

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

A Synopsis of the PhD Thesis

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2022

Chapter Plan

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Chapter I: Context of the Study

Introduction

The concept of Emotional Intelligence is a recent phenomenon. Yet because of its successful utility in various fields, it has attracted the interest of the psychologists, educationists and managerial experts etc. The greater popularisation of it brought in great deal of interest in the field of interconnectedness among Emotional Intelligence, Psychology, Management and Education.

Experts started using the term Emotional Intelligence after realizing that higher or highest degree of IQ alone does not lead one towards success life. This is so because people with minimum IQ also succeeded in life. Research reveals that IQ in fact contributes just about 20% to success in life. The other 80% is left to other factors (Goleman 1995). So, in order to succeed, one need to be introduced to one's emotions deep into all areas and integrate them with IQ. According to L.M. Terman, 1921, "An Intelligence is intelligent in proportion to as he/she is able to carry on abstract thinking". Here intelligence is considered as the capacity to reason validly about information.

Two thousand years ago, Plato said, "All learning has an emotional base". This apparently happened to be the first deeply philosophical conjecture on the complementarity between reason and emotion. Emotion apparently corresponds to a feeling state (including physiological responses and cognitions) which points out to the fact how a person perceives the world. In this connection, David G. Mayer's was of the opinion that human emotion is consisted of three aspects such as predominantly a physiological arousal. It is expressed vividly in an expressive human behaviour and also is a conscious human experience. (Nandita & Rao, 2019). Indeed, 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. Therefore, addressing emotional intelligence in terms of social and academic parameters has become important to understand its nature and ways to develop the same.

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 short cut for success in life. In such system, students play only a passive role. Information is loaded on to their brain that they cannot digest. They only cram. Therefore, their learning becomes a limited one and even their limited learning never become their own learning. Their entire education period is a passive one and mechanical coupled with 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 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 study still assumes greater significance for the investigator who tries to measure the level of emotional intelligence of adolescents in two states, West Bengal and Tamil Nadu, the study which no other investigator so far has undertaken. For convenience's sake, the investigation is carried out on the adolescent students who study in

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 propose, would be equally applicable to all types of school in India and world over to a greater extent.

Chapter II: Problem of the Study

Review of Literature

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).

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.

Yılmaz 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.

Significance of the study

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.

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?

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”

Delimitations

However, due to limitations in scope and resources, this 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.

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

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

Chapter III: Methods and Procedures

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 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.

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.

Variables

The following Independent and Dependent variables were considered in this study:

- 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 an importance identifier pertaining to the focus of this study.

- Dependent variables –

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

Instruments

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).

Collection of Data

The entire data collection process was administered on school-working days between 14th January 2021 to 26th March 2021.

Quality of Data

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.

Analysis of Data

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.

Chapter IV: Result and Interpretation

Some of the major findings are as follows:

- 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.

Chapter V: Discussion

Discussion

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-discrimination 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.

Overall Importance and future implications of the study

As learner autonomy and language learning strategies are very instrumental in learning a foreign language, particularly English, they require special attention. However, majority of the research in these areas relate to the Western perspective. With only a few studies relating to the East Asian contexts, there remains a big knowledge gap in terms of the South Asian perspective. Such a contextual knowledge gap, particularly in depicting the interrelationship between autonomy and learning strategies and how they shape one another in relation to learning English as a foreign language in the South Asian context, has inspired the researcher in conducting this study that investigates the role of learner autonomy in using language learning strategies among tertiary EFL learners in Bangladesh. Findings indicate a varying relationship between learner autonomy and language learning strategies in the context of this study. It details the role of autonomy among university learners in Bangladesh in using language learning strategies in relation to learning English as a foreign language. Moreover, as this study is the first of its kind in available literature in relation to the South Asian context, particularly Bangladesh, it offers significant implications as well as opens up a plethora of interest among various stakeholders – researchers, teachers, learners, and parents. Researchers can use its findings as a guideline in exploring further areas of research. Teachers

can utilize its findings in facilitating learners become more autonomous and use appropriate learning strategies. Parents can also benefit from this study by having a clear conception of autonomous learning thus guide their children in a proper way. And finally, the learners can make the most out of this study and become successful learners by a proper identification of their level of autonomy and the learning strategies that suits them best. This study therefore is highly significant and has much to offer to all the relevant stakeholders.

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.

Suggestions for the Educational Stakeholders

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.