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Comparative Study of Emotional Intelligence of Students Studying in Residential and Non-residential Higher Secondary Schools of Maharashtra State**Mahesh Patel**

Research scholar

Rashtrasant Tukadoji Maharaj Nagpur University,
Nagpur**Abstract**

The aim of the study was to Comparative Study of Emotional Intelligence of Students Studying in Residential and Non-residential Higher Secondary Schools of Maharashtra State. The students of standard VIII, IX and X studying in residential and non-residential higher secondary schools in the total 36 districts of Maharashtra state were the population of this study. Out of these 500 students from residential schools and 500 students from non-residential schools in this way total 1000 students were selected as a subjects by random sampling method. The emotional intelligence was measure through Emotional intelligence by Ankaol Hyde (5007) its provide ten dimensions such as self-awareness empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment and altruistic behavior of twenty eight questions. T-test was considered statistically technique throughout the study. The level of significant was set-up at 0.05 level. The results reveals that the there would be significant difference in the intelligence status of Self Awareness ($t = 11.52, P < .05$), Empathy ($t = 13.44, P < .05$), Self-Motivation ($t = 11.42, P < .05$), Emotional Stability ($t = 11.61, P < .05$), Managing relation ($t = 25.64, P < .05$), Self-Development ($t = 11.93, P < .05$), Value Orientation ($t = 5.34, P < .05$) and Commitment ($t = 8.30, P < .05$). Integrity ($t = 9.49 P < .05$) and Altruistic behaviour ($t = 7.19 P < .05$).

Introduction

Emotional intelligence enables one to learn to acknowledge and understand feelings in ourselves and in others and that we appropriately respond to them, effectively applying the information and energy of emotions in our daily life and work. Cooper and Sawaf (1997) define emotional intelligences as the ability to sense, understand and effectively apply the

power and acumen of emotions as a source of human energy, information, connection and influence. Mayer and Salovey (1993) define emotional intelligence as the ability to monitor one's own and other's feelings and emotions to discriminate among them, and to use this information to guide one's thinking and action. Emotional intelligence involves the ability to perceive accurately, appraise, and express emotions; the ability to access and / or generate feelings when they facilitate thoughts; the ability to understand emotions and emotional knowledge and intellectual growth.

Methods

The students of standard VIII, IX and X studying in residential and non-residential higher secondary schools in the total 36 districts of Maharashtra state were the population of this study. Out of these 500 students from residential schools and 500 students from non-residential schools in this way total 1000 students were selected as a subjects by random sampling method. The emotional intelligence was measure through Emotional intelligence by Ankaol Hyde (5007) its provide ten dimensions such as self-awareness empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment and altruistic behavior of twenty eight questions. T-test, was considered statistically technique throughout the study. The level of significant was set-up at 0.05 level

Results

Comprised and identified of emotional Intelligence status between Students Studying in Residential and Non-residential Higher Secondary Schools. The data have been systematically analysed in the form of Mean Scores, Standard Deviation and T-ratio.

The results of the study comprised of emotional Intelligence status are shown in table are as given below :

Table – 1

Mean Scores and Standard Deviation of selected components of Students Studying in Residential and Non-residential Higher Secondary Schools.

Sr.No.	Components	Students of Residential schools		Students of Non-residential schools	
		Mean	Standard Deviation	Mean	Standard Deviation
1)	Age (Year)	12.20	2.11	12.56	2.40
2)	Weight (Kg)	45.03	5.67	46.02	6.99
3)	Height (Cm)	155.90	12.56	156.30	13.08

Table 1 shows the Mean scores and Standard Deviations of the different components of Students Studying in Residential and Non-residential Higher Secondary Schools.

The mean (SD) age of Students of Residential schools 12.20 (2.11) years, their weight was 45.03 (5.67) Kg., their height was 155.90 (14.12) cm., Meanwhile, the mean (SD) age of Students of Non-residential schools 12.56 (2.40) years, their weight was 46.02 (6.99) Kg., their height was 156.30 (13.08)cm. .

Table-2

Mean Scores, Standard Deviation and t-ratio of Intelligence Scale Students Studying in Residential and Non-residential Higher Secondary Schools.

S.No.	Dimension	Students	Number	t-ratio
1.	Self-Awareness	Residential School	500	11.52*
		Non -Residential School	500	
2.	Empathy	Residential School	500	13.44*
		Non -Residential School	500	
3.	Self-Motivation	Residential School	500	11.42 *
		Non -Residential School	500	
4.	Emotional Stability	Residential School	500	11.61 *
		Non -Residential School	500	
5.	Managing relations	Residential School	500	25.64 *
		Non -Residential School	500	

6.	Integrity	Residential School	500	11.93 *
		Non -Residential School	500	
7.	Self-Development	Residential School	500	5.34 *
		Non -Residential School	500	
8.	Value Orientation	Residential School	500	8.30 *
		Non -Residential School	500	
9.	Commitment	Residential School	500	9.59 *
		Non -Residential School	500	
10.	Altruistic behaviour	Residential School	500	7.19 *
		Non -Residential School	500	

* Significant at .05 level.

Table-2 Illustrates the Mean Scores, Standard Deviation and t-ratio of Intelligence Scale Students Studying in Residential and Non-residential Higher Secondary Schools

Discussion

The aim of the study was to Comparative Study of Emotional Intelligence of Students Studying in Residential and Non-residential Higher Secondary Schools of Maharashtra State The mean (SD) age of Students of Residential schools 12.20 (2.11) years, their weight was 45.03 (5.67) Kg., their height was 155.90 (14.12) cm., Meanwhile, the mean (SD) age of Students of Non-residential schools 12.56 (2.40) years, their weight was 46.02 (6.99) Kg., their height was 156.30 (13.08)cm. The results reveals that there would be significant difference in the intelligence status of Self Awareness ($t = 11.52$, $P < .05$), Empathy ($t = 13.44$, $P < .05$), Self-Motivation ($t = 11.42$, $P < .05$), Emotional Stability ($t = 11.61$, $P < .05$), Managing relation ($t = 25.64$, $P < .05$), Self-Development ($t = 11.93$, $P < .05$), Value Orientation ($t = 5.34$, $P < .05$) and Commitment ($t = 8.30$, $P < .05$). Integrity ($t = 9.49$, $P < .05$) and Altruistic behaviour ($t = 7.19$, $P < .05$). Residential students were found to have got more self-Awareness, Empathy, Self-Motivation, Emotional stability, Managing relation, Self-development, Value orientation emotional intelligence as compare than Non Residential students. However, Non Residential was found to have got more Integrity and Altruistic behaviour rather than Residential students.

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