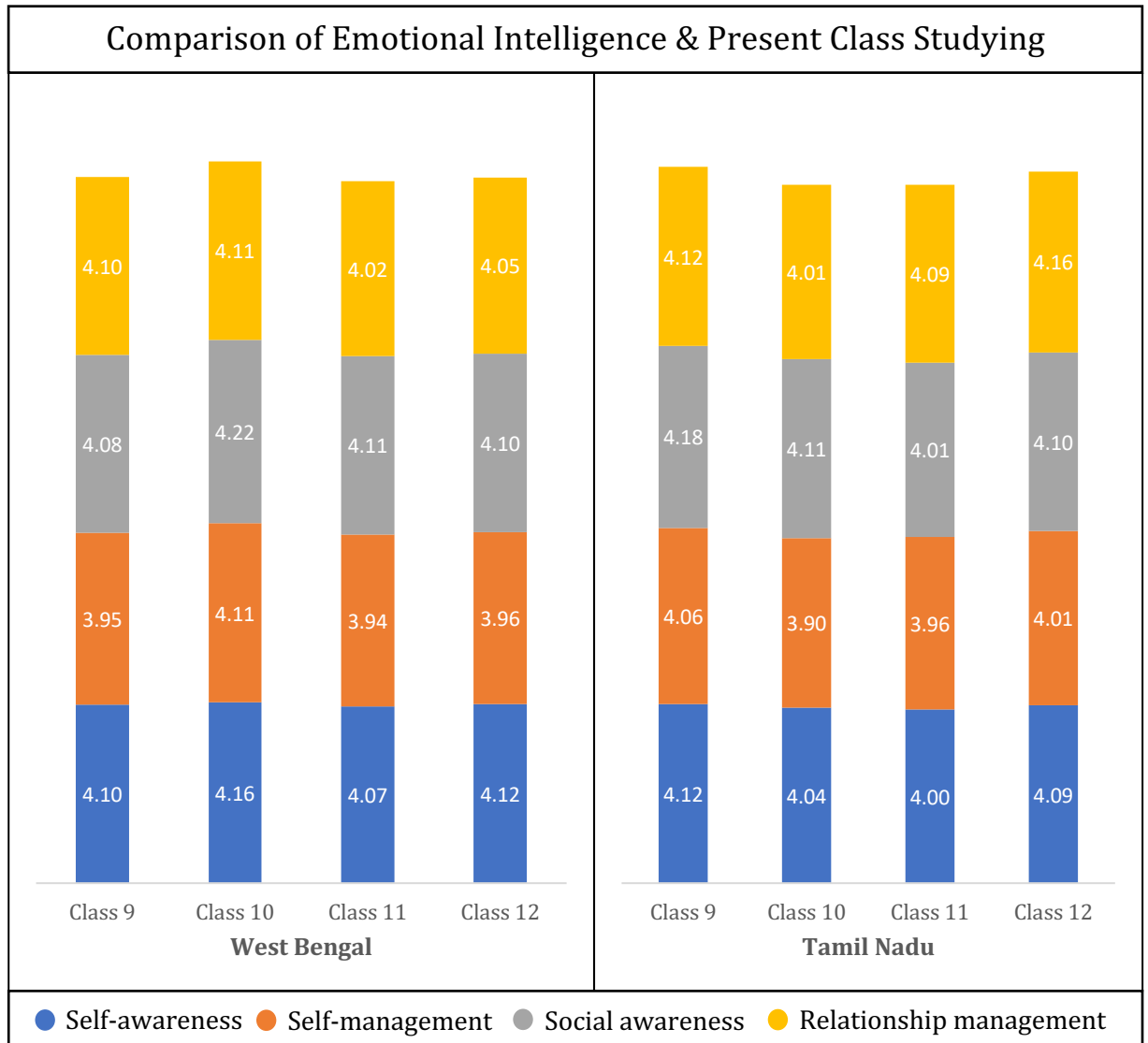
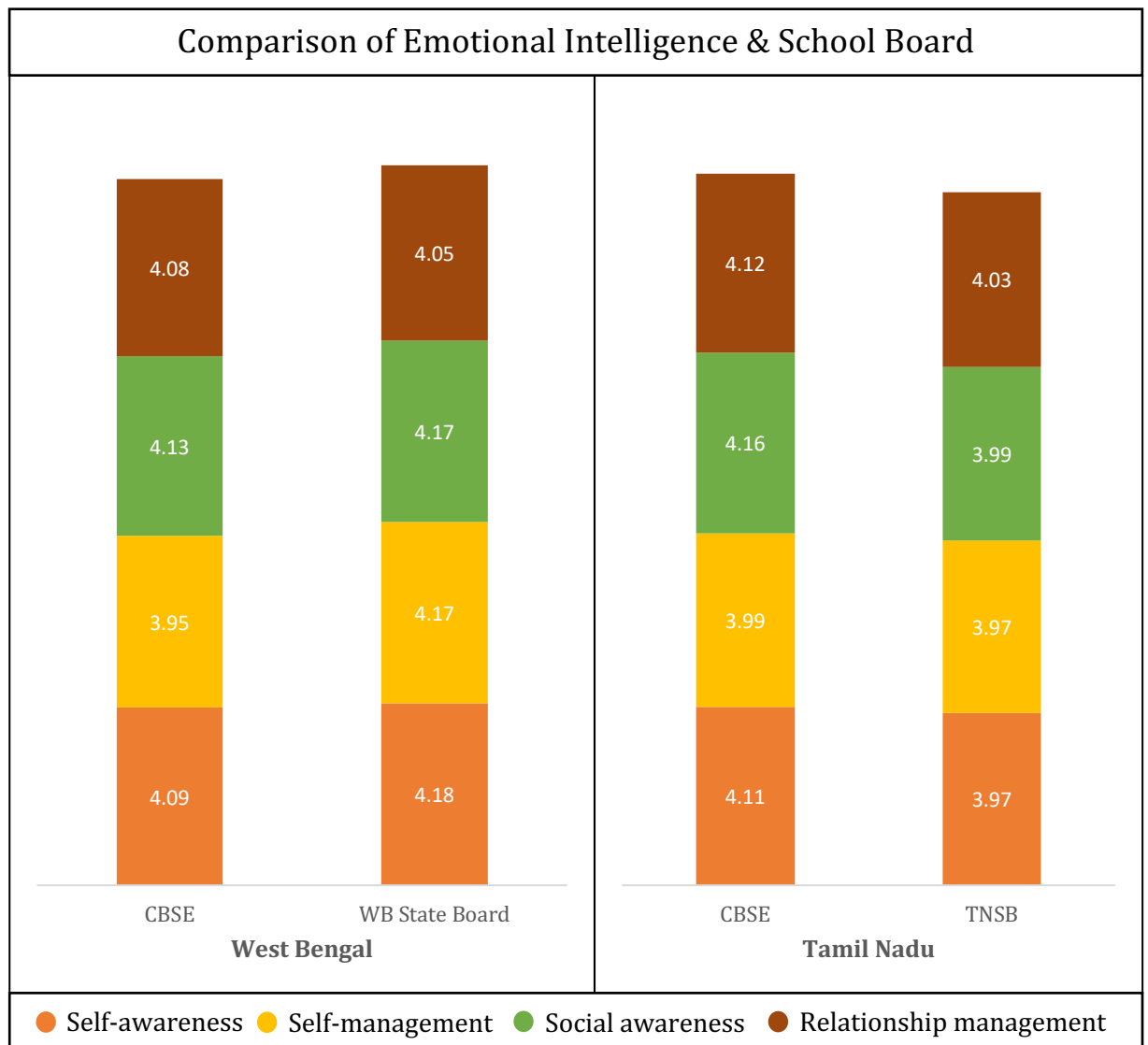


Figure 4.5 shows that students studying in class 10 in West Bengal possessed considerably higher social awareness and relationship management skills than students of other classes.

In Tamil Nadu, relationship management skills found to be better among students of class 12. Self-awareness was highest among students of class 9.

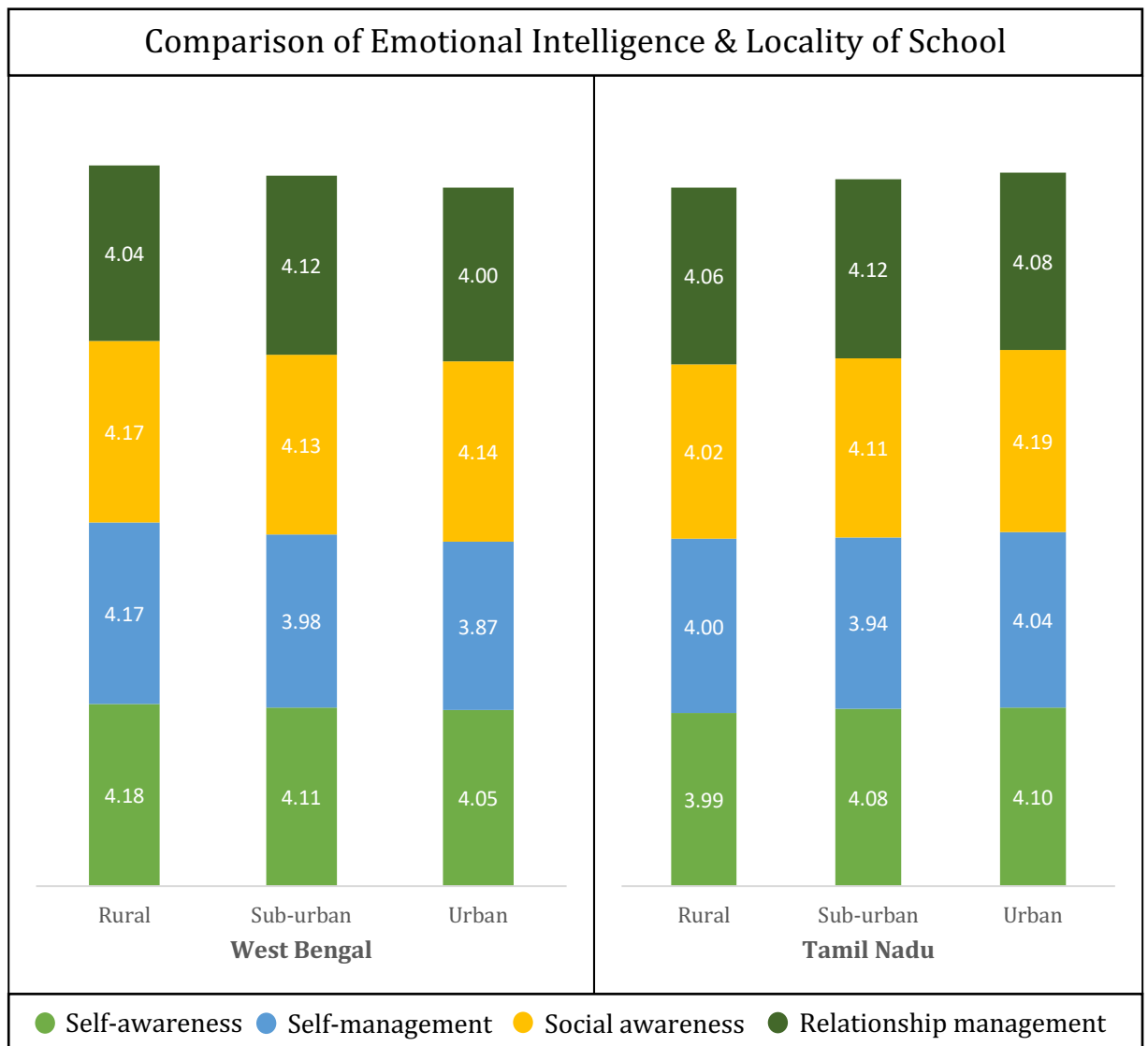
Figure 4.6
Dimensions of emotional intelligence & school board



Self-awareness, self-management and social awareness skills of emotional intelligence was reasonably better in students studying under West Bengal state education boards, but the CBSE students were more competent in dealing with social relationships.

Tamil Nadu board students were lagged behind CBSE students to a great extent in terms of all four dimensions of emotional intelligence.

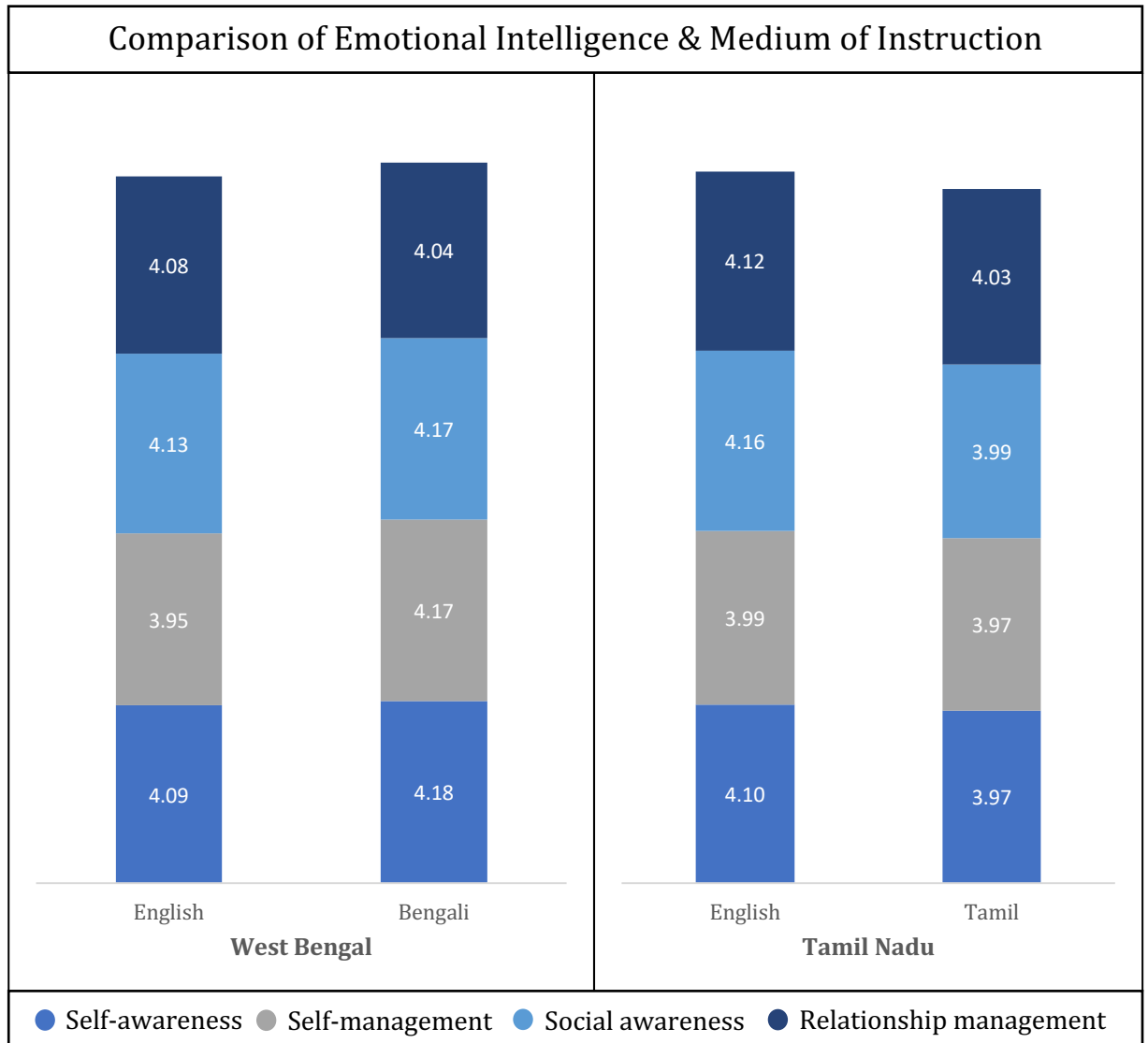
Figure 4.7
Dimensions of emotional intelligence & locality of school



In West Bengal, schools at rural locations reported higher level of emotional intelligence including all four dimensions separately among its students compared to schools with semi urban or urban locations.

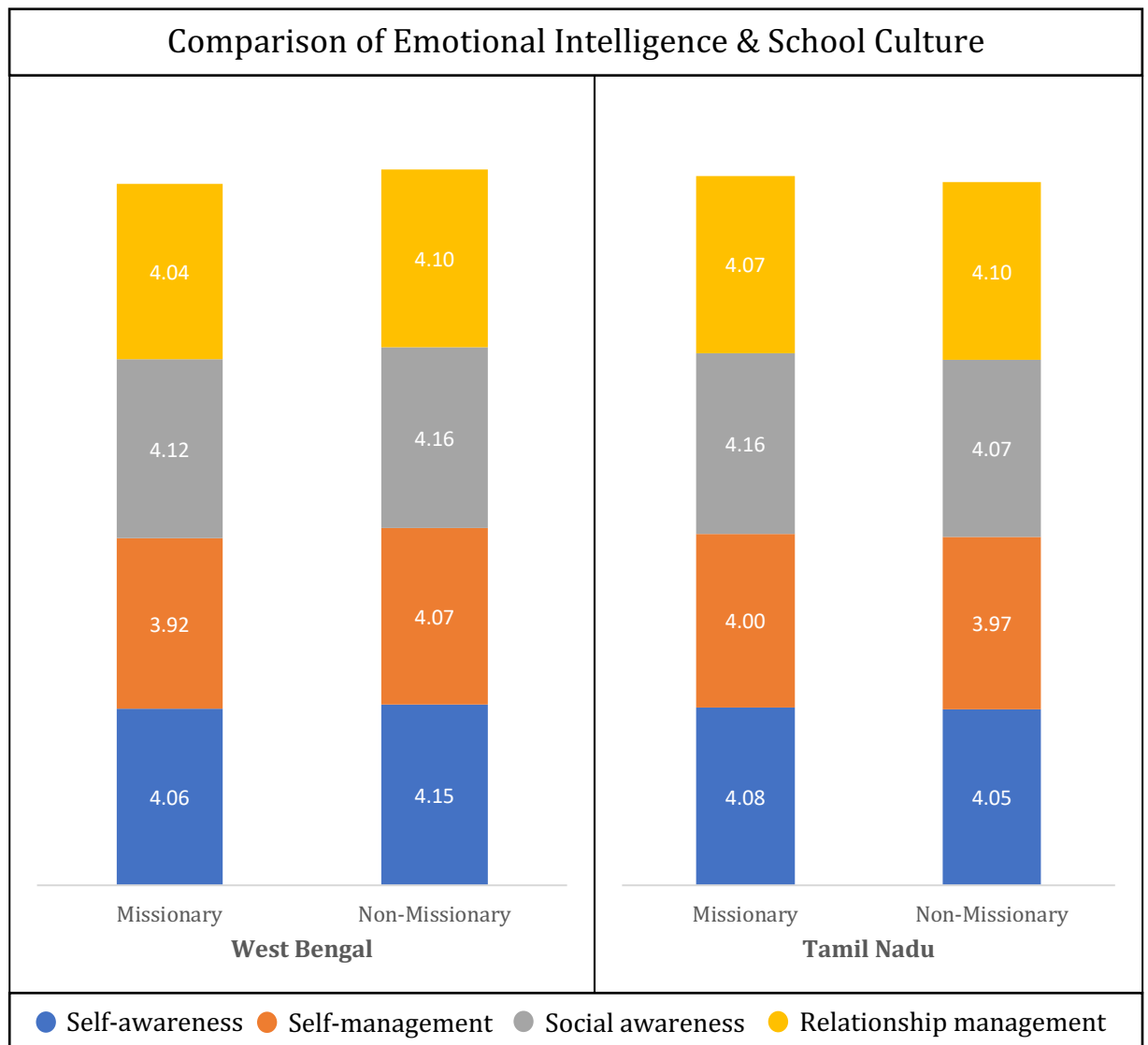
In Tamil Nadu, the scenario was opposite where urban schools were having adolescent students with higher level of emotional intelligence in all four dimensions.

Figure 4.8
Dimensions of emotional intelligence & medium of instruction



Students from Bengali medium schools demonstrated higher scores in all four dimensions of emotional intelligence than English medium schools in West Bengal, but in Tamil Nadu, students of English medium schools found to have better scores in all four dimensions of emotional intelligence.

Figure 4.9
Dimensions of emotional intelligence & school culture



In West Bengal, the difference between scores in four dimensions of emotional intelligence of adolescent students studying in Missionary and Non-Missionary schools was noticeable with Non-Missionary schools having higher proportion of it.

But, in Tamil Nadu, despite the gap being little, Missionary schools have students with higher emotional intelligence even in terms of four dimensions separately.

Age and Emotional Intelligence

Pearson's product moment correlation was computed between age of students and their self-reported emotional intelligence scores. Overall, a very weak negative correlation ($r = -.017$) was found which indicates that, age is not so correlated with emotional intelligence, as found in the study.

For students in West Bengal, the coefficient of correlation (r) was $-.053$ and for students in Tamil Nadu, the coefficient of correlation (r) was $.015$ which is positive but very low.

Emotional Intelligence and Perceived Happiness

In this study, students were asked to rate their current level of happiness in a five point rating scale and their responses were considered as 'level of perceived happiness'. The scores ranged between 1 to 5, with a mean of 3.46 ($N = 2090$) and $sd = 1.09$.

For West Bengal the happiness mean score was 3.46 ($N = 1068$) and $sd = 1.090$ which was identical with the average of all students. For Tamil Nadu the happiness mean score was 3.46 ($N = 1022$) and $sd = 1.092$ which was also identical with the average of all students.

Pearson product moment correlation was computed in between emotional intelligence score and perceived happiness score which found very weak positive correlation ($r = .140$) between the two variables. The correlation was little higher among students in West Bengal ($r = .155$) than students in Tamil Nadu ($r = .128$). It indicates that perceived happiness has little but positive relationship with emotional intelligence.

4.2 Inferential Statistics

Here presented a series of statistical significance test according to the order of variables presented in descriptive section. The researcher tried to find out statistical significance of mean difference between the levels of each independent and dependent variable pair. For testing mean difference, the researcher has computed Independent samples t-test and One-way ANOVA as both are robust test when normality of the distribution is assumed.

Independent samples t-test was computed to see if the mean score of four dimensions of emotional intelligence varies significantly through the different levels of *gender, family structure, school board, medium of instruction and school culture*. The following tables exhibits the result of separate independent samples t-test for each of the three above mentioned variables in a composite manner.

Gender

Table 4.3

Independent samples t-test taking mean scores of EI dimensions & gender

<i>Dimensions</i>	West Bengal			Tamil Nadu		
	Male (n=581)	Female (n=487)	t- Test Result <i>df</i> = 1066	Male (n=499)	Female (n=523)	t- Test Result <i>df</i> = 1020
SAS	4.09	4.15	$t = 2.401, p=.017, S^*$	4.08	4.04	$t = 1.046, p=.296, NS$
SMT	3.96	4.06	$t = 3.03, p=.003, S^*$	3.99	3.98	$t = .283, p=.777, NS$
SOW	4.09	4.20	$t = 3.654, p=.000, S^*$	4.09	4.10	$t = .129, p=.897, NS$
RMT	4.05	4.10	$t = 1.986, p=.047, S^*$	4.09	4.08	$t = .401, p=.688, NS$
EI	4.04	4.12	$t = 3.262, p=.001, S^*$	4.06	4.05	$t = .508, p=.611, NS$

* SAS - Self-awareness, SMT - Self-management, SOW - Social awareness, RMT - Relationship Management
S* - Statistically significant result, NS - Statistically not significant result

In West Bengal, there was found statistically significant mean difference between male and female students in all the four dimensions of emotional intelligence –

- *Self-awareness*: $t = 2.401, p=.017$, that means female students are significantly more self-aware than male counterparts.
- *Self-management*: $t = 3.03, p=.003$, that means female students do have significantly more self-management abilities than their male counterparts.

- *Social awareness*: $t = 3.654$, $p=.000$, that means female students are significantly better in terms of social awareness than their male counterparts.
- *Relationship management*: $t = 1.986$, $p=.047$, that means female students are significantly better in terms of managing relationship than their male counterparts.

Overall, female students are significantly more emotionally intelligent than male adolescent students within the specified population.

In Tamil Nadu, there was found no statistically significant mean difference between male and female students in all the four dimensions of emotional intelligence which means the difference found in mean score was due to random chance.

Family Structure

Table 4.4

Independent samples t-test taking mean scores of EI dimensions & family structure

<i>Dimensions</i>	West Bengal			Tamil Nadu		
	Nuclear (n=703)	Joint (n=365)	t- Test Result $df = 1066$	Nuclear (n=756)	Joint (n=266)	t- Test Result $df = 1020$
SAS	4.11	4.13	$t = .735, p=.462, NS$	4.05	4.08	$t = .620, p=.535, NS$
SMT	4.01	3.99	$t = .386, p=.713, NS$	3.97	4.00	$t = .919, p=.358, NS$
SOW	4.14	4.14	$t = .030, p=.976, NS$	4.09	4.15	$t = 1.518, p=.129, NS$
RMT	4.08	4.07	$t = .341, p=.733, NS$	4.08	4.11	$t = .632, p=.528, NS$
EI	4.08	4.08	$t = .039, p=.969, NS$	4.05	4.08	$t = 1.039, p=.299, NS$

* SAS - Self-awareness, SMT - Self-management, SOW - Social awareness, RMT - Relationship Management

NS - Statistically not significant result

Both in West Bengal and Tamil Nadu, no statistically significant mean difference was found in any dimension of emotional intelligence between students belonged to nuclear and joint families.

School Board

Table 4.5

Independent samples t-test taking mean scores of EI dimensions & school board

<i>Dimensions</i>	West Bengal			Tamil Nadu		
	CBSE (n=785)	WB (n=283)	t- Test Result <i>df</i> = 1066	CBSE (n=675)	TNSB (n=347)	t- Test Result <i>df</i> = 1020
SAS	4.09	4.18	$t = 2.908, p=.004, S^*$	4.11	3.97	$t = 4.199, p=.000, S^*$
SMT	3.95	4.17	$t = 6.739, p=.000, S^*$	3.99	3.96	$t = .676, p=.499, NS$
SOW	4.13	4.17	$t = 1.136, p=.256, NS$	4.16	3.99	$t = 4.336, p=.000, S^*$
RMT	4.08	4.05	$t = 1.176, p=.240, NS$	4.12	4.03	$t = 2.733, p=.006, S^*$
EI	4.06	4.13	$t = 2.762, p=.006, S^*$	4.09	3.99	$t = 3.426, p=.001, S^*$

* SAS - Self-awareness, SMT - Self-management, SOW - Social awareness, RMT - Relationship Management

S* - Statistically significant result, NS - Statistically not significant result

In West Bengal, there was found statistically significant mean difference between students under CBSE and West Bengal state education boards in the following dimensions of emotional intelligence –

- *Self-awareness*: $t = 2.908, p=.004$, that means students under West Bengal state education boards (WBBSE & WBCHSE) are significantly more self-aware than students studying under CBSE board.
- *Self-management*: $t = 6.739, p=.000$, that means students under West Bengal state education boards (WBBSE & WBCHSE) can manage their selves significantly more than the students studying under CBSE board.

In terms of social awareness and relationship management there was found no statistically significant mean differences in between the levels of school board.

In Tamil Nadu, there was found statistically significant mean difference between students under CBSE and TNSB in the following dimensions of emotional intelligence –

- *Self-awareness*: $t = 4.199, p=.000$, that means students under CBSE board are significantly more self-aware than students studying under TNSB board.
- *Social awareness*: $t = 4.336, p=.000$, that means students under CBSE are significantly more socially aware than the students studying under Tamil Nadu State Board (TNSB).

- *Relationship management*: $t = 2.733$, $p = .006$, that means students under CBSE board can manage social relationships significantly better than the students studying under TNSB board.

In terms of self-management there was found no statistically significant mean differences in between the levels of school board.

In both West Bengal and Tamil Nadu, the mean difference of overall emotional intelligence score was found to be statistically significant. Therefore, it can be said that CBSE students are significantly less emotionally intelligent than students of state boards in West Bengal but more emotionally intelligent than students of state boards in Tamil Nadu.

Medium of Instruction

Table 4.6

Independent samples t-test taking mean scores of EI dimensions & medium of instruction

<i>Dimensions</i>	West Bengal			Tamil Nadu		
	English (n=786)	Bengali (n=282)	t- Test Result $df = 1066$	English (n=679)	Tamil (n=343)	t- Test Result $df = 1020$
SAS	4.09	4.18	$t = 2.883, p = .004, S^*$	4.10	3.97	$t = 3.798, p = .000, S^*$
SMT	3.95	4.17	$t = 6.793, p = .000, S^*$	3.99	3.97	$t = .686, p = .493, NS$
SOW	4.13	4.17	$t = 1.137, p = .256, NS$	4.16	3.99	$t = 4.301, p = .000, S^*$
RMT	4.08	4.04	$t = 1.212, p = .226, NS$	4.12	4.03	$t = 2.627, p = .009, S^*$
EI	4.06	4.13	$t = 2.757, p = .006, S^*$	4.09	3.99	$t = 3.267, p = .001, S^*$

* SAS - Self-awareness, SMT - Self-management, SOW - Social awareness, RMT - Relationship Management
S* - Statistically significant result, NS - Statistically not significant result

In West Bengal, there was found statistically significant mean difference between students of English and Bengali (vernacular) medium schools in the following dimensions of emotional intelligence –

- *Self-awareness*: $t = 2.883$, $p = .004$, that means students of Bengali medium (vernacular) schools are significantly more self-aware than students studying at English medium schools.

- *Self-management*: $t = 6.793$, $p = .000$, that means students Bengali medium (vernacular) schools can manage their selves significantly more than the students at English medium schools.

In terms of social awareness and relationship management there was found no statistically significant mean differences in between the levels of medium of instruction.

In Tamil Nadu, there was found statistically significant mean difference between students of English and Tamil (vernacular) medium schools in the following dimensions of emotional intelligence –

- *Self-awareness*: $t = 3.798$, $p = .000$, that means students of English medium schools are significantly more self-aware than students studying at Tamil (vernacular) medium schools.
- *Social awareness*: $t = 4.301$, $p = .000$, that means students of English medium schools are significantly more socially aware than the students studying at Tamil (vernacular) medium schools.
- *Relationship management*: $t = 2.627$, $p = .009$, that means students at English medium schools can manage social relationships significantly better than the students at Tamil (vernacular) medium schools.

In terms of self-management there was found no statistically significant mean differences in between the levels of medium of instruction.

In both West Bengal and Tamil Nadu, the mean difference of overall emotional intelligence score was found to be statistically significant. Therefore, it can be said that English medium students are significantly less emotionally intelligent than students of vernacular medium students in West Bengal but more emotionally intelligent in Tamil Nadu.

School Culture

Table 4.7

Independent samples t-test taking mean scores of EI dimensions & school culture

<i>Dimensions</i>	West Bengal			Tamil Nadu		
	Missionary (n=442)	Non- Missionary (n=626)	t- Test Result <i>df</i> = 1066	Missionary (n=350)	Non- Missionary (n=672)	t- Test Result <i>df</i> = 1020
SAS	4.06	4.15	$t = 3.163, p=.002, S^*$	4.08	4.05	$t = 1.172, p=.242, NS$
SMT	3.92	4.07	$t = 4.903, p=.000, S^*$	4	3.97	$t = .773, p=.440, NS$
SOW	4.12	4.16	$t = 1.058, p=.290, NS$	4.16	4.07	$t = 2.362, p=.018, S^*$
RMT	4.04	4.10	$t = 2.136, p=.033, S^*$	4.07	4.10	$t = .799, p=.424, NS$
EI	4.03	4.11	$t = 3.555, p=.000, S^*$	4.07	4.05	$t = .799, p=.425, NS$

* SAS - Self-awareness, SMT - Self-management, SOW - Social awareness, RMT - Relationship Management

S* - Statistically significant result, NS - Statistically not significant result

In West Bengal, there was found statistically significant mean difference between students of Missionary and Non-Missionary schools in the following dimensions of emotional intelligence –

- *Self-awareness*: $t = 3.163, p=.002$, that means students of Non-Missionary schools are significantly more self-aware than students studying at Missionary schools.
- *Self-management*: $t = 4.903, p=.000$, that means students of Non-Missionary schools can manage their selves significantly more than the students at Non-Missionary schools.
- *Relationship management*: $t = 2.136, p=.033$, that means students of Non-Missionary schools can manage social relationships significantly more than the students at Non-Missionary schools.

In terms of social awareness, there was found no statistically significant mean differences in between the levels of school culture.

In Tamil Nadu, there was found statistically significant mean difference between students of English and Tamil (vernacular) medium schools in the following dimension of emotional intelligence –

- *Social awareness*: $t = 2.362, p=.018$, that means students of Missionary schools are significantly more socially aware than the students studying at Non-Missionary schools.

In terms of self-awareness, self-management and relationship management there was found no statistically significant mean differences in between the levels of school culture.

In both West Bengal, the mean difference of overall emotional intelligence score was found to be statistically significant. Therefore, it can be said that Non-Missionary school students are significantly more emotionally intelligent than students of Missionary schools but less emotionally intelligent in Tamil Nadu.

Overall Emotional Intelligence: West Bengal & Tamil Nadu

Table 4.8

Independent samples t-test taking mean scores of overall EI & State of domicile

West Bengal (n=1068)		Tamil Nadu (n=1022)		t- Test Result <i>df</i> = 2088
Mean	Sd	Mean	Sd	
4.08	0.39	4.06	0.45	$t = 1.218, p = .224, NS$

When overall emotional intelligence was compared using an independent samples t-test, result showed no statistically significant mean difference between the EI scores of adolescent students from West Bengal and Tamil Nadu.

One-way ANOVA was computed to see if the mean score of ten dimensions of life skills scale varies significantly through the different levels of *locality of residence*, *present class of study* and *locality of school*. The following tables exhibits the result of separate One-way ANOVA tests for each of the three above mentioned variables in a composite manner.

On fulfilling the assumptions of One-way ANOVA i.e.

- i) requires a single dependent variable and a single independent variable.
- ii) levels of independent variable should be independent of each other
- iii) the dependent variable is at the interval or ratio level and is normally distributed

iv) the variances of the dependent variable for each level of the independent variable are equal.

the results in the Table 4.9 to Table 4.11 are all valid and has not violated the main assumptions underlying the One-way ANOVA test. Results for each variable has been interpreted below in order.

Locality of Residence

Table 4.9

One-way ANOVA taking mean emotional intelligence scores & locality of residence

<i>Dimensions</i>	West Bengal				Tamil Nadu			
	Rural (n=298)	Semi- urban (n=475)	Urban (n=295)	F-Test Result <i>df</i> = 2, 1065	Rural (n=336)	Semi- urban (n=351)	Urban (n=335)	F-Test Result <i>df</i> = 2, 1019
SAS	4.18	4.09	4.10	$F = 4.148$, $p = .016$, S*	3.98	4.06	4.14	$F = 8.205$, $p = .000$, S*
SMT	4.16	3.95	3.93	$F = 21.901$, $p = .000$, S*	3.99	3.93	4.03	$F = 2.524$, $p = .081$, NS
SOW	4.17	4.11	4.16	$F = 1.365$, $p = .256$, NS	4	4.12	4.19	$F = 9.322$, $p = .000$, S*
RMT	4.04	4.09	4.07	$F = 0.986$, $p = .373$, NS	4.05	4.11	4.11	$F = 1.613$, $p = .200$, NS
EI	4.13	4.06	4.06	$F = 3.494$, $p = .031$, S*	4.01	4.05	4.11	$F = 4.461$, $p = .012$, S*

* SAS - Self-awareness, SMT - Self-management, SOW - Social awareness, RMT - Relationship Management
S* - Statistically significant result, NS - Statistically not significant result

When overall emotional intelligence are concerned, the mean difference was statistically significant among the levels of locality of residence in both West Bengal and Tamil Nadu.

Detailed analyses revealed statistically significant mean differences among students in West Bengal particularly in the following dimensions of emotional intelligence–

- *Self-awareness*: A statistically significant difference was found among the levels { $F(2,1065) = 4.418$, $p < .05$ }. Students in rural areas are significantly more self-aware than students living in semi-urban or urban areas.

- *Self-management*: A statistically significant difference was found among the levels $\{F(2,1065) = 21.901, p < .01\}$. Students in rural areas are significantly more self-managed than students living in semi-urban or urban areas.

In social awareness and relationship management dimension of emotional intelligence, there was found no statistically significant mean difference among the three levels of this variable.

Detailed analyses revealed statistically significant mean differences among students in Tamil Nadu particularly in the following dimensions of emotional intelligence–

- *Self-awareness*: A statistically significant difference was found among the levels $\{F(2,1019) = 8.205, p < .01\}$. Students in urban areas are significantly more self-aware than students living in semi-urban or rural areas.
- *Social awareness*: A statistically significant difference was found among the levels $\{F(2,1019) = 9.322, p < .01\}$. Students in urban areas are significantly more socially aware than students living in semi-urban or rural areas.

In self-management and relationship management dimension of emotional intelligence, there was found no statistically significant mean difference among the three levels of this variable.

Present Class Studying

Table 4.10

One-way ANOVA taking mean emotional intelligence scores & present class studying

Dimen- sions	West Bengal					Tamil Nadu				
	Class 9 (n=235)	Class 10 (n=385)	Class 11 (n=333)	Class 12 (n=115)	F-Test Result $df = 3, 1064$	Class 9 (n=312)	Class 10 (n=265)	Class 11 (n=284)	Class 12 (n=161)	F-Test Result $df = 3, 1018$
SAS	4.10	4.16	4.07	4.12	$F = 2.675$, $p = .046$, S*	4.12	4.04	4	4.08	$F = 2.863$, $p = .036$, S*
SMT	3.95	4.11	3.94	3.96	$F = 8.880$, $p = .000$, S*	4.06	3.90	3.96	4.01	$F = 4.307$, $p = .005$, S*
SOW	4.08	4.22	4.11	4.10	$F = 4.808$, $p = .002$, S*	4.18	4.11	4.01	4.1	$F = 4.155$, $p = .006$, S*
RMT	4.10	4.11	4.02	4.05	$F = 2.727$, $p = .043$, S*	4.12	4.01	4.09	4.16	$F = 3.531$, $p = .014$, S*
EI	4.06	4.14	4.03	4.05	$F = 5.677$, $p = .001$, S*	4.11	4.01	4.02	4.09	$F = 3.797$, $p = .010$, S*

* SAS - Self-awareness, SMT - Self-management, SOW - Social awareness, RMT - Relationship Management

S* - Statistically significant result, NS - Statistically not significant result

When overall emotional intelligence are concerned, the mean difference was statistically significant among the levels of present class studying in both West Bengal and Tamil Nadu.

Detailed analyses revealed statistically significant mean differences among students in West Bengal in all the four dimensions of emotional intelligence–

- *Self-awareness*: A statistically significant difference was found among the levels $\{F(3,1064) = 2.675, p < .05\}$. Students of class 10 are significantly more self-aware than students of other secondary and higher secondary classes.
- *Self-management*: A statistically significant difference was found among the levels $\{F(3,1064) = 4.808, p < .01\}$. Students of class 10 are significantly more self-managed than students of other secondary and higher secondary classes.
- *Social awareness*: A statistically significant difference was found among the levels $\{F(3,1064) = 2.727, p < .05\}$. Students of class 10 are significantly more socially aware than students of other secondary and higher secondary classes.

- *Relationship Management*: A statistically significant difference was found among the levels $\{F(3,1064) = 5.677, p<.01\}$. Students of class 10 are significantly more capable in managing relationships than students of other secondary and higher secondary classes.

Detailed analyses revealed statistically significant mean differences among students in Tamil Nadu in all the four dimensions of emotional intelligence–

- *Self-awareness*: A statistically significant difference was found among the levels $\{F(3,1018) = 2.863, p<.05\}$. Students of class 9 are significantly more self-aware than students of other secondary and higher secondary classes.
- *Self-management*: A statistically significant difference was found among the levels $\{F(3, 1018) = 4.307, p<.01\}$. Students of class 9 are significantly more self-managed than students of other secondary and higher secondary classes.
- *Social awareness*: A statistically significant difference was found among the levels $\{F(3, 1018) = 4.155, p<.01\}$. Students of class 9 are significantly more socially aware than students of other secondary and higher secondary classes.
- *Relationship Management*: A statistically significant difference was found among the levels $\{F(3, 1018) = 3.531, p<.05\}$. Students of class 12 are significantly more capable in managing relationships than students of other secondary and higher secondary classes.

Locality of School

Table 4.11

One-way ANOVA taking mean emotional intelligence scores & locality of school

<i>Dimensions</i>	West Bengal				Tamil Nadu			
	Rural (n=282)	Semi-urban (n=560)	Urban (n=226)	F-Test Result $df = 2, 1065$	Rural (n=315)	Semi-urban (n=438)	Urban (n=269)	F-Test Result $df = 2, 1019$
SAS	4.18	4.11	4.05	$F = 5.507,$ $p=.004, S^*$	3.99	4.08	4.10	$F= 4.744,$ $p=.009, S^*$
SMT	4.17	3.98	3.87	$F = 27.019,$ $p=.000, S^*$	4	3.94	4.04	$F = 3.057,$ $p=.047, S^*$

SOW	4.17	4.13	4.14	$F = 0.719$, $p = .487$, NS	4.02	4.11	4.19	$F = 6.557$, $p = .001$, S*
RMT	4.04	4.12	4	$F = 5.813$, $p = .003$, S*	4.06	4.12	4.08	$F = 1.374$, $p = .254$, NS
EI	4.13	4.08	4.01	$F = 6.935$, $p = .001$, S*	4.02	4.06	4.09	$F = 2.146$, $p = .117$, NS

* SAS - Self-awareness, SMT - Self-management, SOW - Social awareness, RMT - Relationship Management
S* - Statistically significant result, NS - Statistically not significant result

When overall emotional intelligence are concerned, the mean difference was statistically significant among the levels of locality of school in West Bengal but not in Tamil Nadu.

Detailed analyses revealed statistically significant mean differences among students in West Bengal particularly in the following dimensions of emotional intelligence–

- *Self-awareness*: A statistically significant difference was found among the levels $\{F(2,1065) = 5.507, p < .01\}$. Students at rural area schools are significantly more self-aware than students studying at semi-urban or urban area schools.
- *Self-management*: A statistically significant difference was found among the levels $\{F(2,1065) = 27.019, p < .01\}$. Students at rural area schools are significantly more self-managed than students studying in semi-urban or urban area schools.
- *Relationship management*: A statistically significant difference was found among the levels $\{F(2,1065) = 5.813, p < .01\}$. Students at semi-urban area schools are significantly more capable of managing relationships than students studying in rural or urban area schools.

In social awareness dimension of emotional intelligence, there was found no statistically significant mean difference among the three levels of this variable.

Detailed analyses revealed statistically significant mean differences among students in Tamil Nadu particularly in the following dimensions of emotional intelligence–

- *Self-awareness*: A statistically significant difference was found among the levels $\{F(2,1019) = 4.744, p < .01\}$. Students at urban area schools are significantly more self-aware than students studying at in semi-urban or rural area schools.
- *Self-management*: A statistically significant difference was found among the levels $\{F(2,1019) = 3.057, p < .05\}$. Students at urban area schools are significantly more self-managed than students studying in semi-urban or rural area schools.
- *Social awareness*: A statistically significant difference was found among the levels $\{F(2,1019) = 6.557, p < .01\}$. Students at urban area schools are significantly more socially aware than students studying at semi-urban or rural area schools.

In relationship management dimension of emotional intelligence, there was found no statistically significant mean difference among the three levels of this variable.

4.3 Hypothesis Testing

Based on the result of significance tests, all the hypotheses are verified according to their order –

- **H₀₁**: There is no significant mean difference of emotional intelligence between adolescent students of West Bengal and Tamil Nadu

Findings: No statistically significant mean difference in emotional intelligence score of adolescent students was found of between the West Bengal and Tamil Nadu ($t = 1.218, p > .05$).

Decision: Null hypothesis H₀₁ is *retained*.

- **H₀₂**: There is no significant mean difference of emotional intelligence between male and female adolescent students in West Bengal.

Findings: Statistically significant mean difference was found between male and female students $\{t(1066)=3.262, p<.01\}$ (see table 4.3).

Decision: Null hypothesis H_02 is *rejected*.

- **H₀₃:** There is no significant mean difference of emotional intelligence between male and female adolescent students in Tamil Nadu.

Findings: No statistically significant mean difference was found between male and female students $\{t(1020)=0.508, p>.05\}$ (see table 4.3).

Decision: Null hypothesis H_03 is *retained*.

- **H₀₄:** There is no significant mean difference of emotional intelligence among adolescent students of West Bengal in terms of their Locality of Residence.

Findings: Statistically significant mean difference was found among levels of locality of residence of students $\{ANOVA (2,1065) = 3.494, p<.05\}$ (see table 4.9).

Decision: Null hypothesis H_04 is *rejected*.

- **H₀₅:** There is no significant mean difference of emotional intelligence among adolescent students of Tamil Nadu in terms of their Locality of Residence.

Findings: Statistically significant mean difference was found among levels of locality of residence of students $\{ANOVA (2,1019) = 4.461, p<.05\}$ (see table 4.9).

Decision: Null hypothesis H_05 is *rejected*.

- **H₀₆:** There is no significant mean difference of emotional intelligence among adolescent students of West Bengal in terms of their Family Structure.

Findings: No statistically significant mean difference was found between nuclear and joint family students $\{t(1066)=.039, p>.05\}$ (see table 4.4).

Decision: Null hypothesis H_06 is *retained*.

- **H₀₇:** There is no significant mean difference of emotional intelligence among adolescent students of Tamil Nadu in terms of their Family Structure.

Findings: No statistically significant mean difference was found between nuclear and joint family students { $t(1020)=1.039, p>.05$ } (see table 4.4).

Decision: Null hypothesis H₀₇ is *retained*.
- **H₀₈:** There is no significant mean difference of emotional intelligence among adolescent students of West Bengal in terms of their Present class of study.

Findings: Statistically significant mean difference was found among students of different classes {ANOVA(3,1064)=5.677, $p<.01$ } (see table 4.10).

Decision: Null hypothesis H₀₈ is *rejected*.
- **H₀₉:** There is no significant mean difference of emotional intelligence among adolescent students of Tamil Nadu in terms of their Present class of study.

Findings: Statistically significant mean difference was found among students of different classes {ANOVA(3,1018)=3.797, $p<.05$ } (see table 4.10).

Decision: Null hypothesis H₀₉ is *rejected*.
- **H₀₁₀:** There is no significant mean difference of emotional intelligence among adolescent students of West Bengal in terms of their School board.

Findings: Statistically significant mean difference was found between students under CBSE and West Bengal State Education Board (WBBSE & WBCHSE) { $t(1066)=2.762, p<.01$ } (see table 4.5).

Decision: Null hypothesis H₀₁₀ is *rejected*.
- **H₀₁₁:** There is no significant mean difference of emotional intelligence among adolescent students of Tamil Nadu in terms of their School board.

Findings: Statistically significant mean difference was found between students under CBSE and Tamil Nadu State Board (TNSB) { $t(1020)=3.426, p<.01$ } (see table 4.5).

Decision: Null hypothesis H_011 is *rejected*.

- **H₀₁₂:** There is no significant mean difference of emotional intelligence among adolescent students of West Bengal in terms of their Locality of school.

Findings: Statistically significant mean difference was found among students studying at rural, semi-urban and urban schools {ANOVA(2,1065)=6.935, $p<.01$ } (see table 4.11).

Decision: Null hypothesis H_012 is *rejected*.

- **H₀₁₃:** There is no significant mean difference of emotional intelligence among adolescent students of Tamil Nadu in terms of their Locality of school.

Findings: No statistically significant mean difference was found among students studying at rural, semi-urban and urban schools {ANOVA(2,1019)=2.146, $p>.05$ } (see table 4.11).

Decision: Null hypothesis H_012 is *retained*.

- **H₀₁₄:** There is no significant mean difference of emotional intelligence among adolescent students of West Bengal in terms of their Medium of instruction.

Findings: Statistically significant mean difference was found between students of English and Bengali medium schools { $t(1066)=2.757$, $p<.01$ } (see table 4.6).

Decision: Null hypothesis H_014 is *rejected*.

- **H₀₁₅:** There is no significant mean difference of emotional intelligence among adolescent students of Tamil Nadu in terms of their Medium of instruction.

Findings: Statistically significant mean difference was found between students of English and Tamil medium schools { $t(1020)=3.267$, $p<.01$ } (see table 4.6).

Decision: Null hypothesis H_015 is *rejected*.

- **H₀₁₆:** There is no significant mean difference of emotional intelligence between adolescent students of Missionary and Non-Missionary Schools in West Bengal.

Findings: Statistically significant mean difference was found between students of Missionary and Non-Missionary schools $\{t(1066)=3.555, p<.01\}$ (see table 4.7).

Decision: Null hypothesis H₀₁₆ is *rejected*.

- **H₀₁₇:** There is no significant mean difference of emotional intelligence between adolescent students of Missionary and Non-Missionary Schools in Tamil Nadu.

Findings: No statistically significant mean difference was found between students of Missionary and Non-Missionary schools $\{t(1020)=0.799, p>.05\}$ (see table 4.7).

Decision: Null hypothesis H₀₁₇ is *retained*.

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Chapter V

Discussion

- 5.1 Summary of Findings**
- 5.2 Conclusions**
- 5.3 Discussion**
- 5.4 Limitations of the Study**
- 5.5 Recommendations & Suggestions**
- 5.6 Scope of Further Research**

Chapter V Discussion

The main purpose of the study was to find out the existing level of emotional intelligence in adolescent at school level: comparing West Bengal and Tamil Nadu. It also sought to find out variations of emotional intelligence in terms of different socio-economic indicators of the students. The present cross-sectional study on emotional intelligence purposively selected high school students from class 9 to 12 from three of districts Hooghly, Paschim Burdwan and Kolkata Metropolitan city in West Bengal and from the districts of Kancheepuram, Chengalpattu and Chennai metropolitan city in Tamil Nadu having different geographical and cultural anomalies which was reflected on their emotional intelligence. Following sections in this chapter has summarized the major findings. Provided conclusions from findings in relation to each research question, discussed about the significant findings and finally highlighted further scope of studies by describing limitations of the present one.

5.1 Summary of Findings

- Female students were found to be more emotionally intelligent (statistically significant) than male students in West Bengal, but in Tamil Nadu the scenario was reverse (but not statistically significant).
- In West Bengal, students who are from rural locality were found to have reported better emotional intelligence (statistically significant) than students from sub urban and urban localities. But in Tamil Nadu, students from urban localities were the most emotionally intelligent (statistically significant) with a wider difference than rural locality students as found in the results.
- There was found no statistically significant mean difference in emotional intelligence score between students from nuclear and joint families in West Bengal. Although in Tamil Nadu, little difference in mean score was found in

between family types with students from joint families having better deal of emotional intelligence (but not statistically significant).

- Students at West Bengal studying in class 10 were reported to have higher emotional intelligence (statistically significant) than students of class 9, 11 and 12. For Tamil Nadu, students of class 9 demonstrated highest level of emotional intelligence (statistically significant).
- In West Bengal, students of state board operated schools i.e., schools under West Bengal Board of Secondary Education (WBBSE) and West Bengal Council of Higher Secondary Education (WBCHSE) were more emotionally intelligent (statistically significant) than students studying in CBSE operated schools. But, in Tamil Nadu the scenario is just opposite; where students of CBSE operated schools reported greater deal of emotional intelligence than that of TNSB schools (statistically significant).
- In West Bengal, schools situated at rural areas have developed better emotional intelligence (statistically significant) in adolescents than that of semi urban and urban areas whereas, in Tamil Nadu the results showed different characteristics. Urban area schools have cultured adolescents' emotional intelligence in a better way (not statistically significant) than semi urban and rural area schools.
- In West Bengal, vernacular medium schools i.e., schools where the medium of instruction is Bengali, have reported better emotional intelligence (statistically significant) in adolescents than that of English medium schools. But, in Tamil Nadu, it was totally opposite where English medium schools have witnessed more emotionally intelligent adolescents than Tamil medium schools (statistically significant).
- Overall, students from Non-Missionary school culture have reported higher degree of emotional intelligence (statistically significant) in adolescent students which was also reflected in West Bengal schools. But, in Tamil Nadu, students at Missionary schools were found to be more emotionally

intelligent than students at Non-Missionary schools (not statistically significant).

- Age was not so correlated ($r = -.017$) with emotional intelligence, as found in the study.
- A very weak positive correlation ($r = .140$) between emotional intelligence and perceived happiness level was found. The correlation was little higher among students in West Bengal ($r = .155$) and lower in students of Tamil Nadu ($r = .128$). It indicates that perceived happiness has little but positive relationship with emotional intelligence.

5.2 Conclusions

Findings of the study were verified in relation to each of the two research questions.

- **Research Question 1:** *Is there any difference of Emotional Intelligence between adolescent students of West Bengal and Tamil Nadu?*

It was found in both the state that, school going adolescents at secondary level did possess a great deal of emotional intelligence in overall (mean EI score = 4.07 out of 5, $sd = .42$), but in West Bengal the picture is comparatively better (mean EI = 4.08, $sd = .39$) than in Tamil Nadu (mean EI = 4.06, $sd = .45$). On the other hand, while considering the four domains individually, students from Tamil Nadu were found to have better relationship management skill (mean = 4.09, $sd = .52$) than that of students from West Bengal (mean = 4.07, $sd = .46$). It means the geographical and demographical variations do play an important role in shaping perception of relationship in adolescents.

- **Research Question 2:** *Does religious environment in missionary schools have impact on emotional intelligence of students?*

In West Bengal, the difference between scores in four dimensions of emotional intelligence of adolescent students studying in Missionary and Non-Missionary schools was noticeable with Non-Missionary schools having higher proportion of it. But, in Tamil Nadu, despite the gap being little, Missionary schools have students with higher emotional intelligence even in terms of four dimensions separately.

Therefore, it can be said that the religious environment in Missionary schools may have long-term impact on discipline as well as all-round development of students but in terms of emotional intelligence, it does not bring any remarkable effect compared to Non-Missionary schools. The secular and rich cultural components of West Bengal, which are more found in Non-Missionary school setup, perhaps helped students developed to be emotionally intelligence in less restricted school culture.

- **Research Question 3:** *Are socio-demographic and academic indicators responsible for variation in emotional intelligence of adolescent students?*

Emotional intelligence of students found to be independent of their structure. Rest of the variables i.e. gender, locality of residence, present class of study, school board, locality of school and medium of instruction found to have some impact on adolescent students' emotional intelligence, as found in this study.

5.3 Discussion

Emotional Intelligence, though a recent phenomenon, has attracted attention of the scholars and experts such as psychologists, educationists and management experts etc. Its application has yielded tremendous result especially in handling one's own emotions as well as of others. Thereby, paving the way for establishing a healthy and cordial intra and inter-personal relationship which eventually leads one to lead a contented life especially in the present context of excessive competitive scenario that prevails world over.

On the contrary, the educational institutions in India as well as world over thrust the students in to a race in which everyone looks out for a short cut for success in life. They load the students with information that their mind cannot digest but essential to clear the examination for obtaining a degree certificate. In the bargain, only their intelligence gets boosted up but the other aspects of human personality such as emotion gets completely neglected. To remedy the situation, the present educational system needs to make all the efforts towards promoting quality education which is student-centred, in which students play an active role and teachers become facilitators rather than imparting mere information. In other words, we need to evolve an education which promotes all round developments, 'cura personalis', with a sole aim preparing students for life.

All round developments would include, students' growth in their emotional, cognitive, social, intellectual, ethical, psychological, cultural and political and religious spheres. The education system that is centred around fostering emotional intelligence of the students is the answer towards achieving such a wholistic growth of the future citizens of the world. The inclusion of fostering emotional intelligence has the potentiality not only for academic achievement but also can foster the growth of inter and intra personal relationship. It infuses an effective control on the outright expression of their emotional outburst. Their growth in emotional intelligence will enable them to perceive other's emotions and harness them to achieve not only their personal goal but also the goal of the others and of the organization, of which they are part of. Their family life too, in

future, tend to shape as they can master the soft skills such as tolerance, making the needed adjustments and sacrifices, perceiving things from others' point of view and recognizing and respecting others' sentiments as well. From this perspective, the study on the emotional of intelligence in adolescents at school level assumes great significance.

The phenomenon, Emotional Intelligence, has commended the attention of all especially psychologists, Educationalists and Social Scientists etc.,. Their research finding has proved that degree of emotional intelligence is not the same for everybody and everywhere. Its growth is chiefly depended on the prevailing conditions of the people concerned. The high school adolescent students' emotional intelligence is not exceptional either. Even the growth of dimensions of the emotional intelligence differ on the basis of different variables such as age, place of living, nature of schools etc.,. Following are the critical appraisal of the emotional intelligence of adolescent school students.

Adewunmi O. A et al. (2015) found a strong positive imperfect yet significant relationship between the academic performance and the emotional intelligence of the students. The student's academic performance was significantly and positively impacted by the independent variables of the emotional intelligence. Corebima (2016) asserted a correlation between the academic results of biology and emotional intelligence of the biology students and Anisyak Islami et al. (2020) of the opinion that emotional intelligence impacted the understanding of mathematical nuances with the coefficient level of 27.30%. Ayşem Seda Önen & Fatma Merve Ulusoya (2015) confirmed that the students' emotional intelligent level impacted their study attitudes scores. More positive attitudes towards studying were found among those students who had higher level of expressing their emotions but Cooper and Sawaf (19196), pointed out that both emotional self-awareness (ESA), and Emotional Expression (EE) were vulnerable and there was also gender difference. Haikal Anuar Adnan et al. (2014) stated the differences in the emotional intelligence of secondary school students and religious orientation did not impact much on the emotional intelligence of students of

government and religious secondary school. Hossein Saemi et al. (2014) asserted that the students' academic progress and their creativity were significantly impacted by the emotional intelligence training programme but Jafar Shabani (2010) proved that the students' mental health was affected by the spiritual intelligence (SI) and emotional intelligence (EI). Katayoon Razjouyan et al. (2018) found no significant relationship between the students' total score of emotional intelligence and their role in cyberbullying but according to gender-stratified analysis, male victims had higher score of emotional intelligence but M. Ahlan Firdaus (2017) found a positive significant correlation between students' reading comprehension and emotional intelligence that influenced their reading comprehension. María Dolores Toscano-Hermoso et al. (2020) pointed out differences in the emotional intelligence of boys and girls but found no relationship between students' emotional intelligence and their academic performance but Melvina N. Amalui (2018) concluded that the academic performance of secondary school students was impacted by the components of emotional intelligence as there a positive relationship between them. On the other hand, Milad Khajehpour (2011) asserted that the academic achievement in high school students can be impacted by both the parental involvement and emotional intelligence. M Ilyas et al. (2018) contended that in learning mathematics, students could make use of their emotional intelligence. And that EI also paves the way for the students to be confident, skilful in communicating etc. Mohammad Akbaribooreng (2015) stated a positive relationship with student academic performance with their emotional intelligence and their social competence as well as correlation also existed between the student's academic performance and the components of emotional intelligence. But Mohd Nasir Rayung & Abdul Said Ambotang (2018) found no differences in emotional intelligence, spiritual Intelligence and student outcome (SO) levels. Morteza Amani et al. (2013) proved that teaching of emotional components reduced the Alexithymia syndrome at the significant level of $F(1,17) = 293/86, P = 0/001$. Mrinmoyee Bhattacharjee et al. (2020) recommended that ninety percent of secondary students, eighty six

percent of higher secondary students needed an enrichment in emotional awareness. Nur Mahfuzah Agustin et al. (2019) pointed out that junior students had more advanced factors of EI for behavioural change and the sporting activities impacted their emotional intelligence and Odiase Jerry Edobor & Dienye Maseba Ebiye (2017) were convinced that EI did not indicate truancy and promiscuity and yet it predicted significantly drug abuse, fighting and bullying. Banin Mousavi Chamani (2016) pointed out a direct relationship between students' mental health and their EI as well as between students' mental health and religious attitudes and EI. Öznur TULUNAY ATEŞ (2014) concluded with the mean score of emotional intelligence indicating a significant difference in the school variables. Fine Arts and Sports high school students had higher emotional intelligence score than students of other high schools and Roya Abbasi-Asl et al. (2017) found that family conversation orientation proved to be positive predictor of academic achievement and EI. and Rubén Trigueros et al. (2020) indicated a positive relationship between social skills and emotional intelligence. Saeid Moradi et al. (2018) proved that group learning impacted interpersonal skills and emotional intelligence and also indirectly affected them and Sedigheh Shakiba & Ghasem Baranib (2011) confirmed a reliable and meaningful relationship between emotional intelligence and language proficiency and female students had a stronger language proficiency than male students. Shahin Ebrahimi Koohbanani et al. (2013) pointed out that between Social Intelligence (SI) and Life Satisfaction (LS), no meaningful relation existed. But meaningful relation does exist between EI and SI and spiritual intelligence (SI) and emotional intelligence together had a notable relationship with life satisfaction. Sesan Ola & Mabekoje (2003) found no significant gender influence on students' EI according to factorial analysis variance but there was a significance influence of sociometric interaction of gender. Sulaimon Mutiu O et al. (2015) pointed out an imperfect relationship between the regressor of academic performance and the regressors of home background, environmental factor, emotional intelligence and the peer influence. Zahra Shams (2019) pointed out a significant relationship between self-concept, educational achievement and

emotional intelligence and self-concept and educational achievement could be predicted by the emotional intelligence and Osakude Joseph Oluwataya (2011) asserted an inverse relationship between emotional intelligence, potential for academic cheating and the subscales of emotional intelligence. But for the reduction of academic cheating, emotional management played a vital role. Amit Ahuja (2016) concluded that the girls had higher intelligence score and regarding the adjustment skill is concerned, the male performed significantly better than the female.

Qasim (2017) pointed out that male and female were different in emotional intelligence and teachers of different boards were different in emotional intelligence. But Selvaraj et al. (2020) indicated the presence of a maximum emotional intelligence where gender was associated with a statistically significant variation in EI scores and no association were found in terms of parental education, choice of hobby, parental education and family structure to emotional intelligence. Bhat (2019) found no significant difference between tribal and non-tribal students' emotional intelligence and their academic achievement. Gopinath & Chirtra (2020) showed that family structure played an important role in secondary school children's emotional intelligence. Students having joint family background were emotionally stronger than their counter parts in nuclear family. Arockia Raj (2014) concluded that the SC/ST students had moderate emotional intelligence. However, EI significantly differed in terms of gender, domicile and students' academic achievement and positive correlation was found between students' emotional intelligence and academic achievement. Whereas Antohony Raj (2018) found no significant difference in the adjustment and emotional intelligence with regard to sex, class or medium of study. Roshan Ara (2013) proved that a correlation between emotional intelligence and happiness as well as to all the dimensions of EI and the individuals who were happy were able to have better control over their emotions to regulate them. and Naik & Shukla (2018) concluded that the home environment did not impact the emotional intelligence of the higher secondary school boys and girls. Sharma (2017) pointed out that the

salary of both parents positively impacted the emotional intelligence of their children at the various levels of educational achievement. On the other hand, those with high in emotional intelligence were less concerned with economic success. Elavarasi Dhanakotti & Poornima Rakemdrum (2020) stated that around 16 percent of students possessed only average and low level of EI. The mean score of emotional intelligence indicated that secondary grade boys and girls had only moderate level of emotional intelligence. The secondary grade students' gender, types of family and number of siblings at their home had not significantly influenced their emotional intelligence. Farheena Bano (2014) stated that boys had better emotional intelligence than adolescent girls and Gunjan Bhatia (2012) pointed out that the healthy family atmosphere and interpersonal relationship influenced the emotional intelligence of the adolescents. Minz & Dr.Nimisha Srivastava (2018) pointed out the significant difference in the tribals students in their personal competence and their significant difference between government and private school going tribal students in their social competence and emotional intelligence. Bharvad (2015) found a significant difference in the female urban and rural school students in their emotional intelligence score and also significant interaction was found between streams and set of emotional intelligence. Sama Praveen & Nikhat Yasmin Shafeeq (2020) concluded that male students from rural areas were higher on emotional intelligence scale than their male counterparts living in urban and semi-urban areas. Female students from urban areas were higher on emotional intelligence scale than their female counterparts living in rural and semi-urban areas. T.M. Prashant Kumar (2019) concluded that boarder boys and girls have similar level of emotional intelligence with boarder boys being found to have significantly higher tendency of behavioural problems related to low intelligence, conduct disorder and psychotic symptoms as compared to boarder girls.

The adolescent students belonging to Missionary schools both in West Bengal and Tamil Nādu seem to have high level of emotional intelligence compared to students studying in non-missionary schools. The difference may be due to the

importance given in the missionary schools for their overall growth and the congenial atmosphere that prevails in the missionary schools. Besides maintaining an excellent academic standard, equal emphasis is given to helping each other and involving them for philanthropic endeavours such as contribution to the social work, field visits to orphanages, and home for the aged and under taking projects to help out poor students and village schools. Such a noble endeavours can certainly contribute towards the tremendous growth of the emotional intelligent of the students in all its dimensions such as self-awareness, self-management, social-awareness and relationship management. Equal opportunity is missing for these noble endeavours in the non-missionary schools and therefore the adolescent students' emotional intelligence growth is restricted.

The adolescent school students studying in West Bengal schools have much superior emotional intelligence than their counter parts in Tamil Nadu. The reason being that Bengali culture, arts and music and other cultural festival celebration contribute towards the tremendous growth of the emotional intelligence. The music of all types of West Bengal has strong esthetical, religious and artistic essence. Every Bengali family make sure that their children get exposed these phenomena and get involved in one form of art or the other. The celebration of thirteen pujas in twelve months essentially unifies each other and inculcate strong bonding among the family members, relations, neighbours and friends. Above all, they bring everybody on the same plat form to have a feel of brother and sisterhood in spite of their economic, cultural, religious social and linguistic differences. Moreover, Bengal having a strong communist outlook, gives equal importance to all religious traditions and celebration which promotes respect for each other and feeling for each other which promotes the growth of the emotional intelligence the adolescent school students.

Whereas the Tamil community is deeply divided on basis of caste system which brings about deep divisions and discrimination of their social life. Caste system has been doing tremendous harm. Untouchability and discrimination based on caste and religion and economic divide has been hampering their benevolent attitude

and a sense of belonging to each other. Therefore, these aberrations restrict the growth of the emotional intelligence of the adolescent school students as well. The same argument is applicable for the comparison of non-missionary schools with West Bengal Board School Children. Whether missionary or non-missionary, the adolescent students score higher in all the dimensions of their emotional intelligence (self-awareness, self-management, social-awareness and relationship management).

All the CBSE schools both in West Bengal and Tamil Nadu are administered by private organization both missionary and non-missionary. They maintain not only good academic standard but also give equal importance to discipline, co-curricular activities, community service etc. Therefore, the adolescent students studying in CBSE schools get opportunities conducive to the tremendous growth of their emotional intelligence.

Whereas the adolescent students studying in the Tamil Nadu State Board school have only restricted opportunities even for the academic development because of the callous work culture that prevails in all the state government schools. Hence the growth of their emotional intelligence cannot match that of the adolescent students studying the CBSE schools. The so-called good practices of CBSE school are not a match for the cultural ethos of the West Bengal which has tremendous impact upon the growth of the emotional intelligence of the adolescent students studying in West Bengal Board of Secondary Education schools. The prevailing social, cultural, religious milieu is brought to the school by the by the administrators, staff and students. Hence it paves the way for a spontaneous growth of the all the dimensions emotional intelligent of adolescent students studying in WBBSE schools than their counter parts in the non- missionary CBSE schools.

In spite of certain aberrations that pervades the social life in Tamil Nadu, the Non-missionary schools make a tremendous effort to cultivate the values of non-decimation based on caste and creed and economic divide etc. It is also imparted

along with promotion excellent academic standard. Hence the adolescent students of non-missionary schools in Tamil Nadu have ample opportunity to grow in their emotional intelligence tremendously. Whereas the adolescent students studying in Tamil Nadu State Board schools lack these opportunities because of the pathetic prevailing work culture in the government schools. Hence these adolescent lack in their growth of emotional intelligence in comparison to their counterpart studying in non-missionary schools in Tamil Nadu.

The above findings indicate that emotional intelligence is not a static and an innate phenomenon and it differed in measure according to the prevailing conditions in which the adolescent school students live. Yet their emotional intelligence can be enhanced with a proper training programme which must be included in the curriculum of the school education for the formation of the future adolescent students for their emotional intelligence growth which is a prerequisite for all round development to lead a happy and contented life.

5.4 Limitations of the Study

There were several factors to this study that limits from capturing a true picture of what its conclusions indicated.

- The study is limited to emotional intelligence in adolescents at school level: comparing West Bengal and Tamil in some districts of West Bengal and in some districts of Tamil Nadu and West Bengal in terms of missionary and non-missionary school adolescents, gender, age, locality of residence, family structure, no of brothers and sisters, present class (studying), school board, location of school and medium of instruction.
- The study deals with only students those who are studying CBSE Christian and Non-Christian missionary schools and in Bengali and Tamil medium respectively in the states of West Bengal and Tamil Nadu.
- The study involving emotional intelligence is measured with the help of survey method.

- The investigator had used only 5% level of significance for testing the hypotheses.
- The investigator sincerely admitted that the responses given by the adolescents at school in states West Bengal and Tamil Nadu might be socially accepted and not a real one.

5.5 Recommendations & Suggestions

5.5.1 Recommendations to the Policymakers

1. A curriculum on the development of Emotional Intelligence should be prepared by the experts in this field emotional intelligence and should be made part of the school curriculum from classes 1 to 10.
2. The teacher-trainee curriculum should have a training programme on emotional intelligence and theory syllabus as well.
3. The lessons for the primary, secondary school students should be prepared with aim of developing the emotional intelligence of the students.
4. Art, painting, music, dance etc. should be given equal importance in the school curriculum for the growth of the emotional intelligence of the students.
5. Games mainly involving groups such Football. Hockey, Cricket, Volley-Ball and Basket-Ball should become part of the assessment of the students' performance. Such activities will enable students to work in groups and foster the personal adjustment characteristic of the students.
6. Provisions should be made in the school curriculum to inculcate the cultural practices and festivals regularly to foster the cultural values of our country which foster the emotional intelligence of the students.
7. Ongoing training programme for the in-service teachers and school administrators should be organized regularly to get expertise in emotional intelligence.

8. Work-shop on emotional intelligence for the adolescent students have to be organized to handle their emotional life.
9. Counselling facility on emotional intelligence shall be made available for those staff and students who wants to avail and need it.
10. The ministry should publish Hand Books on emotional intelligence in all the vernacular languages so that people get the needed knowledge and information on emotional intelligence.

5.5.2 Suggestions for the Educationists

1. Organize school functions from time to time which promote the growth of emotional intelligence.
2. Conduct workshop and training programme for the teachers and students to foster their emotional intelligence.
3. Equal importance should be given for the assessment of students' art, music, painting, dance etc which will initiate the students to take great interest and by which they will grow well in their acumen of emotional intelligence.
4. Organize regularly sporting activities such as Foot-ball, Hockey, Basket-Ball and Volley ball which encourages group cooperation and inter-personal adjustment.
5. Organize regular co-curricular activities involving cultural programme to promote their aesthetics sense which in will enable the students to handle their emotions in an appropriate way.
6. Organize tours to the place of cultural and historical importance so that the sentiments of being an Indian and the cultural ethos may be instilled and which in will in turn will contribute to the growth of the students' emotional intelligence.
7. Schools should organize community service programme to serve the humanity in order develop the sense of feeling for others.
8. The urban students should have an exposure programme to visit rural schools and the rural students should have opportunity to inter act with

urban students to have to develop the sentiments of brother and sisterhood and thereby they learn from each other.

5.6 Scope of Further Research

Researchers in the field of education can extend on this topic in several significant ways. The same study, if administered to elementary, primary and higher secondary school students, might demonstrate different conclusions on emotional intelligence. Also, the list of identifiers could be extended to religious belief of students, family dynamics, childhood adversities faced by the students, physical and mental health condition etc. that may include some of the sources of emotional intelligence. The factors that were considered in this study can be further analysed using more sophisticated multivariate tools to get better predictability and variability of emotional intelligence. The present researcher believes that this study is not an end in itself, rather an ongoing journey of understanding emotional intelligence and development of the same towards a better, sustainable and competent human resources.



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Appendix

Appendix 1

Demographic Data Sheet

Dear Student,

Greetings. I am a Ph.D. Scholar of Jadavpur University, Kolkata. I have undertaken a Research Study on **Emotional Intelligence in Adolescents at School Level: Comparing West Bengal and Tamil Nadu** as partial fulfillment for the award of my PhD. Degree. Hence, I request you to fill in the Personal Data form and the enclosed questionnaire. Your responses will be kept confidential and utilized only for my research purpose.

Supervisor
Prof. Muktipada Sinha
Department of Education
Jadavpur University

Thanking you
Yours sincerely
Arockiasamy M S Selvaraj
PhD Scholar, Dept. of Education
Jadavpur University

Fill in the blanks and put a tick mark (✓) against the answer in the appropriate box.

1. Name of the School : _____
2. Type of the School : Missionary ☐ Non-Missionary ☐
3. Gender : Male ☐ Female ☐
4. Age : Below 16 years ☐ Above 17 years ☐
5. Locality of the Residence : Rural ☐ Semi urban ☐ Urban ☐
6. Family Structure : Nuclear ☐ Joint ☐
7. Present Class (Studying) : Class 9 / Class 10 / Class 11 / Class 12
8. School Board : CBSE ☐ WB Board ☐ TNSB ☐
9. Locality of the School : Rural ☐ Semi-Urban ☐ Urban ☐
10. Medium of Instruction : English ☐ Tamil ☐ Bengali ☐
11. How happy are you?

Most Unhappy

Most Happy

Appendix 2

Emotional Intelligence Inventory (English & Bengali Version)

Direction: Read the given statement carefully Against each item five responses are given They are: 1. Strongly agree, 2. Agree, 3. Undecided, 4. Disagree, 5. Strongly disagree. Choose one of the responses that suits you most and put a tick (✓) mark against that column.

S.NO	ITEMS	Strongly Agree দৃঢ়ভাবে একমত	Agree একমত	Undecided সিদ্ধান্তহীন	Disagree অসম্মত	Strongly Disagree দৃঢ়ভাবে অসম্মত
01.	I am aware of my emotions. আমি আমার আবেগ-অনুভূতি সম্পর্কে সচেতন।					
02.	I am aware of the reasons for the birth of those emotions. আমার সেইসব আবেগ-অনুভূতিগুলির কারন সম্পর্কে আমি সচেতন।					
03.	I am aware of the link between my thoughts and emotions. আমার চিন্তা-ভাবনা ও আবেগ-অনুভূতির মধ্যে সংযোগ সম্পর্কে আমি সচেতন।					
04.	I am aware that my emotions affect my performance, directly or indirectly. আমার আবেগ-অনুভূতিগুলি আমার কর্ম					
05.	I am aware of my goals in my life. আমার জীবনের লক্ষ্যগুলি সম্বন্ধে আমি সচেতন।					

S.NO	ITEMS	Strongly Agree দৃঢ়ভাবে একমত	Agree একমত	Undecided সিদ্ধান্তহীন	Disagree অসম্মত	Strongly Disagree দৃঢ়ভাবে অসম্মত
06.	I am aware of my values in my life. আমার জীবনের মূল্যবোধগুলি সম্বন্ধে আমি সচেতন।					
07.	I aware of my strength and weakness. আমার সামর্থ্য ও দুর্বলতাগুলি সম্বন্ধে আমি সচেতন।					
08.	I am open for honest and constructive criticism. আমার সম্পর্কে যথার্থ এবং গঠনমূলক সমালোচনা শুনতে আমি আগ্রহী।					
09.	I am decisive and able to take sound decisions. আমি যথেষ্ট বিবেচক এবং যথার্থ সিদ্ধান্ত গ্রহণে সক্ষম।					
10.	I have a strong feeling that I can achieve anything. নিজের সম্পর্কে আমার দৃঢ় ধারণা আছে যে আমি চাইলে যেকোন কিছু অর্জন করতে পারব।					
11.	I am able to control my emotions, not leading to unwanted scenes. আমার আবেগ-অনুভূতিগুলোকে নিয়ন্ত্রণ করার মাধ্যমে আমি অপ্রীতিকর পরিস্থিতি এড়িয়ে যেতে পারি।					

S.NO	ITEMS	Strongly Agree দৃঢ়ভাবে একমত	Agree একমত	Undecided সিদ্ধান্তহীন	Disagree অসম্মত	Strongly Disagree দৃঢ়ভাবে অসম্মত
12.	I can respond calmly despite deliberate provocation. বারবার উস্কানি সত্ত্বেও আমি অবিচলিত হয়ে প্রতিক্রিয়া করতে পারি।					
13.	I can think and stay focused under pressure. চাপের মধ্যে থেকেও আমি নিজের চিন্তা-ভাবনা ও মনোযোগ ঠিক রাখতে পারি।					
14.	I confront the unethical action of others. আমি অন্যদের অনৈতিক কাজকর্মের বিরোধিতা করি।					
15.	I am careful in completing the work, entrusted to me. আমার ওপর সমর্পিত কোন কাজ সম্পন্ন করার ব্যাপারে আমি যত্নশীল।					
16.	I keep my promises with my friends and teachers. বন্ধু এবং শিক্ষক-শিক্ষিকাদের কোন প্রতিশ্রুতি দিলে আমি তা পালন করি।					
17.	I am open for new / fresh ideas from my teacher and friends. বন্ধু এবং শিক্ষক-শিক্ষিকাদের কাছ থেকে নতুন ধারণা পেতে আমি আগ্রহী।					
18.	I am flexible in my life. আমার জীবনে আমি যথেষ্ট নমনীয়।					

S.NO	ITEMS	Strongly Agree দৃঢ়ভাবে একমত	Agree একমত	Undecided সিদ্ধান্তহীন	Disagree অসম্মত	Strongly Disagree দৃঢ়ভাবে অসম্মত
19.	Achievement drive is part and parcel of my nature. কৃতিত্ব অর্জনের আকাঙ্ক্ষা-ই আমার স্বভাবের অন্যতম বৈশিষ্ট্য।					
20.	I use all the opportunities, provided in the school to exhibit my talents. আমার প্রতিভা প্রদর্শনের জন্য বিদ্যালয়ে পাওয়া সমস্ত সুযোগ-সুবিধায় আমি কাজে লাগাই।					
21.	I take extra effort in understanding other's point of view. অন্যদের মতামত বোঝার জন্য আমি বাড়তি প্রচেষ্টা করে থাকি।					
22.	I try to understand other's feelings. আমি অন্যদের আবেগ-অনুভূতিগুলো বোঝার চেষ্টা করি।					
23.	I freely mingle with students of all classes. সব ক্লাসের ছাত্র-ছাত্রীদের সাথেই আমি স্বাধীনভাবে মেলামেশা করতে পারি।					
24.	I am ready to offer my help happily to my fellow students. আমি আনন্দের সাথে আমার সহপাঠীদের সাহায্য করতে প্রস্তুত থাকি।					

S.NO	ITEMS	Strongly Agree দৃঢ়ভাবে একমত	Agree একমত	Undecided সিদ্ধান্তহীন	Disagree অসম্মত	Strongly Disagree দৃঢ়ভাবে অসম্মত
25.	I have good knowledge about my classmates. আমার সহপাঠীদের সম্পর্কে যথেষ্ট ভালো ধারণা আছে।					
26.	I have the ability to read the emotions of my group members and to take decision in the group. দলের সদস্যদের আবেগ-অনুভূতি বুঝে কোন দলগত বিষয়ে সঠিক সিদ্ধান্ত নেওয়ার ক্ষমতা আমার আছে।					
27.	I am aware of the operational methods and expectations of the management of my school. বিদ্যালয়ের কার্যনির্বাহ পদ্ধতিসমূহ এবং কতৃপক্ষের প্রত্যাশা সম্পর্কে আমি সচেতন।					
28.	I appreciate others for their good qualities and talents. অন্যদের ভালো গুণাগুণ এবং প্রতিভার আমি প্রশংসা করি।					
29.	I can present my ideas in an appealing manner to the listener. শ্রোতার কাছে আমার চিন্তাভাবনা গুলো আকর্ষণকভাবে আমি উপস্থাপন করতে পারি।					

S.NO	ITEMS	Strongly Agree দৃঢ়ভাবে একমত	Agree একমত	Undecided সিদ্ধান্তহীন	Disagree অসম্মত	Strongly Disagree দৃঢ়ভাবে অসম্মত
30.	I share my views straight and openly with others. আমার মতামত আমি অন্যদের সাথে সরাসরি এবং খোলাখুলি ভাবে আলোচনা করি।					
31.	If I am the captain of a group, I would keep my ears & eyes open in recognizing a problem / quarrel if any আমি দলের অধিনায়ক হলে দলের যেকোন সমস্যা বা বিবাদ চিহ্নিত করতে সবসময় আমার চোখ-কান খোলা রাখবো।					
32.	I would employ all the techniques possible immediately to de-escalate the tension. চাপের উদ্বেক হলে তা নিরসনে সমস্ত ধরনের সম্ভাব্য কৌশল আমি প্রয়োগ করবো।					
33.	In the process of reading the dispute, I present my point of view of in neutral language rather than in an argument active one. মতের অমিল সংক্রান্ত বিতর্কের উদ্বেক হলে উদ্ধৃত আচরণ করার পরিবর্তে আমার দৃষ্টিকোণ সম্পর্কে আমি খুব বিনীত ভাষায় মতামত দিয়ে থাকি।					
34.	I lead others by my exemplary life. আমার দৃষ্টান্তমূলক জীবনের আদর্শে আমি অন্যদের চালনা করি।					

S.NO	ITEMS	Strongly Agree দৃঢ়ভাবে একমত	Agree একমত	Undecided সিদ্ধান্তহীন	Disagree অসম্মত	Strongly Disagree দৃঢ়ভাবে অসম্মত
35.	I believe that leader is a servant. আমি বিশ্বাস করি যে, নেতা হলেন একজন সেবক।					
36.	I believe that an effective leader is more positive and outgoing. আমি বিশ্বাস করি যে, একজন নেতা হলেন ইতিবাচক এবং মিশুক।					
37.	I believe that leader's qualities are contagious. আমি বিশ্বাস করি যে, প্রকৃত নেতার গুণাগুণ খুব তাড়াতাড়ি অন্যদের মধ্যে ছড়িয়ে পড়ে।					
38.	I maintain a good / wide informal contact with many in my residential area. আমার বাড়ির আশেপাশে অনেকের সাথেই আমি মৌখিক ভদ্রতা রাখি।					
39.	I would do my best to safeguard the reputation of the group. দলের সুনাম বজায় রাখতে আমি যথাসাধ্য চেষ্টা করবো।					
40.	I like the team qualities like respect, helpfulness and cooperation. কিছু দলগত গুণাগুণ যেমন – অন্যকে সম্মান করা, সাহায্যপ্রায়ণতা ও সহযোগীতা আমার ভালো লাগে।					

Appendix 3

Emotional Intelligence Inventory (English & Tamil Version)

Direction: Read the given statement carefully Against each item five responses are given They are:
1. Strongly agree, 2. Agree, 3. Undecided, 4. Disagree, 5. Strongly disagree. Choose one of the response that suits you most and put a tick (✓) mark against that column.

S.NO	ITEMS	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
01.	I am aware of my emotions. என் உணர்வுகளை நான் அறிந்திருக்கிறேன்					
02.	I am aware of the reasons for the birth of those emotions. அந்த உணர்வுகள் உருவாகுவதற்கான காரணங்களை நான் அறிந்திருக்கிறேன்.					
03.	I am aware of the link between my thoughts and emotions. என் எண்ணங்களுக்கும் உணர்வுகளுக்கும் இடையே உள்ள தொடர்பை அறிந்திருக்கிறேன்					
04.	I am aware that my emotions affect my performance, directly or indirectly. என் உணர்வுகள் என் செயல்பாடுகளின் மீது நேரடியாகவோ அல்லது மறைமுகமாகவோ கொண்டிருக்கும் தாக்கத்தை அறிந்திருக்கிறேன்.					
05.	I am aware of my goals in my life. என் வாழ்வில் என் குறிக்கோள்களை அறிந்திருக்கிறேன்.					
06.	I am aware of my values in my life. என் வாழ்வில் என் மதிப்பீடுகளை அறிந்திருக்கிறேன்.					

07.	I aware of my strength and weakness. என் பலத்தையும் பலவீனத்தையும் அறிந்திருக்கிறேன்					
08.	I am open for honest and constructive criticism. நேர்மையான மற்றும் வளர்ச்சிக்கு உதவிடும் விமர்சனங்களுக்குத் திறந்த மனதோடு இருக்கிறேன்.					
09.	I am decisive and able to take sound decisions. நான் முடிவு செய்யும் ஆற்றல் கொண்டு நல்ல முடிவுகளை எடுக்க முடிகின்றது.					
10.	I have a strong feeling that I can achieve anything. என்னால் எதையும் சாதிக்க முடியும் என்ற உறுதியான உணர்வு எனக்குள் இருக்கின்றது.					
11.	I am able to control my emotions, not leading to unwanted scenes. தேவையற்ற பின்விளைவுகளுக்கு எடுத்துச் செல்லாத வண்ணம் என் உணர்வுகளை என்னால் கட்டுப்படுத்த முடிகின்றது.					
12.	I can respond calmly despite deliberate provocation. மற்றவர்கள் என்னைத் தூண்டினாலும் என்னால் மிகவும் நிதானமாக பதிலளிக்க முடிகிறது.					
13.	I can think and stay focused under pressure. அழுத்தத்தின் மத்தியில் என்னால் சிந்தித்து கவனக்கூர்மையுடன் இருக்க முடிகிறது.					
14.	I confront the unethical action of others. மற்றவர்களின் தவறான செயல்களைத் தட்டிக் கேட்பேன்.					

15.	I am careful in completing the work, entrusted to me. என்னிடம் ஒப்படைக்கப்பட்ட வேலையைச் செய்து முடிப்பதில் கவனமாய் இருப்பேன்.					
16.	I keep my promises with my friends and teachers. என் நண்பர்களிடமும் என் ஆசிரியர்களிடமும் நான் கொடுத்த வாக்குறுதிகளை நிறைவேற்றுவேன்.					
17.	I am open for new / fresh ideas from my teacher and friends. என் நண்பர்களிடமிருந்தும் என் ஆசிரியர்களிடமிருந்தும் புதுமையான சிந்தனைகளைப் பெறுவதில் திறந்த மனதோடு இருக்கிறேன்.					
18.	I am flexible in my life. நான் என் வாழ்வில் நெகிழ்வானவன்.					
19.	Achievement drive is part and parcel of my nature. வெற்றி பெற வேண்டும் என்ற ஆசை என் இயல்பில் கலந்துவிட்ட ஒன்று.					
20.	I use all the opportunities, provided the school to exhibit my talents. என் திறமைகளை வெளிக்கொணர என் பள்ளியில் கிடைக்கும் எல்லா வாய்ப்புகளையும் பயன்படுத்துகிறேன்.					
21.	I take extra effort in understanding other's point of view. மற்றவர்களின் கருத்துகளைப் புரிந்து கொள்ள அதிகம் முயற்சி எடுக்கிறேன்.					
22.	I try to understand other's feelings. மற்றவர்களின் உணர்வுகளைப் புரிந்து கொள்ள முயல்கிறேன்.					

23.	I freely mingle with students of all classes. எல்லா வகுப்புகளிலும் உள்ள மாணவ மாணவிகளோடு கலக்கிறேன்.					
24.	I am ready to offer my help happily to my fellow students. என் வகுப்பில் உள்ள சக தோழர்களுக்கு என் உதவியை மகிழ்வோடு செய்யத் தயாராயிருக்கிறேன்.					
25.	I have good knowledge about my classmates. என் வகுப்புத் தோழர்களைப் பற்றிய நல்லறிவு கொண்டுள்ளேன்.					
26.	I have the ability to read the emotions of my group members and to take decision in the group. என் குழுவில் இருக்கும் மற்ற நபர்களின் உணர்வுகளை அறிந்து அதற்கேற்ப முடிவுகளை எடுக்கும் திறமையைக் கொண்டுள்ளேன்.					
27.	I am aware of the operational meth and expectation of the management my school. என் பள்ளி நிர்வாகத்தில் செயல்பாட்டு முறைகளையும் எதிர்பார்ப்புகளையும் பற்றி அறிந்துள்ளேன்.					
28.	I appreciate others for their good qualities and talents. மற்றவர்களின் நல்ல குணங்களையும் திறமைகளையும் பாராட்டுகிறேன்.					
29.	I can present my ideas in an appealing manner to the listener. செவிமடுக்கும் நபர்களுக்கு என் சிந்தனைகளை தகுந்த விதத்தில் வழங்கிட என்னால் முடியும்.					

30.	I share my views straight and openly with others. என் கருத்துகளை மற்றவர்களிடம் திறந்த மனதோடும் நேராகவும் பகிர்ந்து கொள்கிறேன்.					
31.	If I am the captain of a group, I would keep my ears & eyes open in recognizing a problem / quarrel if any நான் என் குழுவின் தலைவராய் இருந்தால், என் கண் காது இவற்றைத் திறந்து குழுவில் ஏதேனும் பிரச்சினைகள் இருந்தால் அவற்றை இனங்கண்டு கொள்வேன்.					
32.	I would employ all the techniques possible immediately to de-escalate the tension. என் குழுவில் இருக்கும் பிரச்சினைகளைத் தீர்க்க இயன்ற எல்லா வகையான முயற்சிகளையும் எடுப்பேன்.					
33.	In the process of reading the dispute, I present my point of view of in neutral language rather than in an argument active one. பிரச்சினைகளைத் தகுந்த முறையில் எதிர்கொள்ளும் வண்ணம் என் கருத்துகளை முறையான மொழியில் தகுந்த வண்ணம் வெளிப்படுத்துவேனே தவிர வாக்குவாத முறையில் கையாள மாட்டேன்.					
34.	I lead others by my exemplary life. மற்றவர்களை என் முன்மாதிரியான வாழ்வால் வழிநடத்துவேன்.					
35.	I believe that leader is a servant. ஒரு தலைவர் பணியாளர் என்பதை நம்புகிறேன்					

36.	I believe that an effective leader is more positive and out going. ஒரு சிறந்த தலைவர் நேர்மறையான மற்றும் எல்லாருடனும் நன்கு பழகக் கூடிய ஒருவராய் இருக்க வேண்டும் என நம்புகிறேன்					
37.	I believe that leader's qualities are contagious. ஒரு தலைவரின் குணநலன்கள் பரவக்கூடிய தன்மை உள்ளது என நம்புகிறேன்					
38.	I maintain a good / wide informal contact with many in my residential area. நான் வாழும் சுற்றுவட்டாரத்தில் பலரோடு நல்ல தொடர்பு கொண்டுள்ளேன்					
39.	I would do my best to safeguard the reputation of the group. என் குழுவின் மதிப்பினையும் மாண்பையும் என்னால் இயன்ற அளவு காத்திட முயல்வேன்					
40.	I like the team qualities like respectfulness and cooperation. குழுவிற்கான குண நலன்களான மரியாதை, உதவிடும் மனம் மற்றும் கூட்டுறவு போன்றவற்றை விரும்புகிறேன்.					

Appendix 4

School wise Sample Sheet

SL.NO.	NAME OF THE SCHOOL	CLASS	BOARD	STATE	SAMPLE SERIAL NO.	TOTAL NO SAMPLES
1	Govt. Higher Secondary School, Marimalinagar	X	Tamil Nādu Secondary Education Board	Tamil Nadu	1-58	58
2	Prasan Vidya Mandir Senior Secondary School, Chengalpattu	IX	CBSE	Tamil Nadu	59-82	24
3	Sivananda Senior Secondary School, Katankuladur.	X	CBSE	Tamil Nadu	83-119	37
4	Sivananda Senior Secondary School, Katankuladur	IX	CBSE	Tamil Nadu	120-124	5
5	Prasan Vidya Mandir Senior Secondary School, Chengalpattu	IX	CBSE	Tamil Nadu	125-143	19
6	SRM Global School, Bodheri.	IX	CBSE	Tamil Nadu	144-185	42
7	Prasan Vidya Mandir Senior Secondary School, Chengalpattu	X	CBSE	Tamil Nadu	186-228	43
8	JRK Global School, Marimalinagar	XII	CBSE	Tamil Nadu	229-257	29
9	Vidya Mandir, Extencia, Guruvancheery	XII	CBSE	Tamil Nadu	258-287	30
10	Govt. Higher Secondary School, Marimalinagar	XII	Tamil Nādu Secondary Education Board	Tamil Nadu	288-371	84
11	Vidya Mandir, Extencia, Guruvancheery	IX	CBSE	Tamil Nadu	372-413	42
12	Holy Cross Covent School, Pandua (M)	X	CBSE	West Bengal	414-478	65
13	Loyola Academy, Senior Secondary school, Vadamelpakkam (M)	XI	CBSE	Tamil Nadu	479-506	28
14	Sri Krish International School, Marimalinagar	X	CBSE	Tamil Nadu	507-532	26

15	Sri Krish International School, Marimalinagar	X	CBSE	Tamil Nadu	533-569	37
16	JRK Global School, Marimalinagar	X	CBSE	Tamil Nadu	570-595	26
17	JRK Global School, Marimalinagar	XI	CBSE	Tamil Nadu	596-613	18
18	JRK Global School, Marimalinagar	IX	CBSE	Tamil Nadu	614-634	21
20	St. Joseph's Convent High School, Chittaranjan (M)	XI	CBSE	West Bengal	635-725	91
21	Govt. Higher Secondary School, Marimalinagar	XI	Tamil Nādu Secondary Education Board	Tamil Nadu	726-785	60
22	Govt. Higher Secondary School, Marimalinagar	XI	Tamil Nādu Secondary Education Board	Tamil Nadu	786-828	43
23	Govt. Higher Secondary School, Marimalinagar	IX	Tamil Nādu Secondary Education Board	Tamil Nadu	829-874	46
24	Jemuna Bhadubala Vidyapith, Durgapur	IX	West Bengal Board of Secondary Education	West Bengal	875-930	56
25	Bodhi Bhavan Collegiate School, Chandannagar	XI	CBSE	West Bengal	931-1009	79
26	Delhi Public School, Durgpar	XI	CBSE	West Bengal	1010-1098	89
27	Guru Teg Bahadur Public School, Durgapur	XI	CBSE	West Bengal	1099-1201	103
28	Jemuna Bhadubala Vidyapith, Durgapur	XII	West Bengal Board of Secondary Education	West Bengal	1202-1263	62

29	Vidaya Mandir Extentia	X	CBSE	Tamil Nadu	1264-1303	40
30	Jemuna Bhadubala Vidyapith, Durgapur	XII	West Bengal Board of Secondary Education	West Bengal	1304-1314	11
31	Jemuna Bhadubala Vidyapith, Durgapur	X	West Bengal Board of Secondary Education	West Bengal	1315-1332	18
32	Loyola Academy, Senior Secondary school, Vadamelakkam	XII	CBSE	Tamil Nadu	1333-1348	16
33	Loyola Academy, Senior Secondary school, Vadamelakkam (M)	XII	CBSE	Tamil Nadu	1349-1357	9
34	Jemuna Bhadubala Vidyapith, Durgapur	XI	West Bengal Board of Secondary Education	West Bengal	1358-1432	75
35	Jemuna Bhadubala Vidyapith, Durgapur	X	West Bengal Board of Secondary Education	West Bengal	1433-1491	60
36	Assembly of God Church School, Durgapur (M)	XII	CBSE	West Bengal	1492-1545	53
37	Convent of Our Lady of Providence Girls' School, Kolkata (37)	IX	CBSE	West Bengal	1546-1596	51
38	Zoom International School, Durgapur(37)	IX	CBSE	West Bengal	1597-1679	83
39	Convent of Our Lady of Providence Girls' School, Kolkata (37)	X	CBSE	West Bengal	1680-1725	46
40	Thriveni Academy Senior Secondary School, Vadakkupatatu (37)	IX	CBSE	Tamil Nadu	1726-1747	22
41	Holy Cross Convent School, Panda (M)	X	CBSE	West Bengal	1748-1757	10
42	Carmel School, Durgapur (M)	IX	CBSE	West Bengal	1758-1783	26

43	St. Joseph's Convent School, Chittaranjan (M)	XI	CBSE	West Bengal	1784-1813	30
44	Thriveni Academy Senior Secondary School, Vadakkupatatu (M)	X	CBSE	Tamil Nadu	1814-1843	30
45	Loyola Academy, Senior Secondary school, Vadamelpakkam (M)	IX	CBSE	Tamil Nadu	1844-1865	22
46	St. Britto's Academy, Chennai (M)	X	CBSE	Tamil Nadu	1866-1929	64
47	St. Britto's Academy, Chennai (M)	XI	CBSE	Tamil Nadu	1930-2001	72
48	St. Britto's Academy, Chennai (M)	X	CBSE	Tamil Nadu	2002-2031	30
49	St. Britto's Academy, Chennai (M)	XII	CBSE	Tamil Nadu	2032-2090	59
TOTAL						2090