

Emotional Intelligence of Twelfth Grade Students of Durg District with Respect to Their Gender, Locality, Types of School

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Abstract: *The data were collected from 320 students studying in class XII of Durg District, Chhattisgarh in INDIA. The investigator used stratified random sampling technique to select a sample of 320 students of class XII. There were 40 boys and 40 girls from government and private urban schools and 40 boys and 40 girls from government and private rural schools of Durg District of Chhattisgarh in INDIA. To collect the relevant data for the present study, the investigator used standardized instruments Mangal Emotional Intelligence Inventory, that constructed by Dr. S.K. Mangal to measure the Emotional Intelligence of Higher Secondary School Students. The data have been analyzed using appropriate statistical techniques, both descriptive and inferential. Mean, ANOVA have been accurately computed and well interpreted. Below Study inferred effect of demographic variables on Emotional Intelligence .*

Key words: *Emotional Intelligence , Higher Secondary Students, Locality (rural & urban), Types of school (Government & private school), Gender (Boys & Girls).*

I. Introduction

Emotional Intelligence is one of the best predictors of success in life. Emotionally Intelligent people are more likely to succeed in everything they undertake in life. Emotional intelligence is as powerful & at times more powerful than I.Q., while I.Q. contributes only to about 20% of success in life, Emotional intelligence, luck and social class are among other forces, which contribute the rest. We can teach and improve Emotional Competencies in students, paving the way for increasing their Emotional Intelligence and thus making their life more healthy, enjoyable and successful in coming days. Emotional intelligence essentially reflects one's ability to deal successfully with other people and with their own feelings. Since these qualities count significantly towards a person's success in the area of achievement, it may induce him to like wise to achieve the required success most of the time in our life. Whether childhood problems, adolescent problems, home problems, family adjustment are the result of misinterpretation of involved sentiments, feelings and emotions of concerned individuals, society and the nation. Teachers should make efforts for training the emotions and developing proper Emotional Intelligence understanding, empathy accompanied with right action and behavior on the part of the individual and group to lead a better life in peace and co-operation.

II. Objectives Of The Study

To study the problem the following objectives have been taken into consideration to make the study pinpointed, result oriented and educationally reformed.

- ❖ To Study the effect of types of school (govt. & private) on Emotional Intelligence of Higher Secondary Students.
- ❖ To Study the effect of types of school (govt. & private) on different dimension(s) of Emotional Intelligence of Higher Secondary Students.
- ❖ To Study the effect of gender (Boys & Girls) on Emotional Intelligence of Higher Secondary Students.
- ❖ To Study the effect of gender (Boys & Girls) on different dimension(s) of Emotional Intelligence of Higher Secondary Students.
- ❖ To Study the effect of locality (Rural & Urban) on Emotional Intelligence of Higher Secondary Students.
- ❖ To Study the effect of locality (Rural & Urban) on different dimension(s) of Emotional Intelligence of Higher Secondary Students.

III. The Hypothesis

H₁ There will be no significant effect of types of school (govt. & private) on Emotional Intelligence of Higher Secondary Students.

H_{1.1} There will be no significant effect of types of school (govt. & private) on Emotional Intelligence Intrapersonal awareness (E.I.) of Higher Secondary Students.

H_{1.2} There will be no significant effect of types of school (govt. & private) on Inter-personal awareness (E.I.) of Higher Secondary Students.

H_{1,3} There will be no significant effect of types of school (govt. & private) on Intra-personal management (E.I.) of Higher Secondary Students.

H_{1,4} There will be no significant effect of types of school (govt. & private) on Inter-personal management (E.I.) of Higher Secondary Students.

H₂ .There will be no significant effect of gender (Boys & Girls) on Emotional Intelligence of Higher Secondary Students.

H_{2,1} There will be no significant effect of gender (Boys & Girls) on Intra-personal awareness (E.I.) of Higher Secondary Students.

H_{2,2} There will be no significant effect of gender (Boys & Girls) on Inter-personal awareness (E.I.) of Higher Secondary Students.

H_{2,3} There will be no significant effect of gender(Boys & Girls) on Intra-personal management (E.I.) of Higher Secondary Students.

H_{2,4} There will be no significant effect of gender(Boys & Girls) on Inter-personal management(E.I.) of Higher Secondary Students.

H₃ .There will be no significant effect of locality (Rural & Urban) on Emotional Intelligence of Higher Secondary Students.

H_{3,1} There will be no significant effect of locality (Rural & Urban) on Intra-personal awareness (E.I.) of Higher Secondary Students.

H_{3,2} There will be no significant effect of locality (Rural & Urban) on Inter-personal awareness (E.I.) of Higher Secondary Students.

H_{3,3} There will be no significant effect of locality (Rural & Urban) on Intra-personal management (E.I.) of Higher Secondary Students.

H_{3,4} There will be no significant effect of locality (Rural & Urban) on Inter-personal management (E.I.) of Higher Secondary Students.

DELIMITATION -

Following are the delimitations of the present study:

- 1) This study is limited to Government Schools and Private Schools students of Durg District of Chhattisgarh in INDIA.
- 2) This study is limited to Higher Secondary Students.
- 3) The sample of one hundred sixty boys and one hundred sixty girls is drawn from amongst the 12th grade of rural and urban area of Durg District.

THE METHOD -

To explain the phenomenon in terms of the conditions, relationship and effect that exist under investigation, only the normative survey method is the most pertinent to this present study.

POPULATION -

The population for the purpose of this study has been defined as the total number of students of all the Higher Secondary Schools of Durg Districts in Chhattisgarh state. As 317 Higher Secondary Schools of both rural area and urban area come under these Districts, the population in this present study comprises 22917 students. Therefore, the result of the study will be applicable to the students of all the Higher Secondary Schools of the Durg Districts of Chhattisgarh State.

SAMPLE AND SAMPLING TECHNIQUE-

While selecting the sample for the present study, the researcher had adopted the stratified random sampling technique. The 320 sample distribution of 40 boys and 40 girls were drawn from private schools and 40 boys and 40 girls were drawn from government schools of rural locality and 40 boys and 40 girls were drawn from private schools and 40 boys and 40 girls were drawn from government schools of urban locality amongst the respective numbers of the Higher Secondary Schools in Durg District.

INSTRUMENT -

In order to collect the relevant data for the present study, the researcher prepared and used following instrument-
➤ Mangal Emotional Intelligence Inventory, that constructed by Dr. S.K. Mangal is used to measure the Emotional Intelligence in Higher Secondary School Students.

STATISTICAL TECHNIQUES-

All the hypotheses were tested by using the following statistical techniques :-

- Analysis of variance (Three way 'ANOVA').

IV. Tabulation, Analysis And Findings

The analysis was carried out using both descriptive and inferential statistics.

Table 1-Analysis of Variance of Total Emotional Intelligence

| Source | D.f. | SS | MS | F-ratio | Significant | |
|-------------|------|----------|--------|---------|-------------|------------|
| | | | | | 0.05level | 0.01 level |
| T(School) | 1 | 525.32 | 525.32 | 8.79 | S | S |
| X(Gender) | 1 | 352.80 | 352.80 | 5.90 | S | S |
| L(Locality) | 1 | 470.45 | 470.45 | 7.87 | S | S |
| T.X | 1 | 231.20 | 231.20 | 3.87 | S | NS |
| T.L | 1 | 0.45 | 0.45 | <1.0 | NS | NS |
| X.L | 1 | 726.02 | 726.02 | 12.15 | S | S |
| T.X.L | 1 | 90.3 | 90.3 | 1.51 | NS | NS |
| With in | 312 | 18641.85 | 59.74 | | | |

Table 2-Analysis of Variance of Intra- Personal Awareness(E.I.)

| Source | D.f. | SS | MS | F-ratio | Significant | |
|-------------|------|--------|-------|---------|-------------|-----------|
| | | | | | 0.05 level | 0.01level |
| T(School) | 1 | 94.60 | 94.60 | 215.00 | S | S |
| X(Gender) | 1 | 68.45 | 68.45 | 155.56 | S | S |
| L(Locality) | 1 | 61.25 | 61.25 | 139.20 | S | S |
| T.X | 1 | 25.77 | 25.77 | 58.56 | S | S |
| T.L | 1 | 1.79 | 1.79 | 4.06 | S | NS |
| X.L | 1 | 9.12 | 9.12 | 20.72 | S | S |
| T.X.L | 1 | 1.02 | 1.02 | 2.31 | NS | NS |
| With in | 312 | 138.71 | 0.44 | | | |

Table 3-Analysis of Variance of Inter Personal Awareness (E.I.)

| Source | D.f. | SS | MS | F-ratio | Significant | |
|-------------|------|---------|-------|---------|-------------|-----------|
| | | | | | 0.05level | 0.01level |
| T(School) | 1 | 5.25 | 5.25 | 0.41 | NS | NS |
| X(Gender) | 1 | 28.20 | 28.20 | 2.22 | NS | NS |
| L(Locality) | 1 | 42.77 | 42.77 | 3.38 | NS | NS |
| T.X | 1 | 62.12 | 62.12 | 4.91 | S | NS |
| T.L | 1 | 2.29 | 2.29 | 0.18 | NS | NS |
| X.L | 1 | 91.39 | 91.39 | 7.22 | S | S |
| T.X.L | 1 | 0.88 | 0.88 | 0.069 | NS | NS |
| With in | 312 | 3948.60 | 12.65 | | | |

Table 4-Analysis of Variance of Intra Personal Management (E.I.)

| Source | D.f. | SS | MS | F-ratio | Significant | |
|-------------|------|---------|--------|---------|-------------|-----------|
| | | | | | 0.05level | 0.01level |
| T(School) | 1 | 193.75 | 193.75 | 13.49 | S | S |
| X(Gender) | 1 | 28.20 | 28.20 | 1.96 | NS | NS |
| L(Locality) | 1 | 22.58 | 22.58 | 1.57 | NS | NS |
| T.X | 1 | 48.83 | 48.83 | 3.40 | NS | NS |
| T.L | 1 | 2.63 | 2.63 | 0.18 | NS | NS |
| X.L | 1 | 71.25 | 71.25 | 4.96 | S | NS |
| T.X.L | 1 | 14.88 | 14.88 | 1.03 | NS | NS |
| With in | 312 | 4480.17 | 14.35 | | | |

Table 5-Analysis of Variance of Inter Personal Management (E.I.)

| Source | D.f. | SS | MS | F-ratio | Significant | |
|-------------|------|---------|-------|---------|-------------|-----------|
| | | | | | 0.05level | 0.01level |
| T(School) | 1 | 9.11 | 9.11 | 0.85 | NS | NS |
| X(Gender) | 1 | 0.006 | 0.006 | <0.1 | NS | NS |
| L(Locality) | 1 | 6.61 | 6.61 | 0.62 | NS | NS |
| T.X | 1 | 24.20 | 24.20 | 2.27 | NS | NS |
| T.L | 1 | 4.45 | 4.45 | 1.36 | NS | NS |
| X.L | 1 | 57.80 | 57.80 | 5.44 | S | NS |
| T.X.L | 1 | 13.62 | 13.62 | 1.28 | NS | NS |
| With in | 312 | 3312.40 | 10.61 | | | |

➤ **Main Effects of types of school on Emotional Intelligence:**

Table 1, shows that the F-value for types of schools is 8.79 which is significant at 0.01 (df (1,312); $P < 0.01$). Further Mean for Emotional Intelligence is 65.88 for private school students and 63.32 for government school students. Hence it reveals that the Emotional Intelligence in students of private school is higher than that of students of government school. It indicate that there is a significant difference in Emotional Intelligence of government and private school students which reject the hypothesis i.e. -

“There will be no significant effect of types of school (Government & Private) on Emotional Intelligence of Higher Secondary Students.”

Table 2, shows that the F-value for types of schools is 215.00 which is significant at 0.01 (df (1,312); $P < 0.01$). Further Mean for Intra -personal Awareness (E.I.) is 16.18 for private school students and 15.09 for government school students. Hence it reveals that the Intra-personal Awareness (E.I.) in students of private school is higher than that students of government schools. It indicate that there is a significant difference in Intra -personal Awareness (E.I.) of government and private school students which reject the hypothesis i.e. -

“There will be no significant effect of types of school (Government & Private) on Intra -personal Awareness (E.I.) of Higher Secondary Students.”

Table 3, shows that the F-value for types of schools is 0.41 which is non-significant at 0.05 (df (1,312); $P > 0.05$). It indicate that there is a no significant difference in Inter-personal Awareness (E.I.) of government and private schools students which accept the hypothesis i.e.-

“There will be no significant effect of types of school (Government & Private) on Inter-personal Awareness (E.I.) of Higher Secondary Students.”

Table 4, shows that the F-value for types of schools is 13.49 which is significant at 0.01 (df (1,312); $P < 0.01$). Further Mean for Intra-personal Management (E.I.) is 16.82 for private school students and 15.26 for government school students. Hence it reveals that the Intra-personal Management (E.I.) in students of private school is higher than that students of government schools students. It indicate that there is a significant difference in Intra-personal Management (E.I.) of government and private school students which reject the hypothesis i.e. -

“There will be no significant effect of types of school (Government & Private) on Intra-personal Management (E.I.) of Higher Secondary Students.”

Table 5, shows that the F-value for types of schools is 0.85 which is no significant at 0.05 (df (1,312); $P > 0.05$). It indicate that there is a no significant difference in Inter-personal Management (E.I.) of government and private school students which accept the hypothesis i.e. -

“There will be no significant effect of types of school (Government & Private) on Inter -personal Management (E.I.) of Higher Secondary Students.”

Main Effects of Gender on Emotional Intelligence :-

Again, table 1, shows that the F-value for gender is 5.90 which is significant at 0.05 (df (1,312) ; $P < 0.05$). Mean for Emotional Intelligence is 65.65 for boys and 63.55 for girls. Hence it reveals that the Emotional Intelligence in boys is higher than that of girls. It indicate that there is a significant difference in Emotional Intelligence of boys and girls which reject the hypothesis i.e. -

“There will be no significant effect of gender (Boys & Girls) on Emotional Intelligence of higher secondary students.”

Again, table 2, shows that the F-value for gender is 155.56 which is significant at 0.01 (df (1,312) ; $P < 0.01$). Further, Mean for Intra-personal Awareness (E.I.) is 16.10 for boys and 15.17 for girls. Hence it reveals that the Intra-personal Awareness (E.I.) in boys is higher than that of girls. It indicate that there is a significant difference in Intra-personal Awareness (E.I.) of boys and girls which reject the hypothesis i.e. -

“There will be no significant effect of gender (Boys & Girls) on Intra-personal Awareness (E.I.) of higher secondary students.”

Again, table 3, shows that the F-value for gender is 2.22, which is no significant at 0.05 and 0.01 (df (1,312); $P > 0.05$ & 0.01). It indicate that there is a no significant difference in Inter-personal Awareness (E.I.) of boys and girls which accept the hypothesis i.e.-

“There will be no significant effect of gender (Boys & Girls) on Inter-personal Awareness (E.I.) of higher secondary students.”

Again, table 4, shows that the F-value for gender is 1.96, which is no significant at 0.05 and 0.01 (df (1,312); $P > 0.05$ & 0.01). It indicate that there is a no significant difference in Intra-personal Management (E.I.) of boys and girls which accept the hypothesis -

“There will be no significant effect of gender (Boys & Girls) on Intra-personal Management (E.I.) of higher secondary students.”

Again, table 5, shows that the F-value for gender is (< 1.0); which is no significant at 0.05 and 0.01 (df (1,312); $P > 0.05$ & 0.01). It indicate that there is a no significant difference in Inter-personal Management (E.I.) of boys and girls which accept the hypothesis i.e.-

“There will be no significant effect of gender (Boys & Girls) on Inter-personal Management (E.I.) of higher secondary students.”

Main Effects of locality on Emotional Intelligence:

Table 1, also shows that the F-value for locality is 7.87 which is significant at 0.01 (df (1,312); $P < 0.01$). Further Mean for Emotional Intelligence is 65.81 for urban areas students and 63.39 for rural areas students. Hence it reveals that the Emotional Intelligence in urban areas students is higher than that of rural areas students. It indicate that there is a significant difference in Emotional Intelligence of rural and urban areas which reject the hypothesis i.e. -

“There will be no significant effect of locality (rural & urban) on Emotional Intelligence of higher secondary students.”

Table 2, shows that the F-value for locality is 139.20 which is significant at 0.01 (df (1,312); $P < 0.01$). Further Mean for Intra-personal Awareness (E.I.) is 16.07 for urban areas students and 15.20 for rural areas students. Hence it reveals that the Intra-personal Awareness (E.I.) in urban areas students is higher than that of rural areas students. It indicate that there is a significant difference in Intra-personal Awareness (E.I.) of rural and urban areas which reject the hypothesis i.e.-

“There will be no significant effect of locality (rural & urban) on Intra-personal Awareness (E.I.) of higher secondary students.”

Table 3 shows, that the F- value for locality is 3.38, which is no significant at 0.01 (df (1,312); $P > 0.01$).It indicate that there is a no-significant difference in Inter-personal Awareness (E. I.) of rural and urban areas which accept the hypothesis i.e.-

“There will be no significant effect of locality (rural & urban) on Inter-personal Awareness (E.I.) of higher secondary students.”

Table 4 also shows, that the F- value for locality is 1.57 , which is no significant at 0.01 (df (1,312); $P > 0.01$).It indicate that there is a no-significant difference in Intra-personal Management (E.I.) of rural and urban areas which accept the hypothesis i.e.-

“There will be no significant effect of locality (rural & urban) on Intra-personal management (E.I.) of higher secondary students.”

Table 5 also shows, that the F- value for locality is 0.62 , which is no significant at 0.01 (df (1,312); $P > 0.01$). It indicate that there is a no-significant difference in Inter-personal Management (E. I.) of rural and urban areas which accept the hypothesis i.e.-

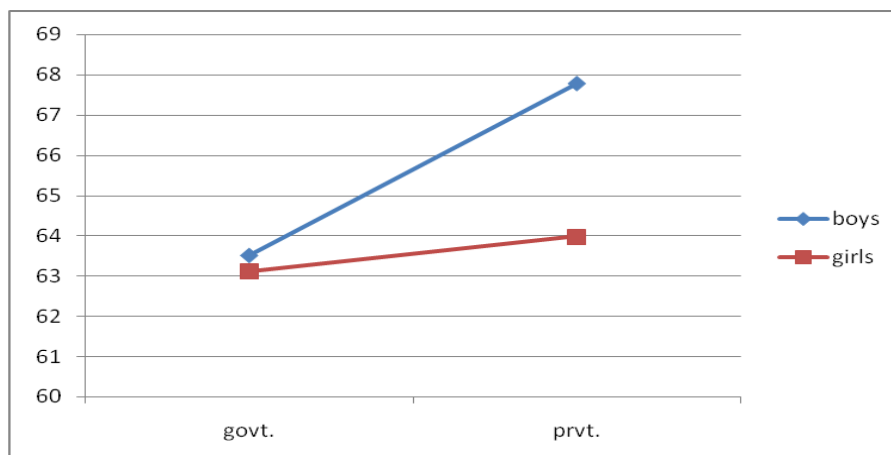
“There will be no significant effect of locality (rural & urban) on Inter-personal management (E.I.) of higher secondary students.”

V. Intrection Effects

Table 6 - Mean of types of school and gender

| Mean | Government | Private |
|-------|------------|---------|
| Boys | 63.52 | 67.78 |
| Girls | 63.12 | 63.98 |

Graph 1- Represented by the graph mean of boys and girls of government and private schools

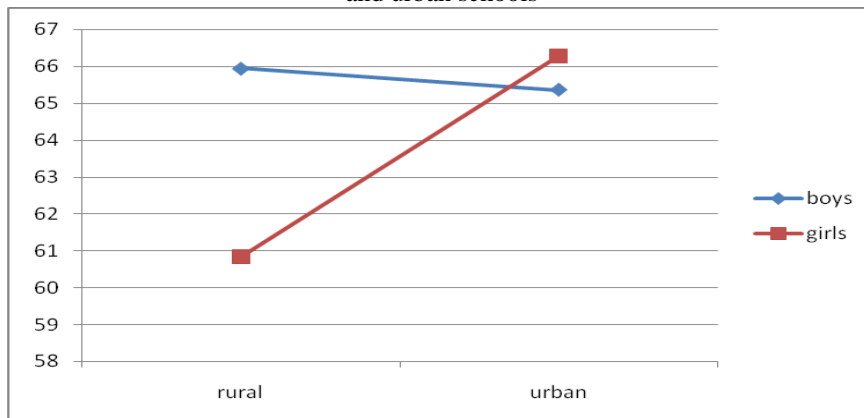


We see in the ANOVA summary table -1 a significant F for types of school and gender. Note from the graph and the table of means that private school students are more emotionally intelligence than government school students. However, this is of minor importance because our main interest is in the interaction effect indicated by a significant F for types of school by gender. As we can see from the graph, that the boys of private school is more Emotionally Intelligence than boys of government school (means of 63.52 and 67.78 respectively).However, that the girls of private school is more Emotionally Intelligence than girls of government school (means of 63.12 and 63.98 respectively).

Table 7- Mean of locality and gender

| Mean | rural | Urban |
|-------|-------|-------|
| Boys | 65.94 | 65.36 |
| Girls | 60.83 | 66.27 |

Graph 2- Represented by the graph mean of boys and girls of rural and urban schools

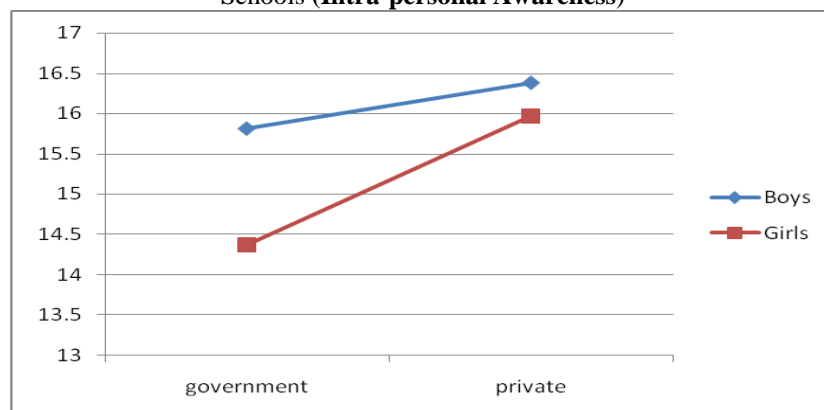


We see in the ANOVA summary table -1 a significant F for gender and locality. Note from the graph and the table of means that rural area boys is more Emotionally intelligence than that of urban area boys, and urban area girls is more Emotionally intelligence than that of rural area girls. However, this is of minor importance because our main interest is in the interaction effect indicated by a significant F for locality by gender. As we can see from the graph, that the boys of rural area is more emotionally intelligence than boys of urban area. (means of 65.94 and 65.36 respectively).However, that the girls of urban area is more Emotionally Intelligence than girls of rural area (means of 60.83 and 66.27 respectively).

Table 8 -Mean for types of school and gender (Intra-personal Awareness)

| Mean | government | Private |
|-------|------------|---------|
| Boys | 15.81 | 16.38 |
| Girls | 14.37 | 15.97 |

Graph 3 - Represented by the graph mean of boys and girls of government and private Schools (Intra-personal Awareness)

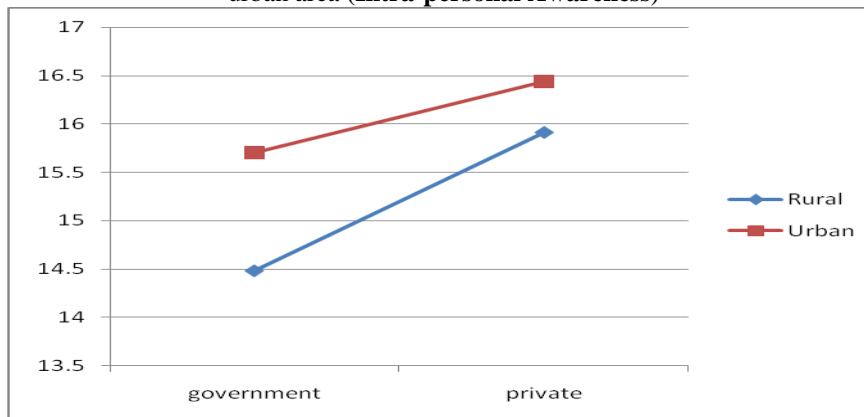


We see in the ANOVA summary table -2 a significant F for types of school and gender .Note from the graph and the table of means that private school students is more Intra personal aware (E.I.)than government school students. However , this is of minor importance because our main interest is in the interaction effect indicated by a significant F for types of school by gender. As we can see from the graph, that the boys of private school is more Intra-personal aware (E.I.) than boys of government school (means of 15.81 and 16.38 respectively).However ,that the girls of private school is more Intra personal aware (E.I.) than girls of government school (means of 14.37 and 15.97 respectively).

Table 9-Mean for types of school and locality (Intra-personal Awareness)

| Mean | government | Private |
|-------|------------|---------|
| Rural | 14.48 | 15.91 |
| Urban | 15.70 | 16.44 |

Graph 4 - Represented by the graph mean of government and private Schools of rural and urban area (Intra-personal Awareness)

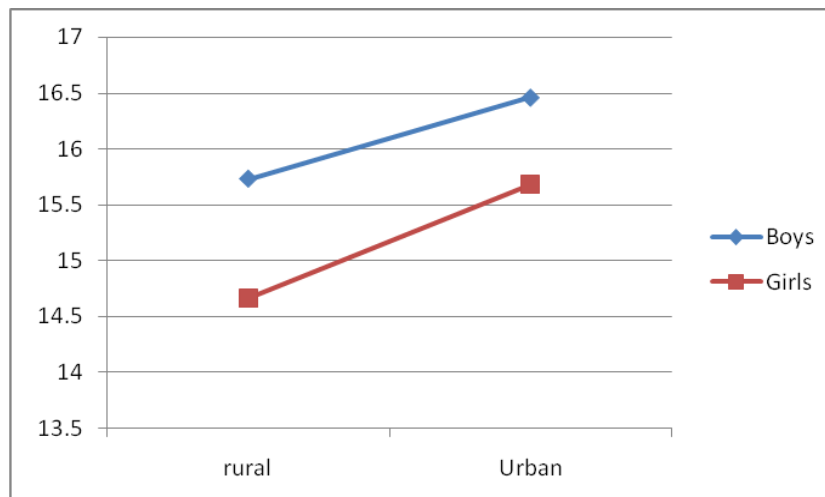


We see in the ANOVA summary table – 2 a significant F for types of school and locality. Note from the graph and the table of means that private school students is more Intra-personal aware (E.I.) than government school students. However, this is of minor importance because our main interest is in the interaction effect indicated by a significant F for types of school by locality. As we can see from the graph ,that the students of private school in rural area is more Intra- personal aware(E.I.) than students of government school in rural area (means of 14.48 and 15.91 respectively). However, that the students of private school in urban area is more Intra-personal aware (E.I.) than students of government school in urban area (means of 15.70 and 16.44 respectively).

Table 10 -Mean for gender and locality (Intra-personal Awareness)

| Mean | rural | Urban |
|-------|-------|-------|
| Boys | 15.73 | 16.46 |
| Girls | 14.66 | 15.68 |

Graph 5 - Represented by the graph mean of boys and girls of rural and urban Schools (Intra-personal Awareness)

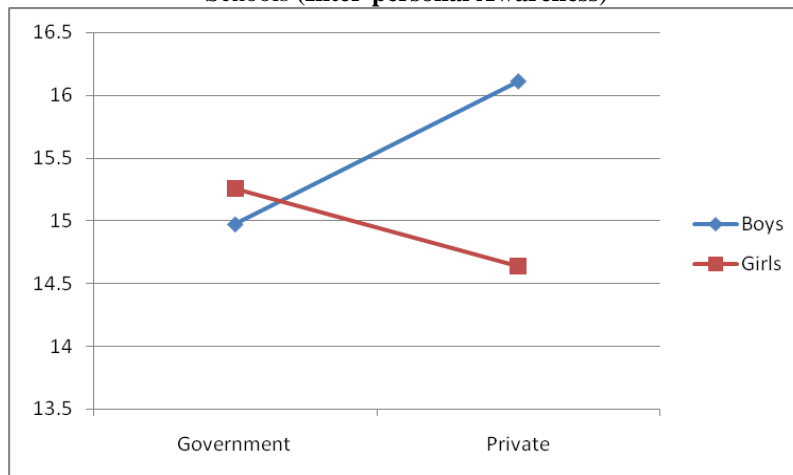


We see in the ANOVA summary table -2 a significant F for gender and locality. Note from the graph and the table of means that urban area students is more Intra-personal aware (E.I.) than rural area students. However, this is of minor importance because our main interest is in the interaction effect indicated by a significant F for gender by locality. As we can see from the graph ,that the boys of urban area is more Intra-personal aware (E.I.) than the boys of rural area (means of 15.73 and 16.46 respectively).However, that the girls of urban area is more Intra-personal awareness(E.I.) than the girls of rural area (means of 14.66 and 15.68 respectively).

Table 11-Mean for gender and types of school (Inter-personal Awareness)

| Mean | Government | Private |
|-------|------------|---------|
| Boys | 14.97 | 16.11 |
| Girls | 15.26 | 14.64 |

Graph 6 - Represented by the graph mean of boys and girls of government and private Schools (Inter-personal Awareness)

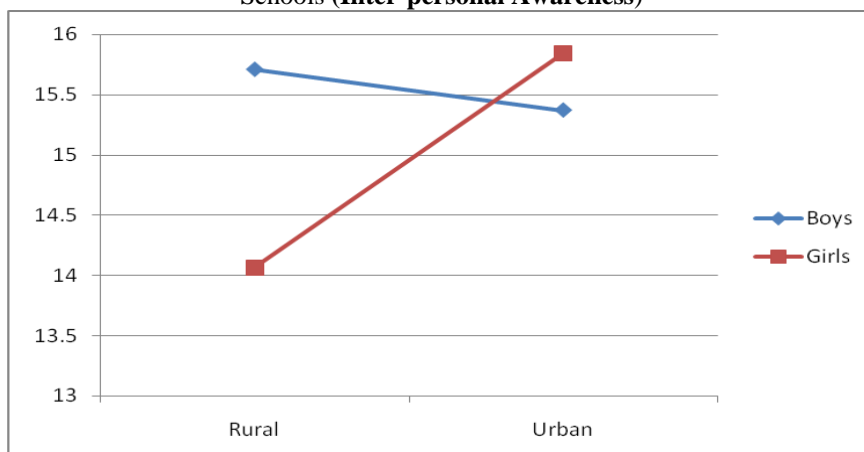


We see in the ANOVA summary table -3 a significant F for types of school and gender .Note from the graph and the table of means that private school boys is more Inter-personal aware (E.I.) than government school boys, and government school girls is more Inter-personal aware (E.I.) than private school girls. However, this is of minor importance because our main interest is in the interaction effect indicated by a significant F for types of school by gender. As we can see from the graph, that the boys of private school is more Inter-personal aware (E.I.) than boys of government school (means of 14.97 and 16.11 respectively). However, that the girls of government school is more Inter-personal aware (E.I.) than girls of private school (means of 15.26 and 14.64 respectively).

Table 12-Mean for gender and locality (Inter-personal Awareness)

| Mean | Rural | Urban |
|-------|-------|-------|
| Boys | 15.71 | 15.37 |
| Girls | 14.06 | 15.84 |

Graph 7 - Represented by the graph mean of boys and girls of rural and urban Schools (Inter-personal Awareness)

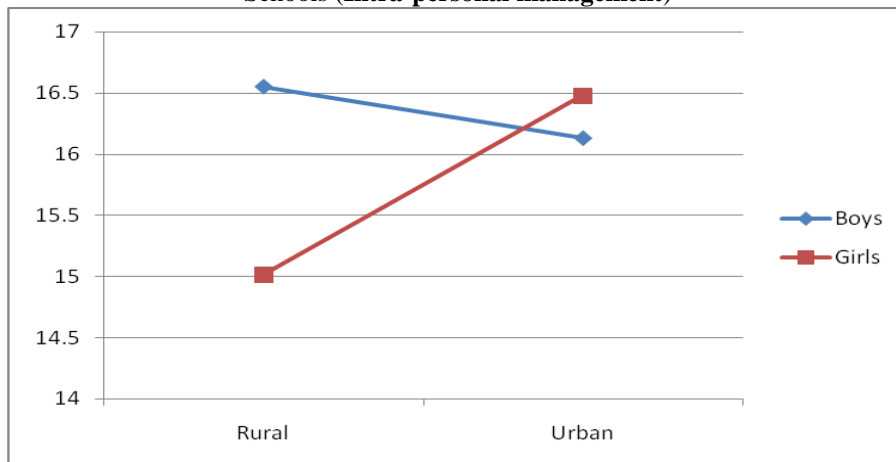


We see in the ANOVA summary table -3 a significant F for locality and gender. Note from the graph and the table of means that rural area boys is more Inter personal aware (E.I.) than the urban area boys, and urban area girls is more Inter-personal aware (E.I.) than rural area girls. However, this is of minor importance because our main interest is in the interaction effect indicated by a significant F for locality by gender. As we can see from the graph, that the boys of rural area is more Inter-personal aware (E.I.) than boys of urban area (means of 15.71 and 15.37 respectively).However, that the girls of urban area is more Inter personal aware (E.I.) than girls of rural area (means of 14.06 and 15.84 respectively).

Table 13-Mean for gender and locality (Intra-personal management)

| Mean | Rural | Urban |
|-------|-------|-------|
| Boys | 16.55 | 16.13 |
| Girls | 15.01 | 16.48 |

Graph 8 - Represented by the graph mean of boys and girls of rural and urban area Schools (**Intra-personal management**)

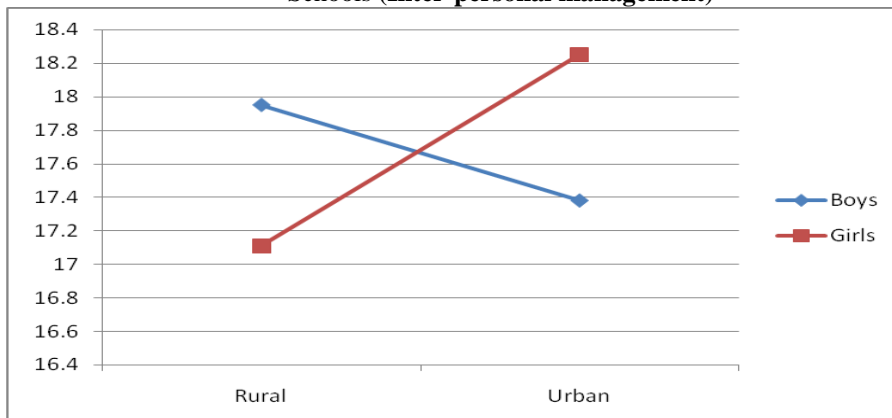


We see in the ANOVA summary table -4 a significant F for locality and gender. Note from the graph and the table of means that rural area boys is more Intra-personal manage (E.I.) than the urban area boys and urban area girls is more Intra-personal manage (E.I.) than rural area girls. However, this is of minor importance because our main interest is in the interaction effect indicated by a significant F for locality by gender. As we can see from the graph, that the boys of rural area is more Intra-personal manage (E.I.) than boys of urban area (means of 16.55 and 16.13 respectively). However, that the girls of urban area is more Intra personal manage (E.I.) than girls of rural area (means of 15.01 and 16.48 respectively).

Table 14-Mean for gender and locality (Inter-personal management)

| Mean | Rural | Urban |
|-------|-------|-------|
| Boys | 17.95 | 17.38 |
| Girls | 17.11 | 18.25 |

Graph 9 - Represented by the graph mean of boys and girls of rural and urban locality Schools (**Inter-personal management**)



We see in the ANOVA summary table -5 a significant F for locality and gender. Note from the graph and the table of means that rural area boys is more Inter personal manage (E.I.) than the urban area boys and urban area girls is more Inter personal manage (E.I.) than rural area girls. However, this is of minor importance because our main interest is in the interaction effect indicated by a significant F for locality by gender. As we can see from the graph, that the boys of rural area is more Inter-personal manage (E.I.) than boys of urban area (means of 17.95 and 17.38 respectively). However, that the girls of urban area is more Inter personal manage (E.I.) than girls of rural area (means of 17.11 and 18.25 respectively).

VI. Findings

All the formulated hypothesis were tested statistically and the study has come to an end with certain results which are mentioned here with :

- Effect of types of school on Emotional Intelligence is significant.
- Emotional Intelligence in students of Private school is higher than that students of Government school.
- Effect of types of school on Intra-personal Awareness (E.I.) is significant.
- Intra-personal Awareness (E.I.) in students of Private schools is higher than that students of Government schools.
- Effect of types of school on Inter-personal Awareness (E.I.) is non- significant.
- Effect of types of school on Intra-personal Management (E.I.) is significant.
- Intra-personal management (E.I.) in students of Private schools is higher than that students of Government schools.
- Effect of types of school on Inter-personal Management (E.I.) is non-significant.
- There is a significant difference in Emotional Intelligence of gender (Boys & Girls).
- Emotional Intelligence in boys is higher than that of girls.
- There is a significant difference in Intra-personal Awareness (E.I.) of gender (boys & girls).
- Intra-personal Awareness (E.I.) in boys is higher than that of girls.
- Effect of gender (boys & girls) on Inter-personal Awareness (E.I.) is non-significant.
- Effect of gender (boys & girls) on Intra-personal Management (E.I.) is no significant.
- Effect of gender (boys & girls) on Inter-personal Management (E.I.) is no significant.
- there is a significant difference in Emotional Intelligence of locality (urban & rural).
- Emotional Intelligence in Urban areas students is higher than that of rural areas students.
- there is a significant difference in Intra-personal Awareness (E.I.) of locality (urban & rural).
- Intra-personal Awareness (E.I.) in urban areas is higher than that of rural areas.
- Effect of locality (urban & rural) on Inter-personal Awareness (E.I.) is non- significant.
- Effect of locality (urban & rural) on Intra-personal Management (E.I.) is non- significant.
- Effect of locality (urban & rural) on Inter-personal Management (E.I.) is non- significant.

Total Emotional Intelligence:-

- Effect of school and gender on Emotional Intelligence is significant.
- Effect of school and locality on Emotional Intelligence is non- significant.
- Effect of gender and locality on Emotional Intelligence is significant.
- Effect of school and gender and locality on Emotional Intelligences non-significant.

Intra -personal awareness (E.I):-

- Effect of school and gender on Intra-personal awareness (E.I.) is significant.
- Effect of school and locality on Intra-personal awareness (E.I.) is significant.
- Effect of gender and locality on Intra-personal awareness (E.I.) is significant.
- Effect of school and gender and locality on Intra-personal awareness (E.I.) is non significant.

Inter -personal awareness (E.I):-

- Effect of school and gender on Inter-personal awareness (E.I.) is significant.
- Effect of school and locality on Inter-personal awareness (E.I.) is non- significant.
- Effect of gender and locality on Inter-personal awareness (E.I.) is significant.
- Effect of school and gender and locality on Inter-personal awareness (E.I.) is non-significant.

Intra-personal management (E.I):-

- Effect of school and gender on Intra-personal management (E.I.) is non- significant.
- Effect of school and locality on Intra-personal management (E.I.) is non- significant.
- Effect of gender and locality on Intra-personal management (E.I.) is significant.
- Effect of school and gender and locality on Intra-personal management (E.I.) is non -significant.

Inter-personal management (E.I):-

- Effect of school and gender on Inter-personal management (E.I.) is non-significant.
- Effect of school and locality on Inter-personal management (E.I.) is non-significant.
- Effect of gender and locality on Inter-personal management (E.I.) is significant.
- Effect of school and gender and locality on Inter-personal management (E.I.) is non- significant.

VII. Conclusion

Effect of types of school ,Gender and Locality on Emotional Intelligence is significant but effect of types of school, gender and locality on dimension are partially significant. Effect of types of school on Total Emotional Intelligence, Intra -personal Awareness and Intra -personal Management, is significant whereas effect of types of school on Inter-personal Awareness and Inter-personal Management is non- significant. To see the Main Effect of gender on Total Emotional Intelligence, Intra-personal Awareness is significant whereas effect of gender on Inter-personal Awareness, Intra-personal Management and Inter-personal Management is non significant. To see the Main Effect of locality on Total Emotional Intelligence Intra-personal Awareness is significant whereas effect of locality on Inter-personal Awareness ,Intra-personal Management and Inter-personal Management is non- significant.

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