

Comparative Study of Emotional Intelligence of Kendriya Vidyalaya and Public Schools Students in Relation to their Family Climate

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ABSTRACT

The purpose of this study was to investigate the relationship between emotional intelligence and family climate of public and Kendriya vidyalaya school students of Jalandhar district of Punjab. A sample of 300 (boys and girls) students selected randomly from Public and Kendriya vidyalaya schools of Jalandhar district. The investigator had personally met the participants and administered the tool. Descriptive survey method of investigation was used in the present study. Statistical techniques of Mean, S.D and t-test were used to find out the gender difference on emotional intelligence and family climate of Public and Kendriya Vidyalaya schools students and ANOVA for interaction effect of gender, type of school and family climate on emotional intelligence. Findings of the study revealed that boys and girls of public as well as Kendriya Vidyalaya schools were not significantly different on emotional intelligence and also showed that Kendriya vidyalaya students have high level of emotional intelligence and favourable family climate as compared to public school students.

Keywords: Kendriya Vidyalaya, ANOVA, intelligence, S.D and t-test

Those students who receive an exclusively academic environment may be ill equipped for future challenges, both as individuals as well as members of the society. Many instances come in our day to day life wherein the brightest students in a class did not succeed later in their lives as individuals having well rounded personalities as compared to their less intellectual counterparts. These examples are particularly evident in various fields like politics, business and administration (Singh, 2002). But then a question arises what is it that helps a person to succeed in life other than intelligence? With the dawn of 21st century, the human mind added a new dimension which is now being held responsible more for success than intelligence. This is termed as Emotional Intelligence and is measured as EQ (Emotional Quotient) (Katyal & Awasthi (2005). Its being widely accepted that emotional and social competence is as important,

or even more important, than traditional dimension of intellectual ability and personality (Goleman, 1995, 1998). Emotional intelligence is the subset of social intelligence that involves the ability to monitor one's own and others feelings and emotion to discriminate among them and to use this information to guide ones thinking and actions (Salovey & Mayer). Emotional intelligence as a combination of competencies which allow a person to be aware of, to understand and to be in control of their own emotion, to recognize and understand the emotion of the others and to use this knowledge to foster their success and the success of others (McPheat, 2010). Adolescence is a period of building new relationships with people both within the family and the outside world. Family is a source of strength, groupings in which everyone experiences enjoyment and emotional fulfilment (McKie, & Callan, 2012). Family is the most significant and

primary unit of society having a strong influence upon the social, emotional development of an individual. It is the strongest factor in moulding one's personality. Family is typically a context that reinforces adult values, promotes school success and supports emotional security. So greater degree of family interaction especially with adolescence is developmentally beneficial (Larson and Richard, 1991). Teaching adolescents about their emotions and how they deal with others as well as their own actions can be very helpful in their daily struggles and maintaining good relationship (Kaur & Jaswal, 2005). There are few studies which were conducted on the emotional intelligence and family climate. Kour (2010) studies emotional intelligence of adolescents in relation to their family climate and found that there is significant correlation between family climate and emotional intelligence. The result of the study also revealed that adolescents of rural and urban areas have different emotional intelligence as well as family climate. Bhatia (2012) conducted a study on emotional intelligence of the 340 secondary school students in relation to their family climate. The findings of the study showed that healthy family relationship greatly influence the emotional intelligence of the adolescent. Katyal & Awasthi (2005) investigated the Gender Differences in Emotional Intelligence Among Adolescents of Chandigarh. Girls were found to have higher emotional intelligence than that of boys.

The result of the study revealed significant effect of home environment and personality on emotional intelligence. Sharma & Sahni (2013) investigated the influence of home environment, personality and their interaction on emotional intelligence of adolescents. Data analysis revealed that significant independent effect of home environment and personality on emotional intelligence. The findings of the above studies revealed that environment of the family have an impact on the emotional intelligence of the students. Environments where people spend a significant amount of their time (e.g. workplace, school) affect their psyche and their behaviour (Orpinas & Horne, 2009). That's why researcher wants to investigate the emotion intelligence of adolescent's studies in two different type of educational institutions (Kendriya vidyalaya and Public schools) in relation to their family climate and type of schools.

Objectives

1. To study the impact of family climate on Emotional Intelligence of students.
2. To compare the Emotional Intelligence of boys and girls of K.V.S.
3. To compare the Emotional Intelligence of boys and girls of Public Schools.
4. To compare the Emotional Intelligence of K.V.S and Public School Students.
5. To compare the family climate of K.V.S & Public School students.
6. To study the Emotional Intelligence in relation to their family climate of K.V.S students.
7. To study the Emotional Intelligence in relation to their family climate of Public School students.
8. To study the interactional effect of family climate and type of school on the Emotional Intelligence of students.
9. To study the interactional effect of family climate and gender on the Emotional Intelligence of students.

Hypotheses

1. There is no significant difference in the Emotional Intelligence of boys girls of K.V.S students.
2. There is no significant difference in the Emotional Intelligence of boys and girls of Public School students.
3. There is no significant difference in the Emotional Intelligence of K.V.S students and Public School students.
4. There is no significant difference in the Family Climate of K.V.S and Public Schools Students.
5. There is no significant difference in Emotional Intelligence of K.V.S students belonging to favourable and unfavourable family climate.
6. There is no significant difference in Emotional Intelligence of Public Schools students belonging to favourable and unfavourable family climate.
7. There is no significant interaction effect of family climate and type of school on the Emotional Intelligence.

- There is no significant interaction effect of family climate and gender on the Emotional Intelligence of students.

Delimitations of the Problem

The study was delimited to Kendryiya vidyalaya and public schools 9th class students of Jalandhar city.

Research Methodology

The present study comes under the domain of Descriptive Research.

Sample

A sample of 300 students studying in IX class both male and female students were taken from six public as well as Kendriya vidyalaya schools of Jalandhar city.

Research Tools

The investigator select following tools for collecting authentic information from the respondents:

- Family climate scale (Bhatia, H. and Chada, K.N. 1993).
- Emotional Intelligence Scale (Hyde, H., Pethe S. and Dhar, U.)

Statistical Techniques

Statistical techniques like mean, S.D., t-test and ANOVA were used for the Analysis of data.

Hypothesis-I

There is no significant difference in the Emotional Intelligence of boys girls of K.V.S students

The value of means, standard deviations and t-value of gender difference on emotional intelligence of K.V.S students are shown in table 1.

Table 1: N, Mean, Standard Deviation, t-value of gender difference on emotional intelligence of K.V.S students

Groups	N	Mean	SD	SE	t-ratio	Level of Significance
Male	150	127.3	17.32			Not
Female	150	125.27	15.40	2.67	0.76	Significant At 0.05 level

** Not Significant at level 0.05

The results in table 1 clearly show that the t-value for emotional intelligence of K.V.S students came out to be 0.76 which is insignificant at 0.05 levels. This means that boys and girls students of K.V.S. do not differ in the variable of emotional intelligence.

Thus the hypothesis that. "There is no significant difference in the Emotional Intelligence of boys girls of K.V.S students" Was accepted leading to the conclusion that boys and girls K.V.S have same emotional intelligence.

Hypothesis-II

There is no significant difference in the Emotional Intelligence of boys and girls of Public School students

The value of means, standard deviations and t-value of gender difference on emotional intelligence of Public School students are shown in table 2.

Table 2: N, Mean, Standard Deviation, t-value of gender difference on emotional intelligence of Public School students

Groups	N	Mean	SD	SE	t-ratio	Level of Significance
Male	150	117.5	13.3			Significant at 0.05 Level
Female	150	115.13	15.7	2.38	0.99	

Not Significant at level 0.05

The results in table 1 clearly show that the t-value for emotional intelligence of Public School students came out to be 0.99 which is insignificant at 0.05 level. This mean that boys and girls students of do not differ in the variable of emotional intelligence.

Thus the hypothesis that "There is no significant difference in the Emotional Intelligence of boys girls of Public School students" Was accepted leading to the conclusion that boys and girls Public School students have same emotional intelligence.

Hypothesis-III

There is no significant difference in the Emotional Intelligence of K.V.S students and Public School students.

The value of means, standard deviations and t-value of Emotional Intelligence scores of K.V.S and Public School students are shown in table 3.

Table 3: Showing Mean, Standard Deviation, Standard Error and t-value of K.V and Public School students on Emotional intelligence Scale

Groups	N	Mean	SD	SE	t-value	Level of Significance
K.V	150	126.29	12.23	1.56	6.39	Significant at 0.05 level
Public Schools	150	116.32	14.5			

The table 3 reveals that t-ratio 6.39 was found to be significant at the 0.05 level of confidence. It suggests that there is significant difference between the emotional intelligence of K.V and Public School students. The null hypothesis stating that *There is no significant difference in the Emotional Intelligence of K.V.S students & Public School students*, was therefore rejected at the specified level. It may be concluded that students of K.V have high level of emotional intelligence compared to students of Public Schools.

Hypothesis-IV

There is no significant difference in the Family Climate of K.V.S and Public Schools Students

The value of means, standard deviations and t-value of Family Climate of K.V.S and Public Schools Students are shown in table 4.

Table 4: Showing Mean, Standard Deviation, Standard Error and t-value of K.V and Public School students on Family Environment Scale

Groups	N	Mean	SD	SE	t-value	Level of Significance
K.V	150	241.75	49.57	4.84	2.44	Significant at 0.05 level
Public Schools	150	229.93	32.52			

The table 4 reveals that t-ratio 2.44 was found to be significant at the 0.05 level of confidence. It suggests that there is significant difference between the family climate of K.V and Public School students.

The null hypothesis stating that *There is no significant difference in the Family Climate of K.V.S & Public Schools Students*, was therefore rejected at the specified level. It may be concluded that students of K.V have favourable family climate as compared to students of Public Schools.

Hypothesis-V

There is no significant difference in Emotional Intelligence of K.V.S students belonging to favourable and unfavourable family climate

The value of means, standard deviations and t-value of Emotional Intelligence of K.V.S students belonging to favourable and unfavourable family climate are shown in table 5.

Table 5: Showing Mean, Standard Deviation, Standard Error and t-value of emotional intelligence of favourable and unfavourable family climate of K.V. students

Groups	N	Mean	SD	SE	t-value	Level of Significance
K.V. students favorable Family Climate	150	165.6	43	7.5	5.45	Significant at 0.05 level
K.V students Unfavorable family climate	150	117.85	13.75			

The table 5 reveals that t-ratio 5.45 was found to be significant at the 0.05 level of confidence. It suggests that there is significant difference between the favourable and unfavourable family climate of K.V students.. The null hypothesis stating that *There is no t significant difference in Emotional Intelligence of K.V.S students belonging to favourable & unfavourable family climate* was therefore rejected at the specified level. It may be concluded that K.V students who belonging to favourable family climate have high level of emotional intelligence compared to those students who belonging to unfavourable family climate.

Hypothesis-VI

There is no significant difference in Emotional Intelligence of Public Schools students belonging to favourable and unfavourable family climate

The value of means, standard deviations and t-value of Emotional Intelligence of Public Schools students belonging to favourable and unfavourable family climate are shown in table 6.

Table 6: Showing Mean, Standard Deviation, Standard Error and t-value of favourable and unfavourable family climate of public schools students

Groups	N	Mean	SD	SE	t-value	Level of Significance
Public school students favorable Family Climate	150	164.30	17.10	3.67	13.35	Significant at 0.05 level
Public school students Unfavorable family climate	150	115.50	16.10			

The table 6 reveals that t-ratio 13.35 was found to be significant at the 0.05 level of confidence. It suggests that there is significant difference between the favourable and unfavourable family climate of Public School students. The null hypothesis stating that *There is not-significant difference in Emotional Intelligence of Public School students belonging to favourable & unfavourable family climate* was therefore rejected at the specified level. It may be concluded that public school students who belonging to favourable family climate have high level of emotional intelligence compared to those students who belonging to unfavourable family climate.

Hypothesis-VII

There is no significant interaction effect of family climate and type of school on the Emotional Intelligence

Table 7: Summary of analysis of variance (Type of family climate × type of school): Emotional Intelligence

Source of Variation	df	Ss	ms	f-value
With in	36	7913.9	219.83	
A	1	23377.22	23377.22	109.29
B	1	931.22	931.22	4.35
Interaction A×B	1	225.63	225.63	1.03

Table 7 reveals that f-value for the main effects of type of family climate and type of school came out to be 109.29 and 4.35 respectively. Which is

significant at 0.05 level. But the interaction effect of type of family climate and type of school on the emotional intelligence came out to be 1.03, which is insignificant at 0.05 level. This hereby conclude that K.V and Public Schools students did not differ significantly in their emotional intelligence, across favourable family climate and unfavourable family climate so hypothesis *“There is no significant interaction effect of family climate and type of school on the Emotional Intelligence”* was accepted.

Hypothesis-VIII

There is no significant interaction effect of family climate and gender on the Emotional Intelligence of students

Table 8: Summary of analysis of variance (Type of family climate × gender) Emotional Intelligence

Source of Variation	df	Ss	ms	f-value
With in	36	31488.2	874.67	
A	1	39312.9	39312.9	44.95
B	1	115.6	115.6	0.13
Interaction A×B	1	2044.09	2044.09	2.34

The table 8 reveals that f-value for the effects of type of family climate and type of gender came out to be 44.95 which is significant at 0.05 level. The main effect of type of gender and interaction effect of type of family climate and type of gender came out to be 0.13 and 2.34 respectively which is insignificant at 0.05 level. This hereby concludes that K.V and Public Schools students did not differ significantly in their emotional intelligence, across favourable and unfavourable level of family climate and type of schools, so hypothesis, *there is interactional effect of family climate and type of school on the Emotional Intelligence of students* was accepted.

Education Implications

Findings of the present study revealed that Kendriya vidyalaya students have high level of emotional intelligence and favourable family climate as compare to public school students. Study also revealed that family climate have an effect on the emotional intelligence of the students. Students who lived in favourable family climate have high level of emotional intelligence than those who lived

in unfavourable family climate. Study also found that type of institution also have an effect on the emotional intelligence of the students. Thus, study give emphasis in the emotional development of the students. Emotional intelligence should be a part of curriculum so that not only the teachers but the students also have knowledge about the emotional intelligence school also made provision of regular visit of psychetric in the schools who can solve the emotional problems of the students, school also organiged some programmes that bring awaerens amongs the parent related to the importance of the emotional intelligence and how family climate helps to develop emotional intelligence in their children. Additional studies are necessary to investigate the effect of family climate on emotional intelligence across all grade levels.

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