

A Study of Emotional Intelligence is a Correlate of General Intelligence and style of Learning and Thinking

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Abstract

The study attempts to analyze Emotional Intelligence as a correlates of General Intelligence and style of learning and thinking of B.Ed students of Dhanbad District in Jharkhand . It covered 400 students of which 200 were boys and 200 girls from 04 different B.Ed. colleges. The study revealed that the boys and girls, graduates and Post graduates student did not differed in Emotional Intelligence while Science and humanities showed differences in Emotional Intelligence, style of Learning and Thinking were not biased but when general Intelligence were considered Science and humanities group student graduate and Post graduates student showed no significant difference but difference were found in the case of boys and girls and was concluded that boys were more intelligent than girls when style of Learning and Thinking were considered no differences were found in their emotional Intelligence. Emotional Intelligence of students with different level of General Intelligence differed. The Emotional Intelligence of students with average general Intelligence was more when compared to the students with high and low general Intelligence further no difference occurred in case of high and low general Intelligence.

Keywords:- Intelligence, Emotional Intelligence, Learning, Thinking, Left and Right Hemisphericity.

Introduction

Every child is born with some intellectual potential which grows and develops with the help of maturity and experiences. Similarly one is also born with some innate emotional Intelligence in terms of one's level of emotional sensitivity, emotional memory, emotional processing and emotional learning .Emotional Intelligence is a relatively new concept. It includes two major aspects 'emotion' and 'Intelligence'. Emotion are complex and contagious eg.. anger, sadness, fear, enjoyment, love, disgust, shame and directing our behavior and thus shaping our personality according to their development. These are quite essential for our own and social well being. Intelligence is general mental adaptability to new problems and conditions of life **Wechsler (1944)** gave comprehensive definition of Intelligence as "The aggregate or global capacity of an individual to act purposefully to think rationally and to deal effectively with environment." The emotional Intelligence has received considerable attention recently. **Ellis (1962)** stated that emotions and thinking significantly overlap and can never be viewed completely apart from each other. Emotional Intelligence is the product of one's heredity and environment. Men and women are equal in their ability to increase emotional Intelligence. While women tend to be stronger in competencies based on empathy and social skills. Men do better in those based on self regulation.

Human brain is most complex mechanism known to man and hemisphericity is the cerebral dominance of an individual in retaining and processing modes of information is his own style of learning and thinking. Our brain consists of two distinctive but automatically symmetrical units, the right and left hemisphere or right and left brain. The right cerebral hemisphere controls the left side of body is called minor, subordinate or mute side because it can't verbalize what is known. While the left hemisphere sums to be locus of logical, analytical and prepositional thought. It is the centre of almost all languages, information in a linear, sequential fashion.

Review of Literature

Pathan and Bansi Bihari(2004) examined the level of Emotional Intelligence in secondary teachers in relation to gender and age of 500 secondary teachers, ranging from 24 to 56 years of age out of this 350 were male and 150 female. The result indicated that nearly all teachers (98.4%) fall under low category of emotional Intelligence. There was no significant difference between the Emotional Intelligence of male teachers and female teachers and age was independent of Emotional Intelligence. **Gill and Ghosh(2003)** in their study "EQ more important than IQ" on 500 school children with high emotional quotient were more confident better learners had high self esteem had few behavioral problem were more optimistic and happier, handle their emotions better and were successful entrepreneur. **Pandey(2002)** conducted a study on 145 second year Home Science students, M.S. University, Baroda and found that respondents had moderate level of emotional Intelligence. Favorable family

climate leads to higher Emotional Intelligence and high academic achievers had high level of Emotional Intelligence. **Research done by Reynolds and Torrance (1978), Broken and Torrance(1979), Venkatraman(1989)** indicated that it was possible to modify a person's preferred style of Learning and Thinking over relatively brief period(six to ten weeks) it was also possible to control the general direction of the changes in the style of Learning and Thinking with the knowledge of learning with knowledge of Style of Learning and Thinking mechanism.

Objective Of The Study

The following objectives were taken into consideration-

1. To study the Emotional Intelligence of B.Ed student.
2. To compare the Emotional Intelligence of B.Ed. students.
3. To study the Emotional Intelligence and SOLAT boys and girls of B.Ed. colleges.
4. To study the Emotional Intelligence of different General Intelligence and SOLAT group.

Hypotheses

The following hypotheses were observed :-

Ho₁ Boys and girls, Science and Humanities group students, Graduate and Post Graduate students differed significantly in their Emotional Intelligence.

Ho₂ Boys and girls, Science and Humanities group students, Graduate and Post Graduate students differed significantly in their Style of Learning and Thinking.

Ho₃ Boys and girls, Science and Humanities group students, Graduate and Post Graduate students differed significantly in their General Intelligence.

Ho₄ No significant different existed in the emotional Intelligence of students in different Style of Learning and Thinking.

Ho₅ No significant different existed in the Emotional Intelligence of students with high and average, average and low, high and low General Intelligence.

Method

Randomized technique of sampling was adopted for conduct of the study.

Sample

The sample of study consisted of 400 B.Ed. student of graduation and Post graduation, which were further divided into 200 boys and girls each of Science and Humanities group respectively of Dhanbad district in Jharkhand.

Tools Used

i) Emotional Intelligence Test, developed by Dr. N.K. Chadha, University of Delhi(2002) Source: Dalip singh's "Emotional Intelligence at work: A Professional Guide."

ii) SOLAT(Style of learning and thinking, 1994) by D. Venkatraman.

iii)Standard Progressive Matrices(1960) by J.C. Raven, statistical techniques used.

Analysis And Interpretation Of The Data

Table-1 showed Mean, Median, S.D., SK, KU, to measure the Emotional Intelligence and General Intelligence.

Sl.No	Variables	Mean	Median	S.D.	SK	KU
1	E.I.	153	152.57	31.30	0.0412	0.25
2	G.I.	43.51	45.68	9.855	-0.6606	0.276

In the table 1, the value of Skewness for Emotional Intelligence was found to be 0.0412 which was insignificant while the value of Kurtosis was 0.25 very close to 0.263. Thus the description of the score on this measure can be considered as normal in the light of values of skewness and Kurtosis. While the value of skewness for General Intelligence was found to be -0.6606 and the Kurtosis was 0.276 again quite close to 0.263. Thus the description of the score on this measure can be considered as normal in the light of value of skewers and Kurtosis.

Table 2(a) Showed Mean, S.D. and t-value to locate significant difference in emotional Intelligence scores of boys and girls.

Sl.No	Group	No. of Student	Mean	S.D.	t-value
1	Boys	200	150.01	30.92	1.059
2	Girls	200	154.7	30.48	

From the table 2(a)Mean Emotional Intelligence scores of boys and girls found to be 150.1 and 154.7 respectively while the t-value recorded was 1.059 which was found to be non significant. Thus Ho₁ that boys and girls shall differ significantly in their emotional Intelligence was rejected.

Table-2(b) showed Mean, S.D and t-value to locate the significant difference in Emotional Intelligence of Science and Humanities students.

Sl.No	Group	No. of Student	Mean	S.D.	t-value
1	Science	200	146.5	32.42	2.654
2	Humanities	200	158.1	29.29	

Table-2(b) Showed that there was significant difference in mean value and t-value was found to be 2.654 at 0.01 level of significance . Hence H_{01} that there shall be significant difference in Emotional intelligent of Science and humanities student was accepted.

Table-2(C) showed Mean S.D. and t-value to locate the Emotional Intelligence of Graduation and Post Graduation students.

Sl.No	Group	No. of Student	Mean	S.D.	t-value
1	Graduate	206	152.32	31.64	0.2699
2	Post-Graduate	194	153.52	31.22	

Table-2(C) showed that the Mean value to be 152.32 and 153.52 respectively for the Graduate and Post-Graduate students while the t-value was found to be 0.2699 which was significant at 0.01 level. Hence the H_{01} that there shall be significant difference in the Emotional Intelligence of Graduate and Post-Graduate students was accepted.

Table-3(a) showed significant difference of SOLAT of boys and girls.

Group	Right	Left	Whole	Total	X^2
Boys	166	22	12	200	1.62
Girls	164	30	06	200	
Total	330	52	18	400	

Table-3(a) the chi-square was found to be 1.62 which was found in significant at 0.05 level. Thus H_{02} of a that there shall be significant difference in their SOLAT of boys and girls was rejected.

Table-3(b) showed to locate significant difference in SOLAT of Science and Humanities students.

Group	Right	Left	Whole	Total	X^2
Science	172	20	08	200	1.69
Humanities	158	30	12	200	
Total	330	50	20	400	

In the Table-3(b) the chi- square was found to be 1.69 which was insignificant at 0.05 level. Hence H_{02} that there shall be significant difference in SOLAT of Science and Humanities students was rejected.

Table-3(C) showed to locate significant difference in SOLAT OF Graduate and Post-Graduate students.

Group	Right	Left	Whole	Total	X^2
Science	168	28	10	206	0.234
Humanities	162	22	10	194	
Total	330	50	20	400	

In the table 3(C) the chi- square was found to be 0.234 which was insignificant at 0.05 level. Hence H_{02} revealed that there shall be significant difference in SOLAT of Graduate and Post-Graduate student was rejected.

Table 4(a) showed Mean, S.D. and t-value to locate significant difference in General Intelligence of boys and girls.

Sl.No	Group	No. of Student	Mean	S.D.	t-value
1	Boys	200	44.5	10.183	14.28
2	Girls	200	42.52	9.413	

In the table 4(a) Mean difference was found slightly higher than girls which was 44.5 and 42.52 respectively while t-value was found to be 14.28 which was significant at 0.01 level. Hence H_{03} that revealed that there shall be significant difference in General Intelligence of boys and girls was accepted.

Table 4(b) showed Mean, S.D. and t-value to locate significant difference in General Intelligence of Science and Humanities students.

Sl.No	Group	No. of Student	Mean	S.D.	t-value
1	Science	200	42.58	9.89	1.300
2	Humanities	200	44.38	9.67	

In the table 4(b) the mean difference of Science and Humanities were 42.58 and 44.38 respectively which was higher in case of Humanities students while the calculated t-value was found to be 1.300 which was insignificant at 0.01 level. Thus the H_{03} that revealed that there shall be significant difference in General Intelligence of Science and Humanities students was rejected.

Table 4(C) showed the Mean, S.D. and t-value to locate the significant difference in General Intelligence of Graduate and Post-Graduate students.

Sl.No	Group	No. of Student	Mean	S.D.	t-value
1	Graduate	206	43.07	9.28	0.41
2	Post-Graduate	194	43.63	10.26	

In the table 4(c) the calculated mean difference was found to be same but showed little difference in fraction in case of Graduation and Post-Graduation students. While the calculated t-value was found to be 0.41 which was insignificant. Hence the H_{03} stated that there shall be significant difference in General Intelligence of Graduate and Post-Graduation students was rejected.

Table-5 showed the Mean, S.D. and t-value to locate the significance difference in Emotional Intelligence of student with different General Intelligence level.

Sl.No	General Intelligence	No. of Student	Mean	S.D.	t-value
1	High	106	156.43	1.96	22.21
2	Average	182	183.32	11.26	1.307
3	Low	112	151.02	30.90	7.51

In the table-5, the mean score of high and average was found to be 156.43 and 183.32 which showed significant difference at 0.01 level. Hence H_{04} that there shall be no significant difference in Emotional Intelligence of students with high and average General Intelligence was rejected. While the mean of average and low General Intelligence was considered the mean difference found to be 183.32 and 151.02 respectively that showed significant difference and t-value found was 7.51 at 0.01 level. Thus H_{04} that there shall be no significant difference in Emotional Intelligence of students with average and low General Intelligence was rejected.

Table-6 showed Mean, S.D. and t-value to locate the significant difference in Emotional Intelligence of Students with SOLAT.

Sl.No	SOLAT	No. of Student	Mean	S.D.	t-value
1	Right	330	154.04	30.14	0.0501
2	Whole	20	153.5	33.6	1.0851
3	Left	50	145.9	35.65	0.07428

In the table-6, the man Emotional Intelligence scores of the students with right and left hemisphere was found to be 154.04 and 145.9 respectively while the t-value was 1.0851 that was found to be insignificant. While the mean Emotional Intelligence score of the students with right and whole hemisphericity appeared to 154.04 and 153.5 respectively while the t-value was found to be 0.0501 which was insignificant. The mean Emotional Intelligence score of the students with left and whole hemisphericity were 145.9 and 153.5 respectively. While the t-value was found to be 0.074 which was insignificant. Hence the H_{05} that there shall be no significant difference in the Emotional Intelligence of students with different SOLAT was accepted.

Educational Implication

The study provides great help to teachers as well as parents to know the general Intelligence of children. Teacher can adopt method of teaching according to the General Intelligence of students below average, average and above average. It will be of immense help to teachers to know Emotional Intelligence of students. Students not only can know their Emotional Intelligence but also the different varieties and can easily interact with others. It also gives the knowledge about Learning style and Thinking style of learning by adopting different style of Learning.

Recommendation For Future Research

- A comprehensive training programmes for improving the classroom interaction between teachers and students, promoting skills and modifying students behavior can be undertaken.
- Large samples can be applied to obtain the knowledge of learning and thinking styles.
- The study can be expanded to School, College level, teachers other than B.Ed. students to find out the learning style used by the adolescents.
- Role of Heredity and Environment can be dealt to improve the level of Emotional Intelligence and its various other dimensions.

- To know the relationship between Emotional Intelligence and Personality of students can be undertaken.
- Relationship between students behavior and learning styles of students can be undertaken.

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