

## INTELLIGENCE AND EMOTIONAL INTELLIGENCE IN SCHOOL GOING CHILDREN

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### ABSTRACT

Intelligence and Emotional intelligence are the two significant psychological faculties that are important in learning and successfully interacting with the environment. The study aimed to find out the Intelligence and Emotional Intelligence among school going children and also to find out the association between Intelligence and Emotional Intelligence among school going children. The sample consisted of 100 school going children. Personal data sheet, Binet Kamat test of intelligence and Mangal Emotional Intelligence Inventory were the tools used for the study. Results:- There is no gender difference in Intelligence and Emotional Intelligence among school going children. A strong positive correlation is demonstrated between Intelligence and all the sub scores and the total score of Emotional Intelligence.

**KEYWORDS:** Intelligence, Emotional Intelligence, school going children.

### INTRODUCTION

Intelligence and Emotional intelligence are the two significant psychological faculties that are important in learning and successfully interacting with the environment. The concept of intelligence is complex. The western culture emphasizes the speed of mental processing as a basic standard for intelligence. But eastern cultures view the depth or quality as more important than speed.<sup>[1]</sup> Psychologists defined Intelligence in varied ways. Wechsler defined intelligence as the aggregate global capacity to think rationally, to act purposefully and to deal effectively with the environment.<sup>[2]</sup> Sternberg and Berg analyzed the different views of intelligence and concluded that almost all definitions on intelligence focused on factors such as the ability to adapt to the environment, the basic mental processes, and higher order thinking capacity.<sup>[1]</sup> Everyone needs the basic mental processes that help them to think logically along with the capacity to adapt to different kind of situations for effective dealing with the surroundings. Emotions and its regulations are also important in learning and behaviour. Though the importance of emotions in life success has been pointed out by Plato about 200 years ago, its study on a scientific basis has started only in recent years. There are different concepts of emotional intelligence. The concepts was developed based on the observations that some individuals possess a higher ability to reason about and use emotions to enhance thoughts more effectively than others. Salovey and Mayer defined Emotional Intelligence as the “ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions”.<sup>[3]</sup> This ability model of Emotional Intelligence comprises the ability to perceive emotions

on the self and on others; the ability to generate, use and feel emotions as necessary to communicate feelings; the ability to understand emotional information and appreciate its meanings and the ability to regulate emotions.<sup>[4]</sup> The Bar-On's model of emotional – social intelligence view emotional intelligence as a “ cross section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands. According to him, emotional social intelligence is formed by a cross section of interrelated emotional and personality traits that are well established and interact together in the individual.”<sup>[4]</sup>

The concepts of emotional Intelligence were more in line with the eastern concepts of Intelligence. The Taoist tradition highlights the importance of humility and the capacity to understand oneself and external world as measures of intelligence. The Taiwanese Chinese conceptions of intelligence were based on five factors which are a general cognitive factor, interpersonal intelligence, intrapersonal intelligence, intellectual self - assertion and intellectual self- effacement.<sup>[1]</sup>

Goleman popularised the concept of Emotional Intelligence. According to Goleman emotional intelligence include zeal, persistence, self-control and the ability to motivate oneself.<sup>[5]</sup>

Studies demonstrated that individuals with high emotional intelligence engage less in problem behaviours, avoids self-destructive behaviours, are more empathic, and more socially adaptive. People with high emotional intelligence possess high sentimental attachment with home and have positive social

interactions and had greater self-perception of social competence.<sup>[6]</sup>

Emotional intelligence is found to have a role in many life outcomes. Among children and adolescents, good social relations are found to have positive correlation with emotional intelligence. Similarly, social deviance has negative correlations with emotional intelligence. It also correlates with academic achievement. Among adults, higher emotional intelligence leads to greater self-perception of social competence and less use of destructive interpersonal strategies. Others perceive high emotional intelligence individuals as more pleasant to be around and more empathetic. Emotional intelligence also correlates with better family and social relations. Emotionally intelligent individuals have better psychological wellbeing. Emotional intelligence correlates with greater life satisfaction and self-esteem and lower ratings of depression. It also correlates with physical health behaviours such as alcohol or tobacco use.<sup>[7]</sup>

#### AIM OF THE STUDY

1. To find out the Intelligence among the school going children.
2. To find out the Emotional Intelligence among the school going children.
3. To find out whether there is any relationship between Intelligence and Emotional Intelligence among school going children.
4. To find out whether there is any gender difference in Intelligence among school going children.
5. To find out whether there is any gender difference in Emotional Intelligence among school going children.

#### MATERIALS AND METHODS

Descriptive research design was used for the study. The sample of the study consisted of 100 school going

adolescents studying in tenth, eleventh and twelfth standards. Random sampling was used to select the schools. Sample for the study was also selected randomly. Personal data sheet developed by the investigator, Binet Kamat test of intelligence<sup>[8]</sup> and Mangal Emotional Intelligence Inventory<sup>[9]</sup> were the tools used for the study. After getting ethical clearance the investigator visited selected schools. Personal data sheet was used to collect the personal data. Intelligence was assessed using Binet Kamat test of intelligence and Emotional intelligence was assessed using Mangal Emotional Intelligence Inventory. Mangal Emotional Intelligence Inventory measures emotional intelligence in four areas namely, intra personal awareness (knowing about one's own emotions), inter personal awareness (knowing about other's emotions), intra personal management (managing one's emotions) and inter personal management (managing others emotions). There are 25 items in each area and has a total score of 100. The subject has to respond either "yes" or "no" to each item. . Statistical analysis was done using SPSS package. Mann-Whitney U test was used to find out the intelligence and Emotional Intelligence between school going boys and girls and Spearman's rank-order correlation was used to find out the correlation between Intelligence and Emotional Intelligence.

#### RESULTS AND DISCUSSION

Of the 100 students, there were 54 boys and 46 girls. The mean score of Intelligence in boys is 100.89 and the mean score of Intelligence in girls is 102.07. No significant difference is found between boys and girls in Intelligence. In case of Emotional Intelligence, the mean score obtained by boys is 63.07 and the mean score obtained by girls is 63 and there is no significant difference between boys and girls in Emotional Intelligence. A positive correlation is found between Intelligence and all the sub scores and total score of Emotional Intelligence.

**Table 1: The results of the Mann- Whitney U test between boys and girls in Intelligence.**

Variable	Gender	N	Means	Standard Deviations	Mann Whitney U value	Z	p value
Intelligence	Boys	54	100.89	4.90	1021.0	-1.532	0.126
	Girls	46	102.07	5.21			

**Table 2: The results of the Mann-Whitney U test between boys and girls in Emotional Intelligence.**

Variable	Gender	N	Means	Standard Deviations	Mann Whitney U value	Z	p value
Intrapersonal awareness	Boys	54	16.46	2.55	1234.5	-0.052	0.958
	Girls	46	16.54	2.37			
Interpersonal awareness	Boys	54	14.70	3.61	1229.0	-0.090	0.928
	Girls	46	14.83	3.06			
Intrapersonal management	Boys	54	16.57	2.88	1062.0	-1.253	0.210
	Girls	46	17.09	4.05			
Interpersonal management	Boys	54	15.11	3.30	1045.0	-1.369	0.171
	Girls	46	15.74	3.84			
Total emotional intelligence	Boys	54	63.07	8.22	1138.0	-0.720	0.472

	Girls	46	63.00	12.04			
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**Table 3: Correlation between Intelligence and Emotional Intelligence.**

Variables	Correlation	Lower bound	Upper bound	Z	p value
intelligence- Intra personal awareness	0.523	0.474	0.572	6.074	<0.001**
Intelligence- Inter personal awareness	0.572	0.527	0.617	6.903	<0.001**
Intelligence- Intra personal management	0.718	0.685	0.751	10.212	<0.001**
Intelligence- Inter personal management	0.665	0.627	0.703	8.815	<0.001**
Intelligence- Total emotional intelligence	0.784	0.758	0.810	12.503	<0.001**

Studies have reported that both intelligence and emotional intelligence are significant factors in life achievement.<sup>[6,7]</sup> In the cognitive control process in humans, Intelligence is found to be a crucial factor. Competences related to EI were also found to be essential in the cognitive control process.<sup>[10]</sup> Studies also demonstrated that Intelligence greatly influence learning capacity and academic achievement.<sup>[11]</sup> Children with the high intelligence were found to have higher achievement motivation.<sup>[12]</sup> Studies to find out the association between emotional intelligence and academic success reported strong associations between various dimensions of emotional intelligence and academic success. Students with high academic achievement had higher scores in the interpersonal dimension, adaptability dimension, and stress management dimensions of emotional intelligence.<sup>[13]</sup> Similar findings were reported between self-emotion appraisal and understanding of emotion domains of emotional intelligence and academic performance.<sup>[14]</sup>

Strong positive correlation was found between Intelligence and Emotional Intelligence in the present study. In a study conducted in patients with borderline personality disorders reported associations between ability EI and general intelligence in both patients and controls.<sup>[15]</sup> Studies also reported positive correlations between general intelligence and experiential and strategic areas of EI.<sup>[16]</sup>

Both ability-based concept and self-report concept of emotional intelligence were also reported to have relationship with IQ.<sup>[17]</sup>

The present study did not show any significant difference between boys and girls in intelligence and emotional intelligence. Other Indian studies also reported similar findings.<sup>[18,19]</sup>

## CONCLUSIONS

There is no gender difference in Intelligence and Emotional Intelligence among school going children. A strong positive correlation is demonstrated between Intelligence and all the sub scores and the total score of Emotional Intelligence.

**Conflict of Interest:** None.

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