

## SECTOR WISE PERCEIVED LEVEL OF EMOTIONAL INTELLIGENCE SKILLS OF SECONDARY SCHOOL STUDENTS

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**ABSTRACT:** *The study attempted to assess the sector wise perceived level of emotional intelligence skills of the secondary school students in district Haripur. Sample was comprised of 600 students studying in secondary schools. The data were collected by using stratified random sampling technique. The emotional intelligence skills of the secondary school students were assessed by six second's EC-i youth version. This was developed for measuring the emotional intelligence skills of students between ages 7/8-18 years. The test was internationally certified and administered according to the instructions. The raw scores on each competency were summarized by using the descriptive statistics. To measure the perception level of students: mean, standard deviation and standard error of mean were calculated. The scoring range of most of the students was from average to above average level. The spread of scores around mean score was quite low in all the eight competencies of emotional intelligence skills. The study revealed that there was significant difference among students of private and public sector schools in perceiving emotional intelligence skills.*

**Key Words:** Emotional intelligence skills, enhance emotional literacy, recognize pattern, apply consequential thinking, navigate emotions, enhance intrinsic motivation, exercise optimism, increase empathy and pursue noble goals.

**Introduction:** Emotional intelligence skills play a vital role in an individual's performance both in a workplace as well as in teaching learning process. The idea of emotional intelligence was first introduced in an organization. The concept of emotional intelligence has become inevitably thoughtful in education sector too. Farooq (2003) stated that learning activities of emotional intelligence in the institutions are very important as they affect the academic achievement during the learning session and in the future. Schools promoting the cause of learning in terms of social, emotional and academic development are more successful presently and are likely to remain successful in the future (Elias, et.al, 1997). They further highlight the common consensus among educators that school must foster the social-emotional development of students. Most of them think partially about the matter as a contributor to children's health or citizenship. The role of emotional intelligence learning is to improve the academic performance and lifelong learning of students. Society transfers the social values to the next generation through the teaching learning process. Learning is a social process and schools are the places where these activities are performed. Students learn with the guidance of teachers, company of peers and support of families. They do not learn alone. Emotions are either the facilitators or the hampers in the learning process at schools. Salovey & Mayer, (1990) stated that skills of emotional intelligence can be learnt and improved. Emotional intelligence is the ability of recognizing one's own as well as others' feelings for motivating oneself and developing the relations with others. Parker, et al. (2004) stated that positive thinking in students can be developed by attaining the emotional intelligence skills and improving the ability of concentrating on the self-efficacy. This improves the judgment of a person for organizing and executing the course of action and attaining specific type of performance. It also contributes a lot to a person's academic achievement. Goleman, (1998) stated that the students who possess high emotional intelligence skills

are always successful in their specialized field of knowledge. The students can be prepared as excellent learners by making them familiar with their needs and socio-emotional intelligence skills.

**Emotional Intelligence:** The capability of emphasizing, persevering, controlling impulses, communicating clearly, making thoughtful decisions, solving problems and working with a view to make friends and success is called emotional intelligence (Stone McCown, Jensen, Freedman, & Rideout, 1998). These abilities enable a person for recognizing and regulating emotions, developing self-control, setting goals, developing empathy, resolving conflicts and improving the competencies which are necessary for leadership as well as powerful involvement of groups (Elias, et al., 1997).

Salvoy & Mayer (1990) explained that emotional intelligence is the branch of social intelligence that possesses the capability of monitoring feelings of one-self and others. It identifies the feelings of others and employs this information for guiding, thinking and acting of a person. It is the ability of emotional reasoning and enhancing thinking. Emotional intelligence is the ability of recognizing emotional responses and relationships, offering reasons and solving problems on this basis. The ability of perceiving emotions, assimilating feelings, understanding and managing information about such feelings is said to be emotional intelligence.

Greenberg et al. (2008) stated the importance of increase in emotional knowledge and emotional abilities. According to their report, the promoting Alternate Thinking Strategies Program is effective in increasing emotion-centered intelligence abilities and reducing behavior problems in elementary school children. They indicate that intervention is very good for the children facing ordinary and serious problems. It is essential for improving the range of fluency and knowledge of words, explaining the emotional go-through and apprehending the different aspects of emotions. The teachers can exercise more power to streamline the emotions of children in classroom. Greenberg et al. (2008) also state that the academic achievement of elementary school children can be improved by allowing them to express emotions more appropriately. Their academic achievement can also be improved by reducing the behavior problems in the classroom (Goleman, 1998).

**Sample:** The study sample was selected in two steps. Firstly, 24 schools were selected by using stratified random sample technique from whole the district with respect to their sector wise settings. Secondly, 25 students were randomly selected from each school. Thus the study sample comprised of 600 students.

**Research Instrument:** The Six Second's SEI-YV, created for the age group of 7/8 to 18 years, was used to measure the emotional intelligence skills of the targeted sample. The SEI-YV comprises of 74 items assessing the Six Seconds model. The model includes three macro areas or pursuits with eight competencies.

**Data Collection:** The schools were personally visited for collecting the data from the students. The data was collected from students in the classrooms with the permission of authorities concerned. Before administering the questionnaire, all the students were briefed thoroughly about the purpose of the study and procedure for completing the instrument.

**Result:** The statistical analysis of the research data comprises the mean, standard deviation, standard error of mean, standard error of standard deviation and their ranges. The conclusions drawn from these tables were at the basis of 95% confidence interval. All the results were computed on the SPSS 16.0 version.

**Table : Sector wise perception of emotional intelligence skills**

Competency	Sector	N	Mean	SD	SE Mean	t-value	Sig
EEL	Public	300	38.15	5.01	0.29	1.297	0.195
	Private	300	38.74	6.08	0.35		
RCP	Public	300	33.38	4.43	0.26	-1.798	0.073
	Private	300	34.46	4.27	0.25		

ACT	Public	300	30.53	3.88	0.22	2.062	0.04
	Private	300	29.83	4.42	0.26		
NVE	Public	300	28.43	3.43	0.20	2.786	0.006
	Private	300	29.31	4.24	0.24		
EIM	Public	300	35.32	4.59	0.26	1.790	0.074
	Private	300	34.61	5.03	0.29		
EOP	Public	300	29.05	4.31	0.25	- 0.221	0.825
	Private	300	29.13	4.54	0.26		
ICE	Public	300	33.69	4.13	0.24	0.186	0.852
	Private	300	33.62	5.04	0.29		
PNG	Public	300	24.36	3.66	0.21	- 0.705	0.481
	Private	300	24.59	4.31	0.25		

The table shows that for Public Sector Students the mean score was 38.15, standard deviation 5.01 and standard error of mean 0.29, while for Private Sector Students the mean score was 38.74, standard deviation 6.08 and standard error of mean 0.35. The comparison indicated that the scores for Private sector Students was little consistent than the scores of Public sector Students but the difference was not statistically significant at 0.05 levels. The mean score for Public Sector Students was 33.38, standard deviation 4.43 and standard error of mean 0.26, while for Private Sector Students the mean score was 34.46, standard deviation 4.27 and standard error of mean 0.25. The comparison indicated that the score for Private sector Students was more consistent than the scores of Public sector Students but the difference was not statistically significant at 0.05 levels.

The mean score for Public Sector Students was 30.53, standard deviation 3.88 and standard error of mean 0.22, while for Private Sector Students the mean score was 29.83, standard deviation 4.42 and standard error of mean 0.26. The comparison indicated that the score for Public sector Students was more consistent than the scores of Private sector Students and the difference was statistically significant at 0.05 levels. The mean score for Public Sector Students was 28.43, standard deviation 3.43 and standard error of mean 0.20, while for Private Sector Students the mean score was 29.31, standard deviation 4.24 and standard error of mean 0.24. The comparison indicated that the score for Private sector Students was more consistent than the scores of Public sector Students and the difference was statistically significant at 0.05 levels. The mean score for Public Sector Students was 35.32, standard deviation 4.59 and standard error of mean 0.26, while for Private Sector Students the mean score was 34.61, standard deviation 5.03 and standard error of mean 0.29. The comparison indicated that the score for Public sector Students was more consistent than the scores of Private sector Students but the difference was not statistically significant at 0.05 levels. The mean score for Public Sector Students the mean score was 29.05, standard deviation 4.31 and standard error of mean 0.25, while for Private Sector Students the mean score was 29.13, standard deviation 4.54 and standard error of mean 0.26. The comparison indicated that the scores for Private sector Students was little consistent than the scores of Public sector Students but the difference was not statistically significant at 0.05 levels. The mean score for Public Sector Students the mean score was 33.69, standard deviation 4.13 and standard error of mean 0.24, while for Private Sector Students the mean score was 33.62, standard deviation 5.04 and standard error of mean 0.29. The comparison indicated that the scores for Public sector Students was little consistent than the scores of Private sector Students but the difference was not statistically significant at 0.05 levels. The mean score for Public Sector Students the mean score was 24.36, standard deviation 3.66 and standard error of mean 0.21, while for Private Sector Students the mean score was 24.59, standard deviation 4.31 and standard error of mean 0.25. The comparison indicated that the scores for Private sector Students was little consistent than the scores of Public sector Students but the difference was not significant at 0.05 levels.

**Conclusions:** The study has revealed the following key points:

1. The study has concluded that the students perceive positive emotional intelligence skills. They possess enough EI skills for adjustment in school and society. The students with sufficient EI skills may be able to change their classrooms, schools and communities. These emotional intelligence skills are learned, not innate.
2. The skills like enhance emotional literacy, recognize patterns, engage intrinsic motivation, increase empathy and pursue noble goals enable the students to make their place in schools, communities and grow into more caring and responsible human beings. The students in the study have perceived positively in these skills.
3. The study concluded that there was no significant difference in the perception of emotional intelligence skills of students studying in public schools or private schools. However, the students of private schools were more consistent than public schools students.

**Recommendations:** The aim of all the educational systems at all levels and, indeed, all the teachers are to seek improvement in academic success of the students. The recommendations below hint at seeking to achieve this apparently impossible goal. All that is known about positive emotional intelligence skills relates to academic performance and leads to some interesting suggestions.

1. Emotional intelligence skills program should be started at secondary schools level. SEL programming can help schools to become more effective at guiding students towards becoming literate, responsible, non-violent, drug-free and caring adults. If the secondary schools start teaching emotional intelligence skills and give students a chance to learn, to know themselves and others, to make responsible decisions, to take care of others and understand how to act. This practice will integrate all these principles in their everyday lives.
2. Emotional intelligence skills should be built gradually and systematically. Enough time is required for development of these skills. Research studies show that it will take two to three years for staff and faculty to become competent with a new emotional intelligence-SEI program.
3. Enough time should be spared for these activities.

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