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A STUDY OF EMOTIONAL INTELLIGENCE AMONG MARATHI AND ENGLISH MEDIUM STUDENTS IN AURANGAGAD CITY

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Abstract:

The aim of the Present study is to compare the emotional intelligence among Marathi and English Medium Students by employing a sample of 112 subject in which 56 subjects were Marathi Medium, 56 were English Medium 16 to 18 years located From Aurangabad City. The Emotional Intelligence scale was employed. This scale was constructed and standardized by Anukool Hyde, Sanjyot Pethe and Upinder Dhar. A 2x2 factorial design was used to analyzing the data. It was found that the no significant different between Marathi medium and English medium students on Emotional Intelligence and Female students have Emotional Intelligence than male students in both medium.

KEYWORDS:

Emotional Intelligence.

INTRODUCTION:

Emotions have a central role in human psyche and they have profound influence on one's thoughts, perceptions and behaviors. Thus, it is appropriate to say that emotions are the essential motivating force behind all the psychological activities. They make life more meaningful, colorful and tasteful. They energize the individual physiologically, force attention towards events and objects that are particularly relevant to well being, and induce action (Simon, 1967). According to Wallbott and Scherer (1989), there are five components involved in the experience of emotions : evaluation of situation, physiological changes, motor expression, motivation for action, and subjective feeling state. This suggests that individuals are active agents in their own experience who monitor and evaluate the environment and take actions that are deemed appropriate for the situation (Spector and Goh, 2001).

Over the years, psychologists have devoted considerable efforts to classify basic emotions. Descartes (1949), as cited in Dunlop (1982a), listed six primitive passions: wonder, love, hatred, desire, joy, and sadness. It was believed that all the other emotions are made up, or are "species", of these fundamental types. Shand (1914a) suggested fear, anger, disgust, curiosity, joy, sorrow-repugnance aversion, self-display and self-abasement. Whereas, other theorists believed that basic emotions, which appears in the first few weeks of the are happiness, interest, surprise, fear, anger, sadness and disgust (Campos et al. 1983; Izard, 1991).

Emotions are the result of evaluation of internal and external pieces of information. They basically arise and change in response to a person's interaction with his/ her environment (Bower, 1981). Whereas, in the view of Fredrickson(2000), emotions are multi-component response tendencies that unfold over a relatively short time span. An emotional process begins with an individual's assessment of the personal meaning of some antecedent event and Lazarus (1991) called this the " person-environment relationship" or " adaptational encounter." This appraisal process triggers a flow of response tendencies, which may be manifested across loosely coupled component systems, such as subjective experience, facial

expression and physiological changes. Emotions differ from moods. Emotions have an object, whereas moods are often free-floating or objectless (Oatley & Jenkins, 1996). Emotions also differ from affective traits, such as hostility, neuroticism, or optimism. Enduring affective traits predispose individuals toward experiencing certain emotions (Rosenberg, 1998)

According to Leeper (1948), as quoted by Reiff et al. (2001), emotions are primarily motivating forces; they are “processes which arouse, sustain, and direct activity.” Emotions are reported to influence learning, and a range of behaviors such as helping, negotiating, altruism, risk taking, and compliance (Isen, 1984). Human emotions are found to be highly correlated with interest, effort, irrelevant thinking, and also, with academic achievements (Pekrun, 1998)

EMOTIONAL INTELLIGENCE (EQ) CAN BE DEFINED AS :

“The ability to monitor one's own and other's feelings and emotions, to discriminate among them, and to use the information to guide one's thinking and such action” (Mayer & Salovey, 1993).

Ericson defined emotional intelligence as a composition of the self (James, 1997). Accordingly, if an individual uses his/her emotions for reaching his/her targets and if he/she can achieve these targets, that person can be identified as “emotionally intelligent” (Ye-ilyaparak, 2001).

“The intelligent use of emotions: you intentionally make your emotions work for you by using them to help guide your behavior and thinking in ways that enhance your results” (Weisinger, 1998).

“The ability to recognize and respond to the emotions and feeling of others, as well as the skill to help others manage their emotions” (Schmidt, 1997)

REVIEW OF LITERATURE:

Holt, Svetlana, EdD, 2007, Emotional intelligence and academic achievement in higher education, Participants were surveyed for their demographic, characteristics, Scholastic Assessment Test scores, Grade Point Averages, levels of emotional intelligence as measured by Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), and their perception on their educational experiences. This study confirms a relationship between emotional intelligence and academic achievement, as measured by GPA. This positive finding existing studies, which suggest that emotional intelligence contributes to and enhances cognitive abilities in college students.

Oyesoji A. Aremu, Adeyinka Tella, Adedeji Tella, (2005), Relationship among Emotional Intelligence, Parental Involvement and Academic Achievement of Secondary School Students in Ibadan, Nigeria. This study investigated the relationship among emotional intelligence, parental involvement and academic achievement of 500 Senior Secondary School Students in Ibadan, Nigeria. The participants ranged in age between 14 and 18 years ($M=16.5$, $SD=1.7$) Results showed that both emotional intelligence and parental involvement could predict academic achievement. Similarly, there were significant positive relationship between emotional intelligence and academic achievement; and between parental involvement and academic achievement.

OBJECTIVES OF THE STUDY :

To study the emotional intelligence of English and Marathi medium students comparatively.
To study the sex role in emotional intelligence.

HYPOTHESES:

Emotional Intelligence of Marathi medium students is higher than English medium students.
Female students have high Emotional Intelligence than male students in both medium

METHODOLOGY:

Independent Variables:

1) Educational Medium (Marathi and English) 2) Gender (Male and Female) Dependent Variables:
1) Emotional Intelligence

SAMPLE:

Effective sample of the study was 112. They were selected from Aurangabad city only, by using random sampling method. In the total 112 students 56 students were Marathi Medium (28 female and 28 male) and 56 English medium (28 female and 28 male). The subjects were selected in this age group of 16 yrs to 18 yrs. Who are studying in 10th class from Marathi Medium and English Medium.

DESIGN OF STUDY :

Table No.2

GENDER (B)	MEDIUM (A)	
	ARTS A1	SCIENCE A2
MALE B1	A1,B1	A2,B1
FEMALE B2	A1,B2	A2,B2

2x2 Factorial design was used for this research

TOOLS:**1)EMOTIONAL INTELLIGENCE SCALE (EIS):**

This scale was constructed and standardized by Anukool Hyde, Sanjot P:ethe and Upinder Dhar.

Reliability :

The reliability of the scale was determined by calculating reliability coefficient on a sample of 200 subjects. The split-half reliability coefficient was found to be 0.88.

Validity:

Besides face validity, as all items were related to the variable under focus, the scale has high content validity. It is evident from the assessment of judges/experts that items of the scale are directly related to the concept of Emotional Intelligence. In order to find out the validity from the coefficient of reliability (Garrett, 1981), The reliability index was calculated, which indicated high validity on account of being 0.93.

Statistical Treatment of Data :

At the first stage data were treated by descriptive statistical techniques Mean and Standard Deviation. At the second stage data were subjected to 2x2 Factorial Design. Finally, the analysis was done by using SPSS software.

RESULTS AND DISCUSSION:

Mean and Standard Deviations obtained by the four group on dependent variables are shown in table No.1

Table No.1
Descriptive statistics for dependent variable
Emotional Intelligence

Independent Variables		Emotional Intelligence
Marathi	Mean	136.33
	SD	12.49
English	Mean	135.71
	SD	13.81
Male	Mean	135.85
	SD	12.91
Female	Mean	138.19
	SD	13.06

In the four classified groups were clustered in two broad groups on the basis of Medium and Sex. Then also large difference is seen in the mean values. To search the relative importance of the two independent variable the Medium and Sex were treated by Two Way Analysis of variance (ANOVA). Complete summary of the ANOVA is presented in the following table.

Table No.2
Complete Summary of Two Way ANOVA for the dependent variable
Emotional Intelligence

Source	Ss	Df	Ms	F
A-Medium	19.220	1	19.220	.113 _{NS}
B- Sex	941.780	1	941.780	5.546**
AXB	109.520	1	109.520	.645 _{NS}
Within Error	33283.400	108	169.813	
Total	3734642.000	112		

** Significant 0.01 Level * Significant 0.05 Level

From the summary of ANOVA it is found that the two main effects have brought out significant results. Main effect A, which represent the factor of Medium was not significant ($F=.113$, $df=1$ and 196 , $P>0.05$) at 0.01 and 0.05 level.

The not significant F value denotes that the group of Marathi did not differ from English medium students. The mean Emotional Intelligence score of the Marathi medium students were 136.33 and that of English medium students were 135.71. Here minor mean score denotes there is no significantly difference between Marathi medium students and English medium students about Emotional Intelligence.

Main affect B refers to the factor of Sex, it was also varied at two levels namely Male students and Female students. It was assumed that the Male and Female students differ from each other on the measure of Emotional Intelligence. Main effect B had yielded an F value of ($F=5.546$, $df=1$ and 196 , $P<0.01$) is significant. It means that the Female students and Male students significantly differ from each other. The mean score on Emotional Intelligence measure obtained by the Male students was 133.85 and by the Female students were 138.19. It means, in the present study compared to the Female students have significantly high on Emotional Intelligence than Male students.

Result of ANOVA further show that the factor of Medium and the factor of Sex. They did not collaboration with each other. Interaction AXB makes that fact clear. Interaction AXB has brought out an F value of ($F=.645$, $df=1$ and 196 , $P>0.05$ level).

CONCLUSIONS:

There is no significant different between Marathi medium and English medium students on Emotional Intelligence.
Female students have high Emotional Intelligence than male students in both medium.

SUGGESTIONS:

1)Information about Emotional Intelligence is necessary for teenage students; this should be done through the teachers.

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