

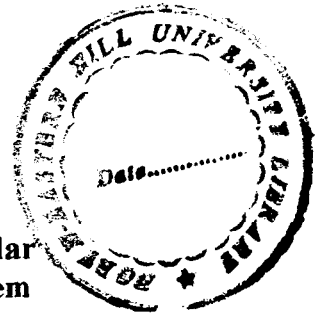
**EMOTIONAL INTELLIGENCE AND ITS RELATIONSHIP TO
SELECTED PERSONALITY CHARACTERISTICS OF SECONDARY
SCHOOL STUDENTS OF MEGHALAYA.**

Abstract of the Thesis

Submitted for the Degree of Doctor of Philosophy in Education

**Supervisor
Prof. (Mrs) S. M. Sungoh**

**Research Scholar
Ibadani S. Syiem**



**To
Department of Education
School of Humanities and Education
North-Eastern Hill University
Shillong- 793022
2009**

2021's

WU LIBRARY
Access No. 103975
Access By: F. W. Cist
Date: 3/8/2012
Class by:
Sub Heading by:
Order by:
Transcribed by:

DS
370.1534071254164
SYI

CONTENT OF THE ABSTRACT

Sl No	Content	Page No
1.	Introduction	1
2.	Statement of the Problem	2
3.	Title of the Study	4
4.	Operational Definition of the Terms Used	4
5.	Objectives of the Study	5
6.	Hypotheses	5
7.	Delimitation of the Study	6
8.	Methodology	6
9.	Data Collection	7
10.	Statistical Technique	7
11.	Conclusion	46
12.	Suggestions for Improvement	48
	Tables Showing the Results of the Analysis	50

1. Introduction

Emotional Intelligence, the capacity to contain and use our feelings wisely, is undisputedly as vital to our well being as our ability to reason. Self-awareness, self-esteem, social skill and sensitivity, creativity, intuitions are all dependent on our ability to remain comfortably connected to our biological feelings that include anger, sadness, fear and joy. Salovey and Mayer (1990) coined the term “Emotional Intelligence” and described it as ‘a form of social intelligence that involves 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 action’. Goleman (1998) defines Emotional Intelligence as ‘the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships.

Personality, on the other hand is hard to define, but one knows it when one sees it. Personality judgments are made about people. A major part of coming to understand ourselves is developing a sense of what our personality characteristics are. One even forms impressions about the personalities of people one does not know but have only read about. Gordon Allport (1973) states that, “Personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to his environment.” In a more recent definition, Psychologist Walter Mischel (1976) wrote that, Personality consists of “the distinctive patterns of behavior including thoughts and emotions that characterized each individual’s adaptation to the situations of his or her life.”

It is apparent from the definitions and parameters describing Emotional Intelligence and Personality that the two are interwoven. As such, in the present study the investigator feels it will be worthwhile to probe and study this interwoven link. Many studies have also been made on these areas. Rosenthal

(1977) at Havard discovered that people who were best at identifying others' emotions were more successful in their work as well as in their social lives. Seligman (1995) has developed a construct that he calls 'Learned Optimism'. It refers to the causal attributions people make when confronted with failure or setbacks. Optimists tend to make specific, temporary, external causal attributions while pessimists make global, permanent, and internal attributions. Additionally, it was found that Emotional Intelligence has a much to do with knowing when and how to express emotion as it does with controlling it. For instance, Barsade (1998) conducted an experiment in Yale University where he had some volunteers play the role of managers who came together in a group to allocate bonuses to their subordinates. A trained actor was planted among them. The actor always spoke first. In some groups, the actor projected cheerful enthusiasm, in some relaxed warmth, in others depressed sluggishness, and in still others hostile irritability. The results indicated that the actor was able to infect the group with his emotion, and good feelings led to improved cooperation and overall group performance. In fact, objective measures indicated that the cheerful groups were better able to distribute the money fairly and in a way that helped the organisation. Hence, based on the above, the investigator feels that there was a need to study and find out whether Emotional Intelligence is related to Personality or not.

2. Statement of the Problem

For long it has been believed that success depends on the level of intelligence or Intelligent Quotient (IQ) as reflected in the individual's academic achievements, exam passed, marks obtained etc. In other words, the intellectual credentials: doing well in school, holding an engineering degree or even an advanced computer degree, obtaining high score in an IQ test. All these are instances of intelligence of the academic Variety. According to Singh (2003), IQ

contributes only about 20% of success in life and the remaining 80% depends largely on a person's Emotional Intelligence. Emotional Intelligence is as powerful and at times more powerful than IQ. The investigator infers that our IQ may help us understand and deal with the world on one level, but we need our emotions to understand and deal with ourselves and in turn others. A person's emotional intelligence helps him/her much in all spheres of life through its various constituents or components namely emotional competency, emotional maturity, and emotional sensitivity. The achievement of the end results in terms of better handling of mutual relationships is quite essential and significant in one's life. It can be possible through his/her potential of emotional intelligence and its proper development.

Researchers have also concluded that people who manage their own feelings well and deal effectively with others are more likely to live content lives. Such people are more apt to retain information and do so more effectively than dissatisfied people. In corporations the inclusion of EI in training programs has helped employees to co-operate better and motivate more thereby increasing productivity and profits. Building Emotional Intelligence will give children the tools and skills to make choices in their lives that have positive and productive outcomes, and when they do experience adversity, these skills will increase the possibility of their coping rise above the troubling events. Experience shows that the emotional development of children has by and large been neglected. Too many young people today are experiencing mental health and adjustment difficulties, and, our society just does not have the resources to provide appropriate help and attention. Children's lives are so much more stressful today as well. Experiences in schools have been difficult and different. There is increasing levels of conflict in

young children from low self- esteem to early drug and alcohol use, to depression, unwanted pregnancies, aggressiveness and crime.

Therefore, it was thought worthwhile on the part of the investigator to study and understand the Emotional Intelligence of a child by assessing their Emotional Intelligence. Since, there was no readymade Emotional Intelligence Scale available especially in our state, Meghalaya, it was only proper for the investigator to construct and develop one. Care was taken while developing the scale so as to meet the requirements of children particularly at the Secondary Level. The scale aimed at finding out the Emotional Intelligence of Secondary school students across sex, community and management. The significant difference between the three groups was also explored by the investigator. Further, the investigator desired to compare Emotional Intelligence and Personality characteristics and to establish any relationship that may exist between the two. Suggestions for training of emotional Intelligence and development of Personality have been proposed at the end of the study.

3. Title of the Study

The title of the present study was stated as: Emotional Intelligence and its Relationship to Selected Personality Characteristics of Secondary School Students of Meghalaya.

4. Operational Definition of the Terms Used

1. **Emotional Intelligence:** It is a form of social intelligence that involves 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 action.

2. **Personality Characteristics:** Personality Characteristics refers to traits like adaptability, academic achievement, boldness, competition, creativity, enthusiasm, excitability, general ability, guilt proneness, individualism, innovation, leadership, maturity, mental health, morality, self control, sensitivity, self sufficiency, social warmth and tension.

5. Objectives of the Study

The following are the objectives of the study,

1. To construct and standardize an Emotional Intelligence Scale for Secondary Students.
2. To find out the Emotional Intelligence of Class VIII Students.
3. To find out the Personality Characteristics of Class VIII Students.
4. To compare the Emotional Intelligence of students studying in Class VIII.
5. To compare the Personality Characteristics of students studying in Class VIII.
6. To study the relationship between Emotional Intelligence and Personality Characteristics of Class VIII Students.
7. To suggest measures for training and development of Emotional Intelligence and Personality Development.

6. Hypotheses

The following are the Null Hypotheses of the Study,

1. There is no significant difference between Male and Female Students in their Emotional Intelligence.

2. There is no significant difference between Tribal and Nontribal Students in their Emotional Intelligence.
3. There is no significant difference between students studying in Government and Deficit Schools in their Emotional Intelligence.
4. There is no significant difference between students studying in Government and Private Schools in their Emotional Intelligence.
5. There is no significant difference between students studying in Deficit and Private Students in their Emotional Intelligence.
6. There is no significant difference between Male and Female Students in their Personality Characteristics
7. There is no significant difference between Tribal and Non-tribal Students in their Personality Characteristics
8. There is no significant difference between students studying in Government and Deficit Schools in their Personality Characteristics.
9. There is no significant difference between students studying in Government and Private Schools in their Personality Characteristics.
10. There is no significant difference between students studying in Deficit and Private schools in their Personality Characteristics.
11. There is no significant relationship between Emotional Intelligence (EI) and Personality Characteristics (PC) of Class VIII Students.
12. There is no significant relationship between EI and Personality Characteristics (PC) of Male Class VIII Students.
13. There is no significant relationship between EI and Personality Characteristics (PC) of Female Students.
14. There is no significant relationship between EI and Personality Characteristics (PC) of Tribal Students.

15. There is no significant relationship between EI and Personality Characteristics (PC) of Non-Tribal Students
16. There is no significant relationship between EI and Personality Characteristics of Students studying in Government Schools.
17. There is no significant relationship between EI and Personality Characteristics (PC) of students studying in Deficit Schools.
18. There is no significant relationship between EI and Personality Characteristics (PC) of Students studying in Private Schools.

7. Delimitation of the Study

The study was delimited to the Students of Class VIII studying in the Government, Deficit and Private Secondary Schools in Shillong, Meghalaya.

8. Methodology

The Descriptive Method was followed in this study.

(a) Population

The population consisted of all Class VIII Students studying in 68 Secondary Schools in Shillong. Tables 6.1. shows the total number of schools and the enrolment in different groups.

Table.1. Population of Class VIII Students in Shillong

No. of Sec. Schools	No. of Schools	Tribal		Nontribal		Grand Total		
		Male	Female	Male	Female	Male	Female	Total
Government	4	142	163	5	69	147	232	379
Deficit	28	1000	1154	510	465	1465	1664	3129
Private	22	562	440	180	62	742	502	1244
Total	68	1704	1757	695	596	2354	2398	4752

Source: DPI, Govt of Meghalaya (2007)

(b) **Sample**

Stratified Random Sampling Technique was used in selecting the sample from the Secondary Schools of Shillong.

Table .2. Sample of the Present Study

No. of Sec. Schools	No. of Schools	Tribal		Nontribal		Grand Total		
		Male	Female	Male	Female	Male	Female	Total
Government	3	70	50	5	30	75	80	155
Deficit	8	114	120	56	38	170	158	328
Private	10	164	242	79	52	243	294	537
Total	21	348	412	140	120	488	532	1020

(c) **Tools:** The following tools were used to collect data for the study

1. Emotional Intelligence Scale, (EIS): Developed and standardized by the investigator.
2. Multidimensional Assessment of Personality, (MAP): Form T., developed by M/S PSY-COM services, New Delhi. (1996)

9. Data Collection

The data was collected by administering the Emotional Intelligence Scale and the MAPS series from a representative sample of Class VIII Students of Secondary Schools in Shillong. (Vide, Table 1 and 2.)

10. Statistical Technique

The data was analyzed using appropriate statistical technique. The measures of central tendency, standard deviation, and “t” values were used in analysing the data in order to obtain the results. Product Moment Method of Correlation was used to find the correlation of Emotional Intelligence and Personality Characteristics of Class VIII Students of Secondary Schools, Shillong.

11. Major Findings of the Study

1. Development of the Emotional Intelligence Scale (EIS)- (Objective 1)

The first draft of the Emotional Intelligence Scale consisted of five major components viz. Emotional Competency, Emotional Maturity, Emotional Sensitivity, Emotional Management and Emotional Understanding. Statements were framed on each of the components. After preparing the first draft of the Emotional Intelligence Scale, it was then administered to a hundred respondents who were teachers belonging to different Departments of the North Eastern Hill University, Principals and Teachers of Schools. The main aim for this administration was to eliminate any ambiguous statements. Depending upon the unanimity among the respondents statements were modified and arranged under each component accordingly. Each component had a total number of 30 statements, 15 positive statements and 15 negative statements. In all, the scale comprised of 180 statements. The manner of responding to each statement was also framed following a five point Likert Scale. (i) Strongly Agree or SA (ii) Agree or A (iii) Neutral N (iv) Disagree or D (v) Strongly Disagree. The favorable statements carry a weightage of 4,3,2,1,0 and the unfavorable ones a weightage of 0,1,2,3,4. The details are shown in the following table.

Table 3. Components and Number of EIS

SL N O	COMPONENTS	NUMBER OF STATEMENTS		TOTAL NUMBER OF STATEMENTS
		POSITIVE	NEGATIVE	
1.	Emotional Competency	15	15	30
2.	Emotional Ability	15	15	30
3.	Emotional Maturity	15	15	30
4.	Emotional Sensitivity	15	15	30
5.	Emotional Understanding	15	15	30
6.	Emotional Management	90	90	180

Administration of the Pre-try out Draft

The objective of the pre-try out draft form of the Emotional Intelligence Scale was to determine whether the scale was relevant and in conformity with the language, standard and ability of the average school children of class VIII. For this purpose, a total sample of one hundred was taken as the sample.

Prior to administration of the Emotional Intelligence Scale a rapport was established between the investigator and the students which was followed by explanation of instructions expected of students to follow. On completion of the test, the responses of each sample were given a scoring. The total score of each student was found out by using the Likert's Method of summated ratings. The score of favourable statements were rated as 4,3,2,1,0 and unfavourable statements were rated as 0,1,2,3,4. The sum of the items represented the individual score. The pre-tryout draft contained one hundred and eighty statements. The investigator discovered that few students could not understand some of the statements and therefore had difficulty in giving their responses. Hence, the statements were further modified and revised.

Development of the Try- Out Draft

A modified form of the Emotional Intelligence Scale was developed comprising of a total of eighty statements. The draft form of the scale was then administered to a sample of two hundred students.

Table 4. Components and Number of Statements for Try Out

SL NO	COMPONENTS	NO. OF STATEMENTS		TOTAL NO. OF STATEMENTS
		(+)	(-)	
1.	Emotional Competency	15	15	30
2.	Emotional Maturity	15	15	30
3.	Emotional Sensitivity	10	10	20
Total		40	40	80

Under this step of actual try out, item-analysis was done. Keeping in mind the time constraints and resources, the investigator applied t-test for item discrimination. The response sheets were scored and arranged in descending order. The upper 27% and lower 27% of cases were taken to find out the “t” value of each statement by using the formulae given by Edwards 1969.

Thus, the final draft of the Emotional Intelligence Scale consisted of 30 statements, 15 items favourable and 15 items unfavourable. The items having “t” values of 2.58 (0.01) and above were selected for the final scale.

The final form of the test comprises of a five point scale to study the Emotional Intelligence of Secondary School students in Meghalaya. The scale consists of 30 items selected to measure three aspects of Emotional Intelligence viz. 1) Emotional Competency 2) Emotional Maturity 3) Emotional Sensitivity.

Table 5. Final Emotional Intelligence Scale

Sl No.	Component	Positive Statements	Negative Statements	Total Statements
1	Emotional Competency	1,9,14,15,26	2,7,8,16,23,	10
2.	Emotional Maturity	3,6,24,25,30	10,11,18,20,28	10
3.	Emotional Sensitivity	4,5,12,13,27,	17,19,21,22, 29	10
	TOTAL	15	15	30

Administration

The present scale is primarily an individual test which tries to determine the Emotional Intelligence of each individual candidate. The instructions are printed on the front corner of the scale and individuals are expected to give their responses on the booklet itself. There is no time limit to complete the test. However, individuals were given a time space of 40-45 minutes to complete the test.

Scoring

The responses was scored conveniently by giving scores 0, 1, 2, 3, 4 to responses “Strongly Agree”, “Agree”, “Neutral”, “Disagree” and “Strongly Disagree” respectively in case of all negative items and scores 4, 3, 2, 1, 0 respectively to those responses in case of positive items, then the total scores are found out by adding the scores obtained by the subject in each item. This total score becomes the Emotional Intelligence Score of the subject.

Table 6. Scoring Key

Responses	SA	A	UD	D	DA
Favorable(+)	4	3	2	1	0
Unfavorable(-)	0	1	2	3	4

Reliability

The reliability of EIS was found out by employing test-retest reliability method. The ‘product moment’ coefficient of correlation was applied to compute the first and second set of scores. The obtained reliability of the EIS was found to be .83. Reliability of its various dimensions was also found out and it varies from .80 to .87. Table 7 below presents the reliability of each of the dimensions.

Table 7. Reliability between the Components

Sl. No.	Components	Number of Items			Reliability
		F	U	T	
1	Emotional Competency	5	5	10	.80
2	Emotional Maturity	5	5	10	.81
3	Emotional Sensitivity	5	5	10	.87
	Total :	15	15	30	.83

Validity

A series of steps were taken to evaluate the validity of the EI Scale. First, each item was judged by 100 independent experts. The content validity of the EIS

was determined by employing means of judgement. The experts expressed their opinion that the scale was valid so far as the object is concerned. Hence it can be said that the present scale possesses satisfactory content validity.

Interpretation

In order to get the levels of the students in the Emotional Intelligence Scale the range of scores are divided as follows:

Table 8. Classification of Scores and Interpretation of Levels

Sl.no.	Range of Scores	Emotional Intelligence Level
1	79 -120	High Emotional Intelligence (HEI)
2	60-79	Average Emotional Intelligence (AEI)
3	0-59	Low Emotional Intelligence (LEI)

12. Discussion on Major Findings.

A. Emotional Intelligence (EI) of Students

- (i) It was found that the overall EI of Class VIII students were placed under the Average Emotional Intelligence Level (68.04%).
- (ii) Further it was observed that only 14.90% of the students have High Emotional Intelligence, and 17.06% have been found to have Low Emotional Intelligence.
- (iii) It can be noted that majority of male and female students (69.67%, 66.54% respectively) are found to have Average Emotional Intelligence followed by Low Emotional Intelligence (13.52%, 20.30% respectively). A small percentage (16.80% male and 13.14% female respectively) fall in the category of High Emotional Intelligence.
- (iv) It is evident that majority of tribal and non-tribal students (68.29%) and (67.31%) respectively fall under the Average Emotional

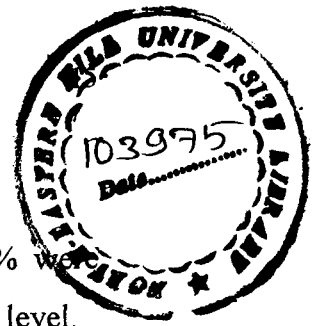
Intelligence Level. Only (12.37%) tribal and (22.31 %) non-tribal students have High Emotional Intelligence. The rest have Low Emotional Intelligence (19.34%) tribal and (10.38%) non-tribal.

- (v) With respect to the type of management, it has been observed that students vary in their Emotional Intelligence. It was found that majority of the Students, i.e. 73.55% studying in Government Schools were placed in the Average EI Level, 10.97 % at the High EI Level and 15.48 % at the Low EI Level . With regards to students studying in Deficit Schools it was found that 69.51 % were placed under the Average EI Level and 10.67 % were placed under the High EI Level and 19.82 % at the Low EI Level. It was also observed that 65.55 % of the students studying in Private Schools were placed under Average EI Level, 18.62 % were placed under the High EI Level and 15.83 % at the Low EI Level.

B. The Personality Characteristics of All Class VIII Students

(i) Adaptability

1. **Overall:** It was found that 15.39 % were placed in the high level; 72.75 % were placed in the average level and 11.86 % were placed in the low level
2. **Male:** 70.90 % were placed in the average level, followed by 18.24 % in the high level and 10.86 % were placed in the low level.
3. **Female:** It was found that 12.78 % were placed in the high level; 74.44 % were placed in the average level and 12.78 % were placed in the low level.
4. **Tribal:** 72.76 % were placed in the average level, 16.45 % were placed in the high and 10.79 % were placed in the low level.



5. **Non-tribal:** 12.31 % were placed in the high level; 72.69 % were placed in the average level and 15.00 % were placed in the low level.
6. **Government:** Majority 77.42 % were placed in the average level, followed by and 11.61 % in the low level and only 10.97 % were placed in the high level.
7. **Deficit:** It was found that 18.90 % were placed in the high level; 70.43 % were placed in the average level and 10.67 % were placed in the low level.
8. **Private:** Majority 72.81 % were placed in the average level, followed by 14.53 % in the high level; and 12.66 % placed in the low level.

(ii) **Academic Achievement**

1. **Overall:** It was evident that 75.39 % were placed in the average level, 13.73 % were placed in the high and 10.88 % were placed in the low level.
2. **Male:** It was observed that 16.39 % were placed in the high level; 74.59 % in the average level and 9.02 % were placed in the low level.
3. **Female:** It was observed that 11.28 % were placed in the high level; 76.13 % were placed in the average level and 12.59 % were placed in the low level.
4. **Tribal:** It was found that 13.03 % were placed in the high level; 76.71 % were placed in the average level and 10.26 % were placed in the low level.
5. **Non-tribal:** It was found that 15.77 % were placed in the high level; 71.54 % were placed in the average and 12.69 % were placed in the low level.

6. **Government:** It was found that 14.19 % were placed in the high level; 72.26 % were placed in the average level and 13.55 % were placed in the low level.
7. **Deficit:** 76.52 % were placed in the average level, followed by 12.80 % in the high level; and 10.67 % were placed in the low level.
8. **Private:** It was found that 14.15 % were placed in the high level; 75.61 % were placed in the average and 10.24 % were placed in the low level.

(iii) **Boldness**

1. **Overall:** 49.12 % were placed in the high level; 47.45 % were placed in the average and 3.43 % were placed in the low level
2. **Male:** 48.16 % were placed in the high level; followed by 47.34 % in the average level and only 4.51 % were placed in the low level.
3. **Female:** 50% were placed in the high level; 47.56 % were placed in the average level and 2.44 % were placed in the low level.
4. **Tribal:** 46.17 % were placed in the high level; 49.08 % were placed in the average level and 4.21 % were placed in the low level.
5. **Non-tribal:** 56.15 % were placed in the high level; 42.69 % were placed in the average and 1.15 % was placed in the low level
6. **Government:** Majority 52.90 % were placed in the high level; followed by 41.94 % in the average level and 5.16 % were placed in the low level.
7. **Deficit:** 38.11 % were placed in the high level; 57.32 % were placed in the average level and only 4.57 % were placed in the low level.
8. **Private:** 54.75 % were placed in the high level; 43.02 % were placed in the average level and 2.23 % were placed in the low level.

(iv) **Competition**

1. **Overall:** It was observed that 12.45 % were placed in the high level; 59.80 % were placed in the average level and 27.75 % were placed in the low level.
2. **Male:** Only 15.78 % were placed in the high level; 54.17 % were placed in the average level and 29.51 % were placed in the low level
3. **Female:** It was found that only 9.40 % were placed in the high level; 64.47 % were in the average and 26.13 % were placed in the low level.
4. **Tribal:** It was evident that 10.39 % were placed in the high level; 62.11 % were placed in the average l and 27.50 % were placed in the low level.
5. **Non-tribal:** It was found that only 18.46 % were placed in the high level; 53.08 % were placed in the average level and 28.46 % were placed in the low level.
6. **Government:** It was found that 12.26 % were placed in the high level; 61.29 % were placed in the average level and 26.45 % were placed in the low level.
7. **Deficit:** It was evident that 12.20 % were placed in the high level; 61.28 % were placed in the average and 26.52 % were placed in the low level.
8. **Private:** It was found that 12.66 % were placed in the high level; 58.47 % were placed in the average and 28.86 % were placed in the low level.

(v) **Creativity**

1. **Overall:** Only 3.53 % were placed in the high level; 63.24 % were placed in the average level and 33.24 % were placed in the low level.
2. **Male:** High level in creativity can be noted in only 2.25 % followed by 59.63 % in the average level and 38.11 % in the low level.
3. **Female:** Only 4.70 % were placed in the high level; majority 66.54 % were placed in the average level and 28.76 % were placed in the low level.
4. **Tribal:** Only 3.55 % were placed in the high level; 64.34 % were placed in the average and 32.11 % were placed in the low level.
5. **Non-tribal:** Only 3.46 % were placed in the high level; 60.00 % were placed in the average level and 36.54 % were placed in the low level.
6. **Government:** It was observed that only 7.10 % were placed in the high level; 74.19 % were placed in the average level and 18.17 % were placed in the low level.
7. **Deficit:** Table 4.23 shows that only 3.35 % were placed in the high level; 63.72 % were placed in the average level and 32.93 % were placed in the low level.
8. **Private:** It was found that 12.66 % were placed in the high level; 58.47 % were placed in the average and 28.86 % were placed in the low level.

(vi) **Enthusiasm**

1. **Overall:** It was found that only 13.43 % have been placed in the high level; majority 69.90 % were placed in the average level and 16.67 % were placed in the low level.

2. **Male:** It was found that 16.80 % were placed in the high level; 71.31 % were placed in the average level and 11.89 % were placed in the low level.
 3. **Female:** It was seen that 10.34 % were placed in the high level; majority 68.61 % were placed in the average and 21.05 % were placed in the low level.
 4. **Tribal:** It was found that 11.71 % were placed in the high level; 70.13 % were placed in the average level and 18.16 % were placed in the low level.
 5. **Non-tribal:** It was observed that 18.46 % were placed in the high level; 69.23 % were placed in the average and 12.31 % were placed in the low level.
 6. **Government:** Only 4.52 % were placed in the high level; 69.03 % were placed in the average l and 26.45 % were placed in the low level.
 7. **Deficit:** It was found that 14.33 % were placed in the high level; 68.90 % were placed in the average and 16.77 % were placed in the low level.
 8. **Private:** Majority 70.76 % were placed in the average level, 15.46 % were placed in the high level and 13.78 % were placed in the low level.
- (vii) **Excitability**
1. **Overall:** It was found that only 15.88 % have been placed in the high level; majority 67.75 % were placed in the average level and 16.37 % were placed in the low level.

2. **Male:** Majority 67.21 % were placed in the average level, 18.65 % were placed in the low level and 14.14 % were placed in the high level.
3. **Female:** It was found that 17.48 % were placed in the high level; 68.23 % were placed in the average level and 14.29 % were placed in the low level.
4. **Tribal:** 16.18 % were placed in the high level; 68.16 % were placed in the average and 15.66 % were placed in the low level.
5. **Non-tribal:** 66.54 % were placed in the average level, 18.46 % were placed in the low and 15.00 % were placed in the high level.
6. **Government:** It was found that 20.65 % were placed in the high level; 66.45 % were placed in the average l and 12.90 % were placed in the low level.
7. **Deficit:** Majority 67.68 % were placed in the average level, 17.68 % were placed in the low and 14.63 % were placed in the high level
8. **Private:** It was found that 15.27 % were placed in the high level; 68.16 % were placed in the average level and 16.57 % were placed in the low level.

(viii) **General Ability**

1. **Overall:** Only 2.84 % were placed in the high level; 36.37 % were placed in the average level and 60.78 % were placed in the low level.
2. **Male:** High general ability was found only in 1.84 %, followed by 37.7 % in the average level and 60.45 % in the low level.
3. **Female:** It was found that only 3.76 % were placed in the high level; 35.15 % were placed in the average and 61.09 % were placed in the low level.

4. **Tribal:** Only 1.97 % was placed in the high level; 35.53 % were placed in the average and 62.50 % were found in the low level.
5. **Non-tribal:** It can be noted that 5.38 % were placed in the high level; 38.85 % were placed in the average and 55.77 % were placed in the low level.
6. **Government:** Majority 54.84 % were placed in the low level, followed by 41.29% in the average level and only 3.87 % were placed in the high level.
7. **Deficit:** It was found that 0.30 % were placed in the high level; 22.26 % were placed in the average level and 77.44 % were placed in the low level.
8. **Private:** Only 4.10 % were placed in the high level; 43.58 % were placed in the average level and 52.33 % were placed in the low level.

(ix) **Guilt Proneness**

1. **Overall:** It was observed that 6.96 % were placed in the high level; 68.63 % were placed in the average and 24.41 % were placed in the low level.
2. **Male:** It was found that 5.33 % were placed in the high level; 67.42 % were placed in the average level and 27.25 % were placed in the low level.
3. **Female:** It was evident 8.46 % were placed in the high level; 69.74 % were placed in the average level and 21.80 % were placed in the low level.
4. **Tribal:** It was found that 7.89 % were placed in the high level; 68.95 % were placed in the average and 23.16 % were placed in the low level.

5. **Non-tribal:** It was found that 4.23 % were placed in the high level; 67.69 % were placed in the average and 28.08 % were placed in the low level.
6. **Government:** It was found that 10.32 % were placed in the high level; 70.97 % were placed in the average level and 18.71 % were placed in the low level.
7. **Deficit:** 8.54 % were placed in the high level; 66.77 % were placed in the average and 24.70 % were placed in the low level
8. **Private:** It was found that 5.03 % were placed in the high level; 69.09 % were placed in the average level and 25.88 % were placed in the low level.

10. Individualism

1. **Overall:** It can be seen that 14.12 % were placed in the high level; 61.67 % were placed in the average level and 24.22 % were placed in the low level.
2. **Male:** It was evident that 16.80 % were placed in the high level; 60.66 % were placed in the average level and 22.54 % were placed in the low level.
3. **Female:** From table 4.19 it can be seen that 11.65 % were placed in the high level; 62.59 % were placed in the average level and 25.75 % were placed in the low level.
4. **Tribal:** Table 4.20 shows that 13.03 % were placed in the high level; 63.82 % were placed in the average level and 23.16 % were placed in the low level.

5. **Non-tribal:** It was found that 17.31 % were placed in the high level; 55.38 % were placed in the average level and 27.31 % were placed in the low level.
 6. **Government:** 8.39 % were placed in the high level; 70.97 % were placed in the average level and 20.65 % were placed in the low level.
 7. **Deficit:** It was found that 18.60 % were placed in the high level; 63.11 % were placed in the average level and 18.29 % were placed in the low level.
 8. **Private:** 13.04 % were placed in the high level; 58.10 % were placed in the average level and 28.86 % were placed in the low level.
- (x) **Innovation:**
1. **Overall:** It was evident that only 1.67 % was placed in the high level; 57.84 % were placed in the average level and 40.49 % were placed in the low level.
 2. **Male:** Only 2.25 % were placed in the high level; 57.79 % were placed in the average and 39.96 % were placed in the low level.
 3. **Female:** Only 1.13 % was placed in the high level; 57.89 % were placed in the average level and 40.98 % were placed in the low level.
 4. **Tribal:** It was found that only 3.08 % were placed in the high level; 56.15 % were placed in the average level and 40.77 % were placed in the low level.
 5. **Non-tribal:** It was found that only 3.08 % were placed in the high level; 56.15 % were placed in the average level and 40.77 % were placed in the low level.
 6. **Government:** 0.00 % was placed in the high level; 49.03 % were placed in the average and 50.97 % were placed in the low level.

7. **Deficit:** Only 2.74 % were placed in the high level; 60.98 % were placed in the average and 36.28 % were placed in the low level
8. **Private:** It was found that 1.49 % was placed in the high level; 58.47 % were placed in the average level and 40.04 % were placed in the low level.

(xi) Leadership

1. **Overall:** 12.84 % were placed in the high level; 65.39 % were placed in the average level and 21.76 % were placed in the low level
2. **Male:** Majority 63.73 % were placed in the average, followed by 22.13 % in the low level and 14.14 % were placed in the high level.
3. **Female:** Majority 66.92% were placed in the average level, followed by 21.43 % in the low level and 11.65 % were placed in the high level, and 21.43 % were placed in the low level.
4. **Tribal:** 11.45 % were placed in the high level; 64.74 % were placed in the average and 23.82 % were placed in the low level
5. **Non-tribal:** 16.92 % were placed in the high level; 67.31 % were placed in the average and 15.77 % were placed in the low level.
6. **Government:** Only 8.39 % were placed in the high level; 69.68 % were placed in the average level and 21.94 % were placed in the low level.
7. **Deficit:** 8.23 % were placed in the high level; 62.50 % were placed in the average level and 29.27 % were placed in the low level
8. **Private:** 65.92 % were placed in the average level, followed by 17.13 % placed in the low level and 16.95 % placed in the high level

(xii) **Maturity**

1. **Overall:** It was found that 24.02 % were placed in the high level; 65.88% were placed in the average and 10.10 % were placed in the low level.
2. **Male:** It was found that 26.23 % were placed in the high level; 62.09 % were placed in the average level and 11.68 % were placed in the low level
3. **Female:** It was found that 21.99 % were placed in the high level; 69.36 % were placed in the average level and 8.65 % were placed in the low level.
4. **Tribal:** 66.97 % were placed in the average level, followed by 22.76 % in the high level; and 10.26 % were placed in the low level.
5. **Non-tribal:** It was found that 22.69 % were place in the high level; 62.69 % were placed in the average level and 9.62 % were placed in the low level.
6. **Government:** It was found that 16.13 % were placed in the high level; 72.26 % were placed in the average and 11.61 % were placed in the low level.
7. **Deficit:** It was found that 18.29 % were placed in the high level; 70.43 % were placed in the average level and 11.28 % were placed in the low level.
8. **Private:** It was found that 29.80 % were placed in the high level; 61.27 % were placed in the average level and 8.94 % were placed in the low level.

(xiii) **Mental Health**

1. **Overall:** Only 9.51 % were placed in the high level; 70.39 % were placed in the average and 20.10 % were placed in the low level.
2. **Male:** Only 9.02% were placed in the high level; 66.80 % were placed in the average followed by 24.18 % placed in the low level
3. **Female:** Only 9.96 % were placed in the high level; 73.68 % were placed in the average level and 16.35 % were placed in the low level.
4. **Tribal:** It was found that 8.16 % were placed in the high level; 70.26 % were placed in the average and 21.58 % were noted to be in the low level.
5. **Non-tribal:** It was found that majority 70.77 % were placed in the average level, followed by 15.77 % in the low level and 13.46 % were placed in the high level.
6. **Government** 72.26 % were placed in the average level, 20.00 % were placed in the low and only 7.74 % were placed in the high level.
7. **Deficit:** Only 9.76 % were placed in the high level; 62.50 % were placed in the average level and 27.74 % were placed in the low level.
8. **Private:** Only 9.87 % were placed in the high level; 74.67 % were placed in the average level and 15.46 % were placed in the low level.

(xiv) **Morality**

1. **Overall:** Majority 65.78% were placed in the average level, only 15.88 % were placed in the high level; followed by 18.33 % placed in the low level.
2. **Male:** It was found that 12.30 % were placed in the high level; 65.16 % were placed in the average level and 22.54 % were placed in the low level.

3. **Female:** It was found that 19.17 % were placed in the high level; 66.35 % were placed in the average and 14.47 % were placed in the low level.
4. **Tribal:** It was found that 15.53 % were placed in the high level; 66.71 % were placed in the average level and 17.76 % were placed in the low level.
5. **Non-tribal:** 16.92 % were placed in the high level; 63.08 % were placed in the average level and 20.00 % were placed in the low level.
6. **Government. Morality:** It was found that 22.58 % were placed in the high level; 67.10 % were placed in the average level and 10.32 % were placed in the low level.
7. **Deficit:** It was found that only 9.76 % were placed in the high level; 66.16% were placed in the average and 24.09 % were placed in the low level.
8. **Private:** Only 17.69 % were placed in the high level; 65.18 % were placed in the average level and 17.43 % were placed in the low level.

(xv) **Self Control**

1. **Overall:** It was found that 23.04 % were placed in the high level; followed by 62.84 % in the average and 14.12 % were placed in the low level.
2. **Male:** It was observed that 21.31 % were placed in the high level; 63.11 % were placed in the average level and 15.57 % were placed in the low level.
3. **Female:** It was evident that 24.62 % were placed in the high level; 62.59 % were placed in the average level and 12.78 % were placed in the low level.

4. **Tribal:** It can be seen that 23.82 % were placed in the high level; majority 62.63 % were placed in the average level and 13.55 % were placed in the low level.
5. **Non-tribal:** It was observed that 20.77 % were placed in the high level; 63.46 % were placed in the average and 15.77 % were placed in the low level.
6. **Government:** 29.68 % were placed in the high level; 62.58 % were placed in the average level and 7.74 % were placed in the low level.
7. **Deficit:** It was observed that 17.38 % were placed in the high level; 65.55 % were placed in the average level and 17.07 % were placed in the low level.
8. **Private:** 24.58 % were placed in the high level; 61.27 % were placed in the average and 14.15 % were placed in the low level.

(xvi) **Sensitivity**

1. **Overall:** It was found that majority 70.49 % were placed in the average level , 11.86 % in the low level and 17.65 % were placed in the high level
2. **Male:** 11.89 % were placed in the high level; 71.52 % were placed in the average and 16.60 % were placed in the low level.
3. **Female.** 69.55 % were placed in the average level, followed by 22.93 % in the high level and 7.52 % were placed in the low level.
4. **Tribal:** It was found that 17.89 % were placed in the high level; 71.32 % were placed in the average level and 10.79 % were placed in the low level.

5. **Non-tribal:** It was found that 16.92 % were placed in the high level; 68.08 % were placed in the average level and 15.00 % were placed in the low level.
6. **Government:** It was found that 21.29 % were placed in the high level; 74.19 % were placed in the average level and 4.52 % were placed in the low level.
7. **Deficit:** It was found that 17.07 % were placed in the high level; 69.51 % were placed in the average level and 13.41 % were placed in the low level.
8. **Private:** It was found that only 16.95 % were placed in the high level; 70.02 % were placed in the average and 13.04% were placed in the low level.

(xvii) **Self Sufficiency**

1. **Overall:** It was found that 16.96 % were placed in the high level; 72.35 % were placed in the average level and 10.69 % were placed in the low level.
2. **Male:** It was found that 19.88 % were placed in the high level; 69.26 % were placed in the average and 10.86 % were placed in the low level.
3. **Female:** It was found that 14.29 % were placed in the high level; 75.19 % were placed in the average level and 10.53 % were placed in the low level.
4. **Tribal: :** Majority 73.82 % were placed in the average level, 16.05 % were placed in the high level; and 10.13 % were placed in the low level.

5. **Non-tribal:** From Table 4.21 it can be observed that 19.62 % were placed in the high level; 68.08 % were placed in the average level and 12.31 % were placed in the low level.
6. **Government.** 13.55 % were placed in the high level; 76.77 % were placed in the average level and 9.68 % were placed in the low level.
7. **Deficit:** 72.56 % were placed in the average, followed by 23.17 % in the high level; and 4.27 % were placed in the low level
8. **Private:** It was found that 14.15 % were placed in the high level; 70.95 % were placed in the average level and 14.90 % were placed in the low level.

(xviii) **Social Warmth**

1. **Overall:** 18.14 % were found to be in the high level; 52.94 % were in the average level and 28.92 % were placed in the low level.
2. **Male:** Only 10.86 % were found to be in the high level; 53.89 % were in the average level and 35.25 % were placed in the low level.
3. **Female:** Table 4.19 shows that 24.81 % were placed in the high level; 52.07 % were placed in the average and 23.12 % were placed in the low level.
4. **Tribal:** It was found that 17.37 % were placed in the high level; 53.29 % were placed in the average level and 29.34 % were placed in the low level.
5. **Non-tribal:** It was found that 20.38 % were placed in the high level; 51.92 % were placed in the average level and 27.69 % were placed in the low level.

6. **Government** It was observed that 25.16 % were placed in the high level; 52.90 % were placed in the average and 21.94 % were placed in the low level.
7. **Deficit:** It was found that 10.06 % were placed in the high level; 56.10 % were placed in the average level and 33.84 % were placed in the low level.
8. **Private:** It can be seen that 21.04 % were placed in the high level; 51.02 % were placed in the average level and 27.93 % were placed in the low level.

(xix) Tension

1. **Overall:** It was found that 11.96 % were placed in the high level; 66.90 % were placed in the average level and 23.14 % were placed in the low level.
2. **Male:** It was found that 13.11 % were placed in the high level; 62.30 % were placed in the average level and 24.59 % were placed in the low level.
3. **Female:** It was observed that 10.90 % were placed in the high level; 67.29 % were placed in the average level and 21.80 % were placed in the low level.
4. **Tribal:** It was found that 11.18 % were placed in the high level; 66.97 % were placed in the average and 21.84 % were placed in the low level.
5. **Non-tribal:** 14.23 % were placed in the high level; 58.85 % were placed in the average level and 26.92 % were placed in the low level.

6. **Government:** It was found that 11.61 % were placed in the high level; 60.65 % were placed in the average level and 27.74 % were placed in the low level.
7. **Deficit:** It was found that 13.11 % were placed in the high level; 71.95 % were placed in the average level and 14.94 % were placed in the low level.
8. **Private:** It was found that 11.36 % were placed in the high level; 61.82 % were placed in the average level and 26.82 % were placed in the low level.

i. **Comparison of Emotional Intelligence of Students**

1. There is significant difference between Male and Female Students in Emotional Intelligence at 0.01 level. So, the null hypothesis is rejected.
2. There is significant difference between Tribal and Nontribal Students in their Emotional Intelligence at 0.01 level. So, the null hypothesis is rejected.
3. There is no significant difference between Government and Deficit Students in their Emotional Intelligence at 0.01 or 0.05 levels. So, the null hypothesis is retained.
4. There is significant difference between Government and Private Students in Emotional Intelligence at 0.05 level. So, the null hypothesis is rejected.
5. There is significant difference between Deficit and Private Students in their Emotional Intelligence at 0.01 level. So, the null hypothesis is rejected.

Comparison of Personality Characteristics of Students

1. There is significant difference between Male and Female students in adaptability, creativity, enthusiasm, excitability, individualism, morality, self control, sensitivity, and social warmth at 0.01 Level and academic achievement and mental health at 0.05 Level. No significant difference was found in the other characteristics. Thus the null hypotheses for these variables above are rejected.
2. There is significant difference between Tribal and Nontribal students in boldness, enthusiasm, general ability, and leadership at 0.01 level and guilt proneness and mental health at 0.05 Level. Therefore the null hypotheses for these variables are rejected.
3. There is significant difference between Government and Deficit students in creativity, enthusiasm, general ability, innovation, morality, self control, sensitivity, self sufficiency, social warmth and tension at 0.01 level and boldness, excitability and individualism at 0.05 level. Hence the null hypotheses for these variables are rejected.
4. There is significant difference between Government and Private students in creativity, enthusiasm, excitability, innovation, maturity, morality, self control, sensitivity at 0.01 level and guilt proneness and leadership at 0.05 level. Thus, the null hypotheses for these variables are rejected.
5. There is significant difference between Deficit and Private students in boldness, general ability, individualism, leadership, maturity, mental health, morality, self control, self sufficiency, social warmth and tension 0.01 level and creativity and enthusiasm, at 0.05 level. Hence the null hypotheses for these variables are rejected.

ii. **Correlation between Emotional Intelligence (EI) and Personality Characteristics**

It may be noted that there exist both positive and negative correlation between the Emotional Intelligence and Personality Characteristics of Class VIII students as depicted below: -

1. Positive correlation exist between EI and academic achievement at 0.05 level and also between EI and boldness, enthusiasm, general ability, leadership, maturity, mental health, morality, self control and social warmth at 0.01 level.
2. Further it was also found that there is a negative correlation between EI and excitability, guilt proneness, innovation, self sufficiency and tension at 0.01 level.
3. No correlation exists between EI and adaptability, competition, creativity, individualism and sensitivity.

It can be seen that there exist both positive and negative correlation between the Emotional Intelligence and Personality Characteristics of male students as depicted below: -

1. Positive Correlation exist between EI and individualism at 0.05 level and also between EI and boldness, enthusiasm, general ability, leadership, maturity and self control at 0.01 level.
2. There exist a negative correlation between EI and creativity and self sufficiency at 0.05 level. A negative relationship also exists between EI and excitability, guilt proneness, innovation and tension at 0.01 level.

3. No correlation exists between EI and adaptability, competition, sensitivity, achievement motivation, mental health, morality, and social warmth.

It can be seen that there exist both positive and negative correlation between the Emotional Intelligence and Personality Characteristics of female students as depicted below:

1. Positive Correlation exist between EI and academic achievement and sensitivity at 0.05 level and also between EI and boldness, general ability, leadership, maturity, mental health, morality, self control and social warmth at 0.01 level.
2. Negative Correlation is seen between EI and innovation and self sufficiency at 0.05 level and between EI and excitability, guilt proneness and tension at 0.01 level.
3. No Correlation exists between EI and adaptability, competition, creativity, individualism and enthusiasm.

It is observed that there exist both positive and negative correlation between the Emotional Intelligence and Personality Characteristics of tribal students as depicted below: -

1. Positive Correlation exist between EI and mental health and adaptability at 0.05 level and between EI and boldness, enthusiasm, general ability, leadership, maturity morality, self control, and social warmth at 0.01 level,
2. There is Negative Correlation between EI and excitability, guilt proneness, innovation, self sufficiency and tension at 0.01 level.
3. No Correlation exists between EI and competition, creativity, individualism, sensitivity, and academic achievement.

It is observed that there exist both positive and negative correlation between the Emotional Intelligence and Personality Characteristics of nontribal students as depicted below: -

1. Positive Correlation exist between EI and mental health and social warmth at 0.05 level and between EI and boldness, general ability, leadership, maturity, and self control at 0.01 level,.
2. There is Negative Correlation between EI and excitability, guilt proneness and innovation at 0.05 level and between EI and tension at 0.01 level.
3. No Correlation exists between EI and adaptability, competition, creativity, individualism, sensitivity, enthusiasm, academic achievement, morality and self sufficiency.

It is seen that there exist both positive and negative correlation between the Emotional Intelligence and Personality Characteristics of Government students as depicted below: -

1. Positive Correlation exist between EI and Morality, social warmth, adaptability and creativity at 0.05 level and between EI and boldness, general ability, leadership, maturity, self control at 0.01 level.
2. Negative Correlation exists between EI and excitability, guilt prones, and tension at 0.01 level and between EI and enthusiasm at 0.05 level.
3. No Correlation exists between EI and competition, individualism, sensitivity, academic achievement, mental health, self sufficiency and innovation.

It is seen that there exist both positive and negative correlation between the Emotional Intelligence and Personality Characteristics of Deficit students as depicted below:

1. Positive Correlation exists between EI and Maturity at 0.05 level and between EI and boldness and enthusiasm at 0.01 level.
2. Negative Correlation exists between EI and excitability and tension at 0.01 level and between EI and innovation and creativity at 0.05 level.
3. No Correlation exists between EI and adaptability, competition, guilt proneness, individualism, leadership, mental health, morality, self control, sensitivity, self sufficiency, social warmth and academic achievement.

It can be seen that there exist both positive and negative correlation between the Emotional Intelligence and Personality Characteristics of Private students as depicted below:

1. Positive Correlation exist between EI and boldness, enthusiasm, general ability, leadership, maturity, mental health, morality, self control, and social warmth at 0.01 level.
2. Negative Correlation exists between EI and excitability, guilt proneness, innovation, self sufficiency and tension at 0.01 level.
3. No Correlation exists between EI and adaptability, academic achievement, competition, creativity, individualism, and sensitivity.

12. Discussion

Overall Emotional Intelligence

It was found that the overall EI of Class VIII students were placed under the Average Level (68.04%). The same trend follows for male and female, tribal and nontribal, government, deficit and private students also. Further it was observed that only 14.90% of the students have High Emotional Intelligence, and 17.06% have been found to have Low Emotional Intelligence. The findings portray the

same trend for all the groups which points to the retention of the normal probability curve- “The Bell Curve” and not a rebuttal of it, as Goleman would have wanted. The probable reason may be that Emotional Intelligence is still in the formative stage and has not been fully developed. The environment at present is not yet properly attuned for a positive growth and assimilation of Emotional Intelligence.

Unlike IQ which changes little after our teen years, Emotional Intelligence is learnt and it continues to develop throughout life and learn from our experiences. It can be acquired and developed at any time. Moreover, importance of Emotional Intelligence in the personal, professional, and civic lives of an individual was recently realized and discussed. Schools continue to prepare students to be competent in math, language etc but it does not teach kids how to manage themselves, how to handle other people, how to co-operate, how to handle rocky emotions. Parents too are responsible for having high expectations of their children and providing no quality time for them.

Overall Personality Characteristics

With regards to Personality characteristics it is evident that ‘ Boldness’ is a dominant characteristic found amongst all groups followed by Maturity, Social Warmth , Sensitivity , Self-sufficiency , Enthusiasm, Morality, Excitability, Competition and Self- control. The probable reason for boldness may be that the deluge of information that constantly bombard the students nowadays, arm them with information that encourage them to react boldly. This trend was not very apparent in the earlier generations where information was not readily accessible and plentiful. Boldness is closely related to ‘extraversion’ one of the ‘big five’ Personality dimensions and it is observed that highly extraverted individuals are bold, assertive, excitement seeking, talkative, venturesome etc. Besides, these

traits 'Boldness', 'Maturity' and 'Self-Control' ' Social Warmth' etc are related and tend to occur together in many individuals. For example, individuals who are sociable tend to be talkative, venturesome, physically active .Mature individuals are responsible, and have self-control. Further, these children also exhibit Emotional Intelligence which makes them socially audacious and intrepid.

Comparison of Emotional Intelligence

It is evident that Emotional Intelligence differs across sex, community and management. In the case of sex, male students are found to have high Emotional Intelligence than their female counterparts. The present findings are not in line with the previous studies conducted by Singh (2002)¹, which revealed that females have higher Emotional Intelligence than males. According to Eagly & Johnson (1990)² females are found to have better social skills and were described as being "interested in other people". Since females tend to be more emotional and intimate in their relationship as compared to males, so there EI ought to be higher than that of males.

However, the present findings are concordant with previous research studies conducted by Chu (2002)³ who reported that males have higher level of E.I than that of females. The probable reason may be that males manage their moods better, are logical and practical unlike females who tend to be emotional and worrisome in nature. Chu, explained that boys are capable and desirous of relational attachments but learn how to mask them or fit them around "the boy code". In her ethnographic studies of boys during two periods –early childhood(ages 4-5) and adolescence (ages 12-18) Chu found evidence that relational capabilities detected at infancy carry through early childhood and into adolescence. Through their everyday experiences

¹ D. Singh. *Emotional Intelligence at Work: A professional Guide (2nd ed)*;New Delhi, Sage Publications, (2005),

², B.T. Eagly & B.T. Johnson, "Gender and Leadership : A meta-analysis". *Journal of Behavioural Sciences* Vol. 17 No. 1-2.1990

³ J. Chu, "Boys Development". USA: *Readers Digest* 944-95,2002.

with peers and adults, boys learn what is considered appropriate and desirable behaviour for boys, and also the consequences of deviating from accepted norms. She emphasised, however, that boys' 'relational' capabilities are not 'lost'.

Goleman (1998) have also reported that women generally have had more practice at some interpersonal skills than men, at least in cultures like the United States, where girls are raised to be more attuned to feelings and their nuances than are boys. Women are also better than men at detecting another person's fleeting feelings. But he also says that women are not "smarter" than men when it comes to Emotional Intelligence, nor are men superior to women. Both sexes have personal profile of strengths and weaknesses in these capacities. Some of them may be highly empathic but lack some abilities to handle one's own distress; others may be quite aware of the subtlest shift in one's own moods, yet be inept socially.

In the case of community, it is observed that non-tribal students have high Emotional Intelligence than their tribal counterparts. The probable reason may be that non-tribal students emanate from a culture which is more open, vibrant, flexible and responsive to change. Influences of different civilizations have contributed immensely towards the richness, color, and warmth of its cultural relations. A simple example "Namaste", a way of greeting outsiders and elders (a common practice among this community) not only indicate respect for others but also signify warmth and affection in the greeting. Besides, they believe in relationships outside their own members and are not confined to only their own boundaries.

Tribal folks on the other hand are no less in their culture and traditions but historically they have been thought to be insular from other cultures and civilization. The community is generally seen as a group that reacts emotionally to situations that confront them. They are normally confined within a definite and common topography and believe in ties of blood relationship amongst its members. They have faith in their having descended from a common, real or mythical

forerunner and thus believe in blood relationship with members. Thus their relationship is limited to kinship, clan ties etc. Majumdar explains tribe as a social group with territorial affiliation, endogamous, ruled by tribal officers hereditary or otherwise, united in language or dialect recognising social distance with other tribes or castes.

However, emotional expression vary greatly from culture to culture, may also be another probable reason which explains the Emotional Intelligence of one community from another. What may be appropriate in one culture may appear an unseemly outburst in another. Goleman (1998) describes that executives from emotionally reserved cultures, like those in Northern Europe, can be seen as “cold” and aloof by Latin American business partners. In the United States, being emotionally inexpressive often communicates a negative message, a sense of distance or indifference. We generally have difficulty reading the subtle non-verbal signals of emotion in those who belong to groups very different from our own- whether a different gender, race, nationality, or ethnic group. Every group has its own norms for expressing emotion, and to the extent we are unfamiliar with those norms, empathizing grows more difficult.

With regards to management, it has been found that students studying in Private schools have high Emotional Intelligence in comparison to those studying in Government and Deficit schools. The probable reason may be that Emotional Intelligence is much influenced by the socio-economic status of the students. Private schools provide opportunities for social training in the form of games, activities, role playing and responsibilities which have contributed to Boldness, Maturity, Self-control, Social warmth etc. Besides, teacher involvement in the personal and academic life of individuals also inspires and encourage emotional competency in them. In Government and specifically Deficit schools the focus has

become customary with very little scope for creativity and innovation. Numerous regulations have dulled any initiative and enthusiasm of students and teachers.

Comparison of Personality Characteristics

While comparing the personality Characteristics, it has been observed that there is significant difference between male and female students in adaptability, creativity, enthusiasm, excitability, individualism, morality, self control, sensitivity, and social warmth at 0.01 level and academic achievement and mental health at 0.05 level. No significant difference was found in the other characteristics. Thus the null hypotheses for these variables above are rejected. Females are high in, sensitivity, social warmth, self-control, creativity, excitability, and morality. The probable reason may be that the female demeanour is warm, tender-minded, worrisome and compassionate in comparison to male counterparts. This finding is in line with previous studies of Bourke (2002)⁴ who found that men are more assertive than women and that women are tender minded than men. Males are high in, academic achievement, leadership, competition, enthusiasm, adaptability, individualism, maturity. This finding is reflective of the 'stereo type' that males are generally higher in academic achievement, are more competitive and have leadership skills. They are high in individualism which leads us to conclude that males are self centred in nature.

There is significant difference between Tribal and Nontribal students in boldness, enthusiasm, general ability, and leadership at 0.01 level and guilt proneness and mental health at 0.05 Level. Therefore the null hypotheses for these

⁴ R. Brouke "Gender Differences in Personality Among Adolescents; *Psychology, Evolution & Gender*, Vol. 4, No. 1, pp. 31-41 (11) Routledge Pub, 2002.

variables are rejected. In this case, the probable reason may be that exposure and cultural upbringing have made non-tribal students more open, sociable, enthusiastic than their tribal counterparts. On the other hand, tribal students are no less in general ability but, short of a competitive environment and a laid back attitude has accounted for the poor intellectual interests amongst them. This leads us to conclude that cultural upbringing contributes to the personality of an individual. This is in line with the study of Mead, M. (1901-1978) who stated that an individual is a product of culture that shape the person in unique manners. These cultural traits are learned by the individual as an infant, and they are reinterpreted and reinforced as the individual goes through its stages of life. In short, the differences between people in different societies are usually cultural differences imparted in childhood.

There is significant difference between Government and Deficit students in creativity, enthusiasm, general ability, innovation, morality, self control, sensitivity, self sufficiency, social warmth and tension at 0.01 level and boldness, excitability and individualism at 0.05 level. Hence the null hypotheses for these variables are rejected. The probable reason may be that encouragement, motivation, intimacy and warmth is found lacking amongst students and teachers of Deficit schools. Little time is devoted to the needs and feelings of students. The purpose behind school education is to complete the course and prepare students for examination.

There is significant difference between Government and Private students in creativity, enthusiasm, excitability, innovation, maturity, morality, self control, sensitivity at 0.01 level and guilt proneness and leadership at 0.05 level. Thus, the null hypotheses for these variables are rejected. The probable reason may be that Private schools offer opportunities for social training in the form of games, activities, out- reach programs etc. They also entrust varied responsibilities on their

wards such as team leadership, mentoring opportunities etc., which contribute to innovation, maturity, self-control, social warmth, enthusiasm, morality etc.

There is significant difference between Deficit and Private students in boldness, general ability, individualism, leadership, maturity, mental health, morality, self control, self sufficiency, social warmth and tension 0.01 level and creativity and enthusiasm, at 0.05 level. The probable reason may be that student's personality is influenced by his/her socio-economic status. Whether at home or school they are deprived of opportunities and environment that will allow them to blossom in these traits.

Relationship between EI and Personality Characteristics.

As have been stated at the outset and evident from the title of the study, one of the objective of the study is to establish whether Emotional Intelligence and Personality Characteristics are interrelated. The result of the study suggests that there is a strong link between the Emotional Intelligence and Personality Characteristics as detailed below:

Significant Positive Correlation have been observed between Emotional Intelligence and the following Personality Characteristics; Academic Achievement, Boldness, Enthusiasm, General Ability, Leadership, Maturity, Mental Health, Morality, Self control and Social Warmth. Positive Correlation means a simultaneous increase or decrease in the value of Emotional Intelligence and Personality Characteristics. Hence it may be said that if there is an increase in Emotional Intelligence there will be a corresponding increase in the above 10 Personality Characteristic and vice versa. All the aforementioned 10 Personality Characteristics can be thought of being positive traits of Personality that help in the well being of an individual. Hence the positive correlation of the Personality Characteristics with Emotional Intelligence reinforces the fact that a link exists

between the two. It may be mentioned here that being emotionally intelligent does not merely mean “being nice”, but rather, bluntly confronting someone with an uncomfortable but consequential truth they have been avoiding. This fact is reflected in the positive correlation between Emotional Intelligence and Boldness.

Significant negative correlation has been observed between Emotional Intelligence and the following Personality Characteristics, Excitability, Guilt Proneness, Tension, Innovation and Self Sufficiency. Negative correlation means that if there is an increase in Emotional Intelligence there will be a simultaneous decrease in Personality Characteristics and vice versa. The first three Personality Characteristics –Excitability, Guilt Proneness, and Tension can be said to be negative traits that adversely affect an individual. A high score in these Personality Characteristics indicate an individual who feels insecure, inadequate, and irrationally worried about the daily demands of life. The negative correlation that is noted further stresses the link that is interwoven between Emotional Intelligence and Personality Characteristics.

The negative correlation that is found between Emotional Intelligence and Innovation may be due to the fact that Innovative Individuals are generally analytical and insensitive to the feelings of others. The negative correlation noted between Emotional Intelligence and Self Sufficiency may be due to the reason that Self Sufficient Individuals are often seen as loners.

No correlation has been found between Emotional Intelligence and the following Personality Characteristic; Adaptability, Competition, Creativity, Individualism and Sensitivity. The possible explanation for the above result may be due to the fact that both Emotional Intelligence and Personality Characteristics of the students have not matured. This is especially relevant with Adaptability as Adaptable Individuals are seen as persons who are emotionally matured. As such

there should have been a positive correlation between Emotional Intelligence and Adaptability. However, this was not noted in the findings.

13. Conclusion

It may be concluded that there is a strong link between Emotional Intelligence and Personality Characteristics and urgent steps and policies have to be undertaken and formulated to enhance the emotional intelligence of the students. Majority are placed in the AEI level and only a small percentage is in the HEI Level. Undue recognition and lack of knowledge of its importance are responsible for the slow pace of Emotional Intelligence. Schools continue to focus on academic grades giving very little or no importance at all to non-cognitive aspects. EI can be acquired and developed at any stage provided the right environment is obtainable. Provision of opportunities and resources in social-emotional learning will develop Emotional Intelligence to the fullest.

Boldness is closely associated to 'Extraversion' which conveys sociability, enthusiasm, excitement seeking etc., and those individuals found to display these qualities are highly extraverted. In this study it is observed that the students of Class VIII also exhibit Boldness as one of the dominant characteristic and therefore are found to be sociable, enthusiastic, energetic etc as well. Deluges of information that constantly bombard these adolescents encourage them to react boldly. Thus, Boldness can be thought to be the stepping stone towards social development. Manifestation of other traits such as Maturity, Morality, Self-control, Social Warmth, Enthusiasm etc also leads us to conclude that these students are not far behind in attaining Emotional Intelligence and with appropriate environment Emotional Intelligence can be enriched and strengthened. The sample being adolescents do not show consistency in Personality Characteristics at all times. However, with age, personality traits become more crystallised and laced

with encouragement and the right environment these Personality Characteristics can be contained.

Further, it is also found that there is significant difference in Emotional Intelligence between Male and Female, Tribal and Non-tribal, Government and Private, Private and Deficit Students. Male, non-tribal, and students studying in private and government schools have been found to have higher Emotional Intelligence than their counterparts. Therefore, according to Goleman individuals with high Emotional Intelligence are socially poised, outgoing and cheerful, not prone to fearless or worried rumination. They have a noticeable capacity for commitment to people or causes, for taking responsibility, and for having an ethical outlook; they are sympathetic and caring in their relationships. They are comfortable with themselves, others and the social universe they live in.

There is also significant difference in Personality Characteristics of the above groups. This is so because of individual differences in consistency; individuals are probably consistent in some characteristics but not in others. All the more, for adolescents who are going through a period of turmoil and are seeking to establish a clear identity for themselves.

Above all, it is interesting to note that Emotional Intelligence and Personality are related. The affective and non-affective aspects form an important part of the human personality. The emotions are an integral part of personality; so is intelligence. So, you cannot delink intelligence from personality. The psychologists studying personality have empirically found that intelligence is the foremost trait of the personality of an individual. We make a mention of intelligence when we describe the personality of an individual. Further, Alport (1927), also maintained that intelligence is one of a number of supporting elements for personality. Both intelligence and the traits of personality are mental

constructs, which impact the way in which individuals understand themselves and their world. Hence, any discussion on Emotional Intelligence cannot be treated as valid if it does not specifically refer to the theories of Personality.

14. Suggestions for Improvement

To ensure an improvement in Emotional Intelligence a holistic evaluation of the environment of the students should be done. Subsequently the plan and policies that will result from the study should be properly implemented. The following are some of the steps that may be taken:

1. Due recognition and earnest implementation of social –emotional learning in all schools is most needed in order to nurture and boost the Emotional Intelligence of students.
2. Emotional intelligence is best developed by involving students in doing, experiencing, and building on their existing knowledge. Thus, the curriculum must provide explicit opportunities to practice skills such as personal and group goal setting, decision making, problem solving, and resolving conflict. In a study conducted by Holt, S., “Emotional Intelligence and Academic Achievement in undergraduate Students” suggests that using proven quantitative tools, there is a necessity of adding EI assessment to the admissions process and incorporating EI training into secondary education curricula which will be beneficial to students
3. All schools must ensure to create a safe and conducive classroom culture where individuals are taught awareness of self (intrapersonal) and others (interpersonal). Sensitizing students about differences in others, expressing appreciation and respect for each other, listening attentively and avoiding put downs will train them in emotional intelligence and personality development.

4. Encouragement, motivation and appropriate environment must be provided so as to strengthen the Personality Characteristics of students and also contribute to Emotional Intelligence.
5. Female, Tribal, Government and Deficit Students must be exposed to group learning activities in the classroom and outside to generate awareness about the world outside them. Volunteering to help others which will create good feeling and also refine pupil skills must be encouraged.
6. Parents must spend quality time with their children and communicate with them about their feelings. They must also be prevented from expecting only high grades from their children and focus rather on their needs, feelings and well being.
7. Teachers must be sensitive to feelings and needs of their wards. They must also serve as role models to nurture positive values, build emotional stability and self confidence in students. While EI skills can be 'taught' they can also be 'caught' from faculty who are role models of high EI.

APPENDIX – I

Table 1. Emotional Intelligence (EI) of Class VIII Students (Objective 2)

Sl. No	Variables		N	Classification					
				HEI Above 79	%	AEI 60- 79	%	LEI 0-59	%
1	Overall		1020	152	14.90	694	68.04	174	17.06
2	Sex	Male	488	82	16.80	340	69.67	66	13.52
		Female	532	70	13.14	354	66.54	108	20.30
3	Community	Tribal	760	94	12.37	519	68.29	147	19.34
		Nontribal	260	58	22.31	175	67.31	27	10.38
4	Management	Govt	155	17	10.97	114	73.55	24	15.48
		Deficit	328	35	10.67	228	69.51	65	19.82
		Private	537	100	18.62	352	65.55	85	15.83

Note: HEI - High Emotional Intelligence

AEI - Average Emotional Intelligence

LEI - Low Emotional Intelligence

Findings on the Personality Characteristics (PC) of Class VIII Students (objective 3)
Table 2 (i) Personality Characteristics of Students

Personality Characteristics	Classification	Sten Scores	No. of Scores	%
'Ad'	High	8 to 10	157	15.39
	Average	4 to 7	742	72.75
	Low	1 to 3	121	11.86
'Am'	High	8 to 10	140	13.73
	Average	4 to 7	769	75.39
	Low	1 to 3	111	10.88
'Bo'	High	8 to 10	501	49.12
	Average	4 to 7	484	47.45
	Low	1 to 3	35	3.43
'Co'	High	8 to 10	127	12.45
	Average	4 to 7	610	59.8
	Low	1 to 3	283	27.75
'Cr'	High	8 to 10	36	3.53
	Average	4 to 7	645	63.24
	Low	1 to 3	339	33.24
'En'	High	8 to 10	137	13.43
	Average	4 to 7	713	69.9
	Low	1 to 3	170	16.67
'Ex'	High	8 to 10	162	15.88
	Average	4 to 7	691	67.75
	Low	1 to 3	167	16.37
'Ga'	High	8 to 10	29	2.84
	Average	4 to 7	371	36.37
	Low	1 to 3	620	60.78
'Gp'	High	8 to 10	71	6.96
	Average	4 to 7	700	68.63
	Low	1 to 3	249	24.41
'Id'	High	8 to 10	144	14.12
	Average	4 to 7	629	61.67
	Low	1 to 3	247	24.22
'In'	High	8 to 10	17	1.67
	Average	4 to 7	590	57.84
	Low	1 to 3	413	40.49
'Ld'	High	8 to 10	131	12.84
	Average	4 to 7	667	65.39
	Low	1 to 3	222	21.76
'Ma'	High	8 to 10	245	24.02

	Average	4 to 7	672	65.88
	Low	1 to 3	103	10.1
'Mh'	High	8 to 10	97	9.51
	Average	4 to 7	718	70.39
	Low	1 to 3	205	20.1
'Mo'	High	8 to 10	162	15.88
	Average	4 to 7	671	65.78
	Low	1 to 3	187	18.33
'Sc'	High	8 to 10	235	23.04
	Average	4 to 7	641	62.84
	Low	1 to 3	144	14.12
'Se'	High	8 to 10	180	17.65
	Average	4 to 7	719	70.49
	Low	1 to 3	121	11.86
'Ss'	High	8 to 10	173	16.96
	Average	4 to 7	738	72.35
	Low	1 to 3	109	10.69
'Sw'	High	8 to 10	185	18.14
	Average	4 to 7	540	52.94
	Low	1 to 3	295	28.92
'Tn'	High	8 to 10	122	11.96
	Average	4 to 7	662	64.9
	Low	1 to 3	236	23.14

Table 2 (ii) Personality Characteristics of Male Students

Personality Characteristics	Classification	Sten Scores	No. of Scores	%
'Ad'	High	8 to 10	89	18.24
	Average	4 to 7	346	70.9
	Low	1 to 3	53	10.86
'Am'	High	8 to 10	80	16.39
	Average	4 to 7	364	74.59
	Low	1 to 3	44	9.02
'Bo'	High	8 to 10	235	48.16
	Average	4 to 7	231	47.34
	Low	1 to 3	22	4.51
'Co'	High	8 to 10	77	15.78
	Average	4 to 7	267	54.71
	Low	1 to 3	144	29.51
'Cr'	High	8 to 10	11	2.25
	Average	4 to 7	291	59.63

	Low	1 to 3	186	38.11
'En'	High	8 to 10	82	16.8
	Average	4 to 7	348	71.31
	Low	1 to 3	58	11.89
'Ex'	High	8 to 10	69	14.14
	Average	4 to 7	328	67.21
	Low	1 to 3	91	18.65
'Ga'	High	8 to 10	9	1.84
	Average	4 to 7	184	37.7
	Low	1 to 3	295	60.45
'Gp'	High	8 to 10	26	5.33
	Average	4 to 7	329	67.42
	Low	1 to 3	133	27.25
'Id'	High	8 to 10	82	16.8
	Average	4 to 7	296	60.66
	Low	1 to 3	110	22.54
'In'	High	8 to 10	11	2.25
	Average	4 to 7	282	57.79
	Low	1 to 3	195	39.96
'Ld'	High	8 to 10	69	14.14
	Average	4 to 7	311	63.73
	Low	1 to 3	108	22.13
'Ma'	High	8 to 10	128	26.23
	Average	4 to 7	303	62.09
	Low	1 to 3	57	11.68
'Mh'	High	8 to 10	44	9.02
	Average	4 to 7	326	66.8
	Low	1 to 3	118	24.18
'Mo'	High	8 to 10	60	12.3
	Average	4 to 7	318	65.16
	Low	1 to 3	110	22.54
'Sc'	High	8 to 10	104	21.31
	Average	4 to 7	308	63.11
	Low	1 to 3	76	15.57
'Se'	High	8 to 10	58	11.89
	Average	4 to 7	349	71.52
	Low	1 to 3	81	16.6
'Ss'	High	8 to 10	97	19.88
	Average	4 to 7	338	69.26
	Low	1 to 3	53	10.86
'Sw'	High	8 to 10	53	10.86

'Tn'	Average	4 to 7	263	53.89
	Low	1 to 3	172	35.25
	High	8 to 10	64	13.11
	Average	4 to 7	304	62.3
	Low	1 to 3	120	24.59

Table 2(iii) Personality Characteristics of Female Students

Personality Characteristics	Classification	Sten Scores	No. of Scores	%
'Ad'	High	8 to 10	68	12.78
	Average	4 to 7	396	74.44
	Low	1 to 3	68	12.78
'Am'	High	8 to 10	60	11.28
	Average	4 to 7	405	76.13
	Low	1 to 3	67	12.59
'Bo'	High	8 to 10	266	50
	Average	4 to 7	253	47.56
	Low	1 to 3	13	2.44
'Co'	High	8 to 10	50	9.4
	Average	4 to 7	343	64.47
	Low	1 to 3	139	26.13
'Cr'	High	8 to 10	25	4.7
	Average	4 to 7	354	66.54
	Low	1 to 3	153	28.76
'En'	High	8 to 10	55	10.34
	Average	4 to 7	365	68.61
	Low	1 to 3	112	21.05
'Ex'	High	8 to 10	93	17.48
	Average	4 to 7	363	68.23
	Low	1 to 3	76	14.29
'Ga'	High	8 to 10	20	3.76
	Average	4 to 7	187	35.15
	Low	1 to 3	325	61.09
'Gp'	High	8 to 10	45	8.46
	Average	4 to 7	371	69.74
	Low	1 to 3	116	21.8
'Id'	High	8 to 10	62	11.65
	Average	4 to 7	333	62.59
	Low	1 to 3	137	25.75
'In'	High	8 to 10	6	1.13
	Average	4 to 7	308	57.89

	Low	1 to 3	218	40.98
'Ld'	High	8 to 10	62	11.65
	Average	4 to 7	356	66.92
	Low	1 to 3	114	21.43
'Ma'	High	8 to 10	117	21.99
	Average	4 to 7	369	69.36
	Low	1 to 3	46	8.65
'Mh'	High	8 to 10	53	9.96
	Average	4 to 7	392	73.68
	Low	1 to 3	87	16.35
'Mo'	High	8 to 10	102	19.17
	Average	4 to 7	353	66.35
	Low	1 to 3	77	14.47
'Sc'	High	8 to 10	131	24.62
	Average	4 to 7	333	62.59
	Low	1 to 3	68	12.78
'Se'	High	8 to 10	122	22.93
	Average	4 to 7	370	69.55
	Low	1 to 3	40	7.52
'Ss'	High	8 to 10	76	14.29
	Average	4 to 7	400	75.19
	Low	1 to 3	56	10.53
'Sw'	High	8 to 10	132	24.81
	Average	4 to 7	277	52.07
	Low	1 to 3	123	23.12
'Tn'	High	8 to 10	58	10.9
	Average	4 to 7	358	67.29
	Low	1 to 3	116	21.8

Table 2 (iv) Personality Characteristics of Tribal Students

Personality Characteristics	Classification	Sten Scores	No. of Scores	%
'Ad'	High	8 to 10	125	16.45
	Average	4 to 7	553	72.76
	Low	1 to 3	82	10.79
'Am'	High	8 to 10	99	13.03
	Average	4 to 7	583	76.71
	Low	1 to 3	78	10.26
'Bo'	High	8 to 10	355	46.71
	Average	4 to 7	373	49.08
	Low	1 to 3	32	4.21

'Co'	High	8 to 10	79	10.39
	Average	4 to 7	472	62.11
	Low	1 to 3	209	27.5
'Cr'	High	8 to 10	27	3.55
	Average	4 to 7	489	64.34
	Low	1 to 3	244	32.11
'En'	High	8 to 10	89	11.71
	Average	4 to 7	533	70.13
	Low	1 to 3	138	18.16
'Ex'	High	8 to 10	123	16.18
	Average	4 to 7	518	68.16
	Low	1 to 3	119	15.66
'Ga'	High	8 to 10	15	1.97
	Average	4 to 7	270	35.53
	Low	1 to 3	475	62.5
'Gp'	High	8 to 10	60	7.89
	Average	4 to 7	524	68.95
	Low	1 to 3	176	23.16
'Id'	High	8 to 10	99	13.03
	Average	4 to 7	485	63.82
	Low	1 to 3	176	23.16
'In'	High	8 to 10	9	1.18
	Average	4 to 7	444	58.42
	Low	1 to 3	307	40.39
'Ld'	High	8 to 10	87	11.45
	Average	4 to 7	492	64.74
	Low	1 to 3	181	23.82
'Ma'	High	8 to 10	173	22.76
	Average	4 to 7	509	66.97
	Low	1 to 3	78	10.26
'Mh'	High	8 to 10	62	8.16
	Average	4 to 7	534	70.26
	Low	1 to 3	164	21.58
'Mo'	High	8 to 10	118	15.53
	Average	4 to 7	507	66.71
	Low	1 to 3	135	17.76
'Sc'	High	8 to 10	181	23.82
	Average	4 to 7	476	62.63
	Low	1 to 3	103	13.55
'Se'	High	8 to 10	136	17.89
	Average	4 to 7	542	71.32

	Low	1 to 3	82	10.79
'Ss'	High	8 to 10	122	16.05
	Average	4 to 7	561	73.82
	Low	1 to 3	77	10.13
'Sw'	High	8 to 10	132	17.37
	Average	4 to 7	405	53.29
	Low	1 to 3	223	29.34
'Tn'	High	8 to 10	85	11.18
	Average	4 to 7	509	66.97
	Low	1 to 3	166	21.84

Table 2 (v) Personality Characteristics of Non- Tribal Students

Personality Characteristics	Classification	Sten Scores	No. of Scores	%
'Ad'	High	8 to 10	32	12.31
	Average	4 to 7	189	72.69
	Low	1 to 3	39	15
'Am'	High	8 to 10	41	15.77
	Average	4 to 7	186	71.54
	Low	1 to 3	33	12.69
'Bo'	High	8 to 10	146	56.15
	Average	4 to 7	111	42.69
	Low	1 to 3	3	1.15
'Co'	High	8 to 10	48	18.46
	Average	4 to 7	138	53.08
	Low	1 to 3	74	28.46
'Cr'	High	8 to 10	9	3.46
	Average	4 to 7	156	60
	Low	1 to 3	95	36.54
'En'	High	8 to 10	48	18.46
	Average	4 to 7	180	69.23
	Low	1 to 3	32	12.31
'Ex'	High	8 to 10	39	15
	Average	4 to 7	173	66.54
	Low	1 to 3	48	18.46
'Ga'	High	8 to 10	14	5.38
	Average	4 to 7	101	38.85
	Low	1 to 3	145	55.77
'Gp'	High	8 to 10	11	4.23
	Average	4 to 7	176	67.69
	Low	1 to 3	73	28.08

'Id'	High	8 to 10	45	17.31
	Average	4 to 7	144	55.38
	Low	1 to 3	71	27.31
'In'	High	8 to 10	8	3.08
	Average	4 to 7	146	56.15
	Low	1 to 3	106	40.77
'Ld'	High	8 to 10	44	16.92
	Average	4 to 7	175	67.31
	Low	1 to 3	41	15.77
'Ma'	High	8 to 10	72	27.69
	Average	4 to 7	163	62.69
	Low	1 to 3	25	9.62
'Mh'	High	8 to 10	35	13.46
	Average	4 to 7	184	70.77
	Low	1 to 3	41	15.77
'Mo'	High	8 to 10	44	16.92
	Average	4 to 7	164	63.08
	Low	1 to 3	52	20
'Sc'	High	8 to 10	54	20.77
	Average	4 to 7	165	63.46
	Low	1 to 3	41	15.77
'Se'	High	8 to 10	44	16.92
	Average	4 to 7	177	68.08
	Low	1 to 3	39	15
'Ss'	High	8 to 10	51	19.62
	Average	4 to 7	177	68.08
	Low	1 to 3	32	12.31
'Sw'	High	8 to 10	53	20.38
	Average	4 to 7	135	51.92
	Low	1 to 3	72	27.69
'Tn'	High	8 to 10	37	14.23
	Average	4 to 7	153	58.85
	Low	1 to 3	70	26.92

Table 2 (vi) Personality Characteristics of Government Students

Personality Characteristics	Classification	Sten Scores	No. of Scores	%
'Ad'	High	8 to 10	17	10.97
	Average	4 to 7	120	77.42
	Low	1 to 3	18	11.61
'Am'	High	8 to 10	22	14.19

	Average	4 to 7	112	72.26
	Low	1 to 3	21	13.55
'Bo'	High	8 to 10	82	52.9
	Average	4 to 7	65	41.94
	Low	1 to 3	8	5.16
'Co'	High	8 to 10	19	12.26
	Average	4 to 7	95	61.29
	Low	1 to 3	41	26.45
'Cr'	High	8 to 10	11	7.1
	Average	4 to 7	115	74.19
	Low	1 to 3	29	18.71
'En'	High	8 to 10	7	4.52
	Average	4 to 7	107	69.03
	Low	1 to 3	41	26.45
'Ex'	High	8 to 10	32	20.65
	Average	4 to 7	103	66.45
	Low	1 to 3	20	12.9
'Ga'	High	8 to 10	6	3.87
	Average	4 to 7	64	41.29
	Low	1 to 3	85	54.84
'Gp'	High	8 to 10	16	10.32
	Average	4 to 7	110	70.97
	Low	1 to 3	29	18.71
'Id'	High	8 to 10	13	8.39
	Average	4 to 7	110	70.97
	Low	1 to 3	32	20.65
'In'	High	8 to 10	0	0
	Average	4 to 7	76	49.03
	Low	1 to 3	79	50.97
'Ld'	High	8 to 10	13	8.39
	Average	4 to 7	108	69.68
	Low	1 to 3	34	21.94
'Ma'	High	8 to 10	25	16.13
	Average	4 to 7	112	72.26
	Low	1 to 3	18	11.61
'Mh'	High	8 to 10	12	7.74
	Average	4 to 7	112	72.26
	Low	1 to 3	31	20
'Mo'	High	8 to 10	35	22.58
	Average	4 to 7	104	67.1
	Low	1 to 3	16	10.32

'Sc'	High	8 to 10	46	29.68
	Average	4 to 7	97	62.58
	Low	1 to 3	12	7.74
'Se'	High	8 to 10	33	21.29
	Average	4 to 7	115	74.19
	Low	1 to 3	7	4.52
'Ss'	High	8 to 10	21	13.55
	Average	4 to 7	119	76.77
	Low	1 to 3	15	9.68
'Sw'	High	8 to 10	39	25.16
	Average	4 to 7	82	52.9
	Low	1 to 3	34	21.94
'Tn'	High	8 to 10	18	11.61
	Average	4 to 7	94	60.65
	Low	1 to 3	43	27.74

Personality Characteristics of Class VIII Students studying in Deficit Schools

Table 2 (vii) Personality Characteristics of Deficit Students

Personality Characteristics	Classification	Sten Scores	No. of Scores	%
'Ad'	High	8 to 10	62	18.9
	Average	4 to 7	231	70.43
	Low	1 to 3	35	10.67
'Am'	High	8 to 10	42	12.8
	Average	4 to 7	251	76.52
	Low	1 to 3	35	10.67
'Bo'	High	8 to 10	125	38.11
	Average	4 to 7	188	57.32
	Low	1 to 3	15	4.57
'Co'	High	8 to 10	40	12.2
	Average	4 to 7	201	61.28
	Low	1 to 3	87	26.52
'Cr'	High	8 to 10	11	3.35
	Average	4 to 7	209	63.72
	Low	1 to 3	108	32.93
'En'	High	8 to 10	47	14.33
	Average	4 to 7	226	68.9
	Low	1 to 3	55	16.77
'Ex'	High	8 to 10	48	14.63
	Average	4 to 7	222	67.68

	Low	1 to 3	58	17.68
'Ga'	High	8 to 10	1	0.3
	Average	4 to 7	73	22.26
	Low	1 to 3	254	77.44
'Gp'	High	8 to 10	28	8.54
	Average	4 to 7	219	66.77
	Low	1 to 3	81	24.7
'Id'	High	8 to 10	61	18.6
	Average	4 to 7	207	63.11
	Low	1 to 3	60	18.29
'In'	High	8 to 10	9	2.74
	Average	4 to 7	200	60.98
	Low	1 to 3	119	36.28
'Ld'	High	8 to 10	27	8.23
	Average	4 to 7	205	62.5
	Low	1 to 3	96	29.27
'Ma'	High	8 to 10	60	18.29
	Average	4 to 7	231	70.43
	Low	1 to 3	37	11.28
'Mh'	High	8 to 10	32	9.76
	Average	4 to 7	205	62.5
	Low	1 to 3	91	27.74
'Mo'	High	8 to 10	32	9.76
	Average	4 to 7	217	66.16
	Low	1 to 3	79	24.09
'Sc'	High	8 to 10	57	17.38
	Average	4 to 7	215	65.55
	Low	1 to 3	56	17.07
'Se'	High	8 to 10	56	17.07
	Average	4 to 7	228	69.51
	Low	1 to 3	44	13.41
'Ss'	High	8 to 10	76	23.17
	Average	4 to 7	238	72.56
	Low	1 to 3	14	4.27
'Sw'	High	8 to 10	33	10.06
	Average	4 to 7	184	56.1
	Low	1 to 3	111	33.84
'Tn'	High	8 to 10	43	13.11
	Average	4 to 7	236	71.95
	Low	1 to 3	49	14.94

Table 2 (viii) Personality Characteristics Private Students

Personality Characteristics	Classification	Sten Scores	No. of Scores	%
'Ad'	High	8 to 10	78	14.53
	Average	4 to 7	391	72.81
	Low	1 to 3	68	12.66
'Am'	High	8 to 10	76	14.15
	Average	4 to 7	406	75.61
	Low	1 to 3	55	10.24
'Bo'	High	8 to 10	294	54.75
	Average	4 to 7	231	43.02
	Low	1 to 3	12	2.23
'Co'	High	8 to 10	68	12.66
	Average	4 to 7	314	58.47
	Low	1 to 3	155	28.86
'Cr'	High	8 to 10	14	2.61
	Average	4 to 7	321	59.78
	Low	1 to 3	202	37.62
'En'	High	8 to 10	83	15.46
	Average	4 to 7	380	70.76
	Low	1 to 3	74	13.78
'Ex'	High	8 to 10	82	15.27
	Average	4 to 7	366	68.16
	Low	1 to 3	89	16.57
'Ga'	High	8 to 10	22	4.1
	Average	4 to 7	234	43.58
	Low	1 to 3	281	52.33
'Gp'	High	8 to 10	27	5.03
	Average	4 to 7	371	69.09
	Low	1 to 3	139	25.88
'Id'	High	8 to 10	70	13.04
	Average	4 to 7	312	58.1
	Low	1 to 3	155	28.86
'In'	High	8 to 10	8	1.49
	Average	4 to 7	314	58.47
	Low	1 to 3	215	40.04
'Ld'	High	8 to 10	91	16.95
	Average	4 to 7	354	65.92
	Low	1 to 3	92	17.13
'Ma'	High	8 to 10	160	29.8

	Average	4 to 7	329	61.27
	Low	1 to 3	48	8.94
	High	8 to 10	53	9.87
'Mh'	Average	4 to 7	401	74.67
	Low	1 to 3	83	15.46
	High	8 to 10	95	17.69
'Mo'	Average	4 to 7	350	65.18
	Low	1 to 3	92	17.13
	High	8 to 10	132	24.58
'Sc'	Average	4 to 7	329	61.27
	Low	1 to 3	76	14.15
	High	8 to 10	91	16.95
'Se'	Average	4 to 7	376	70.02
	Low	1 to 3	70	13.04
	High	8 to 10	76	14.15
'Ss'	Average	4 to 7	381	70.95
	Low	1 to 3	80	14.9
	High	8 to 10	113	21.04
'Sw'	Average	4 to 7	274	51.02
	Low	1 to 3	150	27.93
	High	8 to 10	61	11.36
'Tn'	Average	4 to 7	332	61.82
	Low	1 to 3	144	26.82
	High	8 to 10		

Comparison of Emotional Intelligence of Students (*Objective 4*)

Table 3: Comparison of EI of Students

Sl No.		N	Mean	SD	't' Value	Level of Significance
1	Male	488	70.29	10.01	3.429	0.01
2	Female	532	68.13	10.09		
2	Tribal	760	68.24	9.78	4.887	0.01
2	Nontribal	260	71.88	10.56		
3	Government	155	68.48	8.98	0.73	N.S
2	Deficit	328	67.83	9.46		
4	Government	155	68.48	8.98	1.986	0.05
2	Private	537	70.18	10.68		
5	Deficit	328	67.83	9.46	3.374	0.01
2	Private	537	70.18	10.68		

Comparison of Personality Characteristics of Students (*Objective 5*)

Table 3 (i) Comparison of Personality Characteristics between Male and Female Students

	N (Male)	Mean	SD	N (Female)	Mean	SD	t value	Remarks
Ad	488	5.75	1.84	532	5.32	1.82	3.748	0.01
Am	488	6.01	1.81	532	5.76	1.84	2.186	0.05
Bo	488	6.9	1.97	532	7.07	1.86	1.414	N.S
Co	488	5.1	2.41	532	4.9	2.1	1.407	N.S
Cr	488	4.02	1.57	532	4.45	1.66	4.251	0.01
En	488	6.02	1.93	532	5.26	2.03	6.128	0.01
Ex	488	5.2	1.98	532	5.63	1.98	3.465	0.01
Ga	488	3.31	1.98	532	3.29	2.12	0.156	N.S
Gp	488	4.98	2.02	532	5.19	1.94	1.69	N.S
Id	488	5.35	2.19	532	4.92	2.11	3.188	0.01
In	488	4.01	1.79	532	3.93	1.64	0.742	N.S
Ld	488	5.46	2.11	532	5.34	2.01	0.928	N.S
Ma	488	6.03	2.22	532	5.91	1.94	0.916	N.S
Mh	488	5.1	1.9	532	5.34	1.74	2.098	0.05
Mo	488	5.33	2.12	532	5.92	2.05	4.511	0.01
Sc	488	5.87	2.15	532	6.25	2.11	2.845	0.01
Se	488	5.16	1.86	532	6.03	1.87	7.443	0.01
Ss	488	6.11	2.01	532	5.93	1.85	1.484	N.S
Sw	488	4.69	2.1	532	5.52	2.26	6.08	0.01
Tn	488	4.88	2.18	532	4.8	2.1	0.596	N.S

't' value- 1.97=0.05 level of significance; 2.60=0.01 level of significance

Community

Table 3 (ii) Comparison of Personality Characteristics between Tribal and Non-Tribal Students

	N (Tribal)	Mean	SD	N (Non- tribal)	Mean	SD	t value	Remarks
Ad	760	5.57	1.86	260	5.41	1.8	1.227	N.S
Am	760	5.86	1.81	260	5.93	1.89	0.521	N.S
Bo	760	6.86	1.95	260	7.37	1.76	3.921	0.01
Co	760	4.92	2.18	260	5.22	2.44	1.757	N.S
Cr	760	4.28	1.62	260	4.13	1.64	1.277	N.S
En	760	5.47	2.01	260	6.07	2	4.17	0.01
Ex	760	5.46	1.97	260	5.32	2.06	0.956	N.S
Ga	760	3.18	2	260	3.63	2.18	2.933	0.01
Gp	760	5.16	1.99	260	4.87	1.97	2.044	0.05
Id	760	5.08	2.1	260	5.27	2.31	1.171	N.S
In	760	3.95	1.65	260	4.02	1.88	0.534	N.S
Ld	760	5.24	2.05	260	5.87	2.02	4.324	0.01
Ma	760	5.9	2.03	260	6.15	2.22	1.601	N.S

Mh	760	5.14	1.81	260	5.46	1.85	2.421	0.05
Mo	760	5.63	2.09	260	5.67	2.16	0.26	N.S
Sc	760	6.11	2.12	260	5.96	2.17	0.968	N.S
Se	760	5.68	1.89	260	5.43	1.98	1.778	N.S
Ss	760	6.01	1.9	260	6.05	2.02	0.28	N.S
Sw	760	5.11	2.19	260	5.14	2.31	0.183	N.S
Tn	760	4.85	2.09	260	4.82	2.28	0.187	N.S

Type of Management

Table 3(iii) Comparison of Personality Characteristics between Government and Deficit Students

	N (Govt)	Mean	SD	N (Deficit)	Mean	SD	t value	Remarks
Ad	155	5.37	1.69	328	5.7	1.95	1.905	N.S
Am	155	5.7	1.9	328	5.88	1.85	0.98	N.S
Bo	155	6.97	2.05	328	6.55	1.97	2.128	0.05
Co	155	4.88	2.14	328	5.1	2.23	1.04	N.S
Cr	155	4.89	1.65	328	4.29	1.6	3.767	0.01
En	155	4.77	1.9	328	5.58	1.97	4.322	0.01
Ex	155	5.81	1.86	328	5.36	2	2.422	0.05
Ga	155	3.57	2.06	328	2.52	1.75	5.48	0.01
Gp	155	5.35	1.97	328	5.17	2.03	0.928	N.S
Id	155	5.03	1.92	328	5.52	2.09	2.544	0.05
In	155	3.57	1.55	328	4.17	1.79	3.775	0.01
Ld	155	5.3	1.96	328	4.96	2.02	1.762	N.S
Ma	155	5.61	2.03	328	5.75	1.92	0.72	N.S
Mh	155	5.22	1.73	328	4.9	1.94	1.824	N.S
Mo	155	6.29	1.86	328	5.18	2.04	5.933	0.01
Sc	155	6.68	2	328	5.63	2.08	5.317	0.01
Se	155	6.04	1.75	328	5.5	1.97	3.038	0.01
Ss	155	5.88	1.91	328	6.45	1.73	3.154	0.01
Sw	155	5.62	2.27	328	4.69	2.02	4.351	0.01
Tn	155	4.59	2.3	328	5.17	2	2.695	0.01

Table 3 (iv) Comparison of Personality Characteristics between Government and Private Students

	N (Govt)	Mean	SD	N (Private)	Mean	SD	t value	Remarks
Ad	155	5.37	1.69	537	5.47	1.82	0.638	N.S
Am	155	5.7	1.9	537	5.93	1.8	1.343	N.S
Bo	155	6.97	2.05	537	7.26	1.8	1.593	N.S
Co	155	4.88	2.14	537	4.97	2.3	0.453	N.S
Cr	155	4.89	1.65	537	4.03	1.59	5.763	0.01
En	155	4.77	1.9	537	5.89	2.02	6.373	0.01
Ex	155	5.81	1.86	537	5.36	2.01	2.605	0.01

Ga	155	3.57	2.06	537	3.69	2.09	0.637	N.S
Gp	155	5.35	1.97	537	4.96	1.96	2.174	0.05
Id	155	5.03	1.92	537	4.91	2.23	0.66	N.S
In	155	3.57	1.55	537	3.96	1.69	2.703	0.01
Ld	155	5.3	1.96	537	5.69	2.06	2.157	0.05
Ma	155	5.61	2.03	537	6.2	2.16	3.141	0.01
Mh	155	5.22	1.73	537	5.43	1.74	1.33	N.S
Mo	155	6.29	1.86	537	5.73	2.15	3.184	0.01
Sc	155	6.68	2	537	6.16	2.16	2.8	0.01
Se	155	6.04	1.75	537	5.56	1.91	2.946	0.01
Ss	155	5.88	1.91	537	5.8	2.01	0.454	N.S
Sw	155	5.62	2.27	537	5.24	2.28	1.834	N.S
Tn	155	4.59	2.3	537	4.71	2.15	0.58	N.S

Table 3 (v) Comparison of Personality Characteristics between Deficit and Private Students

	N (Deficit)	Mean	SD	N (Private)	Mean	SD	t value	Remarks
Ad	328	5.7	1.95	537	5.47	1.82	1.726	N.S
Am	328	5.88	1.85	537	5.93	1.8	0.39	N.S
Bo	328	6.55	1.97	537	7.26	1.8	5.312	0.01
Co	328	5.1	2.23	537	4.97	2.3	0.822	N.S
Cr	328	4.29	1.6	537	4.03	1.59	2.324	0.05
En	328	5.58	1.97	537	5.89	2.02	2.224	0.05
Ex	328	5.36	2	537	5.36	2.01	0	N.S
Ga	328	2.52	1.75	537	3.69	2.09	8.852	0.01
Gp	328	5.17	2.03	537	4.96	1.96	1.496	N.S
Id	328	5.52	2.09	537	4.91	2.23	4.06	0.01
In	328	4.17	1.79	537	3.96	1.69	1.71	N.S
Ld	328	4.96	2.02	537	5.69	2.06	5.118	0.01
Ma	328	5.75	1.92	537	6.2	2.16	3.188	0.01
Mh	328	4.9	1.94	537	5.43	1.74	4.052	0.01
Mo	328	5.18	2.04	537	5.73	2.15	3.769	0.01
Sc	328	5.63	2.08	537	6.16	2.16	3.583	0.01
Se	328	5.5	1.97	537	5.56	1.91	0.44	N.S
Ss	328	6.45	1.73	537	5.8	2.01	5.038	0.01
Sw	328	4.69	2.02	537	5.24	2.28	3.698	0.01
Tn	328	5.17	2	537	4.71	2.15	3.189	0.01

Relationship of Emotional Intelligence and Personality Characteristics (Objective 6)

Table 4(i) 'r' Between PC and EI of Students

Particulars	N	Mean	SD	r	Significance
EI	1020.00	69.17	10.10		
Ad	1020.00	5.53	1.84	0.05	N.S
Am	1020.00	5.88	1.83	0.08	0.05
Bo	1020.00	6.99	1.92	0.30	0.01
Co	1020.00	5.00	2.26	-0.01	N.S
Cr	1020.00	4.24	1.63	-0.04	N.S
En	1020.00	5.62	2.02	0.13	0.01
Ex	1020.00	5.43	1.99	-0.18	0.01
Ga	1020.00	3.30	2.05	0.19	0.01
Gp	1020.00	5.09	1.98	-0.14	0.01
Id	1020.00	5.12	2.16	0.05	N.S
In	1020.00	3.97	1.71	-0.13	0.01
Ld	1020.00	5.40	2.06	0.26	0.01
Ma	1020.00	5.97	2.08	0.22	0.01
Mh	1020.00	5.23	1.82	0.11	0.01
Mo	1020.00	5.64	2.10	0.17	0.01
Sc	1020.00	6.07	2.14	0.19	0.01
Se	1020.00	5.62	1.91	-0.01	N.S
Ss	1020.00	6.02	1.93	-0.10	0.01
Sw	1020.00	5.12	2.22	0.16	0.01
Tn	1020.00	4.84	2.14	-0.21	0.01

Table 4(ii) 'r' Between PC and EI of Male Students

Particulars	N	Mean	SD	r	Significance
EI	488.00	70.29	10.01		
Ad	488.00	5.75	1.84	0.02	N.S
Am	488.00	6.01	1.81	0.03	N.S
Bo	488.00	6.90	1.97	0.28	0.01
Co	488.00	5.10	2.41	-0.01	N.S
Cr	488.00	4.02	1.57	-0.09	0.05
En	488.00	6.02	1.93	0.19	0.01
Ex	488.00	5.20	1.98	-0.19	0.01
Ga	488.00	3.31	1.98	0.13	0.01
Gp	488.00	4.98	2.02	-0.16	0.01
Id	488.00	5.35	2.19	0.09	0.05
In	488.00	4.01	1.79	-0.17	0.01
Ld	488.00	5.46	2.11	0.22	0.01
Ma	488.00	6.03	2.22	0.22	0.01
Mh	488.00	5.10	1.90	0.03	N.S
Mo	488.00	5.33	2.12	0.08	N.S
Sc	488.00	5.87	2.15	0.15	0.01

Se	488.00	5.16	1.86	-0.08	N.S
Ss	488.00	6.11	2.01	-0.11	0.05
Sw	488.00	4.69	2.10	0.08	N.S
Tn	488.00	4.88	2.18	-0.21	0.01

Table 4 (iii) 'r' Between PC and EI of Female Students

Particulars	N	Mean	SD	r	Significance
EI	532.00	68.13	10.09		
Ad	532.00	5.32	1.82	0.06	N.S
Am	532.00	5.76	1.84	0.11	0.05
Bo	532.00	7.07	1.86	0.33	0.01
Co	532.00	4.90	2.10	-0.03	N.S
Cr	532.00	4.45	1.66	0.04	N.S
En	532.00	5.26	2.03	0.06	N.S
Ex	532.00	5.63	1.98	-0.14	0.01
Ga	532.00	3.29	2.12	0.25	0.01
Gp	532.00	5.19	1.94	-0.11	0.05
Id	532.00	4.92	2.11	-0.01	N.S
In	532.00	3.93	1.64	-0.1	0.05
Ld	532.00	5.34	2.01	0.3	0.01
Ma	532.00	5.91	1.94	0.22	0.01
Mh	532.00	5.34	1.74	0.21	0.01
Mo	532.00	5.92	2.05	0.3	0.01
Sc	532.00	6.25	2.11	0.25	0.01
Se	532.00	6.03	1.87	0.11	0.05
Ss	532.00	5.93	1.85	-0.1	0.05
Sw	532.00	5.52	2.26	0.28	0.01
Tn	532.00	4.80	2.10	-0.22	0.01

Table 4 (iv) 'r' Between PC and EI of Tribal Students

Particulars	N	Mean	SD	r	Significance
EI	760.00	68.24	9.78		
Ad	760.00	5.57	1.86	0.09	0.05
Am	760.00	5.86	1.81	0.06	N.S
Bo	760.00	6.86	1.95	0.27	0.01
Co	760.00	4.92	2.18	-0.03	N.S
Cr	760.00	4.28	1.62	-0.03	N.S
En	760.00	5.47	2.01	0.13	0.01
Ex	760.00	5.46	1.97	-0.19	0.01
Ga	760.00	3.18	2.00	0.16	0.01
Gp	760.00	5.16	1.99	-0.13	0.01
Id	760.00	5.08	2.10	0.03	N.S
In	760.00	3.95	1.65	-0.14	0.01
Ld	760.00	5.24	2.05	0.25	0.01
Ma	760.00	5.90	2.03	0.20	0.01

Mh	760.00	5.14	1.81	0.09	0.05
Mo	760.00	5.63	2.09	0.20	0.01
Sc	760.00	6.11	2.12	0.20	0.01
Se	760.00	5.68	1.89	-0.02	N.S
Ss	760.00	6.01	1.90	-0.12	0.01
Sw	760.00	5.11	2.19	0.17	0.01
Tn	760.00	4.85	2.09	-0.21	0.01

Table 4(v) 'r' Between PC and EI of Non-tribal Students

Particulars	N	Mean	SD	r	Significance
EI	260.00	71.88	10.56		
Ad	260.00	5.41	1.80	-0.03	N.S
Am	260.00	5.93	1.89	0.11	N.S
Bo	260.00	7.37	1.76	0.36	0.01
Co	260.00	5.22	2.44	0.00	N.S
Cr	260.00	4.13	1.64	-0.03	N.S
En	260.00	6.07	2.00	0.07	N.S
Ex	260.00	5.32	2.06	-0.13	0.05
Ga	260.00	3.63	2.18	0.23	0.01
Gp	260.00	4.87	1.97	-0.13	0.05
Id	260.00	5.27	2.31	0.06	N.S
In	260.00	4.02	1.88	-0.14	0.05
Ld	260.00	5.87	2.02	0.23	0.01
Ma	260.00	6.15	2.22	0.27	0.01
Mh	260.00	5.46	1.85	0.14	0.05
Mo	260.00	5.67	2.16	0.11	N.S
Sc	260.00	5.96	2.17	0.19	0.01
Se	260.00	5.43	1.98	0.06	N.S
Ss	260.00	6.05	2.02	-0.05	N.S
Sw	260.00	5.14	2.31	0.16	0.05
Tn	260.00	4.82	2.28	-0.21	0.01

Table 4. (vi) 'r' Between PC and EI of Students Studying in Government Schools

Particulars	N	Mean	SD	r	Significance
EI	155.00	68.48	8.98		
Ad	155.00	5.37	1.69	0.17	0.05
Am	155.00	5.70	1.90	0.10	N.S
Bo	155.00	6.97	2.05	0.27	0.01
Co	155.00	4.88	2.14	-0.12	N.S
Cr	155.00	4.89	1.65	0.17	0.05
En	155.00	4.77	1.90	-0.20	0.05
Ex	155.00	5.81	1.86	-0.25	0.01
Ga	155.00	3.57	2.06	0.21	0.01
Gp	155.00	5.35	1.97	-0.22	0.01
Id	155.00	5.03	1.92	0.13	N.S
In	155.00	3.57	1.55	-0.09	N.S

Ld	155.00	5.30	1.96	0.31	0.01
Ma	155.00	5.61	2.03	0.30	0.01
Mh	155.00	5.22	1.73	0.15	N.S
Mo	155.00	6.29	1.86	0.18	0.05
Sc	155.00	6.68	2.00	0.35	0.01
Se	155.00	6.04	1.75	0.06	N.S
Ss	155.00	5.88	1.91	-0.06	N.S
Sw	155.00	5.62	2.27	0.19	0.05
Tn	155.00	4.59	2.30	-0.39	0.01

Table 4 (vii) 'r' Between PC and EI of Students Studying in Deficit Schools

Particulars	N	Mean	SD	r	Significance
EI	328	67.83	9.46		
Ad	328	5.7	1.95	0	N.S
Am	328	5.88	1.85	0.06	N.S
Bo	328	6.55	1.97	0.2	0.01
Co	328	5.1	2.23	0.07	N.S
Cr	328	4.29	1.6	-0.12	0.05
En	328	5.58	1.97	0.16	0.01
Ex	328	5.36	2	-0.21	0.01
Ga	328	2.52	1.75	0.04	N.S
Gp	328	5.17	2.03	-0.01	N.S
Id	328	5.52	2.09	0.09	N.S
In	328	4.17	1.79	-0.13	0.05
Ld	328	4.96	2.02	0.1	N.S
Ma	328	5.75	1.92	0.13	0.05
Mh	328	4.9	1.94	-0.01	N.S
Mo	328	5.18	2.04	0.07	N.S
Sc	328	5.63	2.08	0.02	N.S
Se	328	5.5	1.97	-0.09	N.S
Ss	328	6.45	1.73	0.01	N.S
Sw	328	4.69	2.02	0	N.S
Tn	328	5.17	2	-0.23	0.01

Table 4 (viii) 'r' Between PC and EI of Students Studying in Private Schools

Particulars	N	Mean	SD	r	Significance
EI	537	70.18	10.68		
Ad	537	5.47	1.82	0.06	N.S
Am	537	5.93	1.8	0.08	N.S
Bo	537	7.26	1.8	0.35	0.01
Co	537	4.97	2.3	-0.02	N.S
Cr	537	4.03	1.59	-0.02	N.S
En	537	5.89	2.02	0.18	0.01
Ex	537	5.36	2.01	-0.14	0.01
Ga	537	3.69	2.09	0.23	0.01

Gp	537	4.96	1.96	-0.18	0.01
Id	537	4.91	2.23	0.03	N.S
In	537	3.96	1.69	-0.14	0.01
Ld	537	5.69	2.06	0.32	0.01
Ma	537	6.2	2.16	0.24	0.01
Mh	537	5.43	1.74	0.15	0.01
Mo	537	5.73	2.15	0.22	0.01
Sc	537	6.16	2.16	0.23	0.01
Se	537	5.56	1.91	0.03	N.S
Ss	537	5.8	2.01	-0.14	0.01
Sw	537	5.24	2.28	0.23	0.01
Tn	537	4.71	2.15	-0.14	0.01

KNU LIBRARY
 Acc No. 103975
 Acc By... R. N. Singh
 Date... 3/8/2010
 Class by.....
 Sub.Heading by.....
 Enter by.....
 Signature.....

**EMOTIONAL INTELLIGENCE AND ITS RELATIONSHIP TO
SELECTED PERSONALITY CHARACTERISTICS OF SECONDARY
SCHOOL STUDENTS OF MEGHALAYA.**

Thesis

Submitted for the Degree of Doctor of Philosophy in Education

**Supervisor
Prof. (Mrs) S. M. Sungoh**

**Research Scholar
Ibadani S. Syiem**

**To
Department of Education
School of Humanities and Education
North-Eastern Hill University
Shillong- 793022
2009**

In fond remembrance of my late father whose love I will always cherish



To my caring and affectionate mother for always being there

To my cheerful husband who is my loving life partner

To my beautiful children who are a blessing to me from God

Thesis

LIBRARY
Acc No. 103975
Acquired By: Henry C. J.
Date: 3/8/2010
Classified by:
Reviewed by:
Inter by:
Comments: 92/5/15

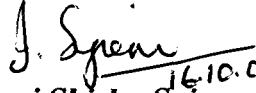
DS
370.1534071254164
SYI

North- Eastern Hill University

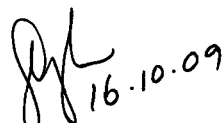
October, 2009

I, Ibadani Shisha Syiem, hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/ Institute.

This is being submitted to the North-Eastern Hill University for the Degree of Doctor of Philosophy in Education.


Ibadani Shisha Syiem
(Research Scholar)


Prof R.S. Wangu
(Head of Department)


Prof S. M. Sungoh
(Supervisor)

Acknowledgement

Any accomplishment requires the efforts of many people and this work has been made all the more beautiful by all those who have helped me along the way. My heartfelt gratitude goes to my supervisor, Prof S.M Sungoh for the continuous encouragement, valuable guidance and unstinted support and without whom this work would have remained incomplete. Her keen intellect and meticulous supervision has enriched me and made this thesis that much more rewarding.

I would like to express my appreciation and thanks to Prof. R.S. Wangu, Head of Department, Prof. P.K.Gupta, Prof. A. Henia, Dr. C .Nongbri, Dr. K.M. Warjri, and Dr. Brinda B. Rymbai for their help and motivation during the course of my research. I thank Mr. M. Nongrang for his ideas and expertise which has contributed immensely to this study. The assistance provided by all the experts, principals, teachers and students of Secondary schools in Shillong has been invaluable in carrying out this research and I deeply appreciate their contribution.

The blessing and support of my mother and the enduring love of my (L) father has been an inspiration for me to take up this work. The ideas and loving support of my husband and the patience and eagerness of my children Eleni, Tosan, Darren and Melba to complete this work has made it worthwhile the efforts.

My acknowledgements also goes out to Mr. S. Pradhan for his valuable help and all those who have in one way or the other contributed to the completion of this study.

Above all, I thank my Lord and Savior who sustains me and makes all things possible.

Dated 16.10.2009.
Shillong


Ibadani S. Syiem

CONTENTS

	Page No
Certificate	
Acknowledgement	
List of Tables	(i)
List of Figures	(iv)
CHAPTER I : Conceptual Background of the Study	4
CHAPTER II : Review of Related Literature	57
CHAPTER III : Method and Procedure of the Study	83
CHAPTER IV : Analysis and Interpretation of the Data	132
CHAPTER V : Discussion of the Findings, Suggestions and Conclusion	198
CHAPTER VI : Summary	214
Bibliography	265
Bio-Data	277
Appendices	

LIST OF TABLES

Table No	Table of Content	Page No
3.1	Population of Class VIII Students in Shillong	85
3.2	Sample for Pre -Tryout Stage	86
3.3	Sample for the Try-out Stage	86
3.4	Sample of the Present Study	87
3.5	Components and Number of EIS	91
3.6	Components and Number of Statements for Try Out	92
3.7	Showing the ‘t’ Value for each Item for the Pre-Try Out Stage	93
3.8	Showing the ‘t’ Value for each Item for the Try- Out Stage	94
3.9	Showing the t’ Value for each Item for the Final Scale	97
3.10	Final Emotional Intelligence Scale	98
3.11	Scoring Key	99
3.12	Reliability between the Components	99
3.13	Classification of Scores and Interpretation of Levels	100
3.14	High Score Description of MAP Form-T Dimensions	122
3.15	Test-Retest & Split-Half Reliability Coefficients	129

3.16	Factorial Validity Coefficients of the MAP Form T	131
4.1(i)	Showing Personality Characteristics of VIII Students	146
4.1(ii)	Showing the Personality Characteristics of Male Class VIII Students	149
4.1(iii)	Showing the Personality Characteristics of Female Class VIII Students	152
4.1(iv)	Showing the Personality Characteristics of Tribal Class VIII Students	155
4.1(v)	Showing the Personality Characteristics of Non-Tribal Class VIII Students	158
4.1(vi)	Showing the Personality Characteristics of Class VII Student of Government Schools	161
4.1(vii)	Showing the Personality Characteristics of Class VII Student in Deficit Schools	165
4.1(viii)	Showing the Personality Characteristics Class VIII Students in Private Schools	168
4.2	Difference between Male and Female Students in their EI	170
4.3	Difference between Tribal and Nontribal Students in their EI	171
4.4	Difference between Students of Government and Deficit Schools in their EI	171
4.5	Difference between Students of Government and Private Schools in their EI	172

4.6	Difference between Students of Deficit and Private Schools in their EI	172
4.7	Results of Male and Female Students in their PC	173
4.8	Results of Tribal and Non-tribal Students in their PC	174
4.9	Results of Students of Government and Deficit Schools in their PC	175
4.10	Results of Students of Government and Private Schools in their PC	176
4.11	Results of Students of Deficit and Private Schools in their PC	177
4.12	Showing the 'r' between EI and PC of Class VIII Students	179
4.13	Showing the 'r' between EI and PC of VIII Male Students	181
4.14	Showing the 'r' Between EI and PC of Female Students	184
4.15	Showing the 'r' between EI and PC of Tribal Students	186
4.16	Showing the 'r' Between PC and EI of Class VIII Non-tribal Students	188
4.17	Showing the 'r' Between EI and PC of Class VIII Students of Government Schools	190
4.18	Showing the 'r' between EI and PC of Class VIII Students of Deficit Schools	193
4.19	Showing the 'r' between PC and EI of Class VIII Students of Private Schools	195

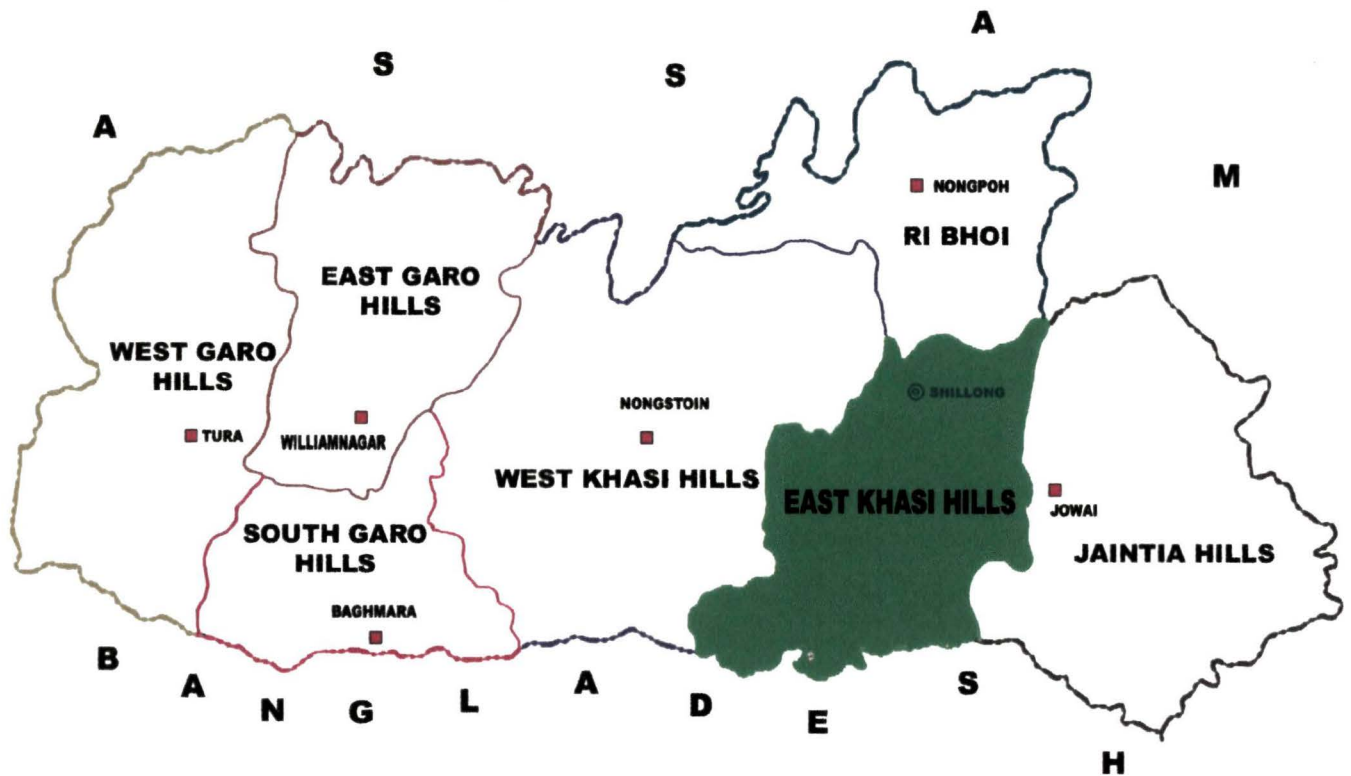
LIST OF FIGURES

Figure No	Content	Page No
4.1.(a)	Emotional Intelligence of Class VIII Students	133
4.1.(b)	Overall Frequency Polygon and Best Fitting Curve of EI	133
4.2.(a)	Emotional Intelligence of Male Students	134
4.2.(b)	Frequency Polygon and Best Fitting Curve of EI (Male)	135
4.3.(a)	Emotional Intelligence of Female Students	136
4.3.(b)	Frequency Polygon and Best Fitting Curve of EI (Female)	136
4.4.(a)	Emotional Intelligence of Tribal Students	137
4.4.(b)	Frequency Polygon and Best Fitting Curve of EI (Tribal)	138
4.5.(a)	Emotional Intelligence of Non-Tribal Students	139
4.5.(b)	Frequency Polygon and Best Fitting Curve of EI (Non-Tribal)	139
4.6.(a)	Emotional Intelligence of Students of Government Schools	140
4.6.(b)	Frequency Polygon and Best Fitting Curve of EI (Government)	141
4.7.(a)	Emotional Intelligence of Students of Deficit Schools	142
4.7.(b)	Frequency Polygon and Best Fitting Curve of EI (Deficit)	142

4.8.(a)	Emotional Intelligence of Students of Private Schools	143
4.8.(b)	Frequency Polygon and Best Fitting Curve of EI (Private)	144
4.9.(a)	Personality Characteristics of Class VIII Students	145
4.9.(b)	Personality Characteristics of Male Students	148
4.9.(c)	Personality Characteristics of Female Students	151
4.9.(d)	Personality Characteristics of Tribal Students	154
4.9.(e)	Personality Characteristics of Non- Tribal Students	157
4.9.(f)	Personality Characteristics of Students of Government Schools	160
4.9.(g)	Personality Characteristics of Students of Deficit Schools	164
4.9.(h)	Personality Characteristics of Students of Private Schools	167

MEGHALAYA

ADMINISTRATIVE DIVISIONS (DISTRICTS)



State Capital (blue circle)

District H. Qrts (red square)

Profile of Meghalaya

Meghalaya is a small state in North-Eastern India; a hilly strip in the eastern part of the country about 300 km long (east-west) and 100 km wide, with a total area of about 8,700 sq m (22,720 km). The word "Meghalaya" literally means "The Abode of Clouds". The name which describes the climatic phenomenon that brings torrents of rain to its mountainous terrain. It is a hilly strip in the eastern part of the country about 300 km long (east-west) and 100 km wide. The state is bounded on the north by Assam and by Bangladesh on the south. It was formed by carving out the two districts of the state of Assam: the United Khasi Hills and Jaintia Hills, and the Garo Hills on 21 January 1972. Prior to attaining full statehood, Meghalaya was given a semi-autonomous status in 1970.

Tribal people make up the majority of Meghalaya's population. The Khasis are the largest group, followed by the Garos. These were among those known to the British as "hill tribes". Other groups include the Jaintias, the Koch and the Hajong, Dimasa, Hmar, Kuki, Lakhar, Mikir, Rabha and the Nepali.

Meghalaya is one of three states in India to have a Christian majority with 70.3% of the population practicing Christianity; the other two (Nagaland and Mizoram) are also in the north-east of India. Hinduism is the next sizeable faith in the region with 13.3% of the population practicing it. A sizeable minority, 11.5% of the population, follow an ancient Animist philosophy (classified as other on the census). Muslims make up 4.3% of the population.

The capital is Shillong also termed as "Scotland of the East". Shillong is situated at a height of 5,000 feet on the plateau of gentle hills. Cool colonnades of tall pine trees clad with whispering green leaves glistening in the sun surround the

city. It is a cosmopolitan city. Here one can find a mini-India with its population coming from different parts of the country and comprising every raciality, religion, custom and life style. From Shillong has spread the message of Christianity in the entire Northeast, thus bringing the western culture and scientific thoughts to remote interiors¹.

The foundation of modern education in Meghalaya was laid by the Christian Missionaries, who took a leading role in the spread of education to backward and accessible areas of the State. Many Educational Institutions are under the private management. The government of Meghalaya has played a crucial role in developing the system of education in the state. According to 2001 census report, the state has a literacy rate of 63.31%. The literacy rates for males and females are 66.14% and 60.41% respectively.

In order to improve the academic scenario of the state, Meghalaya has introduced compulsory and free education for students up to 14 years of age. It follows the 10+2 pattern of education and the state schooling system includes primary schools, middle schools and higher secondary schools. Several primary, middle and high schools function in Meghalaya. The schools in Meghalaya are either affiliated to the State Education Board, the CBSE board or ICSE board. As per a survey conducted in the year 2004-05, the total number of schools in Meghalaya is 8321 (approx.). This includes primary and junior basic schools, middle and senior basic schools and high and higher secondary schools. English is generally the medium of instruction in ICSE and CBSE schools in Meghalaya. Regional languages are also taught in most of the schools in Meghalaya either as first or as second language. Mid day meals are provided in the government schools

¹ <http://www.shillongonline.com/index.php?module=htmlpages&func=display&pid=>

of Meghalaya to increase the rate of retention and reduce the dropout rate as well. Apart from this, the state government has also taken up several initiatives for the overall development of education in Meghalaya.

CHAPTER I

CONCEPTUAL BACKGROUND OF THE STUDY

*A Good Head and Good Heart are always a formidable
Combination.*

Nelson Mandela

CHAPTER I

CONCEPTUAL BACKGROUND OF THE STUDY

		Page No
1.0	Introduction	4
1.1	Nature of Emotions	7
1.2	Intelligence	12
1.3	Emotional Intelligence (EI)	18
1.4	Personality	32
1.5	Justification of the Study	48
1.6	Statement of the Problem	53
1.7	Title of the Study	54
1.8	Operational Definition of the terms used	54
1.9	Objectives of the Study	54
1.10	Hypotheses	55
1.11	Delimitation of the Study	56
1.12	Conclusion	56

1.0. Introduction

Whenever one talks about intelligence, the phrase that springs into our minds is 'Intelligence Quotient' more commonly referred to as IQ. A person with a high IQ score is automatically considered 'intelligent' with superlatives like bright, superior and very superior added on, depending on the score. As a consequence we often encounter people who have a mindset bent on holding 'rational thinking' supreme and frown on emotions as these were considered irrational and beyond the purview of scientific study. Further, they argue that reason or thought should invariably precede reaction or feeling- we come across a stimulus; we think about it and then eventually react rationally. This sequence holds true provided we have or take the time to think.

In our day to day affairs there are times when we make our decisions instantaneously with little or no thinking- in life threatening circumstances, in labeling people as smart, sloppy or irrational behavior and the thought that intelligence based only on rational behavior is inadequate, took shape. Emotions must be accounted for to arrive at a holistic understanding of intelligence and the need for this was further reinforced when cracks on the once infallible IQ appeared. Doubts about IQ were brought about when it was observed that some people with high IQ did not do well in their lives.

The evidence is now clear that people skills are far more important when it comes to the bottom line. For many years it had been considered inappropriate to show or to have emotions in a work situation. An overwhelming amount of research shows that not only are emotions very much a part of the work experience, but to a large degree they set the course that a company follows. Most people have trouble managing situations that are emotionally charged, especially

when the emotions aroused are anger and anxiety. When this difficulty is accompanied by, or causes, poor communications skills, then people really do get into trouble. Those individuals who are able to handle their emotions, not just the expression or regulation of them, but who are also able to generate the kinds of emotions that are productive and efficient, are indeed emotionally intelligent

The fact that the term emotional intelligence encompasses so many abilities and competencies dilutes the impact of its meaning. Perhaps Hendrie Weisinger in his 1998 definition says it best: Quite simply, emotional intelligence is the intelligent use of emotions! It is emotionally intelligent when you intentionally make emotions work for you by using them to help guide your behavior and thinking in ways that enhance your results.

The word emotion is derived from the Greek word 'Emovere', which means excitation. It is often noted that when a person acts under emotion, he loses his mental balance. This is because emotion, which can be equated to an overwhelming feeling, brings about a stirred up state of mind that results in a strong and instantaneous response. As far as emotions are concerned the response fades or fizzles out relatively fast in contrast to other strong feelings like obsession, moods etc.

Defining an emotion precisely is very difficult. There is no clear cut distinction between emotional and non-emotional behavior, nor are there any sharp lines of demarcation between one emotion and another, for the human emotions blend into one another like the colors of the spectrum. Moreover, the basic emotions- gloom, delight, love fear, anger-often combined in various degrees to produce complex emotional patterns such as romantic love, religious ecstasy,

patriotism, zeal, awe, hatred and contempt. Even pleasant and unpleasant emotions are often mixed. The man who is promoted to a better job in a different city, for example may be torn between pride in his achievement and regret over leaving his friends. A further problem in defining emotion is the generalized nature of an emotional response, which literally involves the entire organism. It is difficult if not impossible, to observe and measure all the physiological and psychological changes that make up an emotional response. There are as many definitions of emotion as there are writers on the subject. Some 92 definitions were listed in one review made by Kleinginna and Kleinginna, 1981, and on doubt more could be found. The reason for so many definitions is that emotions have numerous aspects to them; an emotion is many things at once.

According to Kleinginna and Kleinginna, 1981² a comprehensive definition of emotion should (1) say something about the way we feel when we are emotional; (2) mention the physiological or bodily basis of emotional feelings; (3) include the effects of emotion on perception, thinking, and behavior; (4) point out the driving, or motivational, properties of certain emotions such as fear and anger; and (5) refer to the ways in which emotions are expressed in language, expressions, and gestures.

Emotions originate from exposure to specific situations. The nature and intensity of the emotion are usually related to cognitive activity in the form of the perception of the situation. The thought process of perception results in the experience and/or the expression of a related feeling. Emotions are our responses to the world around us, and they are created by the combination of our thoughts,

² P.R. Kleinginna, & A.M. Kleinginna. "A Categorized List of Emotion Definitions, with Suggestions for a Consensual Definition". *Motivation and Emotion*, 5, 345-379, 1981

feelings, and actions. What is more important is for each of us to learn that we create our own emotions. Our responses are governed by our thoughts-by what we tell ourselves. As we clarify our understanding of our own beliefs and patterns, we learn that we are actually choosing our own lives. When we take responsibility for our thoughts, feelings, and actions, we become accountable and in doing so become Emotionally Intelligent.

1.1. The Nature of Emotion

Humans are emotional beings par excellence. Our language is replete with powerful metaphors of the centrality of emotions in our lives: we may be dissolved in tears, petrified by fear, consumed with jealousy, or transported with ecstasy. Emotions continuously colour our experiences or likes and dislikes as well as our joys and aversions. A being that perceives, thinks, and behaves but is devoid of emotions comes close to the popular conception of a robot. For these reasons, the study of emotion has always held a prominent place in Psychology.³

Classifying Emotions

Because emotions exist in such a variety of forms and intensities, the task of classification is difficult. Although many different systems of classification have been proposed, there is as yet no universal agreement among psychologists on any single classification. Nevertheless, a number of distinctions are commonly used. These include distinctions between (i) primary and negative emotions, (ii) primary and mixed emotions, (iii) opposite emotions, and (iv) degrees of emotional intensity

³ A.B Crider; G.R Goethals; R.D Kavanaugh & P.R. Solomon . *Psychology*. London: Scott Foresman and Company, 1989.

- (i) **Positive vs. Negative Emotions:** Emotions can be divided into positive emotions like joy, love and happiness and negative emotions like fear, anger and sadness. In general, positive emotions tend to enhance one's sense of well being and promote constructive relationships with others. Negative emotions tend to decrease one's sense of well being and create disturbed relationships with others. (Izard, 1971)⁴
- (ii) **Primary vs. Mixed Emotions:** Many psychologists liken emotions to colors, dividing them into a limited number of primary emotions and a larger number of mixed emotions constructed from combination of primaries. The primary emotions include, at a minimum, happiness, disgust, surprise, sadness, anger and fear, some psychologists recognize additional primaries such as contempt and shame. A complex emotion such as disappointment is often considered a mixture of sadness and surprise, while jealousy is considered a combination of love and anger. (Izard, 1971, 1979)⁵; (Plutchik, 1980b⁶)
- (iii) **Opposite Emotions:** Many emotions exist as pairs of polar opposites. Thus we recognize joy as the opposite of sadness, and love as the opposite of hate. Generally speaking, opposite emotions cannot be simultaneously experienced in mixed form.
- (iv) **Emotional Intensity:** Emotions vary in their degree of intensity. Different words used to describe emotion sometimes simply reflect different intensities of a common underlying emotion. For e.g. fear can be described

⁴ C.E. Izard, *The Face of Emotion*, New York: Appleton-Century-Crofts, 1971.

⁵ C.E. Izard, *Emotions as Motivations: An Evolutionary Development Perspective*, Lincoln: University of Nebraska Press, 1979.

⁶ R Plutchik, A Language for the Emotions. *Psychology Today*, pp.68-78, 1980

in increasing degrees of intensity such as: uneasy, fretful, tense, tremulous, agitated, panicky and terrified (Buss, 1966)⁷.

Theories of Emotion

Psychologists, physiologists, and philosophers have worked to formulate some general principles to guide us in thinking about the emotions. These general ideas are the theories of emotion, and there are many of them. But among these, three have been most influential. These are known, after the scientists who proposed them, as the Cannon-Bard, James-Lang, and Schacter-Singer theories. A fourth theory, The Opponent -Process theory-offers additional insight into the nature of emotion.

(i) The Cannon-Bard and James-Lange Theories

In the 1920's, a theory about the relationship between bodily states and felt emotion was proposed by Walter Cannon, who based his approach to the emotions on research done by Philip Bard. This theory suggests that various emotion-provoking events induce simultaneously the subjective experiences we label as emotions and the physiological reactions that accompany them. In the situation just described, the sight of the audience and of your professor causes you to experience a racing heart, a dry mouth, and other signs of physiological arousal and, at the same time, to experience subjective feelings you label as fear. In other words, this situation stimulates various portions of your nervous system so that both arousal, mediated by your autonomic nervous system, and subjective feelings, mediated by your cerebral cortex and other portions of the brain, is produced. In contrast, the James-Lange theory offers a more surprising view of emotion. It suggests that

⁷ A.H. Buss, *Psychopathology*. New York: Wiley, 1966.

subjective emotional experiences are actually the result of physiological changes within our bodies. In other words, you feel frightened when making your speech because you notice that your heart is racing, your mouth is dry, and so on. As William James put it: “We feel sorry because we cry, angry because we strike, and afraid because we tremble.

Until recently, most evidence seemed to favor the Cannon-Bard approach: Emotion provoking events produce both physiological arousal and the subjective experiences we label as emotions. Now, however, the pendulum of scientific opinion has moved toward greater acceptance of the James-Lange approach- the view that we experience emotions because of our awareness of physiological reactions to various stimuli or situations. Support for this theory is also provided by research on the facial feedback hypothesis (Laird, 1984⁸; Zajonc & McIntosh, 1992)⁹. This hypothesis suggests that changes in our facial expressions sometimes produce shifts in our emotional experiences rather than merely reflecting them. In addition, other research suggests that changing our bodily postures (e.g., Flack, Laird, & Cavallero, 1990)¹⁰ or even the tone of our voices may influence emotional experiences. In view of such findings, the facial feedback hypothesis has been renamed the peripheral feedback effect, to indicate that emotions can be influenced by more than simply facial expressions.

⁸ J.D. Laird. “The Real Role of Facial Responses in the Experience of Emotion: A Reply to Tourangeau and Ellsworth and Others”. *Journal of Personality and Social Psychology*, 22, 141-153, 1984.

⁹ R.B., Zajonc & D.N McIntosh,. “Emotions Research: Some Promising Questions and Some Questionable Promises”. *Psychological Science*, 3, 70-74, 1992

¹⁰ W.F. Flack; J. D. Laird & R. Cavallero. “ Additive Effects of Facial Expressions and Postures on Emotional Feelings” . *European Journal of Social Psychology*, 29, 203-217,1999.

(ii) Schachter and –Singer’s Two-Factor Theory

According to the Schachter-Singer Theory or, sometimes known as the Two-factor theory, emotion- provoking events produce increased arousal (Schachter&Singer,1962)¹¹.In response to these feelings, we then search the external environment in order to identify the causes behind them. The factors we then select play a key role in determining the label we place on our arousal, and so in determining the emotion we experience. If we feel aroused after a near miss in traffic, we will probably label our emotion as “fear” or perhaps “anger”. If instead, we feel aroused in the presence of an attractive person, we may label our arousal as “attraction” or even love. In short, we perceive ourselves to be experiencing the emotion that external cues tell us should be feeling. This contrasts with the James-Lange theory, which suggests that we focus on internal physiological cues to determine whether we are experiencing an emotion and what this emotion is. The Schachter-Singer theory is a two factor view because it considers both arousal and the cognitive appraisal we perform in our efforts to identify the causes of such arousal.

Opponent –Process Theory

Elation is followed by a letdown, and anger is often followed by calm or even by regret over one’s previous outburst. This relationship is the focus of the Opponent – Process theory of emotion. (Solomon, 1982).¹² This theory suggests that (i) an emotional reaction to a stimulus is followed automatically by an opposite reaction, and (ii) repeated exposure to a stimulus causes the initial

¹¹ S. Schachter & J.E. Singer. Cognitive, Social, and Physiological Determinants of Emotional States. *Psychological Review* ,69,379-399, 1962.

¹² R.I. Solomon . “ The Opponent –Process in Acquired Motivation”. In D.W. Pfaff (Ed), *The Physiological Mechanisms of Motivation*. New York: Springer-Verlag. 1982

reaction to weaken and the opponent process, or opposite reaction to strengthen. The Opponent –process theory provides important insights into drug addiction. For instance, heroin users initially experience intense pleasure followed by unpleasant sensations of withdrawal. With repeated use of the drug, the pleasure becomes less intense and the unpleasant withdrawal reactions strengthen. In response, addicts begin to use the drug not for the pleasure it provides, but to avoid the negative feelings that occur when they don't use it. In sum, Opponent-process theory suggests that a law of physics- every action produces a reaction- may apply to emotions as well. Every emotional action produces a reaction, and such cycles can have important effects on many aspects of our behavior.

1.2. Intelligence

Intelligence, like love, is one of those concepts that are easier to recognize than define. We often refer to others' intelligence, describing people as bright, sharp, or quick on the one hand, or as slow, dull, or even stupid on the other. We place so much of importance on evaluating others'(and our own) intelligence because we believe that intelligence is related to many important outcomes: how quickly individuals can master new tasks and adapt to new situations, how successful they will be in school and in various kinds of jobs, and even how well they can get along with others (e.g., Goleman, 1998)¹³ Confronted with diversity in the nature of intelligent behavior, it is small wonder that psychologists have often failed to agree on a comprehensive definition.

David Wechsler is one psychologist who has attempted such a definition. He believes that intelligence is the capacity to understand the world and the

¹³ D. Goleman. *Working With Emotional Intelligence*. London: Blooms bury Publishing, 1999

resourcefulness to cope with its challenges (Wechsler, 1975).¹⁴ Wechsler has also suggested that intelligence is the capacity to act purposefully, to think rationally, and to deal effectively with the environment (Wechsler, 1958).¹⁵ By these broad standards, people act intelligently when they learn from past experience, seek effective solutions to everyday problems, and adapt to the world around them.

Although Wechsler uses broad terms-- coping, resourcefulness, and rationality- they nonetheless imply particular values. For example, many places in the world do not share the North American emphasis on the role of verbal abilities in thinking and problem solving. Furthermore, even within this culture, different circumstances demand different types of coping and resourcefulness. Certainly, what is required of the ambitious college student is different from what is demanded of the ghetto child living in impoverished conditions. This is why the word intelligence always represents, in part, a value judgment (Wechsler, 1975). To call someone intelligent is to say that individual possesses qualities that you believe are adaptive and resourceful.

Finally, we must acknowledge the distinction between intelligence and performance. People who possess good problem solving skills, and are thus typically regarded as highly intelligent, do not always perform efficiently in everyday tasks. Few of us would question, for example, the insight and wisdom of Thomas Edison whose discoveries about the transmission of electricity changed the way we live .Yet Edison fared rather poorly in an area often thought to be closely related to intelligence- classroom performance.

¹⁴ D. Wechsler. Intelligence Defined and Undefined. *American Psychologist*, 30,135-159,1975

¹⁵ D. Wechsler. *The Measurement and Appraisal of Adult Intelligence*. Baltimore: Williams & Wilkins,1958

Theories of Intelligence

The Structure of the Intellect: General versus Specific Abilities

One longstanding view of the structure of the intellect is that intelligence reflects a general capacity for reasoning and problem solving. Alfred Binet was one of the first people to articulate this view, though it achieved greater prominence in the work of Charles Spearman (1904)¹⁶. An alternative view, first offered by Louis Thurstone (1938), stresses that intelligence is primarily a set of individual abilities rather than a general trait.

The strongest support for a single factor theory of intelligence is found in the work of Spearman (1904)¹⁷. He believed that intelligence was composed largely of one major factor, which he labeled general intelligence, or simply *g* for short. In Spearman's view, all individuals possess *g* in varying amounts. Whether a person is bright or dull, that is, performs well or poorly on an intelligence test, is a function of *g*. Spearman believed that other factors, labeled *s* for special abilities, also exist, and that these abilities contribute to some of an individual's specific skills. But his primary emphasis was on the importance of *g* in determining intellectual performance.

Thurstone (1938)¹⁸ disagreed with Spearman's emphasis on a single factor of general intelligence. When Thurstone analyzed intelligence tests, he discovered seven different factors, which he labeled primary mental abilities. These primary mental abilities are verbal comprehension, numerical skills, word fluency, spatial

¹⁶ C. Spearman. "General Intelligence: Objectively Determined and Measured". *American Journal of Psychology*, 15,201-291. 1904

¹⁷ Ibid,201-291

¹⁸ L.L.Thurstone,L.L. Primary mental abilities. Chicago:University of Chicago Press, 1938



visualization, memory, reasoning, and perceptual skills. Thurstone developed a series of tests to measure these skills, known as the Test of Primary Mental Abilities. The primary abilities, as Thurstone himself discovered, are not completely independent of one another. Instead, there are modest correlations among these abilities such that performance on one is somewhat correlated with performance on the others.

Other psychologists have also pursued the study of basic mental abilities (Ekstrom, French, Harman, & Derman, 1976¹⁹; Guilford, 1959²⁰; Horn, 1978)²¹. However, their estimates of the number of separate abilities vary considerably, depending on the investigator's procedures and the questions selected for analysis. In each case, however, the separate abilities show some relationship to each other, a result that tends to support a position that is something of a compromise between Spearman's and Thurstone's original viewpoints. Thus, the modern view of factor analysis holds that people do possess some form of general intelligence, but each individual will show a particular cluster of strengths and weaknesses. Practically speaking, this means that relatively small differences in IQ are not very meaningful. Two people whose overall IQ scores differ by only 5 to 10 points may be virtually indistinguishable from one another in terms of general intelligence. The person with the lower score may actually outperform the other in a number of situations. But when the difference in IQ becomes very large, for example 25 to 30 points, the person with the higher score can be expected to outperform the other individual on most tasks. A very large difference in overall test performance is

¹⁹ R.B. Ekstrom; J.W.French; H.H. Harman & D. Derman. *Manual For Kit of Factor-Referenced Cognitive Tests*. Princeton, NJ: Educational Testing Service, 1976

²⁰ J.P. Guilford. "Three Faces of Intellect". *American Psychologist*, 14, 469-479, 1959

²¹ J.L. Horn. "The Aging of Human Abilities". In B.B. Wolman (Ed), *Handbook of Developmental Psychology*. Englewood Cliffs, NJ: Prentice-Hall

usually an indication that two people differ considerably in general problem solving ability.

Triarchic Theory

Robert Sternberg is a Psychologist from the information processing tradition who has suggested that the traditional intelligence test captures only one important aspect of intellectual functioning. It should not be considered the sole indicator of how well people think. (Sternberg, 1985)²² Rather, intelligence should be considered a multidimensional trait made up of three different abilities, which Sternberg described in his Triarchic theory of intelligence. (Sternberg, 1985, 1986)²³ Sternberg proposed that one form of intelligence is shown when people solve verbal and spatial reasoning problem similar to those found on intelligence tests. Sternberg referred to this form as componential intelligence because it involves mastery of the sequence of steps, of component, that underlie the solutions to difficult problems. Componential intelligence is highly adaptive in school situations, though as Sternberg notes; it does not necessarily correlate with creativity and insight. However, a different kind of intelligence involves the ability to perceive novel and creative solutions to complex situations. Sternberg refers to this form as experiential intelligence and suggests that it is quite separate from componential abilities. That is, he believes that some individual who possess only modest analytical skills (componential ability) are nevertheless highly creative and capable of very original work. Finally, Sternberg noted that some people are particularly adept at knowing how to deal effectively with their environment. He

²² R.J. Sternberg. *Beyond IQ : A Triarchic Theory of Human Intelligence*. New York: Cambridge University Press.1985.

²³ R.J. Sternberg. *Intelligence Applied: Understanding and Increasing your Intellectual Skills*, .San Diego, CA: Harcourt Brace Jovanovich, 1986

referred to this as contextual intelligence because it involves a kind of street wise knowledge critical to the practical problems that confront all of us. Contextual intelligence may be demonstrated by the individual who seems to have a knack for finding the perfect job, or the person who senses just right time to ask for a promotion.

Multiple Intelligences

Howard Gardner shares Sternberg's view that the factorial approach fails to capture the breadth and scope of the human intellect. However, in his provocative book, 'Frames of Mind', Gardner (1983)²⁴ departs from the information processing approach by including in his view of intelligence problem solving strategies that fall outside the traditional realm of mental abilities. Thus, unlike information processing theorists, Gardner believes that even non-mental abilities should be considered if one wishes to delineate the full range of intelligent behavior.

What Gardner proposes is a theory of multiple intelligences. Gardner's principal point is that intelligence comes in many colors. There are the traditional manifestations of intelligence: linguistic, logical mathematical, and spatial abilities, frequently measured on an intelligence test. But there are three other types of intelligent behavior that are equally important though generally less valued: musical intelligence, personal intelligence, and bodily kinesthetic intelligence (Gardner, 1983). Gardner believes that industrial societies have overemphasized the importance of the first three forms of intelligence and virtually ignored other manifestations of human problem solving. Gardner's stated goal is to "democratize the range of the human faculties" by stressing the value of other forms of

²⁴ H. Gardner. *Frames of mind: A Theory of Multiple Intelligences*. New York: Basic Books, 1983

intelligence behavior (Gardner, 1983). He includes in his theory the kind of sensitivity to pitch and rhythm that leads to the ability to recognize and construct harmonious patterns (musical intelligence), bodily control and fine motor coordination, such as a surgeon or a ballet dancer might display (bodily kinesthetic intelligence), and the facility both to perceive and understand the needs of others as well as to evaluate and monitor one's own emotions (personal intelligence). The theories of Sternberg and Gardner represent a move away from the factorial analyses of intelligence that dominated psychological thinking through most of this century.

1.3. Emotional Intelligence (EI)

Emotional intelligence is the new yardstick which is increasingly applied to judge a person, to find out how far one excels in one's life. It is the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information and influence.²⁵ It emerges not from the musings of rarefied intellect, but from the workings of the human heart. Emotional Intelligence does not mean "being nice". At strategic moments it may demand not "being nice, but rather, for example, bluntly confronting someone with an uncomfortable but consequential truth they've been avoiding."²⁶ Secondly, Emotional Intelligence does not mean giving free rein to feelings—"letting it all hang out". Rather, it means managing feelings so that they are expressed appropriately and effectively, enabling people to work together smoothly toward their common goals²⁷. It has proved to be a better predictor of future success than I.Q and standardized test

²⁵R. K. Cooper & S. Ayman. *Executive EQ*. New York: Grosset/ Putnam pp- xii-xiii. 1979

²⁶D. Goleman,. *Working with Emotional Intelligence*. London: Bloomsbury Publishing, 1999

²⁷ Ibid,p-6-7

scores. Hence the great interest in Emotional Intelligence on the part of corporations, universities and schools worldwide. Researchers have concluded that people who manage their own feelings well and deal effectively with others are likely to live content lives. Plus, happy people are more apt to retain information and do so more effectively than discontented people.

It all began about 2000 years ago when Plato wrote; “All learning has an emotional base”. Since then, Scientists, Educators and Philosophers have worked to prove or disprove the importance of feelings. Unfortunately, for a large part of those two millennia, common thought was, “Emotions are in the way. They keep us from making good decisions, and keep us from focusing.”

Emotional Intelligence can also be traced to Darwin’s (1872/1965) early work on the importance of emotional expression for survival and adaptation.²⁸ In the 1900’s even though traditional definitions of intelligence emphasized cognitive aspects, several influential researchers in the intelligence field of study had begun to recognize the importance of non-cognitive aspects.

For instance, as early as 1920,²⁹ Thorndike had long ago identified a dimension of intelligence and named it social intelligence. He described social intelligence as the ‘ability to understand and manage men and women, boys and girls to act wisely in human relations. It is an ability that shows itself abundantly in the nursery, on the playground, in factories, and sales room. However, he found that measuring these traits was not as simple as measuring the IQ. His references to social intelligence included three elements-the individual’s attitudes towards society such as politics, economics, science and values such as honesty; social

²⁸ R. Bar-On. “The Bar-On Model of Emotional-Social Intelligence(ESI)”. *Psicothema*, 18,supl.,13-25,1965

²⁹ E.L. Thorndike. “Intelligence and its Uses”, *Harper's Magazine*, 140,227-235, 1920

knowledge, such as being well versed in contemporary issues and general knowledge about society; and the individual's capacity for social adjustment such as, interpersonal relations and family bonding. It may be noticed that the third element of Thorndike's definition of social intelligence did contain elements like "ability to deal with people" and "introversion and extroversion" types of personality which is more akin to today's Emotional intelligence. However, it may be clarified that Thorndike's definition included almost everything relating to human intelligence ranging from social, psychological, economic, emotional, personality types, affective and non-affective. His contentions are of great scientific help to the modern researchers trying to establish the validity of Emotional Intelligence.

Wechsler (1940)³⁰ defined intelligence as 'aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment.' As early as 1940, he referred to 'intellective' as well as 'non-intellective' elements, by which he meant affective, self, and social factors. Furthermore, Wechsler proposed that the non-intellective abilities, i.e., emotional abilities are essential to determine one's ability to succeed in life. He found Emotional Intelligence to be an integrated part of an individual's personality development.

In the 1950's Humanitarian psychologists such as Abraham Maslow³¹ wrote about how people could enhance their emotional, physical, spiritual and mental strengths; he described how people can build their emotional strength. His work sparked the "Human Potential" movement, which could be the greatest celebration

³⁰ D. Wechsler, "Non- intellective Factors in General Intelligence", *Psychological Bulletin*, 37,444-45.

³¹ A.H. Maslow. *Motivation and Personality*. New York: Harper &Row, 1954

of humanism since the Renaissance. In the 1970's and 80's this led to the development of many new sciences of human capacity.

In (1983)³², Howard Gardner's *Frames of Mind: The Theory of Multiple Intelligences* introduced the idea of multiple intelligences which included both Interpersonal intelligence (the capacity to understand the intentions, motivations and desires of other people) and Intrapersonal intelligence (the capacity to understand oneself, to appreciate one's feelings, fears and motivations). In Gardner's view, traditional type's intelligence, such as IQ, fail to fully explain cognitive ability³³. Thus, even though the names given to the concept varied, there was a common belief that traditional definitions of intelligence are lacking in ability to fully explain performance outcomes. The first explicit application of the term "Emotional Intelligence" is attributed to Wayne Payne's doctoral thesis, "A Study of Emotion: Developing Emotional Intelligence" from 1985³⁴. This seems to be the first academic use of the term emotional intelligence. Payne, however, did not publish his theory, so the article published in 1990 by Peter Salovey and John D. Mayer is generally regarded as the first systematic theoretical account of the construct.³⁵

Salovey and Mayer (1990)³⁶ coined the term "Emotional Intelligence" and described it as a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to

³² H Gardner. *Frames of Mind*. New York: Basic Books, 1983

³³ M.K. Smith. "Howard Gardner and Multiple Intelligences", *The Encyclopaedia of Informal Education*, Downloaded from <http://www.infed.org/thinkers/gardner.htm>, 20002

³⁴ W.L. Payne. "A Study of Emotion: Developing Emotional Intelligence; Self Integration; Relating to Fear, Pain and Desire". *Dissertation Abstracts International*, 47, p.203A. 1983/1986

³⁵ Askanasy and Daus. "The Case for the Ability- Based Model of Emotional Intelligence in Organisational Behaviour". *Journal of Organisational Behavior*, 26,453-466, 2005

³⁶ P. Salovey & J. Mayer. *Emotional Intelligence, Imaging, Cognition and Personality*, 9,185-211, 1990

use this information to guide one's thinking and action'. According to Salovey & Mayer, Emotional Intelligence subsumes Gardner's inter-and intrapersonal intelligences, and involves abilities that may be categorized into five domains:

1. **Self –awareness:** Observing yourself and recognising a feeling as it happens.
2. **Managing emotions:** Handling feelings so that they are appropriate; realising what is behind a feeling; finding ways to handle fears and anxieties, anger, and sadness.
3. **Motivating oneself:** Channelling emotions in the service of a goal; emotional self-control; delaying gratification and stifling impulses.
4. **Empathy:** Sensitivity to other's feelings and concerns and taking their perspective; appreciating the differences in how people feel about things.
5. **Handling relationships:** managing emotions in others; social competence and social skills.

Goleman (1995)³⁷ then subsumed this definition with a lot of personality characteristics, which he believed would contribute positively to success in any domain of life. He defines Emotional Intelligence as 'the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships'.³⁸ Emotional Intelligence describes abilities distinct from, but complementary to, academic intelligence or the purely cognitive capacities measured by IQ".

³⁷ D. Goleman. *Emotional Intelligence*. New York: Bantam Books, 1995

³⁸ D. Goleman . *Working with Emotional Intelligence*. New York: Bantam Books, p-317, 1998

Goleman, suggests that Emotional Intelligence consists of five parts: (i) knowing our own emotions (self- awareness) (ii) managing our emotions (self – regulation) (iii) motivating ourselves (motivation) (iv) recognizing the emotions of other (empathy) and (v) handling relationships (social skills). Each of these elements, he contends, plays an important role in shaping the outcomes we experience in life.

Knowing Our Own Emotions (self-awareness)

Emotions are often powerful reactions, so it would seem at first glance that everyone ought to be able to recognize their own feeling. In fact, however, this is not always the case. Some persons are highly aware of their own emotions and their thoughts about them, but others seem to be almost totally oblivious to these. Individuals, who are not aware of their own feelings, cannot make intelligent choices. For e.g. how can they tell whom to date or marry, what job to take, which house or car to buy, or even what to order in a restaurant? Second, because such persons aren't aware of their own emotions, they are often low in expressiveness they don't show their feelings clearly through facial expressions, body language, or other cues most of use to recognize others feelings (Malandro³⁹, Barker & Barker, 1994)⁴⁰. This can have adverse effects on their interpersonal relationships, because other people find it hard to know how they are feeling or reacting. For these reasons, this first component of Emotional Intelligence seems to be quite important.

³⁹ L.A. Malandro; L., Barker & D. A. Barker. *Nonverbal Communication* (3rd ed.), New York: Random House, 1994

Managing Our Own Emotions (Self- regulation)

Doing something to cheer up when one is anxious or depressed, losing one's temper or crying to hide such reactions indicates that an individual is already aware that we often try to manage our emotions -to regulate their nature, intensity, and expression (e.g. Zillmann, 1996)⁴¹. Doing so is very important both for our own mental health and from the point of view of interacting effectively with others. Consider persons who simply cannot control their temper; they will probably be avoided by many people and will not get the jobs, promotions, or lovers they want.

Motivating Ourselves (Motivation)

Thomas Edison the famous inventor, once remarked: "Success is two percent inspiration and ninety-eight percent perspiration." Inspiration or creativity is certainly important. By "perspiration" he meant more than simply hard work: he included aspects of Emotional Intelligence, such as being able to motivate oneself to work long and hard on a task, remaining enthusiastic and optimistic about the final outcome, and being able to delay gratification-- to put off receiving small rewards now in order to get larger ones later on (e.g, Shoda, Mischel, & Peake, 1990)⁴² . Being high in such skills can indeed contribute to success in many different contexts.

Recognizing and Influencing Others' Emotions (Empathy)

Another aspect of Emotional Intelligence, as described by Goleman, is the ability to "read" others accurately-to recognize the mood they are in and what

⁴¹ D. Zillmann. "Anger". In *Encyclopedia of Mental Health*. New York:Harcourt Brace, 1966.

⁴² Y. Shoda; W. Mischel & P.K. Peake . "Predicting Adolescent Cognitive and Self-Regulatory Competencies From Pre- School Delay of Gratification. *Developmental Psychology*, 26, 978-986, 1990

emotion they are experiencing. This skill is valuable in many practical settings. For instance, if you can accurately gauge another person's current mood, you can tell whether it's the right time to ask her or him for a favor. Similarly, persons who are skilled at generating strong emotions in others are often highly successful in such fields as sales and politics: they can get other people to feel what they want them to feel.

Handling Relationships (Social Skills)

Some people seem to have a knack for getting along with others: most people who meet these people like them, and as a result they have many friends and often enjoy high levels of success in their careers. In contrast, others seem to make a mess of virtually all their personal relationships. According to Goleman such differences are another reflection of differences in Emotional Intelligence or, as some researchers would phrase it, differences in interpersonal intelligence (Hatch, 1990)⁴³. Interpersonal intelligence involve skills which help to coordinate the efforts of several people and to negotiate solutions to complex interpersonal problems, being good at giving others feedback that doesn't make them angry or resentful (e.g., Baron, 1993)⁴⁴, and being a team player. Again, these skills are clearly distinct from the ones needed for getting good grades or scoring high on tests of intelligence, but they often play a key role in important life outcomes.

⁴³T. Hatch, T. (1990). *Social Intelligence in Young Children*. Paper presented at the meeting of the American Psychological Association, 1990

⁴⁴R.A. Baron, R.A. (1983). "Mood of Interviewer and the Evaluation of Job Candidates". *Journal of Applied Social Psychology*, 17,911-926, 1983

Further in 1997, Mayer and Salovey⁴⁵ elaborated that Emotional Intelligence is the “ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth’. Emotional Intelligence, according to them, involves areas such as identifying emotions- the ability to recognize how you and those around you are feeling, using emotions- the ability to understand complex emotions and emotional “chains”, how emotions transit from one stage to another, and managing emotions- the ability which allows you to manage emotions in yourself and in others” According to Mayer, J. D., Salovey, P., & Caruso, D. R. (2000) A clear and scientifically useful definition of Emotional Intelligence, however, is recognizable because it takes the terms emotion and intelligence seriously. That is, the meaning of Emotional Intelligence has something specific to do with the intelligent intersection of the emotions and thoughts⁴⁶. For example: Emotional intelligence represents an ability to validly reason with emotions and to use emotions to enhance thought. We define EI as the capacity to reason about emotions, and of emotions to enhance thinking. It includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth

The earlier framework of Goleman consisted of five dimensions or domains such as self –awareness, self- regulation, motivation, empathy and social skills.

⁴⁵ J. D Mayer. & P. Salovey. *What is Emotional Intelligence? Emotional Development and Emotional Intelligence*, New York: Basic books 1977.

⁴⁶ J.D. Mayer; D. Salovey ; and Caruso. “Models of Emotional Intelligence”. In R. J. Sternberg (Ed.). *Handbook of Intelligence* (pp. 396-420). Cambridge, England: Cambridge University Press. 2002.

These five domains were of 25 competencies. This was further refined by Richard Boyatzis, Goleman and Rhee in the year 2000⁴⁷.

Personal Competence

(These competencies determine how we manage ourselves.)

Self-Awareness: Knowing one internal states, preferences, resources, and intuitions

- Emotional awareness: Recognizing one's emotions and their effects
- Accurate self-assessment: Knowing one's strengths and limits
- Self- confidence: A strong of one's self-worth and capabilities

Self-Regulation: Managing one's internal states, impulses, and resources

- Self - control: Keeping disruptive emotions and impulses in check
- Trustworthiness: Maintaining standards of honesty and integrity
- Conscientiousness: Taking responsibility for personal performance
- Adaptability: Flexibility in handling change
- Innovation: Being comfortable with novel ideas, approaches, and new information

Motivation: Emotional tendencies that guide or facilitate reaching goals

- Achievement drive: striving to improve or meet a standard of excellence
- Commitment: Aligning with the goals of the group or organization
- Initiative: Readiness to act on opportunities
- Optimism: Persistence in pursuing goals despite obstacles and setbacks

⁴⁷R. Boyatzis; D. Goleman and Rhee, K.(2000) "Clustering Competence in Emotional Intelligence: Insights from the Emotional Competence Inventory (ECI)". In R. Bar- On and J. D. A .Parker (Eds), *Handbook of Emotional Intelligence*. San Fransisco: Jossey-Bass.

Social Competence: These competencies determine how we handle relationships.

Empathy: Awareness of others' feeling, needs, and concerns

- Understanding others: Sensing others' feelings and perspectives, and taking an active interest in their concerns
- Developing others: sensing others' development needs and bolstering their abilities
- Service orientation: Anticipating, recognizing, and meeting customers' needs
- Leveraging diversity: Cultivating opportunities through different kinds of people
- Political awareness: Reading group's emotional currents and power relationships

Social skills: Adeptness at inducing desirable responses in others

- Influence: Wielding effective tactics for persuasion
- Communication: Listening openly and sending convincing messages
- Conflict management: Negotiating and resolving disagreements
- Leadership: Inspiring and guiding individuals and groups
- Change catalyst: Initiating or managing change
- Building bonds: Nurturing instrumental relationships
- Collaboration and cooperation: Working with other toward shared goals
- Team capabilities: Creating group synergy in pursuing collective goals.

Dalip Singh, (2003)⁴⁸ states that Emotional intelligence constitutes three psychological dimensions namely emotional competency, emotional maturity and emotional sensitivity which motivate an individual to recognize truthfully, interpret

⁴⁸ D. Singh, "Emotional Intelligence at Work"(2nd ed.), New Delhi: Sage Publications, 2003

honestly and handle tactfully the dynamics of human behavior. An empirical study was conducted and deliberations carried out to define Emotional Intelligence and its psychological dimensions from the Indian context. A consensus was reached on the concept of Emotional Intelligence and the aforementioned psychological dimensions that was suitable to the Indian psyche.

Emotional Competency

Constitutes the capacity to tactfully respond to emotional stimuli elicited by various situations, having high self-esteem and optimism, communication, tackling emotional upsets such as frustration, conflicts and inferiority complexes, enjoying emotions, doing what succeeds, ability to relate to others, emotional self-control, capacity to avoid emotional exhaustion such as stress, burnout, learning to avoid negativity of emotions, handling egoism.

Emotional Maturity

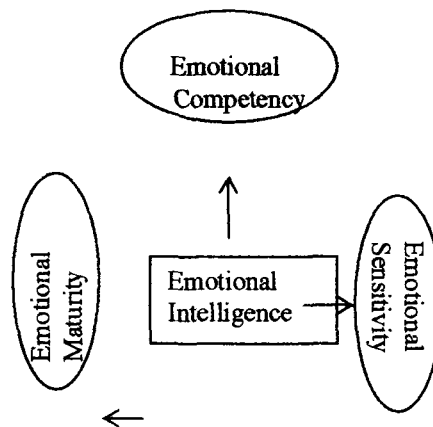
Constitutes evaluating the emotions of one self and others, identifying and expressing feelings, balancing state of heart and mind, adaptability and flexibility, appreciating other's point of view, developing others, delaying gratification of immediate psychological satisfaction.

Emotional Sensitivity

Constitutes understanding threshold of emotional arousal, managing the immediate environment, maintaining rapport, harmony and comfort with others, letting others feel comfortable in your company. It also involves being honest in interpersonal dealing, interpreting emotional cues truthfully, realizing

communicability of emotions, moods and feeling, and having an insight into how others evaluate and relate to you.

The three dimensions of Emotional Intelligence have been given in the shape of a diagram .



Based on the above empirical process, the following operational definition is proposed by the author in the Indian context: “Emotional intelligence is the ability of an individual to appropriately and successfully respond to a vast variety of emotional stimuli being elicited from the inner self and immediate environment.”⁴⁹

Steve Hein’s new definition (2007) is based on the academic work of Jack Mayer and Peter Salovey. Emotional Intelligence is the innate potential to feel, use, communicate, recognize, remember, describe, identify, learn from, manage, understand and explain emotions.⁵⁰ With this new definition Hein wants to emphasize a few things which distinguish his definitions from Mayer and Salovey's. That is Emotional Intelligence (i) Is an innate potential (ii) Depends on

⁴⁹ Ibid,p-38-39

⁵⁰ Emotional Intelligence/ EI Assets/ Emotional Intelligence Proper/ EI 2000 models Sternberg.pdf,<http://www>

the ability to feel emotions and (iii) Includes the ability to remember feelings. Hein believes that each baby is born with a certain, unique potential for emotional sensitivity, emotional memory, emotional processing and emotional learning ability. It is these four inborn components which he believes form the core of one's Emotional Intelligence. He also believes that it is important to make a distinction of a person's innate potential versus what actually happens to that potential over their lifetime.⁵¹ Each child enters the world with a unique potential for these components of emotional intelligence: (a) emotional sensitivity (b) emotional memory (c) emotional processing and problem solving ability (d) emotional learning ability. The way we are raised dramatically affects what happens to our potential in each of these areas. For e.g. a baby might be born with a very high potential for music, he or she might be a potential Mozart, but if that child's potential is never recognized, nurtured, and encouraged, and if the child is never given the chance to develop their musical potential, they will never become a talented musician later in life. The world will then miss out on this person's special gift to humanity. Also, a child being raised in an emotionally abusive home can be expected to use their emotional potential in unhealthy ways later in life.

The ability to explain one's feelings is also a part of Emotional Intelligence. As with the other components of EI, one's ability to do this later in life depends both on one's innate potential and one's life experiences. If we ask a person how they feel and they tell us they feel uncomfortable with something, but they cannot tell us why, it could be more because they lack innate Emotional Intelligence or because they were never taught to understand their feelings, to label their feelings and to analyze the cause and effect relationship between events and their feelings.

⁵¹ Potential vs. Actual E.I Skills(EI vs. EQ) <http://www.eqi.org/eidefs.htm>

Research indicates that Emotional Intelligence (EI) is a key determinant of success in life— far more than IQ. It is not surprising to see people who have not been academically brilliant achieve greater success than those who were. Instinctively, we follow people who share our concern. These are the people who lead. As we rise in organizations individual contributions merit lesser significance than the ability to work with superiors, peers, subordinates and various other stakeholders to get the best results. People skills are the primary requirement for success in such jobs. But to know and understand others we must know ourselves first. Thus, the journey of emotional intelligence commences with knowing our emotions, realizing the impact of our emotions on our thinking and actions, understanding others emotions and managing our emotions in order to achieve superior collective results. The Emotionally Intelligent Leader is able to connect individual aspirations to the organizational aspirations and thus help find meaning in work. The result is continuous improvement in organizational performance and employee engagement thru intrinsic job satisfaction. In this era of rapid change and high competition the Manager must be an Emotionally Intelligent Leader for continued organizational success.

1.4. Personality

Personality may be hard to define, but we know it when we see it. We all make personality judgments about the people we know. A major part of coming to understand ourselves is developing a sense of what our personality characteristics are. When psychologists define personality, they tend to refer to qualities within a person, characteristics of a person's behavior or both. In a famous definition,

psychologist Gordon Allport (1937)⁵² mentioned both inner qualities and behavior, but he emphasized the inner qualities: "Personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to his environment" In a more recent definition, psychologist Walter Mischel (1976)⁵³ mentioned both inner processes and behavior but emphasized behavior. Personality, he wrote, consists of "the distinctive patterns of behavior (including thoughts and emotions) that characterize each individual's adaptation to the situations of his or her life'

No single definition of personality is acceptable to all psychologists. However, most agree that personality includes the behavior patterns a person shows across situations or the psychological characteristics of the person that lead to those behavior patterns. Personality has been studied in a number of different ways. Some have developed broad theories to explain the origins and makeup of personality. Others have focused only on one or two issues, such as the influence of heredity on personality. Most of these broad theories can be grouped on to four categories: (1) type and trait approaches, which focus on people's characteristics- stubbornness, shyness, and so forth- and how these characteristics are organized into systems; (2) dynamic approaches which emphasize on-going interactions among motives, impulses, and psychological processes; (3) learning and behavioral approaches, which emphasize the ways habits are acquired through basic conditioning or learning processes; and (4) humanistic approaches, which emphasize the self and the importance of the individual's subjective view of the world.

⁵² G.W. Allport. *Personality: A Psychological Interpretation*. New York: Henry Holt & Company, 1937.

⁵³ W. Mischel. Continuity and Change in Personality. *American Psychologist*, 24, 1012-1018, 1969

Type and Trait Theories Personality

Type and trait theories of personality both focus on people's personal characteristics. However, various type theorists and trait theorists differ in the ways they use those characteristics to describe people.

Type Theories: One of the first type theories that we know of was proposed about 400 B.C. by Hippocrates, a Greek physician now known as the father of medicine. He grouped people in to four temperament types. (i) sanguine- cheerful vigorous, confidently optimistic, (ii) melancholic- depressed, morose; (iii) choleric- hot tempered; and (iv) phlegmatic- slow moving, calm, unexcitable. Since the time of Hippocrates, countless other ways of grouping people into types have been tried. The groupings or sets of types are called typologies; they can be found in the folk wisdom of most cultures. In American culture for example, people are often classified as leaders or followers, liberals or conservatives, losers or winners, and so forth; on some college campuses, the typologies include jocks, preps, Greeks, necks, heads, and punks. Typologies have been with us for centuries, and they are very much with us today.

A type is simply a class of individuals said to share a common collection of characteristics. For example, introverts could be described as people who share characteristics such as shyness, social withdrawal, and a tendency not to talk much; while extraverts share a tendency to be outgoing, friendly, and talkative. Usually, sharp typologies do not work well scientifically. A major reason is that almost every dimension of personality; friendliness, sociability, and so on is distributed according to a normal bell-shaped curve. If people fell naturally into distinctly different types, we would not see bell shaped curves but humps corresponding to

types. On most human characteristics and especially psychological characteristics- such as sociability- people tend to be bunched near the middle of the range, and only a few stands out at the extremes. One approach has been to develop theories about specific types by treating each type as a personality dimension. Individuals can then be scored or rated to determine their position on each dimension-that is, how close they come to fitting one of the types. One theorist who used this approach is H.J. Eysenck.

Eysenck's Hierarchical Theory

Eysenck (1967)⁵⁴ identified the major components of personality as a small number of personality types. Each type is made up of a set of personality characteristics. For example, people who fit Eysenck's extraverted type are said to have such characteristic as sociability, liveliness, and excitability. Each one of these characteristics, according to Eysenck, can be broken down into certain habitual-response patterns that apply to several situations; each of these habitual-response patterns can be broken down further into specific responses within specific situations. This progression from broad, global types down to specific, situation-bound responses is what makes Eysenck's approach a hierarchical theory.

Eysenck developed a type theory in which the types are actually personality dimensions, and every individual is scored or rated for his or her position on each dimension. A second general approach to personality types involves specifying certain key characteristic or extreme scores that must be manifest before any individual is said to fit the type. In this approach, people who do not fit the type are simply ignored, and attention is focused on the relatively "pure" cases that fit the

⁵⁴ H. J. Eysenck, *The biological basis of personality*. Springfield, IL:Thomas, 1969

"strike zone" for the type in question. This approach is commonly used in diagnosing psychological disorders; people must show certain specific personality characteristics to a certain degree before they are typed as having, say, a schizophrenic disorder. The strike-zone approach is also used to identify Type A and Type B people-- two groups who differ in their susceptibility to the major cause of death in the United States, heart disease.

Trait Theories: The primary assumption of any trait theory is that personality can be described in terms of how much of various traits individuals possess. It considers many different traits and the unique combinations that characterize individuals. Most modern traits theories owe a great deal to the pioneering work of Gordon Allport (1961)⁵⁵. Allport, contributed to the study of individuals & their traits from the 1930s through the 1960s.

Allport's Theory

One of the first efforts to identify key human traits- the most important dimensions along which personalities vary-was the work of Gordon Allport. On the basis of his studies, Allport concluded that personality traits could be divided into several categories that varied in their importance. The least important are secondary traits; these traits that exert relatively weak and limited effects on behavior. More important are central traits –five to ten traits that together account for the uniqueness of an individual's personality. Such traits are stronger and more resistant to situational forces. Finally, Allport noted that a few people are dominated by all single all –important cardinal trait. A few examples of persons and the cardinal traits that seemed to drive their personalities: Napoleon

⁵⁵ G.W. Allport, *Pattern and Growth in Personality*. New York: Holt, Rinehart and Winston, 1961.

(ambition), Florence Nightingale (empathy), Alexander the Great (lust for power), and Don Juan (just plain lust)

Perhaps an even more important aspect of Allport's theory of personality is his concept of functional autonomy (Allport, 1965)⁵⁶-the idea that patterns of behavior that are initially acquired under one set of circumstances, and which satisfy one set of motives, may later be performed for very different reasons. For example, initially a child may learn to read because this pleases his teachers and parents and because failure to do so is punished. Later in life, however, the same person may read because he has come to enjoy this activity.

Another, and in some ways more sophisticated, trait theory was proposed by Raymond Cattell. Using factor analysis Cattell and his associates (Cattell & Dreger, 1977)⁵⁷ identified sixteen source traits- dimensions of personality that underlie differences in many other, less important surface traits. A few of the source traits identified by Cattell were cool vs. warm, easily upset vs. calm and stable, not assertive vs. dominant, trusting vs. suspicious, and undisciplined vs. self-disciplined. It is not yet clear whether Cattell's list is actually valid, but at least this list is considerably briefer than previous ones.

Freud's Psychoanalytic Theory

Freud explored people's unconscious motives & conflicts using the techniques of dream interpretation & free association. His central idea was that personality characteristics including the symptoms of psychological disorder, grow out of unconscious conflicts about sexual and aggressive drive. In addition, Freud

⁵⁶ G.W. Allport, *Letters from Jenny*. New York: Harcourt, Brace & World, 1965

⁵⁷ R.B. Cattell & R.M. Dreger, *Handbook of Modern Personality Theory*. Washington, DC: Hemisphere, 1977.

emphasized that personality is largely determined during the 1st five years of life, when the person develop characteristic ways of dealing with internal drives and conflicts.

Freud's psychoanalysis (Freud 1920⁵⁸, 1938⁵⁹, 1940/1949⁶⁰) became both a theory of personality and a method of psychotherapy. Psychoanalytic theory has three major parts. (i) a theory of the structure of personality, in which the ego, id and superego are the principal parts; (ii) a theory of personality dynamics in which conscious and unconscious motivation and ego defense mechanisms play major role; and (iii) a theory of psychosexual development, in which different motives and body regions influence at different stages of growth, with effects persisting in the form of adult personality traits.

Personality Structure: Id, Ego and Superego

Freud constructed a model of personality with three interlocking parts: the id the ego, and the superego. The id, the most primitive part can be thought of as a sort of storehouse of biologically based urges: the urge to eat, drink, eliminate, and, especially, to be sexually stimulated. The sexual energy that underlies these urges is called the libido. The id operates according to what Freud called the pleasure. That is, left to itself, the id would satisfy its fundamental urges immediately and reflexively as they arose, without regard to rules, the realities of life, or morals of any kind. The id however is usually bridled and managed by the ego. The ego consists of elaborate ways of behaving and thinking which constitute the

⁵⁸ S. Freud. *A General Introduction to Psycho-Analysis*. New York: Boni and Liveright 1920

⁵⁹ S. Freud. *The Basic Writings of Sigmund Freud* (A.A. Brill, Ed. and Trans.). New York: Random House, 1938

⁶⁰ S. Freud. *An outline of Psycho-Analysis*. New York :Norton. 1949

"executive function" of the person. The ego delays satisfying id motives and channels behavior into more socially acceptable outlets. It keeps a person working for a living, getting along with people, and generally adjusting to the realities of life. Indeed, Freud characterized the ego as working "in the service of the reality principle." That is, the ego tries to satisfy the id's urge for pleasure but only in realistic ways that take account of what is possible in the world. The ongoing tension between the insistent urges of the id and the constraints of reality helps the ego develop more and more sophisticated thinking skills.

The superego corresponds closely to what we commonly call the conscience. It consists mainly of prohibitions learned from parents and other authorities. The superego may condemn as "wrong" certain things, which the ego would otherwise do to satisfy the id. But the superego is not all fire and brimstone. Its conscience-like prodding's also guided by what Freud called the ego ideal, a set of positive values and moral ideals that are pursued because they are believed to be worthy.

Personality Dynamics and Levels of Consciousness

Freud did not intend to divide personality into three separate compartments but rather to convey a lively, ongoing interplay among the id, the ego, and the superego. In this interplay, he saw the ego acting as a sort of mediator between the id- with its blind demands for instant gratification- and the superego with its rigid often irrational rules, prohibitions, and ideals. The ego's task of satisfying both id and superego requires a somewhat risky balancing act.

Less controversial but equally novel was Freud's notion of unconscious processes. He used this concept to explain why people often act in ways that seem irrational. Freud proposed three levels of consciousness, or awareness: the

conscious, the preconscious and the unconscious. At the conscious level, one is aware of certain things around us and of certain thoughts. At the preconscious level are memories of thoughts that are easily available with a moment's reflection- for example, what we had for breakfast, or our parents' first names. In contrast, the unconscious contains memories, thoughts, and motives, which we cannot easily call up. The entire id is unconscious; the ego and superego include material at all three levels of consciousness.

Some ideas and feelings become unconscious. In other words these ideas and feelings get repressed. We repress, or banish from consciousness, ideas, memories, feelings, or motives that are especially disturbing, forbidden, or otherwise unacceptable to us. The process of repression is itself unconscious and automatic. We do not choose to repress an idea or impulse- it just happens, whenever the idea or impulse is so painful and anxiety arousing that we must escape from it. In such cases, our anxiety triggers repression, and the unacceptable material is buried in the unconscious. The material we repress is usually something that clashes painfully with our ethical standards or self-image. It does not remain safely tucked away. Instead it continues to operate underground, often converting the repressed conflicts in to neurosis-disturbed behavior involving anxiety or defenses against anxiety. Neurotic symptoms often bear a symbolic relationship to the repressed material that is causing them.

Unconscious processes also figured prominently in Freud's ideas about dreams and "accidents." He saw dreams as disguised manifestations of id motives, and he described dreams as "the royal road to the unconscious." In everyday life, he said unconscious thoughts and forbidden impulses are revealed by accidents and by slips of the tongue or the pen.

Psychosexual Stages of Development

Freud put heavy emphasis on biological development in general and on sexual development in particular. In his theory of child development, Freud described a succession of stages revolving around body zones. Freud's idea was that from birth on, we have an innate tendency to seek pleasure, especially through physical stimulation and particularly through stimulation of parts of the body that are sensitive to touch: the mouth, the anus, and the genitals. It was no accident that Freud referred to these parts of the body as erogenous zones. He saw the pleasure derived from touching and rubbing these sensitive zones as erotic or sexual, for infants as well as adult.

With advancing age, however, other body zones become especially sensitive to stimulation. With each of these shifts in the focus of sexual stimulation come parallel shifts in the dominant psychological issues faced by the person. Thus Freud called each step in this process a psychosexual stage. Freud believed that if a child's needs at one of the psychosexual stages were either unsatisfied or over satisfied, fixation would take place. That is, the child would show continued attachment to an old stage even after moving on to a new one. As a result behavior patterns and problems from the fixated stage would persist, often in to adulthood.

Jung's Analytical Psychology

Carl Gustav Jung was at one time, considered by Freud to be his heir apparent. Yet the direction that Jung took with his analytical psychology (Jung, 1928)⁶¹ differed from psychoanalysis in some very significant ways, and Freud's affection for Jung faded. Jung placed much less emphasis than Freud on sexual and

⁶¹C.G. Jung . *Contributions to Analytical Psychology* (H.G. Baynes & C.F. Baynes, Trans.). London: K. Paul, Trench, Trubner. 1928.

aggressive impulses arising from past conflicts and much more emphasis on people's future-oriented goals, hopes, and plans.

Jung's work led him to emphasize some personality structures whose existence Freud either doubted or considered unimportant. One such structure was the collective unconscious, which Jung believed to be a part of the unconscious mind that went beyond the personal experiences of the individual. The collective unconscious, he said grows out of the past experiences of the human race. Stored within this collective unconscious are primitive fundamental images, impressions, or predispositions that were common to earlier members of the human race. He called these images, impressions, or predispositions archetypes. Archetypes are hard to define. They do not have real concrete content, and they are not quite like memories. They are more like subjective reaction that originated in our ancestors in response to certain universal experiences-such as the recurrent rising and setting of the sun, the presence of males and females, and so forth. We have inherited tendencies toward similar subjective reactions, and these tendencies are our archetypes, Jung believed that people's emotion-generated behavior could often be explained by indentifying the key archetype that was influencing them. He applied this principle to groups as well; for example, the ascendance of the God archetype might have played a role in the Crusades; the ascendance of the hero archetype (or perhaps the devil archetype) in post-World War I Germany might have played a role in Adolf Hitler's rise to power.

In addition to the collective unconscious, Jung credited each individual with a personal unconscious, which developed out of any of the individual's conscious experiences that had been repressed .Psychologically healthy people were said to gradually come into contact with the unconscious parts of their personalities,

integrating the unconscious or "shadow" side with their "conscious ego." In this way, all major components of the personality could eventually work in concert to form a fully realized, purposeful self. This process of harmonizing one's conscious and unconscious components happened in unique way for each person, he said, and led to a unique pattern of behavior. Jung called this process individuation; he saw it as the means by which each of us becomes an individual distinct from others.

Jung's ideas often mystical and complex have been difficult to test experimentally. However, the ideas have intrigued and attracted many. Jung proposed the concepts of introversion and extroversion--turning inward toward contemplation or outward towards others. These two concepts were later picked up and revised by H.J.Eysenck, eventually becoming a key part of his personality theory. Jung's ideas have certainly outlived him, and they continue to provoke interest.

Adler's Individual Psychology

The third dynamic theorist is Alfred Adler. He was a colleague of Freud and Jung, but his theory took a different direction from theirs. Adler believed that people are forever struggling to overcome their feelings of inferiority. In fact, in a sharp departure from Freud and Jung, Adler identified this struggle as the most basic life urge. Acting on this urge, people strive continually, he said, for "superiority" and "mastery of the external world." When someone fails repeatedly to overcome weakness and achieve some mastery or simply places excessive emphasis on some particular inferiority, the result can be what Adler labeled an inferiority complex, a term that is now part of our everyday language. Adler also stressed the concepts of compensation and overcompensation--the pursuit of

activities designed to make up for or to overcome inferiority. These concepts had great personal significance for Adler; as a child, he was chronically ill, weak, and intensely afraid of death. He compensated, by his career choice of physician so as to overcome death and the fear of death. A second distinctive concept of Adler's is the style of life. Each individual creates his or her own personal approach to living; this highly individualized style grows out of the individual's unique sense of his or her own inferiorities and the strategies he or she develops to overcome these inferiorities. This concept together with the concept of the subjective nature on individual goals, led Adler to label his theory individual psychology.

A third contribution of Adler's theory is the close attention he gave to birth order as an influence on personality development. First-borns, then said Adler, begin life as the exclusive focus of their parents' attention and then are often abruptly dethroned with the birth of their first siblings. The result may be that the child feels cheated and later becomes an unruly misfit. A more positive possibility is that first-borns may develop a style of life in which they behave in a parent like way toward their siblings and become particularly responsible adults. Adler described other possibilities for second-born, last-born, and only children. Many of his specific ideas have not been borne out, but his ideas did help stimulate some important research.

Learning and Behavioral Theories of Personality

Psychologists who build their theories on learning and behavioral principles share some important assumptions and practices. One shared assumption is that many of the behaviors that make up personality are conditioned, or learned. This means, first, that many such behaviors originate somewhere in the learning history

of the individual, often as early as childhood. A second assumption is that current conditions in the individual's environment help maintain these behaviors. Thus learning theorists seek to understand people's behavior by studying their learning history, their current environment, or both.

Dollard and Millar: Early Social Learning theory

Two of the best examples of learning theorists are Neal Miller an experimental psychologist, and sociologist John Dollard. They joined forces in the 1930s to test the basic idea that individual and social behavior can be explained by means of basic learning principles. Dollard and Miller took this basic premise to extremes that few experimentalists would have dreamed of. They even tried to translate Freud's psychoanalytic concepts into the language of learning theory and to test his concepts in the laboratory- with rats as their subjects! As noted above, Freud believed that neurotic, disturbed behavior involves conflict between id demands and ego/superego restraints. Dollard and Miller drew an analogy between this conflict and the conflict between approach and avoidance tendencies. They argued that we may act indecisive and "neurotic" when we are torn between approaching and avoiding a certain course of action as, for example, when we want to get a tooth filled but we fear the pain. In such cases, the tendency to approach (get the filling, for example) is often stronger than the avoidance tendency at first; but the closer we get to the "moment of truth", the more likely it is that the avoidance tendency will win out and we will retreat from the planned action (we will cancel our dental appointment, of example). This approach, though it was upsetting in many ways, was rewarding in one important way: They defined

Freud's notion of repression in learning-theory terms: Repression is a learned response of "not thinking about" something that is anxiety provoking.

Skinner's Radical Behaviourism

Bridge building is not what B.F. Skinner (1953, 1971, and 1972) had in mind in advancing his radical behavioral perspective. Skinner's views, like those of Dollard and Miller, are derived from experiments. But Dollard and Miller borrowed from both the classical and instrumental conditioning models whereas Skinner's approach is exclusively instrumental, or operant -that is, it deals only with the processes by which reinforcement (reward) and punishment influence the likelihood of behaviors. For Skinner, the answer seems to be that what most people call personality is actually a collection of reinforced responses. We are the persons that we are because we behave in certain ways, and we behave in certain ways because of the reinforcement contingencies we experience. Many are offended by skinner's efforts to reduce the seeming richness of human personality to nothing more than a set of responses strengthened by reinforcers. Others see skinner's work as refreshing because it is an effort to be clear, precise, and parsimonious- that is, to rely on the smallest possible number of theoretical concepts and assumptions.

Humanistic Theories: Personality as the Self

A number of theorists have focused their work upon this entity known as the self. Generally speaking, the term self has two distinct sets of meaning. One set has to do with people's attitudes about themselves: their picture of the way they look and act; the impact they believe they have on others; and their perceived traits, abilities, and weaknesses. This collection constitutes what is known as self-

concept, or self image, "attitudes, feelings, perceptions, and evaluations of ... self as an object". The second set of meanings relates to the executive functions-processes by which the individual manages, copes, thinks, remembers, perceives, and plans. These two meanings, self as "object" and self as "process," are seen in most theories involving the notion of self.

Roger's Self Theory

Carl Rogers' theory (Rogers 1959⁶², 1961⁶³) grew out of his client-centered approach to psychotherapy and behavior change. Like psychoanalysis, the theory grew from efforts to help troubled people, but Rogers' theory does not involve complex personality structures or stages of development. Instead, Rogers emphasized the whole of experience, the phenomenal field. This is individual's subjective frame of reference; it may or may not correspond to external reality. The self -out of the phenomenal field, a self or concept gradually develops. Rogers did not start out to make the self a central idea in his theory, but he found that clients spontaneously thought in such terms. "It seemed clear, that the self was an important element in the experience of the client, and that in some odd sense his goal was to become his 'real self'" (Rogers, 1959:201)⁶⁴. Thus, in addition to the present self, there is also an ideal self, the self the person would like to be. Trouble occurs when there are mismatches, or incongruence.

⁶² C.R. Rogers. *Client- Centered Therapy: Its Current Practice, Implications, and Theory*. Boston: Houghton Mifflin. 1951.

⁶³ C.R. Rogers. "A Theory of Therapy, Personality, and Interpersonal Relationships, as Developed in the Client-Centered Framework". In S. Koch (Ed.), *Psychology: A Study of a Science* (Vol. 3). New York: Mc Graw-Hill, 1959

⁶⁴ C.R. Rogers, "A Theory of Therapy, Personality, and Interpersonal Relationships, as Developed in the Client-Centered Framework". In S. Koch (Ed.), *Psychology: A Study of a Science* (Vol. 3). New York: Mc Graw-Hill, 201, 1959

Maslow's Self-Actualization Theory

Another phenomenological theorist who emphasized development of the self was Abraham Maslow. Maslow believed that each person has an essential nature that "presses" to emerge, like the press" within an acorn to become an oak tree. In his view, we all have higher-level growth needs- such as the need for self actualization and understanding of ourselves- but that these higher needs only assume a dominant role in our lives after our more primitive needs (physiological needs, safety need, needs for love and "belongingness", and self esteem needs) are satisfied. The growth needs, Maslow believed, help make us distinctly human. Maslow stressed that "the human being is not a white rat" and emphasized that "man has a higher and transcendent nature"

To understand this transcendent nature, Maslow believed we should study transcendent people. He worried that the exclusive study of emotionally disturbed people- as in Freud's theory and others was bound to produce a distorted psychology. Instead, he studied models of self actualized people- people who appeared to have fulfilled their basic potentialities. He found some of his subjects in history viz Lincoln, Beethoven and others from among his contemporaries. Maslow found that this group of "optimal" shared some distinguishing characteristics.

1.5. Justification of the Study

Emotional intelligence is a science that has been studied and researched for over a decade. It has inspired research and curriculum development worldwide. Researchers investigated dimensions of E.I. by measuring related concepts, such as social skills, interpersonal competence, psychological maturity and emotional

awareness long before the term Emotional Intelligence came into use. Grade School teachers have been teaching the rudiments of E.I. since 1978, with the development of the Self Science Curriculum and the teaching of classes such as “social development” “social and emotional learning” and “personal intelligence” all aimed at “raising the level of social and emotional competence” (Goleman, 1995: 262).⁶⁵ Social Scientists are just beginning to uncover the relationship of EI to other phenomenon e.g., leadership (Ashforth & Humphrey, 1995)⁶⁶ group performance (Williams & Sternberg, 1988)⁶⁷, individual performance, interpersonal social exchange, managing change and conducting performance evaluations (Goleman 1995)⁶⁸. According to Goleman (1995:160),⁶⁹ Emotional Intelligence, the skills that help people harmonize, should become increasingly valued as a work place asset in the years to come.

For long it has been believed that success depends on the level of intelligence or Intelligent Quotient (IQ) as reflected in the individual’s academic achievements, exam passed, marks obtained etc. In other words, the intellectual credentials, doing well in school, holding an engineering degree or even an advanced computer degree, obtaining high score in an IQ test. All these are instances of intelligence of the academic variety. Knowing about one’s Emotional Intelligence has made educational and social implications for the welfare of the individual and the society. This fact has now been recognized and given practical shape and implications all around the globe. Emotional Intelligence is as powerful

⁶⁵ D.Goleman. *Emotional Intelligence*. New York: Bantam Books emotional, 262,1995

⁶⁶ B.E. Ashforth & R.H. Humphrey. “*Emotion in the Work Place: A Reappraisal of Human Relations*” , 48(2), 97-125, 1995

⁶⁷ W.N. Williams & R.J. Sternberg. *Group Intelligence: Why Some Groups are Better than Others. Intelligence*, 12, 351-377, 1998.

⁶⁸ D.Goleman. *Emotional Intelligence*. New York: Bantam Books Emotional, 1995

⁶⁹ Ibid. 160

and at times more powerful than IQ. According to Singh (2003),⁷⁰ IQ contributes only about 20% of success in life and the remaining 80% depends largely on a person's Emotional Intelligence. The investigator infers that our IQ may help us understand and deal with the world on one level, but we need our emotions to understand and deal with ourselves and in turn others. Emotional intelligence, luck and social class are among those other factors.

A person's emotional intelligence helps him/her much in all spheres of life through its various constituents or components namely knowledge of his emotions (self awareness), managing the emotions, motivating oneself, recognizing emotions in others (empathy) and handling relationships. The achievement of the end results in terms of better handling of mutual relationships is quite essential and significant in one's life. It can be possible through his/her potential of emotional intelligence and its proper development.

Researchers have also concluded that people who manage their own feelings well and deal effectively with others are more likely to live content lives. Such people are more apt to retain information and do so more effectively than dissatisfied people. In corporations the inclusion of EI in training programs has helped employees co-operate better and motivate more thereby increasing productivity and profits. Emotional Intelligence is a master aptitude, a capacity that profoundly affects all other abilities, either facilitating or interfering with them (Goleman). He refers to EQ as the master aptitude because it guides the use of our intellect and other abilities. Building Emotional Intelligence will give children the tools and skills to make choices in their lives that have positive and productive outcomes,

⁷⁰ D. Singh. *Emotional Intelligence at Work*. New Delhi, Sage Publications, 2002

and when they do experience adversity, these skills will increase the possibility of their coping rise above the troubling events.

The viewpoints and ideas propagated by Goleman have brought a revolution in the field of child care, home, school and work place management. It has also provided support to guidance and counseling services including physical and mental health progresses. Although there may seem a bit of exaggeration in the tall claim that Emotional Intelligence is a sure guarantee for unqualified advantage in life, there is no denying the fact that one's emotional make up counts quite substantially towards one's ability to live, progress and adjust to others. In all sense, Emotional intelligence essentially reflects our ability to deal successfully with other people and with our own feelings. Since these qualities count significantly towards a person's success in his area of achievement, it may induce him likewise to achieve the required success. Most of the problems in our life, whether childhood problems, adolescent problems, home and family problem, work situation problems or political, regional or international problems are the results of mis- interpretation of the involved sentiments, feelings and emotions of the concerned individuals, group of individuals, society and nations. If proper efforts are made for training the emotions and developing proper emotional intelligence potential among the people right from the childhood, than it will surely help in bringing mutual emotional understanding, empathy, accompanied with right actions and behavior on the part of the individuals, and groups, to lead a better life in peace and cooperation. Besides, Emotional Intelligence unlike IQ is not genetic and fixed at birth. It can be developed and acquired at any point in an individual's life provided the right environment is obtained.

Emotional development is closely related to child development. The healthy emotional development of children is vital to both their ability to learn when young and to their success and happiness as adults. However, experience shows that the emotional development of children has by and large been neglected. Too many young people today are experiencing mental health and adjustment difficulties, and, our society just does not have the resources to provide appropriate help and attention. Children's lives are so much more stressful today as well. Experiences in schools have been difficult and different. There is increasing levels of conflict in young children from low self- esteem to early drug and alcohol use, to depression, unwanted pregnancies, aggressiveness and crime.

When adults in children's lives are experiencing a hurried, frenetic pace, our children become the receivers of that behavior. Our society has also changed in many ways, so as to increase pressure on children and compromise their childhood. Many parents are working longer hours and are allowing work to intrude on their lives. As a result children are spending substantial amounts of time with multiple care givers. There is constant pressure for children to achieve academic skills early, and so school becomes a big source of stress in their lives. We often mistake the symptoms in our children of unmanaged stress as inappropriate behavior that needs to be stopped. Children are reprimanded by teachers and parents for things they do that are really "stress reactions" rather than intentional misbehavior. The situation becomes a downward spiral of one stress reaction after another, and both adult and child are caught in it. The investigator observes that young people's social and emotional development seemed to be on a serious decline. Children today come to school more aggressive, more disobedient, more impulsive, more

sad and lonely. Lack of emotional intelligence can sabotage the intellect and ruin the careers of students.

The review of literature has revealed that various investigators have suggested different techniques to raise Emotional Intelligence at workplace with various strata of learners. However, no study has been conducted for determining the Emotional intelligence of Secondary School Students. Besides, Emotional Intelligence tests or scales are not available in plenty, especially in our state, Meghalaya. Hence, the investigator strongly feels the need of constructing an E.I. scale and establishing a value that will provide vital clue to what is expected from an emotionally intelligent person in an arbitrarily assumed emotional situation. Further, the scale will also help the teachers to develop the EI of students' from the school level because upgrading emotional skills can develop EQ.

1.6. Statement of the Problem

In the present study, the research scholar developed and standardized an Emotional Intelligence Scale as there were no such scales that would suit the Class VIII students studying in Shillong. An attempt was also made to find out the EI of students studying in Class VIII in Government, Deficit and Private Schools. It also tried to find out their Personality Characteristics. A comparison was also made among the different groups of students. The study has tried to study whether there is any significant relationship between Emotional Intelligence and Personality Characteristics. So on the bases of the findings some suitable suggestions will be given so that students can improve and develop their Emotional Intelligence.

1.7. Title of the Study

The title of the study is stated as follows: “Emotional Intelligence and its relationships to selected personality characteristics.”

1.8. Operational Definition of the Terms Used

1. *Emotional Intelligence*: “It is a form of Social intelligence that involves 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 action.” (Mayer and Salovey, 1990)
2. *Personality Characteristics*: “Personality Characteristics, in the study refer to traits like adaptability, achievement, motivation, boldness, enthusiasm, self control, morality and social warmth.” (MAP, 1996).

1.9. Objectives of the Study

The following are the objectives of the study,

1. To construct and standardize an Emotional Intelligence Scale for Secondary Students.
2. To find out the Emotional Intelligence of Class VIII Students
3. To find out the Personality Characteristics of Class VIII Students.
4. To compare the Emotional Intelligence of students studying in Class VIII.
5. To compare the Personality Characteristics of students studying in Class VIII.
6. To study the relationship between Emotional Intelligence and Personality Characteristics of Class VIII Students.
7. To suggest measures for training and development of Emotional Intelligence and Personality Development.

1.10 Hypotheses

The following are the Null Hypotheses of the Study,

1. There is no significant difference between Male and Female Students in their Emotional Intelligence.
2. There is no significant difference between Tribal and Nontribal Students in their Emotional Intelligence.
3. There is no significant difference between students of Government and Deficit Schools in their Emotional Intelligence.
4. There is no significant difference between students of Government and Private Schools in their Emotional Intelligence.
5. There is no significant difference between Deficit and Private Students in their Emotional Intelligence.
6. There is no significant difference between Male and Female Students in their Personality Characteristics
7. There is no significant difference between Tribal and Non-tribal Students in their Personality Characteristics
8. There is no significant difference between students of Government and Deficit schools in their Personality Characteristics.
9. There is no significant difference between students of Government and Private Schools in their Personality Characteristics.
10. There is no significant difference between students of Deficit and Private schools in their Personality Characteristics.

11. There is no significant relationship between Emotional Intelligence (EI) and Personality Characteristics (PC) of Class VIII Students.
12. There is no significant relationship between EI and Personality Characteristics (PC) of Male Class VIII Students.
13. There is no significant relationship between EI and Personality Characteristics (PC) of Female Students.
14. There is no significant relationship between EI and Personality Characteristics (PC) of Tribal Students.
15. There is no significant relationship between EI and Personality Characteristics (PC) of Non-Tribal Students
16. There is no significant relationship between EI and Personality Characteristics of Students studying in Government Schools.
17. There is no significant relationship between EI and Personality Characteristics (PC) of Class VIII students studying in Deficit Schools.
18. There is no significant relationship between EI and Personality Characteristics (PC) of Class VIII Students studying in Private Schools.

1.11 Delimitation of the Study

The study was delimited to the Students of Class VIII studying in the Secondary Schools in Shillong, Meghalaya

1.12 Conclusion

In the present chapter the concept of personality, intelligence, emotions and emotional intelligence has been discussed. A brief introduction of the state of Meghalaya has also been incorporated. The next chapter discusses the Review of related literature and findings of certain cases.

CHAPTER II

REVIEW OF RELATED LITERATURE

Our life is a long and arduous quest after Truth.

Mahatma Gandhi

CHAPTER II

REVIEW OF RELATED LITERATURE

		Page No
2.0	Introduction	57
2.1	Studies conducted in India	58
2.2	Studies conducted Abroad	67
2.3	Conclusion	81

2.0. Introduction

A literature review is a body of text that aims to review the critical points of current knowledge on a particular topic. Most often associated with science-oriented literature, such as thesis, the literature review usually precedes a research proposal, methodology and results section. Its ultimate goal is to bring the reader up to date with current literature on a topic and forms the basis for another goal, such as the justification for future research in the area.

A good literature review is characterized by a logical flow of ideas, current and relevant references with consistent, appropriate referencing style, proper use of terminology and an unbiased and comprehensive view of the previous research on the topic. According to Cooper (1988) “a literature review uses as its database reports of primary or original scholarship, and does not report new primary scholarship itself. The primary reports used in the literature may be verbal, but in the vast majority of cases reports are written documents. The types of scholarship may be empirical, cultural/ analytic or methodological in nature. Second, a literature review seems to describe, summarize, evaluate, clarify and/or integrate the content of primary reports.

In this chapter an attempt has been made to review the work carried out in the area of emotional intelligence. The work has been divided into two headings, viz. –

- i) Studies conducted in India
- ii) Studies conducted Abroad.

2.1. Studies Conducted in India

Dalip Singh (2003) in a research, attempted to find out whether different professions require different levels of emotional intelligence or not. The aim was to grade the professions in descending order of EQ. The EQ test developed by Chadha, (2001) was used to collect data. A list of 27 professions was drawn up and after analysing various professions on the basis of emotional intelligence required, job requirements, job profile, stress experienced, and internal and external psychological factors, the experts decided to retain 18 professions in the present study. The 18 professions covered in the study were: artists, insurance, advertisement, social work, teaching, legal (advocates), tourism, politics, business/ entrepreneurship, police, judiciary, administration, information technology, medicine, banking , engineering , accountancy and nursing. It may be pertinent to point out that the professions selected for the study pre-supposed a high level of intelligence quotient (IQ) among them. This is due to the fact that these professions require passing tough exams and obtaining degrees, diplomas and high academic pass percentages. The professions deleted by the experts were army, navy, air force, para-military, post and telegraph, forest, library, fire service and writing. The experts felt these professions might require a separate study due to their entirely varied nature of work and the emotional competencies required.

Since the sample involved subjects from different professions at a fairly senior level, it was decided to use the non-probability sampling technique which requires that there is no way of estimating the probability that each element has an equal chance of being included in the sample. Once the sample, its nature and number of subjects were finalised, the data collection process was taken up. A total of 395 questionnaires were distributed out of which 354 were returned. Seven

questionnaires were rejected as these were found to be incomplete giving a sample size of 347.

Further data was subjected to Cluster Analysis to find cluster of professions having homogeneity on EQ scores. For this purpose, basic data was analysed with the help of the correlational analyses technique and then Holzinger B-coefficient of belongingness was used to get various clusters. The correlational matrix obtained was 18 for the purpose of subjecting it to cluster analyses and formulating the appropriate clusters based on the B-coefficient technique. The cluster analysis clearly reveals that all the 18 professions can be clustered into three clusters. The first cluster constitutes four professions exhibiting an extremely high EQ level—artist, insurance, advertisement and social work. This means that with reference to EQ these professions are similar. This probably indicates that one needs to have an extremely high degree of EQ to achieve job satisfaction in these professions. The second cluster has six professions exhibiting a high EQ level—teaching, legal, tourism, politics, business/entrepreneurship and police. This means that the professions in this cluster are homogeneous in nature and show a kind of commonality. To be ‘successful’ in any of these professions, one needs a high EQ level. The third cluster constitutes eight professions exhibiting average EQ—judiciary, administration, information technology, medicine, banking, engineering, accountancy and nursing. In these professions, individuals with moderate EQ can also perform effectively.

Dalip Singh (2005)⁷¹ conducted yet another research on “EQ and Managerial Effectiveness: An International Study”. He explored the nature of management

⁷¹ Dalip Singh (2005), “EQ and Managerial Effectiveness : An International Study ”
<http://www.eqindia.com/effectiveness.asp> , Web 23.08.2006

practices which exist in organizations managed, by Indian managerial system and those that prevail in organization being managed through Japanese, American and European Managerial System.

The results obtained were:-

- i) Correlation analysis has revealed that there is positive relationship between Emotional Intelligence and managerial effectiveness of managers. For instance, the managers high on EI would generally be high on managerial effectiveness also and vice versa.
- ii) Another significant conclusion of the present study is that the Emotional intelligence and experience are found to be positively and significantly related to each other.
- iii) Another significant conclusion is that the male and female managers are significantly different on the variable emotional intelligence. This shows that male and female managers have different emotional intelligence level. The mean score indicate that female are high on EI as compared to males.
- iv) The results obtained were further subjected to comparison of organizations viz. Japanese, American & European organizations with each other often. The conclusions are given as under.
 - a) While comparing managers of American and European organizations with each other, it has been observed that the American managers are high on variables qualification, level and income. In comparison the European managers are high on experience, managerial effectiveness and emotional quotient.

- b) While comparing managers of American and Japanese organizations with each other, it has been found that American managers are high on qualifications, experience, level, managerial effectiveness and emotional quotient. In comparison the Japanese managers are high on only one variable viz. income as compared to their American counterparts.
- c) While comparing managers of American and Indian organizations with each other, it has been observed that the American managers are high on qualification, age, income and managerial effectiveness as compared to their Indian counterparts. A perusal of mean scores of Indian managers shows that they are high on experience and emotional quotient.
- d) While comparing managers of European and Japanese organizations with each other it has been revealed that European managers are high on five variables viz. qualification, experience, age, managerial effectiveness and emotional quotient as compared to Japanese managers. The Japanese managers are found to be high on only variable viz. income as compared to European managers.
- e) While comparing managers of European and Indian organizations with each other it has been observed that the European managers are high on qualification, experience, management effectiveness and emotional quotient. In comparison, the Indian managers are high on age and income as compared to their European counterparts.
- f) While comparing managers of Japanese and Indian organizations with each other it has been observed that the Japanese managers are high

on variables qualification and income as compared to their Indian counterparts. As far as Indian managers are concerned they are scoring high on experience, age managerial effectiveness and emotional quotient.

The study has revealed that European managers have the higher EI as compared to the rest of the sample. Further, Indian, American and Japanese follow them up in that order. The Japanese are found to be having the lower emotional intelligence as compared to others in the group.

In a study conducted by Katyal and Awasthi (2005)⁷² titled "Gender differences in EI among Adolescents of Chandigarh" about 150 students of Class X (75 girls & 75 boys) aged 15 years from different government schools were selected as sample. The EI Test by Codaty, (2001) was used as a tool for collecting data. The results reveal that majority of boys, girls and the total sample had good EI (61.33%, 64% and 62.66% respectively) followed by low EI (26.66%, 20% and 23.33 % respectively). A small percentage of subjects fell in the category of superior EI in all the three types of sample. Besides, there is a difference in the mean scores of boys and girls in EI with girls having higher EI than boys. However the difference touched only 0.01 level. Thus the above finding may not be conclusive but suggestive of the trend.

Amirtha and Kadiravan (2006)⁷³ conducted a normative study on the "Influence of Personality on the Emotional Intelligence of Teachers" to find the

⁷² S. Katyal and E. Awasthi, titled "Gender differences in EI among Adolescents of Chandigarh" *Journal of Human Ecology*, 17(2) : 153-155, 2005.

⁷³ M. Amirtha & S. Kadiravan "Influence of Personality on the Emotional Intelligence of Teachers" *Edutracks*, 2006

relation between personality and emotional intelligence of teachers. The sample comprised of 207 teachers working in different schools of Chennai city.

The findings revealed the following.

1. Female teachers have better impulse control and problem solving skills.
2. Elder teachers have more empathy than the youngsters.
3. Post Graduate teachers have better problem solving and stress tolerance skills whereas the under graduate teachers have more emotional self-awareness skills.
4. Teachers working in private schools have more impulse control, emotional self – awareness and flexibility skills.
5. Male teachers have more preference for thinking whereas female teachers have more preference for feeling dimension of personality.
6. Youngsters have more extroversion qualities and older teachers have more introversion qualities.
7. The under graduate teachers have an inclination for feeling dimension.
8. Teachers working in government schools have an inclination for intuitive dimension.
9. The extroversion, introversion and feeling dimensions of personality have negative impact on emotional intelligence of teachers. Thinking and judging dimensions of personality have a significant positive impact on emotional intelligence. The sensing and intuitive dimensions of personality do not significantly influence the emotional intelligence of the teachers.

Surinder and Kaur (2006)⁷⁴ conducted a study titled “Teacher’s Efforts to promote Emotional Intelligence among Adolescent Students.” The sample comprised of 100 teachers (50 males and 50 females) teaching resident students from six private schools affiliated to Punjab School Education board. The sample was administered the scale of teacher’s efforts to promote EI among adolescent students by the investigator individually. The major findings of the present study are in the expected directions and in favor of the hypothesis. The analysis of the total efforts shows that the efforts which teachers are doing are below average. The teachers are doing the efforts maximum on the competency of “Interpersonal Realm” and very few on “Intrapersonal Realm”. This percentage is also far below the average. The present study does not permit generalization of findings that majority of the teachers are lacking in the efforts because of its small size. Therefore it is suggested that further researches can be conducted on a larger sample. The study also calls for an in depth analysis by taking age, sex, education, the type of school in which the teacher is teaching, other socio-cultural variables, which are likely to influence a teacher’s efforts for promoting emotional intelligence.

Subjective wellbeing in relation to EI and Locus of Control among Executives was conducted by Kulshrestha and Sen (2006)⁷⁵. The Chadda’s, (2001) EQ test , Rotter’s, (1966) Social Reaction Inventory, Bradburn’s, (1969) Positive and Negative affect scale, Andrews and Withey’s (1976) life satisfaction scale were used to collect data. The results of the study reveal that EI and Locus of

⁷⁴ J. Kaur Surinder & H. Kaur “Teacher’s Efforts to Promote Emotional Intelligence among Adolescent Students.” *University News*, Vol. 44, No. 39 p-7-10, 2006

⁷⁵ U. Kulshrestha and C. Sen. “Subjective Well-being in Relation to Emotional Intelligence and Locus of Control Among Executives” *Journal of the Indian Academy of Applied Psychology*, Vol. 32. No.2, 93-98. (2006)

control have significant correlation with subjective well being. Subjects with High EI and internal locus of control scored significantly high on positive affect and scored significantly low on negative effect. Similarly subjects who scored high on EI and have internal locus of control scored significantly high on all the three dimensions of life satisfaction scale.

Gupta and Ram (2006) explored the Role of Sex Differences and Emotional Intelligence in the Transactional Styles among Prospective Teachers. The sample comprised of 201 B. Ed students (72 males and 129 females). Tools used for data collection were the Transactional Styles Inventory – Teachers (TSI-Te) developed by Educational Resource Centre Institute, New Delhi and Emotional Scale (2001) by Hyde and Dethe. The results indicate that supportive style is the dominant style and rescuing style is the backup style in both the sexes. Sometimes they use the rescuing style. This may be due to the protective environment of our society. Further, the results shows that emotional Intelligence had main effect on Bohemian and Aggressive style while sex had main effects on rescuing style, normative style, problem- solving, innovative style, resilient style and sulking style.

In a study conducted by Singh (2007)⁷⁶ on Emotional intelligence and organisational leadership, results revealed no significant differences between male and female software professionals in terms of EI and overall leadership effectiveness. The relationship management aspect of EI was found to be the most important predictor of leadership. Therefore, the author argues, employees need to develop their relationship skills in order to become effective leaders.

⁷⁶ S.K. Singh. Emotional Intelligence and Organizational Leadership: A Gender Study in Indian context. *International Journal of Indian Culture and Business Management*, 1 (1/2), 48-63,2007

Srinivasan, (2008) ⁷⁷ conducted a study on “The Relationship of E.I. and Conflict Management Styles among Management Students.” The sample comprised of 516 teachers from 65 management colleges and universities in and around Tamil Nadu. The finding reveals the following:

1. Emotional Management and Conflict Management Styles of Teachers

It is evident that the mean scores of dimensions of conflict management styles among students of management school differ significantly with emotional intelligence except for the dimension avoidance. This indicates that E.I. influences the dimensions-- competition, accommodating, compromising and collaboration - significantly among students of management school. Emotionally Intelligent students seem to make use of all dimensions of conflicts management styles except the dimension avoidance style to resolve their conflicts.

2. Gender difference of teachers in relation to Emotional Intelligence and Conflict Management Styles

It was found out that male students of management schools exhibit more EI than the female students. Male students exhibit more in dimension – competition of conflict managements than the female students. But in all other styles of conflict management style, there is no significant difference between male and female students of management schools. The difference between male and female students with regard to EI is very significant. In the Conflict management Styles too the difference in dimensions – competition, accommodation, collaboration and compromising are significant.

⁷⁷P.T. Srinivasan .“The Relationship of E.I. and Conflict Management Styles among management Students.” Dept. of Management Studies, Univ. of Madras, Madras:<http://www.docstoc.com/docs/2412452/A-study-on,2008>

3. Work Experience in Relation to Emotional Intelligence and Conflict Management Style.

Students of management school with industrial experience exhibit more emotional intelligence than their counter parts with no industrial experience. In areas of conflict management styles, there was no difference between the students with experience and students with any experience except in the dimension-avoidance of conflict management styles. Students with experience use less of their style to solve the problem situations than with no or less work experience.

2.2. Studies Conducted Abroad

Studies conducted abroad on different areas of Emotional Intelligence are given below.

Norvicki and Duke (1989)⁷⁸ reported that empathy (concern for and awareness of others feelings) has been found to be associated with children being popular at school, being emotionally stable, and scoring better in school.

Seligman (1989)⁷⁹ reported that optimism (positive attitude) among college students was found to be a better predictor of good grades than was their SAT scores.

In a study titled Gender differences in personality traits across cultures, robust and surprising findings by Costa, et.al. (1992)⁸⁰ secondary analyses of Revised NEO personality inventory data from 26 cultures (N = 23,031) suggest that gender differences are small relative to individual variation within genders;

⁷⁸ Stephen Norvicki & Marshall D. (1989) *American Psychological Society Meeting*.

⁷⁹ Martin Seligman . *The New York Times* ,1989

⁸⁰ Costa, Pt. Jr., ;A. Terracciano & R.R. Mc Crae. Gender Differences in Personality Traits Across Culture: Robust and Surprising Findings. *Journal Personal , Social- Psychology* 81(2):322-31, 2001

differences are replicated across cultures for both college-age and adult samples, and differences are broadly consistent with gender stereotypes: Women reported themselves to be higher in Neuroticism, Agreeableness, Warmth, and Openness to Feelings, whereas men were higher in Assertiveness and Openness to Ideas. Contrary to predictions from evolutionary theory, the magnitude of gender differences varied across cultures. Contrary to predictions from the social role model, gender differences were most pronounced in European and American cultures in which traditional sex roles are minimized. Possible explanations for this surprising finding are discussed, including the attribution of masculine and feminine behaviours to roles rather than traits in traditional cultures.

Ericsson (1994)⁸¹ in his study on ‘Motivation and Elite Performance’ found that olympic athletes, world class musicians, and chess grandmasters have all one specific attribute in common. In other words, they have an emotional strength in the area of self discipline.

In considering gender differences in F.F.M (five factor model) traits Corbit and Widiger (1995) reported that male score is significantly lower than females in agreeableness, on average, and make up the majority of individuals who score in the extreme low end of agreeableness. Males also scored in the highest range of excitement seeking (a facet of extraversion) and have, on average, lower scores on the vulnerability and anxiety facets of neuroticism compared to females. Females score on average is higher than males on all faces of neuroticism. These gender differences in FFM personality traits are consistent with studies of infant

⁸¹ Anders Ericsson. *Simons Career Choice Test*, retrieved from http://www.career.test.Us/what_we?_measure.htm, 1994

temperament. Female infants are rated higher in fear dimension and male infants are related higher in activity and high intensity pleasure.

King (1999)⁸² found practicing elementary and high school administrators scored significantly higher than pre-service educational leadership students on perceiving emotions, assimilating emotions and total emotional intelligence. Leadership experience had significant effect on scores for perceiving emotions, assimilating emotions, and total emotional intelligence.

Slaski and Cartwright (2002)⁸³ investigated on the relationship between a measure of EQ, subjective stress, distress, general health, morale, quality of working life and management performance. The findings revealed significant correlations indicating that managers who scored high in EQ suffered less subjective stress, experienced better health and well-being and demonstrated better management performance.

O'Connor and Little (2002)⁸⁴ examined the relationship between emotional intelligence (EI) and academic achievement in college students, using both self-report and ability-based measures of EI. Specifically, the Mayer, Salovey, Caruso Emotional Intelligence Test (MSCEIT, an ability-based measure) and the Bar-On Emotional Quotient Inventory (EQ-i, a self-report measure) were used to predict academic achievement. Achievement was operationalized as the respondents' cumulative GPA. Results indicated that EI is not a strong predictor of academic achievement regardless of the type of instrument used to measure it. However, a

⁸²D.H. King. "Measurement of Differences in Emotional Intelligence of Pre-Service Educational Leadership Students and Practicing Administrators as Measured by the Multifactor Emotional Intelligence Scale". *Dissertation Abstracts International*, 60(03A), 0606, 1999.

⁸³ Slaski M; Cartwrights . *Journal -Stress &Health* , Vol.18, No2, pp 63-68,2002

⁸⁴ O Connor, R.M. Jr., *Revisiting the Predictive Validity of Emotional Intelligence: Self- Report vs Ability-Based Measures. USA, Personality and Individual Differences* Vol 35, 1893-1902, 2002

construct validity examination revealed that the MSCEIT correlated highly with indices of cognitive ability but minimally with personality dimensions. In contrast, the EQ-i failed to correlate with indices of cognitive ability but correlated substantially with numerous personality dimensions.

Lopes, Salovey and Straus, (2002)⁸⁵ conducted a study titled “Emotional Intelligence, Personality, and the perceived quality of social relationships” . This study explored the links between emotional intelligence, measured as a set of abilities, and personality traits, as well as the contribution of both to the perceived quality of one’s interpersonal relationships. In a sample of 103 college students, it was found that both emotional intelligence and personality traits were associated with concurrent self reports of satisfaction with social relationships. Individuals scoring highly on the managing emotions subscale of the Mayer, Salovey, and Caruso Emotional Intelligence test (MSCEIT), were likely to report positive relations with others, as well as perceived parental, and less likely to report negative interactions with close friends. These associations remained statistically significant even controlling for significant Big Five Personality traits and verbal intelligence. Global satisfaction with one’s relationships was associated with extraversion, neuroticism (negatively), and the ability to manage one’s emotions, as assessed by the MSCEIT.

Chu, (2002)⁸⁶, in a study titled “Boys development” presented a point of view about boys’ relational development that looked behind the stereotypes of the “unemotional” boy. Both Chu noted that boys are capable and desirous of relational attachments but learn early on how to mask them or fit them around “the

⁸⁵ P.N. Lopes; P. Salovey & R. Straus. “ Emotional Intelligence, Personality, and the Perceived Quality of Social Relationships” *Journal –Personality & Individual Differences*, Vol 35,p 641-658, 2002

⁸⁶ J. Chu. *Boys Development*. USA: Readers Digest 944-95, 2002.

boy code.” In her ethnographic studies of boys during two time periods—early childhood (ages 4-5) and adolescence (ages 12-18)—Chu found evidence that relational capabilities detected at infancy carry through early childhood and into adolescence. She reconsidered boys’ development through a relational framework, building from Gilligan’s research (1996) highlighting the centrality of relationships in human development and from Piaget’s research (1929/1979) emphasizing children’s active participation in learning and development. Chu examined boys’ experiences of gender socialization from the boys’ perspectives, and explored how boys negotiate their senses of self, behaviours and relationships in light of cultural constructions of masculinity. Chu noted that there is a shift in boys’ presence in relationships during early childhood that reflects how they are actively reading, taking in, and responding to their culture, particularly constructions of masculinity. Through their everyday experiences with peers and adults, boys learn what is considered appropriate and desirable behaviour for boys, and also the consequences of deviating from accepted norms. As boys adapt to society and culture, they seem to go from “presence to pretence via posturing.” They learn to anticipate how others will respond to them and accordingly modify their self-expression and styles of relating to others. They become more selective and strategic about what they reveal of themselves and to whom. They begin to shield their relational capabilities in order to protect their vulnerability.

She emphasized, however, that boys’ “relational capabilities are not “lost.” At adolescence, boys’ relational capabilities may be more difficult to detect, but they persist nonetheless. Contrary to stereotypes that tend to depict adolescent boys as emotionally deficient and relationally defunct, adolescent boys are very capable of thoughtful self-reflection and deep interpersonal understanding. Chu suggested

the need to distinguish compromise from over-compromise. Compromise implies a conscious decision to alter one's behaviour (e.g., in order to fit in or get along with others), and is necessary and common in most social interactions. Boys may compromise their behaviours without losing their sense of self or jeopardizing their integrity. Over compromise implies an unconscious, or automatic and socialized, accommodation of societal norms and expectations. Boys who have over-compromised themselves may feel disconnected from their own thoughts, feelings, and desires such that it is easier for them (and sometimes a point of pride) to be what others expect than to figure out what they want for themselves. Over-compromise can have psychological costs and social consequences to the extent that boys subsequently become unaccountable to themselves and to others. Most of the boys in Chu's study were primarily struggling with compromise and, in their interviews simply wanted to know, "Am I okay? Am I normal?"

A study conducted by Vakola, Tsaousis, and Nikolau, (2004)⁸⁷ in "The role of emotional intelligence and personality variables on attitudes toward organizational change" attempted to explore how emotional intelligence and the "big five" dimensions of personality can facilitate organizational change at an individual level by exploring the relationship between these attributes and attitudes toward organizational change. The sample comprised of 137 professionals who completed self report inventories assessing emotional intelligence, personality traits and attitudes towards organizational change. The results confirmed that there is a relationship between personality traits and employees' attitudes to change. Similarly, the contribution of emotional intelligence to the attitudes to change was

⁸⁷ M. Vakola, I. Tsaousis & I. Nikolau. "The Role of Emotional Intelligence and Personality Variables on Attitudes Toward Organizational Change", *Journal of Managerial Psychology*, Vol:19,p:88-110, 2004

found to be significant, indicating the added value of using an emotional intelligence measure above and beyond the effect of personality.

Nikolaou, (2004)⁸⁸ studied how emotional intelligence and the big- five dimensions of personality can facilitate organizational change at an individual level by exploring the relationship between these attributes and attitudes toward organizational change. The sample consisted of 137 professionals who completed self-report inventories assessing emotional intelligence, personality traits and attitudes towards organizational change. The results confirmed that there is relationship between personality traits and employees' attitudes towards change. Similarly, the contribution of emotional intelligence on the attitudes to change was found to be significant indicating the added value of using an emotional intelligence measure above and beyond the effect of personality.

Ho, (2005)⁸⁹ conducted a study titled "The Emotional Intelligence of students indirectly contributes to academic success in Information Technology Studies." To explore the assumption that a demanding curricula often requires more than innate intelligence, the study measured coping strategies and emotional intelligence on six hundred and more students of twenty different institutions in the United States. The researchers found that although students' Emotional Intelligence was not directly linked to academic success, students with higher levels of Emotional Intelligence had more self-efficacy, (self confidence and knowledge that one can handle any problems or challenges effectively) and that having more self-efficacy in turn enhanced their academic performance. The

⁸⁸ I. Nikolau, The Role of Emotional Intelligence and Personality Variables on Attitudes Toward Organisational Change. ; *Journal of Managerial Psychology* , vol. 19, 2, 88-110, 2004

⁸⁹ Ho, Sookhan,(Virginia Technological research team) ; retrieved from http://www.vtnews.vt.edu/edu/story.php?relyear_2005&itemno=1023 ,2005

preliminary results are part of a larger, longitudinal study on student recruitment and retention of minorities in information technology. The project focuses on the impact of rarely studied intrapersonal factors, including learning style, visual-spatial intelligence, and “resilient” personality, as well as such interpersonal factors as mentoring and internships.

One of the implications of these findings is that computing curricula might need to be redesigned to include emotional intelligence training, which is a learnable skill. For e.g. computing students, could be trained on the development of important relationships with other students, which could help them function better in groups.

A study on Attitudinal, Behavioral, and Emotional Intelligence Skill Characteristics of College Student-Parents by Fernandez, (2007)⁹⁰ examined Hispanic (Spanish Speaking) college students-parents’ Emotional Intelligence (EI) skills, children’s behaviors, and parental attitudes and behaviors. Common issues and problems they faced were also examined. The subject of the study included fourteen college student-parents from a selected college in South Texas. The results of the study suggested that college student-parents were dealing with problems and issues related to family, health, children, discipline, college, and work. Time and stress relating to their multiple, conflicting roles also seemed to affect them in various ways. Without help, student-parents are at risk of dropping out of classes or college altogether. Group and individual sessions with the experimental group showed positive results. Teaching EI and parenting skills can help student-parents learn to deal with their children’s behavior, improve their own

⁹⁰ Fernandez, Lisa . Emotional Intelligence research Initiative – Dissertations; retrieved from <http://www.tamuk.edu/kweiooo/research/Dissertations.htm>, 2007

behaviors and parental attitudes, become role models for their children, and help them teach their children valuable skills to impact their lives positively.

Fernandez, (2007) ⁹¹ conducted a study titled, the relationship between Emotional Intelligence and Teaching Effectiveness. The purposes of the study were to explore the effect of Emotional Intelligence skills in effective teaching. The correlation research included two instruments, the Emotional Skills Assessment Process (ESAP) and the Teaching Effectiveness Evaluation (TEE). Using a sample of teachers at an Institute of Technology in Taiwan, the EI scores included the 10 ESAP skills, three potential problem areas, and a total EI score. The teaching effectiveness score, the arithmetic mean of a faculty member's student evaluations, was obtained from end of course evaluations. The statistical methods of univariate descriptive statistics, ANOVA, and Pearson product-moment correlation coefficient were used for data analysis. Findings suggested that higher education institutions may need to provide lifelong learning programs in emotional intelligence skills for faculty in order to facilitate the development of harmonious learning environments.

Tang, (2007) ⁹² in a study "A Cross-Cultural Investigation of Academic Leaders' Emotional Intelligence and Leadership Effectiveness in Taiwan and the United States" explored the relationships between Emotional Intelligence (EI) and transformational leadership practices of academic leaders in Taiwan and the United States. The impact of culture on EI and leadership practices was also examined. Self-perceived leadership practices and EI between the two cultures suggested

⁹¹ Fernandez, Lisa . Emotional Intelligence research Initiative – Dissertations; retrieved from <http://www.tamuk.edu/kwei000/research/Dissertations.htm>, 2007

⁹² Tang, Hui-Wen . Emotional Intelligence research Initiative – Dissertations; retrieved from <http://www.tamuk.edu/kwei000/research/Dissertations.htm>, 2007

culturally specific interpretations. However, it was concluded that EI provides an underlying contribution to leadership effectiveness independent of cultural influences. In order to lead effectively, increasing EI seems to be required to leverage a sense of self-awareness, to manage one's own emotions, to manage the emotions of others, and to lead in accordance with the cultural expectations of respective organizations.

"The Relationship between Personality Type and Emotional Intelligence in College and University Faculty in Taiwan" was conducted by Liang, (2007)⁹³. Using a sample of 100 college and university faculty members in Taiwan, a series of one-way ANOVA were incorporated to evaluate 18 hypotheses comparing personality type, emotional intelligence (EI), gender, and age. The two inventories utilized in the study were the Emotional Skills Assessment Process (ESAP) (Nelson & Low 1998) and the Myers-Briggs Type Indicator (MBTI).⁹⁴ While the relationship between the gender and EI skills could not be supported, the study did find evidence the relationship between EI and personality type.

The Stress and Health Research Group (GIES) of the UAB Department of General, Development and Educational Psychology (2007)⁹⁵ carried out a research entitled, "Perceived emotional intelligence and its relation to tobacco and cannabis use among university students." The objective of these research consisted in analyzing the possible relation between EI and the use of tobacco and cannabis among 133 UAB psychology students with an average age of 21.5. According to

⁹³ Liang, Yao-Hui . Emotional Intelligence research Initiative – Dissertations; retrieved from <http://www.tamuk.edu/kweiooo/research/Dissertations.htm>, 2007

⁹⁴ Emotional Skills Assessment Process (ESAP) (Nelson & Low 1998) and the Myers-Briggs Type Indicator (MBTI).1998

⁹⁵ The Stress and Health Research Group (GIES) of the UAB Department of General, Development and Educational Psychology . retrieved from <http://www.sciencedaily.com>, 2007

this research, students who had started smoking either tobacco or cannabis at a younger age and who regularly smoked these substances obtained lower scores in questions related to emotional regulation. Thus students who are less able to regulate their emotional state are more tempted to consume tobacco and or cannabis and regular consumption of these substances is a way of making up for this emotional shortage.

The level of emotional comprehension also seems to be related to the sporadic use of cannabis, since those who consumed less were the ones who scored highest in this category. In other words, young people who clearly comprehend the emotions they are experiencing, together with the situations in which they appear, are also those who consume less amounts of cannabis. The study however did not reveal any relation between emotional perception and the use of these substances. The results of the study indicate that a relation exists between some EI components and the use of tobacco and or cannabis. Personal abilities are a key element in adapting to the demands of each person's surroundings and, in addition to actions addressed to preventing first contacts with drugs and their consolidation among people, developing one's EI could help prevent teenagers from the temptation of taking drugs.

A study titled "Examining Emotional Intelligence differences among Nursing Students at a college in South Texas" Millan, (2008) ⁹⁶ examined the Emotional Intelligence skills of nursing students and paramedic. Thirty one way analyses of covariance (ANCOVA) and one way analyses of variance (ANOVA) were run for the leadership skill performance area (comfort, empathy, decision-

⁹⁶ Millan, Rebecca Olympia. Emotional Intelligence research Initiative – Dissertations; retrieved from <http://www.tamuk.edu/kweiooo/research/Dissertations.htm>, 2008

making and leadership) and the intrapersonal skill performance areas (self-esteem and stress management). The possible effects of nursing program on these selected Emotional Intelligence skills were explored, as function of the demographic variables of gender, level of education, country of origin, age, and medical field experience. Twenty seven research questions were not statistically significant. However, statistically differences in self esteem skills and stress management skills were found among students in the nursing programs when age was controlled. Also statistical difference in stress management skills existed among students in the nursing programs when medical field experience was controlled.

In a study conducted by British Educational Research Association (2008)⁹⁷ on “Research study challenges ‘geeky’ image of young scientists” found that young scientists are sometimes portrayed as geeky and introverted individuals who are better at conducting experiments than social relationships. However, analysis of an emotional questionnaire given to almost two thousand pupils in thirty one secondary schools in UK completed before 2007 GCSE science examination suggests that personality traits associated with emotional intelligence, such as empathy and adaptability, appear to increase pupils’ chances of gaining higher GCSE science scores. The only science subject for which emotional intelligence seems to be less important at GCSE level is physics. The responses were then compared with the GCSE grades they went on to obtain in either the Applied Science Double Award, which is a vocational GCSE, or separate physics, chemistry and biology GCSEs. Their key test stage scores at age 14 were used as a measure of prior ability. The results of the study show that some aspects of

⁹⁷ British Educational Research Association. retrieved from http://www.bera.ac.uk/blog/2008/09/research-study_challenges-geeky-image-ofyoung_scientists,2008

emotional intelligence, such as self-motivation, significantly contributed to attainment in GCSE sciences over and above the contribution made by prior ability. This would suggest that school children's performance could be improved substantially by devising strategies for even modest improvements in their emotional intelligence. This study supports the belief that ability is not predictor of educational attainment. It is the combination of ability, individual characteristics, home background, and type of school attended and social, behavioral aspects that is important.

Barbara Kirkwood and Susan Keck (2008) ⁹⁸ conducted a study on "Building Emotional Intelligence in Freshman Students" and examined remediation vs a course on EI, and strategies to help students find their inner locus of control, recognize emotions that drive their behaviors, and learn a more productive means to accomplish their goals. The findings reveal that student's failure is not because they don't have the intelligence to do course work in college, but more often because they lack basic skills related to Emotional Intelligence. They become overly critical of themselves, or blame others for their failure. Introducing college students to EI can improve student success and persistence by encouraging systematic personal evaluation and supporting students through their coursework and into the world of work.

"Emotional Intelligence and Academic Achievement in Higher Education" by Felicia Bradshaw (2008)⁹⁹ investigated the relationship between emotional intelligence factors and academic achievement in academically successful African

⁹⁸ Barbara Kirkwood and Susan Keck . "Higher education Symposium on E.I"- Georgetown University, Oct. 2008; retrieved from <http://www.mhs.com/eisymposium/default.aspx?id=posters>, 2008

⁹⁹ Felicia Bradshaw . "Higher education Symposium on E.I" - Georgetown University, Oct. 2008; retrieved from <http://www.mhs.com/eisymposium/default.aspx?id=posters>, 2008

American college students. A purposive sample of 60 successful undergraduate female African American college students at local colleges and universities in a mid-Atlantic area were asked to voluntarily participate in this research study. Participants were asked to complete quantitative testing instruments which included (1) The subject demographic survey (2) The Mayer- Salovey Caruso E.I. tests. (3) The Bar-On E.Q. test, 2nd edition. Next, in depth qualitative interviews were conducted with 20 academically successful college American females to clarify understanding and supplement findings presented in quantitative portion of the study. The methodology chosen solicited the students' perceptions about E.I. as they relate to academic achievement. Quantitative findings from the current study revealed

1. No statistically significant correlation between African American female college students' emotional intelligence level and their academic performance (GPA
2. A weak correlation exists between stress management (a component of emotional intelligence) and the academic performance (GPA) of African American female college students.'
3. No statistically significant difference between African American female college students' emotional intelligence level and their academic level.

Qualitative findings from the current study provided explanatory power beyond the quantitative findings in four additional themes.

1. A sense of identity as a women
2. Association with African American heritage
3. Family structure of responsibility with in the family structure
4. Community connectedness and obligations.

Emotional Intelligence and Academic Achievement in Undergraduate Students by Holt, (2008)¹⁰⁰ illustrates the relationship between the academic success of community college students in Southern California and their level of Emotional Intelligence, as measured by Mayer-Salovey -Caruso Emotional Intelligence Test. This analysis illustrates the contribution of EI to cognitive ability and academic performance. The research suggests that using proven quantitative tools, there is a necessity of adding EI assessment to the admissions process and incorporating EI training into secondary education curricula which will be beneficial to students.

“Supporting Leadership Capacity – Building the Community Services Sector” by Nigli and Ramkhalawansingh, (2008)¹⁰¹ participants comprised of diverse racial and ethnic backgrounds, educational and employment histories, and life experiences. They also represented a wide spectrum of community service agencies in the Greater Toronto Area. The findings revealed that Leaders who were high in EI seemed to develop stronger teams, to communicate more effectively with others, and to build a real social fabric within their agency. Over the course of the program they learnt and grew together as a community, illustrating how both technical and emotional ability add value in the workplace. They exemplified how leaders must be able to think accurately and clearly about emotions to anticipate, cope with, and effectively manage constant change.

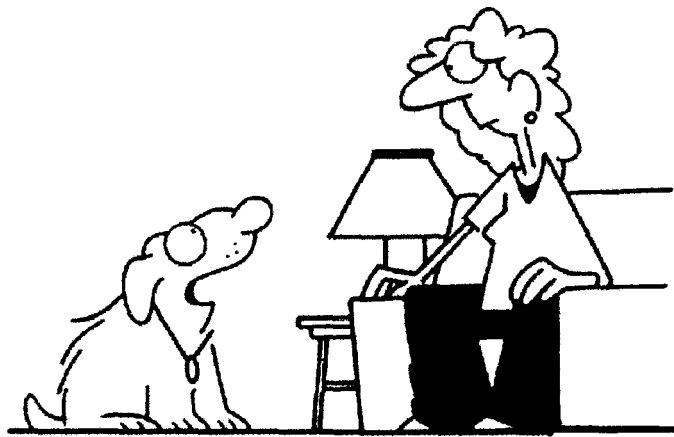
2.3. Conclusion

In conclusion, this chapter has depicted the various areas of researches in the area of Emotional Intelligence and Personality Characteristics. On the bases of

¹⁰⁰ Svetlana Holt . “Higher education Symposium on E.I” - Georgetown University, Oct. 2008; retrieved from <http://www.mhs.com/eisymposium/default.aspx?id=posters,2008>.

¹⁰¹ Rose-Marie Nigli and Luna Ramkhalawansingh . “ Higher education Symposium on E.I” - Georgetown University, Oct. 2008; retrieved from <http://www.mhs.com/eisymposium/default.aspx?id=posters,2008>

these studies, the scholar has been able to chalk out appropriate guidelines in a systematic manner so as to make this present research work more effective. It was also observed that none of the above mentioned studies have touched upon the area of the present study. However these studies have indicated many parameters which the Scholar can use in enriching this research work.



**"Instead of getting neutered, can you just
give me a lecture on abstinence?"**

CHAPTER III

METHOD AND PROCEDURE OF THE STUDY

*Continuous effort- not strength or intelligence is the key to unlocking our
potential*

Winston Churchill

CHAPTER III

METHOD AND PROCEDURE OF THE STUDY

		Page No
3.0	Introduction	83
3.1	Data Collection	83
3.2	Method and Procedure	84
3.3	<i>Statistical Technique</i>	131
3.4	Conclusion	131

3.0 Introduction

Research is a methodical process of gathering and examining information to increase one's understanding of the phenomenon under study. It is the responsibility of the researcher to contribute to the understanding of the phenomenon and to communicate that understanding to others. Knowledge is incomplete and problems are in the offing to be deciphered. The role of research is to provide a method for obtaining those answers by carefully studying the evidence within the parameters of the scientific method.

Research is an endless quest for knowledge or unending search for truth. It brings to light new knowledge or corrects previous errors and misconceptions and adds in an orderly way to the existing body of knowledge. The knowledge obtained by research is scientific and objective and is a matter of rational understanding, common verification and experience.¹⁰²

In the preceding chapter an attempt has been made to review studies related with Emotional Intelligence. Emotional Intelligence has recently attracted attention of researchers; educators etc and so there is dearth of research work. However, an attempt has been made to indicate some of the developments carried out in this area of study. The present chapter deals with the method and procedures adopted for investigating the problem under study.

3.1. Data Collection

Data collection is essentially an important part of research process so that the inferences, hypothesis or generalisations tentatively held may be identified as valid, verified as correct, or rejected as untenable. In order to collect the requisite data for any research problem, the researcher has to sample the population

¹⁰² Sidhu, K.S. (1984), *Methodology of Research in Education*, New Delhi: Sterling Publishers Pvt. Ltd.

concerned, since it is not possible to encompass the entire population, the researcher has also to devise appropriate tools for measuring the attributes concerned and to administer these tools¹⁰³. In the present study, the data was collected by administering the Emotional Intelligence Scale and the MAPS series from a representative sample of Class VIII Students of Secondary Schools in Shillong.

3.2. Method and Procedure

The Descriptive Method describes and interprets what it is. It is concerned with conditions or relationships that exists, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. It is primarily concern with the present, although it often considers past events and influences as they relate to current conditions. Therefore the Descriptive Method was used in this research to meet and achieve the objectives stated.

1. Population

A population is any group of individuals that have one or more characteristics in common that are of interest to the researcher. The population may be all the individuals of a particular type, or a more restricted part of that group.

The population is properly defined so that there is no ambiguity as to whether a given unit belongs to the population. Inferences concerning a population cannot be drawn until the nature of the units that comprise it is clearly identified. If population is not properly defined, a researcher does not know what units to consider when selecting the sample.

¹⁰³ Koul, Lokesh (1998): Methodology of Educational Research, New Delhi, Vikas Publishing House Pvt. Ltd., p.105.

The population of the present study comprised of Class VIII Students studying in 68 Secondary Schools in Shillong. The sampling frame included Male and Female, Tribal and Non-Tribal, and students studying in Government, Deficit and Private schools.

The total number of schools and the population of Class VIII students studying in Secondary Schools, Shillong is shown in Table 3.3.

Table 3.1. Population of Class VIII Students in Shillong

No. of Sec. Schools	No. of Schools	Tribal		Nontribal		Grand Total		
		Male	Female	Male	Female	Male	Female	Total
Government	4	142	163	5	69	147	232	379
Deficit	28	1000	1154	510	465	1465	1664	3129
Private	22	562	440	180	62	742	502	1244
Total	68	1704	1757	695	596	2354	2398	4752

Source: DPI, Govt of Meghalaya (2007)

2. Sample

A sample is a small proportion of a population selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn. To serve a useful purpose sampling should be unbiased or representative. A good sample must be as nearly representative of the entire population as possible and ideally it must provide the whole of the information about the population from which the sampling is drawn.

On consultation with experts and available literature it was decided that “Stratified Random Technique” was the appropriate technique for selecting the sample of the present study. The investigator has divided the sample into three stages which are described as follows:

(i) Sample for Pre-Tryout Stage

The sample for the pre-tryout stage comprised of 100 Secondary Students out of which 50 were Males and 50 were Females. The sample was taken from 5 Secondary Schools in Shillong.

Table 3.2. Sample for Pre -Tryout Stage

Sl. No.	Community	Boys	Girls	Total
1.	Tribal	25	25	50
2.	Nontribal	25	25	50
	Total	50	50	100

(ii) Sample for Try-out Stage

The sample for the try-out stage comprised of 200 Secondary Students out of which 97 were Males and 103 were Females. The sample was taken from 8 Secondary Schools in Shillong

Table 3.3. Sample for the Try-out Stage

Sl. No.	Community	Boys	Girls	Total
1	Tribal	57	68	125
2	Nontribal	40	35	75
	Total	97	103	200

(iii) Sample for Final Tryout Stage

From amongst the Secondary Schools in Shillong, a stratified random sample of 1020 students of Secondary Schools belonging to different strata was selected. The distribution of the final tryout sample is given in the following table.

Table 3.4: Sample of the Present Study

No. of Sec. Schools	No. of Schools	Tribal		Nontribal		Grand Total		
		Male	Female	Male	Female	Male	Female	Total
Government	3	70	50	5	30	75	80	155
Deficit	8	114	120	56	38	170	158	328
Private	10	164	242	79	52	243	294	537
Total	21	348	412	140	120	488	532	1020

3. Tools

The following tools were used to collect data for the study

- (a) Emotional Intelligence Scale, (EIS): Developed and standardized by the investigator.
- (b) Multidimensional Assessment of Personality, (MAP): Form T., developed by M/S PSY-COM services, New Delhi. (1996)

(a) Emotional Intelligence Scale, (EIS)

Introduction

Emotional Intelligence is not of recent origin; its roots can be traced to the concept of social intelligence coined by E.L.Thorndike in 1920's. However until 1980's there has been no talk of it. It was not of much interest to many and literature also seemed to be very scarce. It was only in 1989 that John Mayer and Peter Salovey first coined the term emotional intelligence which was then popularized by Daniel Goleman in 1995 in his book "Emotional Intelligence, Why it can Matter More". Today emotional intelligence seems to be the catch phrase in

every field. Emotional Intelligence is not of recent origin; its roots can be traced to the concept of social intelligence coined by E.L.Thorndike in 1920's. However until 1980's there has been no talk of it. It was not of much interest to many and literature also seemed to be very scarce. It was only in 1989 that John Mayer and Peter Salovey first coined the term emotional intelligence which was then popularized by Daniel Goleman in 1995 in his book "Emotional Intelligence, Why it can Matter More" .Today emotional intelligence seems to be the catch phrase in every field.

Emotional intelligence is the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information and influence. It is a counter part of our intelligence quotient I.Q. EQ is rooted in neuroscience and brain research and is simply defined as our ability to notice and manage emotions in order to connect with other people and build success. The person's ability to perceive, identify, and manage emotion provides the basis for the kinds of social and emotional competencies that are important for success in almost any aspect of life. Furthermore, as the pace of change increases and makes greater demand on a person's cognitive, emotional, and physical resources this set of particular abilities has become increasingly important. Emotional Intelligence is what gives a person a competitive edge .Even in renowned business establishments, where everyone is trained to be smart, the most valued and productive managers are those who have strong traits of emotional intelligence and are not those necessarily those with the highest I.Q.

Emotional traits are factors that are most likely to ensure success in all kinds of relationships including work The lack of emotional intelligence explains why

people who, despite having a high I.Q, have been utter failures and disastrous in their personal lives.

Definition of Emotional Intelligence.

Salovey and Mayer (1990) described emotional intelligence as “a form of social intelligence that involves 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. In the words of Reuven Bar-on (1997), emotional Intelligence is an array of non cognitive capabilities competencies and skills that influence one’s abilities to succeed in coping with environmental demands and pressures” According to Goleman (1998) Emotional Intelligence refers to the capacity of recognizing our own feelings and those of others for motivating ourselves and for managing emotions well in ourselves and in our relationships. Emotional Intelligence is proposed as the ability to process emotional information, particularly as it involves the perception, assimilation, understanding and managements of emotions.”(Mayor and Cobb-2000)

In simple terms, emotional intelligence can be defined as knowing what feels good, what feels bad, and how to get from bad to good. A more formal definition of emotional intelligence refers to emotional awareness and emotional management skill which provide the ability to balance emotion and reason so as to maximize productivity and happiness.

Steps followed in the Construction of Emotional Intelligence Scale (EIS)

Owing to the absence of a standardized Emotional Intelligence Scale for Secondary Students the present investigator felt the need to construct and develop one. The Emotional Intelligence Scale has been developed as follows.

I. Development of the Emotional Intelligence Scale (EIS)- (Objective 1)

(i) Preparation of the Pre-Try Out Draft

The first draft of the Emotional Intelligence Scale consisted of five major components viz. Emotional Competency, Emotional Maturity, Emotional Sensitivity, Emotional Management and Emotional Understanding. Statements were framed on each of the components. After preparing the first draft of the Emotional Intelligence Scale, it was then administered to a hundred respondents who were teachers belonging to different Departments of the North Eastern Hill University, Principals and Teachers of Schools. The main aim for this administration was to eliminate any ambiguous statements. Depending upon the unanimity among the respondents statements were modified and arranged under each component accordingly. Each component had a total number of 30 statements, 15 positive statements and 15 negative statements. In all, the scale comprised of 180 statements. The manner of responding to each statement was also framed following a five point Likert Scale. (i) Strongly Agree or SA (ii) Agree or A (iii) Neutral N (iv) Disagree or D (v) Strongly Disagree. The favorable statements carry a weightage of 4,3,2,1,0 and the unfavorable ones a weightage of 0,1,2,3,4. The details are shown in the following table.

Table 3.5. Components and Number of EIS

SL NO	COMPONENTS	NUMBER OF STATEMENTS		TOTAL NUMBER OF STATEMENTS
		POSITIVE	NEGATIVE	
1.	Emotional Competency	15	15	30
2.	Emotional Ability	15	15	30
3.	Emotional Maturity	15	15	30
4.	Emotional Sensitivity	15	15	30
5.	Emotional Understanding	15	15	30
6.	Emotional Management	90	90	180

Administration of the Pre-Try Out Draft

The objective of the pre-try out draft form of the Emotional Intelligence Scale was to determine whether the scale was relevant and in conformity with the language, standard and ability of the average school children of class VIII. For this purpose, a total sample of one hundred was taken as sample. Prior to administration of the Emotional Intelligence Scale a rapport was established between the investigator and the students which was followed by explanation of instructions expected of students to follow. On completion of the test, the responses of each sample were given a scoring. The total score of each student was found out by using the Likert's Method of summated ratings. The score of favourable statements were rated as 4,3,2,1,0 and unfavourable statements were rated as 0,1,2,3,4. The sum of the items represented the individual score. The pre-tryout draft contained one hundred and eighty statements. The investigator discovered that few students could not understand some of the statements and therefore had difficulty in giving their responses. Hence, the statements were further modified and revised.

(ii) Development of the Try- Out Draft

A modified form of the Emotional Intelligence Scale was developed comprising of a total of eighty statements. The draft form of the scale was then administered to a sample of two hundred students.

Table 3.6. Components and Number of Statements for Try Out

SL NO	COMPONENTS	NO. OF STATEMENTS		TOTAL NO. OF STATEMENTS
		(+)	(-)	
1.	Emotional Competency	15	15	30
2.	Emotional Maturity	15	15	30
3.	Emotional Sensitivity	10	10	20
		40	40	80

Under this step of actual try out, item-analysis was done. Keeping in mind the time constraints and resources, the investigator applied t-test for item discrimination. The response sheets were scored and arranged in descending order. The upper 27% and lower 27% of cases were taken to find out the “t” value of each statement by using the formulae given by Edwards 1969. On evaluating the responses of the high and low groups, the ratio was found using the formula given below.

$$t = \frac{X_H - X_L}{\sqrt{\frac{\Sigma(X_H - X_H)^2 + \Sigma(X_L - X_L)^2}{n(n-1)}}$$

Where X_H = the mean score on a given statement for the high group
 X_L = the mean score on the same statement for the low group

Item Selection for EI Scale (Pre Try-out Stage): The items having t values of 2.58 (0.01) and above were selected.

Table 3.7. Showing the 't' Value for each Item for the Pre-Try Out Stage

ITEM NO	T- VALUE	ITEM NO	T- VALUE	ITEM NO	T - VALUE
1.	1.76	63	2.38*	125	0.30
2.	0.56	64	2.69*	126	2.17*
3.	1.42	65	2.52*	127	2.16*
4.	0.43	66	1.91	128	3.21*
5.	0.88	67	0.33	129	6.84*
6.	0.83	68	2.11*	130	1.36*
7.	0.05	69	3.62*	131	1.12
8.	0.70	70	5.34*	132	0.34
9.	5.70*	71	0.16	133	3.05*
10.	0.74	72	5.26*	134	3.95*
11.	3.52*	73	2.00*	135	5.52*
12.	1.25	74	0.05	136	2.84*
13.	3.07*	75	4.43*	137	3.08*
14.	0.35	76	4.14	138	3.41*
15.	0.85	77	0.48	139	3.31*
16.	1.44	78	2.29*	140	4.62*
17.	2.82*	79	1.77	141	5.76*
18.	0.96	80	4.90	142	2.45*
19.	0.80	81	1.54	143	1.70
20.	3.52*	82	2.95*	144	9.26*
21.	4.34*	83	5.75	145	3.21*
22.	0.29	84	0.34	146	4.00*
23.	0.25	85	0.00	147	5.04*
24.	4.84*	86	2.61*	148	4.40
25.	3.77*	87	4.73*	149	0.96
26.	4.04*	88	2.32	150	0.73
27.	3.37*	89	4.72*	151	3.15
28.	2.27*	90	0.27	152	0.90
29.	1.62	91	3.23*	153	6.80*

30	7.66*	92	6.53*	154	4.85*
31	1.97*	93	3.14*	155	1.33*
32	1.67	94	2.41*	156	1.36*
33	2.83*	95	4.50*	157	3.50*
34	1.94*	96	2.83*	158	3.30*
35	1.65	97	4.17*	159	3.25*
36	2.19*	98	0.47	160	2.56*
37	1.56	99	3.27*	161	1.33*
38	0.70	100	0.08	162	4.14*
39	1.45	101	4.33*	163	4.00*
40	0.36	102	6.16*	164	3.00*
41	1.13	103	0.76	165	2.08*
42	2.33*	104	5.85*	166	4.59*
43	2.50*	105	0.05	167	7.27*
44	4.20*	106	2.96*	168	2.47*
45	0.24	107	4.35*	179	1.40
46	5.60*	108	3.46*	170	4.56*
47	2.91*	109	2.17*	171	4.25*
48	2.38*	110	2.18*	172	2.57*
49	4.36*	111	3.47*	173	1.57
50	2.07*	112	1.96*	174	1.25
51	1.21	113	1.45	175	0.28
52	2.25*	114	0.64	176	4.14
53	0.05	115	0.64	177	2.92
54	2.40*	116	3.63*	179	5.75*
55	0.57	117	3.42*	180	2.62*
56	0.50	118	1.60		
57	3.11*	119	0.76		
58	1.18	120	2.28*		
59	2.84*	121	4.33*		
60	3.28*	122	4.41		
61	2.45*	123	3.62		
62	4.82*	124	1.37		

Item Selection for EI Scale (Try-out Stage)

Table 3.8. Showing the 't' Value for Each Item For the Try-out Stage

Sl no.	Item No	't' Value
1	144	9.26*
2	30	7.66*
3	167	7.27*

4	129	6.84*
5	153	6.80*
6	92	6.53*
7	102	6.16*
8	104	5.85*
9	141	5.76*
10	179	5.75*
11	83	5.75*
12	9	5.70*
13	46	5.60*
14	135	5.52*
15	70	5.34*
16	72	5.26*
17	147	5.04*
18	80	4.90*
19	154	4.85*
20	24	4.84*
21	62	4.82*
23	87	4.73*
24	89	4.72*
25	140	4.62*
26	166	4.59*
27	170	4.56*
28	95	4.50*
29	75	4.43*
30	122	4.41*
31	148	4.40*
32	49	4.36*
33	107	4.35*
34	21	4.34*
35	121	4.33*
36	101	4.33*
37	171	4.25*

38	44	4.20*
39	97	4.17*
40	76	4.14*
42	162	4.14*
43	176	4.14*
44.	26	4.04*
45.	146	4.00*
46.	163	4.00*
47.	134	3.95*
48.	25	3.77*
49.	116	3.63*
50.	123	3.62*
51.	69	3.62*
52.	20	3.52*
53.	11	3.52*
54.	157	3.50*
55.	111	3.47*
56.	108	3.46*
57.	117	3.42*
58.	138	3.41*
59.	27	3.37*
60.	139	3.31*
61.	158	3.30*
62.	60	3.28*
63.	99	3.27*
64.	159	3.25*
65.	91	3.23*
66.	128	3.21*
67.	145	3.21*
68.	151	3.15*
69.	93	3.14*
70.	57	3.11*
71.	137	3.08*
72.	13	3.07*
73.	133	3.05*
74.	164	3.00*
75.	106	2.96*
76.	82	2.95*
77.	177	2.92*
78.	47	2.91*
79.	136	2.84*
80.	59	2.84*

(iii) Item Selection for EI Scale for the Final Scale

Based on the results of the try out stage, the final version of the Emotional Intelligence Scale consisted of 30 items where 50 items were dropped. Out of 30 items, 15 items were favourable and 15 items were unfavourable.

Table 3.9. Showing the t' Value for each Item the Final Scale

Sl no.	Item No	't' Value
1	144	9.26*
2	30	7.66*
3	167	7.27*
4	129	6.84*
5	153	6.80*
6	92	6.53*
7	102	6.16*
8	104	5.85*
9	141	5.76*
10	179	5.75*
11	83	5.75*
12	9	5.70*
13	46	5.60*
14	135	5.52*
15	70	5.34*
16	72	5.26*
17	147	5.04*
18	80	4.90*
19	154	4.85*
20	24	4.84*
21	62	4.82*
23	87	4.73*
24	89	4.72*
25	140	4.62*
26	166	4.59*
27	170	4.56*
28	95	4.50*
29	75	4.43*
30	122	4.41*

Thus, the final draft of the Emotional Intelligence Scale consisted of 30 statements, 15 items favourable and 15 items unfavourable. The items having “t” values of 2.58 (0.01) and above were selected for the final scale.

The final form of the test comprises of a five point scale to study the Emotional Intelligence of Secondary School students in Meghalaya. The scale consists of 30 items selected to measure three aspects of Emotional Intelligence viz. 1. Emotional Competency 2. Emotional Maturity 3. Emotional Sensitivity.

Table 3.10. Final Emotional Intelligence Scale

Sl No.	Component	Positive Statements	Negative Statements	Total Statements
1	Emotional Competency	1,28,12,7,14	20,13,21,29,6,	10
2.	Emotional Maturity	11,15,5,3,10	2,23,16,24,4	10
3.	Emotional Sensitivity	30,8,19,22,26,	9,17,18,25,27	10
	TOTAL	15	15	30

ADMINISTRATION

The present scale is primarily an individual test which tries to determine the Emotional Intelligence of each individual candidate. However, it can also be used as a group test. The instructions are printed on the front corner of the scale and individuals are expected to give their responses on the booklet itself. There is no time limit to complete the test. However, individuals were given a time space of 40-45 minutes to complete the test.

SCORING

The responses was scored conveniently by giving scores 0, 1, 2, 3, 4 to responses “Strongly Agree, “Agree”, “Neutral”, “Disagree” and “Strongly Disagree” respectively in case of all negative items and scores 4, 3, 2, 1, 0

respectively to those responses in case of positive items, then the total scores are found out by adding the scores obtained by the subject in each item. This total score becomes the Emotional Intelligence Score of the subject.

Table 3.11. Scoring Key

Responses	SA	A	UD	D	DA
Favorable(+)	4	3	2	1	0
Unfavorable(-)	0	1	2	3	4

Reliability

The reliability of EIS was found out by employing test-retest reliability method. The 'product moment' coefficient of correlation was applied to compute the first and second set of scores. The obtained reliability of the EIS was found to be .83. Reliability of its various dimensions was also found out and it varies from .80 to .87. Table 7 below presents the reliability of each of the dimensions.

Table 3.12. Reliability between the Components

Sl. No.	Components	Number of Items			Reliability
		F	U	T	
1	Emotional Competency	5	5	10	.80
2	Emotional Maturity	5	5	10	.81
3	Emotional Sensitivity	5	5	10	.87
	Total :	15	15	30	.83

Validity

A series of steps were taken to evaluate the validity of the EI Scale. First, each item was judged by 100 independent experts. The content validity of the EIS was determined by employing means of judgement. The experts expressed their

opinion that the scale was valid so far as the object is concerned. Hence it can be said that the present scale possesses satisfactory content validity.

Interpretation

In order to classify student's level of Emotional Intelligence the overall means of EI was taken for determining the range of scores. The level was obtained using the formula below.

$$\text{High Group} = M + \sigma \quad (68.13 + 10.09 = 78.22)$$

$$\text{Low Group} = M - \sigma \quad (68.13 - 10.09 = 58.04)$$

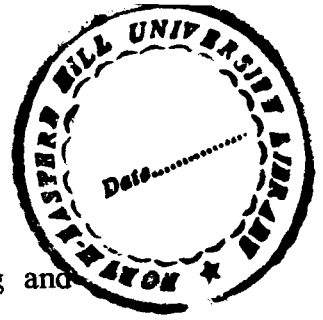
Table 3.13. Classification of Scores and Interpretation of Levels

Sl.no.	Range of Scores	Emotional Intelligence Level
1	79 -120	High Emotional Intelligence (HEI)
2	60-79	Average Emotional Intelligence (AEI)
3	0-59	Low Emotional Intelligence (LEI)

II. Multi-Dimensional Assessment of Personality

Origin and Background of the Scale

The title Multi-dimensional Assessment of Personality Series (MAP Series) should orient the alert reader to the fact that he has in the Series something very different from the majority of other test constructions. The MAP Series construction belongs in the realm of structured tests, i.e., tests that are shaped to the structures that basic research has shown to be essential elements of human personality in our culture.



Structured tests are a necessary requirement for functional testing and assessment, i.e., diagnostic testing, where the natural history, the age curves, the degree of inheritance, and the response to therapy of the dimensions measured is understood. With many older tests, e.g., the Rorschach, T.A.T., etc., one depends only on empirical statistical relations between some bit of test behavior and some diagnostic category, e.g., schizophrenia. With structured tests, by contrast, one gets an evaluation of the dimension understood in a tested theory of personality assessment. For e.g., we know that the dimension of 'Emotional Stability (Maturity)', is significantly lower in neurotics and psychotics than in normal; that its hereditary determination is relatively unimportant; that it is high in people capable of meeting emergencies, such as air-lines pilots, electricians, and nurses; that it is lowered by chronic conflict and fatigue; that it has some physiological association; and so on.

Along with the measures on other dimensions, in a total profile, this means that the psychologist with his theoretical insight, is able to make predictions and take remedial steps that go beyond the mere statistical estimate he is normally able to make between a raw score and some criterion which is valid only for a day. Since these measures have been born out of a slow process, of adequate, programmatic basic research, it is not surprising that the full scientific implications in applied psychology are yet to come. The several basic dimensional patterns are firm enough, as seen from occupational profiles established on these scales. But they stand relatively stark in terms of theoretical embellishment because psychologists have been all too prone, in the past, to build theories around clinical entities, rather than these real, replicable, and objectively measurable - broad personality dimensions. They are real because they emerge from sophisticated

multivariate experimental techniques - such as microbes emerged from microscopic and staining techniques in which most physicians were untrained. However, it is not necessary to get immersed in the theoretical origins in order to understand, logical and insightfully, the personality theory now growing from the discovery of personality dimensions.

Discovery of behavior index values for an increasing number of clinical, industrial, social and educational situations can be left to applied psychology, providing it measures dimensions well and meaningfully. It is the 'meaningful' aspect with which we are here concerned. The MAP Series is the psychologist's answer to these considerations, in the questionnaire realm, to the demand for a test giving fullest information in the shortest time about most personality dimensions/indexes. It is not merely concerned with some narrow concept of neuroticism or "adjustment", or some special kind of ability, but sets out to cover plan fully and precisely all the main dimensions along which people can differ.

In applied fields such as clinical, educational, and industrial psychology, the practitioner usually has a feeling that certain behavioral dimensions, e.g., maturity, competitiveness, enthusiasm (according to the nature of the adjustment involved), will be more important and predictive than others. He may be right; but the verdict of many years of research indicates that in nine cases out of ten he will overlook some other, unconsidered personality dimensions that are equally important. The best way to begin is to take cognizance of the total personality, in all its main dimensions. Similarly, in research design, the investigator often begins with an interest in one concept only, e.g., anxiety, extraversion, super-ego strength; yet he

would generally be wise, in his first attack in field, to discover what is happening on other personality dimensions at the same time.

The busy psychometrics may sometimes feel that twenty sub-scores is a lot, but if such is the real complexity of human nature, and if, as studies show, the majority of these personality characteristics are involved in most criterion predictions, a much better multiple correlation is to be obtained by respecting the complexity than by indulging in a fool's paradise of over-simplification. To simplify personality assessment is useful in some circumstances, but in most situations it loses some of the possible predictive power and some of the insight into the personality structure.

It is for these prevalent and important conditions that the present MAP series is intended. Its vocabulary is that of the daily newspaper, and, since no writing is required, it can be used as a group or individual test, for an age range of 5 years and above.

There are three special considerations which raise the utility of the MAP Series, for most personnel managers, clinical, educational, and research psychologist.

- 1) Some of the finest statistical research has been devoted to its construction on a very broad sampling of the area of personality responses.

- 2) The statistical treatment resulted in a true personality structure, revealing functionally inter independent items for each dimensions.
- 3) A standardization on a proper variety of occupational groups, teenagers, school students, and young children, to accumulate relations of important criteria.

Regarding the last, the possible statistical predictions from the dimensions, and the psychological grasp of their modes of action, are continually increasing. Organized research is establishing patterns for various clinical diagnostic and prognostic groups, and regression coefficients on criteria of occupational and educational success and adjustment.

Although innumerable questionnaires and inventories have been published in the last few years, only one or two have been well founded on factor statistical showing that the separate traits or dimensions of personality which they claim to measure are real, functionally unitary, and psychologically significant dimensions. The questionnaires in the present series meet a long-standing demand for a personality- measuring instrument properly validated with respect to the primary personality dimensions that are rooted in general personality research. It is at present unique in: (a) having every item possessed of a demonstrated saturation with respect to each of the dimensions which it sets out to measure, and, (b) having proof that each of the dimension corresponds to a primary personality dimension found elsewhere, i.e., beyond the questionnaire realm, notably in ratings in real-life behaviour situations.

A full description of the psychological meaning of each one of these dimensions is given later. At this point it is suffice to summarize that these are the main dimensions (a) that have been found necessary and adequate to cover all kinds of individual differences of personality found in common speech and

psychological literature (they leave out no important aspect of the total personality); (b) that they are independent of one another, so that it is possible for a person to combine any score whatever on one with any score on others (in other words, they do not overlap in meaning, or waste scores by partially repeating the same measure under a new name, as many arbitrary questionnaire scales do, but represent clear functional unities.); (C) that these are known to be important in the sense of each having a wide area of influence on behaviour, and in which the influence can be understood in terms of psychological processes of maturation, learning, and interaction with physiological conditions.

It is now appropriate to proceed to explain the way in which the actual test is designed, scored, and administered. After that, you will be better prepared to follow a fuller discussion of the nature of the actual dimensions and the final use of scores in understanding and predicting with respect to a given case.

Design and Purpose of the Scale

Although the questionnaire type of personality test is a mistake to assume that it is a universally valid instrument. Its results differ somewhat as between cooperative and uncooperative, well-educated and poorly educated, honestly and ulterior-motivated subjects. Questionnaires have so far been shown to have their most valid application with students, or with cooperative, anonymous subjects, under research conditions, and it is recommended that where honesty, in sight, and co-operation are poor, or wherever opportunities exist to test the subject at greater length, objective tests should be used.

However, the majority of questions in the MAP Series are indirect, asking about interests which the subject would not necessarily perceive to be related to the

trait in question, so that it escapes some of the distortions described. Moreover, in the MAP Series, we do not interpret the dimensions from the nature of the subject's statements about himself, but from the known correlations between these "mental interiors" as found in questionnaire dimensions and the dimensions established in behaviour. In other words, the question responses are treated as behaviour, not as valid self ratings.

Increasingly, nowadays, we recognize that major directions of adult life are decided in childhood: that "the child is father to the man." This being so, it becomes all the more important to know the child, to study him via meaningful, accurate, and standard measurements. Accordingly, in the MAP Series a special emphasis is placed on development of testing instrument for children which are organically linked to adult tests by psychological continuity of concepts.

Fortunately, it has proved possible to understand adults in terms of essentially the same personality structures as are applied in children's tests. Except for one or two special dimensions, our information on the child form need not be lost or arduously lost recast and re-interpreted as he becomes a man. Such continuity of score meaning over wide age ranges is a unique and valuable feature of the MAP Series, thus, filling a real need in current research and practice. For one of the most important guides to reliable counselling is having a record of earlier exact measurement on the personality dimensions of the child, extending over a number of years.

In development research, measurements on a child at one age must be compared with measurements on the same child some years later. Most previous work of this kind has been hampered by lack of tests which refer to the same dimension reliably at different ages. For example, a score on a verbal intelligence

test at one age cannot be accurately compared with a score on another type of culturally-contaminated test at another age.

The design of the MAP Series, which keeps these long-distance goals in view, is meant to cater the psychologists who want this kind of constancy in their assessments. The MAP Series provides a sequence of scales, which measure the same demonstrated personality dimensions at different ages. The various Forms: Form-A (for Adults), Form-T (for Teenagers), Form-C (for Children), and Form-P (for Primary level), cover essentially the same dimensions from ages 5 and above. Thus, those counsellors and school psychologists, who follow through with structured tests of this type in their routine testing at different age periods will now be able to draw more insightful and systematic conclusions than hitherto about developmental changes in individuals as they progress through the school system, from elementary school through college and adult life. All the Forms are intended for administration in both group and individual situations, for clinical work the latter is preferable. The subjects make their responses on the booklet itself. This booklet can be hand scored with the help of scoring stencils.

Three alternative answers to each item are provided to the subject, in Form A and T, as these are for an older age group. In Form C and P, two category responses are provided as the younger age group is prone to get confused with the middle category response of 'in between', 'uncertain', or 'undecided'.

The Form T of the MAP Series has planned and based on extensive research on various areas of personality required to be measured by the teachers, counsellors, parents and guidance specialists. Reliable and valid measures of personality of the teenage group are needed for some important reasons such (a) it is desirable in schools, to screen for individual attention and guidance those

students who need help with notional conflicts and behaviour disorders. By this early detection, many behavioural difficulties can be avoided, (b) as educational opportunities increases it becomes important to accurately estimate the scholastic future of the student in order to give appropriate occupational counselling, (c) in clinical practice, Form T helps to detect the delinquents and the potential dropouts by investigating the underlying personality dimensions such as adaptability, excitement, maturity and mental health etc.

The MAP form T includes as many as 20 dimensions of personality which are objectively determined through factor analytic research and are of potential importance in counselling, educational and vocational guidance and clinical practice.

Psychological Descriptions of the Dimensions Measured by MAP Form -T

A test of normal, teenage/students personality, the MAP FORM T measures 20 dimensions covering Adaptability, Academic Achievement, Boldness, Competition, Creativity, Enthusiasm, Excitability, General Ability, Guilt Proneness, Individualism, Innovation, Leadership, Maturity, Mental Health, Morality, Self-Control, L Sensitivity, Self-sufficiency, Social Warmth, and Tension.

Table 3.14. presents a brief summary of the MAP Form T and their high score meanings. In this figure and the following descriptions, the term 'high score' is generally reserved for sten score range of 8-10, which places the individual in the upper 20% with respect to their reference population. However, this does not suggest that the low scores are of no significance. The dimensions with low score (sten range 1-3) represent important interpretable departures from the norm,

placing the individual in the bottom 20th percentile, or lower with respect to the reference population. Sten scores of 4-7 represent deviations in the indicated direction from the norm but are less significant features of the profile than the upper and lower sten ranges.

Personality Dimensions

Adaptability (Ad) - This dimension refers to the ability to make appropriate responses to changed or changing circumstances. Those teenagers who score high on Ad readily accept any beneficial change to meet the environmental demands are said to be highly adaptable. They settle down to the conditions for work or learning with the elimination of unnecessary preparatory behaviour.

The Ad dimension is a collection of various other personality dimensions consisting of emotional maturity, uninhibited behaviour, trustworthiness, self-assurance, strong will power, social preciseness and following self image. Students scoring low on Ad do not have a harmonious relationship in their environment and are unable to obtain satisfaction for most of their needs. They usually fail to meet the demands of their physical and social surroundings.

Academic Achievement (Am) - This is a sentimental dimension consisting mainly of two attitudes: "learning skills" and "inclination to climb". It seems to reflect the amount of actual skill the student has had and the degree to which he is currently interested and concerned. Dimension Am is a collection of various other personality dimensions referred to as general intelligence, dominance, imagination, radicalism, self-sufficiency and discipline. High scores on dimension Am may be described as ambitious, overtly interested in their position and realistically involved in various aspects of their school life. Low scores on dimension Am

indicate regressive behaviour, escapism and unwillingness to accept responsibility. Feelings of failure may also tend to decrease this score.

Boldness (Bo) - High scoring individuals on dimension Bo are typically adventurous, bold and energetic with good insight. They enjoy being the focus of attention in a group situation and face no problems with stage-fright. High scorers on dimension Ba are reported to feel that enjoying is more important than winning the game. They also describe themselves as quick decision makers, but it should be pointed out that they do not necessarily make the correct decision. In group situations high Ba persons feel free to participate and make more merrily 'social' than task oriented remarks.

The low scorers on the other hand reports to be intensely shy, slow, and impeded in expressing himself. They will dislike occupations with personal contacts, and prefers one or to close friends to crowds. They avoid large parties or open competition and are easily resentful, but very considerate of others sensitivities.

Clinically speaking, high Bo individuals are like well-insulated building, who can withstand external pressures passively without expending much energy in doing so. Low Bo individuals, on the other hand have little 'insulation', therefore, external stresses can penetrate them more easily. Consequently, they expend more energy to maintain equilibrium.

Competition (Co) - High scores on Co indicates that the teenager is self-assertive, dominant and aggressive. Such teenagers describe themselves as forceful and are generally very direct in their relations with other people. They like to put their own ideas into practice and enjoy having things their own way. Such high competition may lead to a dominant personality describing the teenager as

disobedient, head strong self-will, independent and sometimes anti-social. But the moderate scores on this dimension (sten 6-8) are often controlled and are seen in sublimated form that can be treated highly desirable, for example, good sports performance; independence and creativity in arts and sciences are associated with Co.

Regarding clinical implications, extremely high Co (sten 9 or 10) are sometimes associated with aggression and stubbornness that frequently masks covert feelings of inferiority. Low Co individuals tend to be submissive, mild, humble and accommodating. Dimension Ca is also related to leadership behaviour. High Co students display more effective role interaction in a group and try to influence others. They feel free to participate and readily raise group problems.

Thus, both the extremes on this dimension pose problems for adjustment. High score (sten 9-10) definitely becomes part of the delinquency - behaviour problem in teenagers. On the other hand, low score (sten 1-2) may also be pathological for it occurs in abnormally submissive and humble teenagers.

Creativity (Cr) - High scorers on Cr are reserved, and critical thinkers. They tend to be independent, undemonstrative, and high on scholastic and mental abilities. High scorers on Cr are also sensitive to scientific reasoning and experimental thinking. Since Cr is a combination of various other personality dimensions, it is also found that high scorers are self-assured, self-sufficient and self- sentimental about their image. Low scorers, on the other hand, are dull, emotionally less stable, and impatient and threat sensitive, but they are more warm hearted and cheerful types.

Enthusiasm (En) - High scoring teenagers on dimension En are generally happy-go-lucky, lively and enthusiastic. In their self reports they admit to having

more friends than most people. They enjoy parties, shows and will prefer jobs that will offer change, variety and travel.

The low score on this dimension need not be confused with depression. Low En simply indicates that the person is serious, prudent and sober. This dimension may be treated as a behavioural control indicator in which high score indicates that the individual will externalize or 'act out' inner conflicts. On the other hand low En simply indicates that the person will internalize (or control) his inner conflicts.

En also has some relation to the family position of the child. The oldest child due to more responsibility and adult contact tends to be low scorer and the youngest, high scorer on En. Apart from the family position effect, enthusiasm declines after adolescence, therefore, the teenager becomes less talkative and cheerful. Such behaviour may also be considered as adjustment to a "family load".

Low En scorers are not outstandingly popular with their peer groups, and do not usually succeeds in elected leadership or personal contact work. But their seriousness about any task is likely to promote their occupational steadiness and adjustment after school life.

Excitability (Ex) - Since dimension Ex is a combination of immediate temperamental quality, mind-wondering distractibility, insecurity and irrepressible impulsiveness, at first sight, high scores on this dimension may be thought of as an abnormal teenager. High Ex individual reports that he is a restless sleeper, easily distracted from work by noise or intrinsic difficulty, is hurt and angry if not given important positions, or whenever he is restricted or penalized for incorrect behaviour. Low scorers on the other hand, are complacent, not easily jealous and unemotional in nature.

General Ability (Ga) - High scoring individuals on Ga have a greater mental capacity to learn. They are insightful, fast-learning, and intellectually adaptable. They are also inclined to have more intellectual interests and show better judgements in their observations. Low scoring individuals on Ga, on the other hand, have a poor mental capacity to learn and are unable to handle abstract problems. They tend to be less well organized and show poor judgement in their observations.

There may be some clinical significance to low scores on dimension Ga, particularly for individuals who, on the basis of other available evidence, could be expected to perform reasonably well. Since the items themselves are not extraordinarily difficult, an otherwise capable individual who answers too many of them incorrectly may not be paying sufficient attention to the test.

Guilt-proneness (Gp) - The high Gp person feels over fatigued by exciting situations, is unable to sleep through worrying, feels inadequate to meet the rough daily demands of life, is easily downhearted and remorseful, feels that people are not as moral as they should be, is inclined to piety, prefers books and quiet interests to people and noise, and shows a mixture of hypochondriacal and neurasthenic symptoms, with phobias and anxieties most prominent.

In group dynamics high Gp persons do not feel accepted or free to participate, are considered shy, ineffective speakers, and hinderers, but remain religiously task-oriented in their remarks. They select few peers as friends, and have high standards of group conformity to rules. High Gp dimension is strongly weighted against successful leadership in face to face situations and is correlated significantly with accident proneness.

Clinically, dimension Gp is very important, first as one of the largest contributor in anxiety, appearing centrally in the depressive-anxiety syndrome, and secondly, as tending to be generally high in neurotics and many psychotics. It is very low in delinquents and mostly distinguishes those who “act out” their maladjustment from those who suffer it as internal conflict. Consequently, it is not to be confused with simple super ego strength or a ‘psychological weakness, as it represents a “guilt proneness” and “poorness in spirit” sometimes associated with piousness.

Individualism (Id) - The high Id individual prefers to do things on his own, is physically and intellectually obstructive, and thinks over his mistakes repeatedly and how to avoid them. He tends not to forget if he is treated unfairly, and generally has private views from the group, but prefers to remain in the background to avoid arguments. High scores on this dimension appear to be the common influence underlying neurotic behaviour.

Low scorers on dimension Id, on the other hand, are zestful and highly involved in group action. They may not come out as group leaders but like to sink themselves in group activities. They are vigorous and ready to accept common standards.

Innovation (In) - Teenagers with high score on this dimension tend most frequently to be analytical, liberal and innovative. High In teenagers are more well-informed, more inclined to experiment with problem solutions, less inclined to moralize, etc. They feel that society should throw out traditions, they trust logic rather than feelings, favour relaxed laws, and prefer to break with established ways of doing things.

Occupationally, high scorers will opt for jobs of executives and directors, progressive politicians, and especially, scientific researchers. Professions like priests, nurses, many semiskilled and unskilled worker groups, are not meant for such individuals. Neurotics tend to run low on dimension In. In group dynamics the high In person contributes significantly more remarks to discussion, a high percentage being of a critical nature.

Leadership (Ld) - A person who scores high on dimension Ld has the ability to direct and control the attitude or actions of others. This is especially true when this person exhibits such influence on a group. High Ld teenagers usually occupy such positions in a group that commands a certain authority or potential for controlling the behaviour of this group. High leadership qualities consist of various other personality characteristics such as self-confidence, controlled and strong will power. They are also adventurous and responsive to people, persevering, determined and responsible, and are usually quick and alert in their surroundings.

Subjectively, the high Ld person views himself as a guardian of manners and morals. They are planful and are able to concentrate, interested in analyzing people and prefer efficient friends to other companions. Low scoring individuals on dimension Ld are undependable, obstructive and prefer to be sound followers. They are group dependent and impatient and are likely to escape when faced with responsibility.

Maturity (Ma) - This dimension is the first of those involved in the anxiety pattern, its contribution is negative, i.e., higher anxiety is generally reflected in low scores on Ma. This dimension is one of dynamic integration and maturity as opposed to general emotionality. In its positive sense it seems to be what the psycho-analysts are attempting to describe by the notion of ego strength. The

individual's level on Ma dimension may be taken as an index of his stress tolerance. The higher the Ma dimension score, the more resources the individual has available to meet the challenges of the day. The low Ma teenager is easily annoyed by things and people, is dissatisfied with the world situation, his family, the restrictions of life, and his own health. He shows generalized neurotic responses in the form of phobias, psychosomatic disturbances, and sleep disturbances, hysterical and obsession behaviour.

High Ma teenagers are frequently chosen as leaders than are low Ma teenagers. It should be noted that delinquents may also score high on dimension Ma ("ego strength") which agrees with their psychoanalytic contrast to neurotics. Clinically, the outstanding observation is that most disorders show low Ma scores, though neurotics and psychotics do not differ only in having low Ma, but in other dimensions also.

Mental Health (Mh) - High scoring individuals on dimension Mh are in a relatively enduring state in which they are well adjusted, have a zest for living, and are attaining self-actualization or self-realization. This is a positive state, and not mere absence of mental disorder. It includes all measures aimed at preventing, mental disorder and at improving the psychological adjustment of teenagers and their capacity for harmonious relationship in groups. The Mh dimension consists of various other personality characteristics such as emotional stability, impulsivity, self-security and low tension.

At the level of self-report, high Mh teenagers report that they are generally able to reach personal goals without much difficulty. They do not seem to be easily distracted when working on something and have general satisfaction with the way they have lived their lives.

Morality (Mo) - Teenagers who score high on this dimension tend to be more persistent, more respectful of authority, and more conforming to the standards of the group. The hypothesis may be set up that this dimension corresponds to the super-ego as in psychoanalysis. On the whole, it would seem that this dimension best depicts the regard for moral standards, the tendency to drive the ego and to restrain the id, which are most frequently regarded as marks of the super-ego.

In their self-report, high Mo teenagers describe themselves as being disgusted by sloppy friends and messy rooms. They generally follow rules to the letter. Low scores on dimension Mo occasionally signals sociopathic tendencies. Extremely high scores on dimension Mo are also associated with rigidity and unrealistic high standards for themselves, and as a result experience guilt and feeling of inadequacy when they fail to meet their standards. Thus, flexibility is not a part of the high scoring teenagers' behaviour and this may lower the teenagers' ability to cope with extreme stress.

High scores on dimension Mo, in typical high school groups, consistently correlate positively with academic achievement, interest in school and peers, popularity, and election to leadership. On the other hand, low score on Mo dimension is found among institutionalized delinquents, associated with behaviours such as showing-off, stealing, lying, and destruction of property and temper tantrums. Therefore, the scores on Mo play an important role for evaluating character education.

Self-Control (Sc) - This dimension may be treated as the ability to bind anxiety. High scoring teenagers generally have strong control over emotional life and behaviour in general. The high Sc teenager shows socially approved character

responses, behaviour control, persistence, foresight, considerateness of others, and conscientiousness.

In group dynamics high Sc scorers especially picks out persons who will be chosen as leaders, but even more so those who are effective rather than merely popular leaders. They make more remarks than others, especially problem- raising and solution-offering; receive fewer votes as hinderers, and fewer rejections at the end of the sessions. High score on dimension Sc is associated with success in mechanical, mathematical, and productive organizational activities. High score on dimension Sc is also associated with all kinds of occupational and scholastic success. It has a role in many situations of control which produces steadiness and purpose in personality. Consistent with this, a low score on dimension Sc is associated with teenage delinquency.

Clinically, low score on Sc dimension is a major contributor to the anxiety pattern and serves as an important clinical sign, signalling the teenagers' inability to keep his/her emotions in order. But at the same time, if the score on dimension Sc is extremely high (sten 9-10) in combination with elevations on dimension Gp (guilt proneness) and Tn (tension - to be discussed later), there is a tendency to excess compulsivity, resulting in obsession types of behaviour.

Sensitivity (Se) - Descriptions associated with high scores on this dimension include tender minded, dependent, overprotected, fidgety, clinging, and insecurity among teenagers. High Se scorers prefer to use reason rather than force in getting things done. The high Se teenager shows a fastidious dislike of "crude" friends and rough tasks, a liking for travel and new experiences, a labile (indeed, unstable), imaginative aesthetic mind, a love of dramatics, and a certain impracticality in general affairs. There are indications that teenagers with interest in art score high

on this dimension. Group performances tend to be poorer with high score on dimension Se, while they receive significantly more descriptions as fussy, slowing-up group performance in arriving at decisions, and making social-emotional negative (morale upsetting) remarks. Low scores on dimension Se on the other hand, represent some sort of tough, masculine, practical, mature, group-solidarity-generating, and realistic (“no-nonsense”) temperamental dimension.

The central feature of high Se is the emotional-indulgent, over-protective home. Though it has cultural associations, it could not be correct to identify it with “higher” culture or refined ideas for high Se may occur in homes of low cultural status where discipline is neglected, and indulgence is encouraged by the parents. High Se scorers also report that they avoid rough and adventurous situations, like to depend on the teacher, and are artistic and neat, but not organized. The teenagers who score very high (sten 9- 10) on this dimension should probably be encouraged to develop responsibility, to cling less to teachers or parents, and indulge more in the activities of his own age group.

Self-sufficiency (Ss) - High scoring individuals on this dimension prefer to be alone. They do not need the support of groups. In describing themselves, they prefer to work alone rather than with committees and are good at problem solving.. High scorers also appear to be related to success at school, particularly at the upper educational levels.

In group dynamics, the high Ss teenager is more dissatisfied with group integration as his ideas tend to be rejected. Even at school they are generally on the secluded side. They also seem to have older friends, mature interests and their general achievement is higher. Thus, the high Ss students are a confident and resourceful person with some apparent disdain of group activities. This is often

mistaken for shyness or introverted behaviour. The low scorers may be described as a person who is group dependent, who strongly values social approval and is fashionable.

Clinically speaking, extremely high scores on Ss are probably not directly indicative of any underlying pathology, but in combination with low Social Warmth (to be discussed later) and Enthusiasm (En) or high Guilt Proneness (Gp) and Tension (Tn), may lead to pathological withdrawal from the society. High scorers may also be associated with the incidence of coronary heart disease and hypertension later in life.

Social Warmth (Sw) - High Sw scorers are usually found to be very warm hearted, personable, and easy to get along with. Their self-report indicate that they like to give presents to others, even without any occasion. If given a choice, they would rather sell than develop an invention. The high Sw student expresses marked preference for occupation dealing with people, enjoys social recognition, and is more tolerant of "difficult" people. High Sw individuals prefer to adapt to other's schedule rather than require others to adapt to their schedules. They are also more likely to share their feelings with others.

The low Sw person is quite uncompromising, prefers things to people, likes to work alone, looks for thinking quality in companionship and is introspective. The low scorers are also more penetrating in their evaluations of people and things. They depend more on long term undertakings and those requiring exactness in work, for example, an electrician's job. They are more dependable in exactly meeting promises and obligations.

Clinically, extremely low scores (sten I or 2) may indicate unsatisfied interpersonal relationships. In combination with other dimensions such as low

Enthusiasm (En), and Boldness (Bo) or high Self-sufficiency (Ss) may point to a pathological dislike and avoidance of others. On the other hand, extremely high scores (sten 9 or 10) may suggest an unhealthy and overriding need for approval by others.

Tension (Tn) - High Tn scorers are irritated by small things, are short tempered and may suffer from sleep disturbances. Extreme cases (sten 9-10) involves being irrationally worried, tense, irritable, anxious, and in turmoil. In group situations high scorers rarely achieve leadership and have a poor concept of group unity and orderliness. It is seen that high score on Tn is an important indicator which signals an unmistakable 5-0-S on the part of the individual.

On the clinical front, high Tn along with high Guilt-proneness (Gp) is a clear indicator of general anxiety and differentiates normal from neurotic. It also contributes significantly to accident proneness.

Table 3.14. High Score Description of MAP Form-T Dimensions

Sl	Dimensions	Symbols	High Score Description
1	Adaptability	Ad	Accommodating, accepts and adjusts to situations easily
2	Academic Achievement	Am	Ambitious, overtly interested in position and realistic involvement in school life
3	Boldness	Bo	Socially bold, adventurous, responsible and friendly
4	Competition	Co	Independent minded, stern and assertive
5	Creativity	Cr	Original, fluency in thoughts and explorative
6	Enthusiasm	En	Cheerful, talkative, expressive and frank
7	Excitability	Ex	Impatient, demanding and hyperactive in behaviour and thoughts
8	General Ability	Ga	Intelligent, high abstract thinking, sensitive to minute details
9	Guilt Proneness	Gp	Escapist, shirking responsibility, insecure and depressed
10	Individualism	In	Loner, likes to be internally restrained, avoids group action
11	Innovation	In	Experimental thinking, liberal ideas, can analyze concepts swiftly
12	Leadership	Ld	Controls, directs and initiates actions for a group, power to influence others, achieves goals
13	Maturity	Ma	Realistic about life and emotionally stable
14	Mental Health	Mh	Zestful, well adjusted, positively harmonious state of mind

15	Morality	Mo	High sense of duty, attentive to people, emotionally disciplined and responsible
16	Self Control	Sc	High self-image, socially conscious, strong will power
17	Sensitivity	Se	Over protected, dependent, impatient, and attention seeking
18	Self Sufficiency	Ss	Independent, manipulating, and enterprising
19	Social Warmth	Sw	Outgoing, participative, good natured and warm
20	Tension	Tn	Excited, tense, irritable and frustrated

Administration

The present scale was printed on an eight page booklet. The front page contained the instructions for answering questions with few examples. Pages 2 and 8 (inside pages) contained the actual test items which were answered by the subject. Since this scale is a power test (i.e. there is no time limit), the average subject took approximately 25-30 minutes to complete the test in full. It was given in a group situation.

The MAP Form T has been designed for self-administration with little supervision required. The examiner did not indicate to the subject that the scale is a "personality" scale, or that the MAP Form T printed on the booklet stands for 'Multi-dimensional Assessment of Personality'.

Subjects read the instructions on the first page and worked out the practice problems themselves. No further instructions was required, because they

understood these questions and answered them by checking one of the three possible answers, they will be able to answer the actual questions themselves.

It was necessary to distinguish between the clinical uses of the test, usually individual, and the educational use, typically group. In group testing or individual testing the normal subjects are simply asked to read the front page and to fill in name etc. on the top of the test booklet and they waited until they received further instructions. When everybody has read the instructions the examiner said; "Please turn over the page. Are there any questions about marking the answers or about anything else?"

Questions were then dealt with and clarified. The examiner -emphasized certain points in the instructions. For example, with a group of prospective students in an admission test, the examiner said: "It is to your own interest to answer as correctly and truthfully as you can." Or, "Remember not to use the 'Not sure', 'Uncertain', or 'Undecided' type of choices more than it is absolutely necessary. In general, it is good to remind everyone preferably five minutes after starting; "Be sure not to miss a question. You can erase and make corrections if you wish, but make your final pencil marks quite clear."

It helped most subjects to know the rate at which they should be working. There tends to be a skewed distribution at the time people took to do the test, such that the last few, in a group of a hundred, took three or four times as long as the average, unless reminded. Thus, after 20 minutes most subjects were about the half way mark, or beyond. The Examiner called out at three points; for example, after 10 minutes, "You should now be at item 40 or beyond. Answer more quickly if you have not reached 40". After 20 minutes, "You should be now at about item 90. Remember to give the first answer that comes to you. If you have not reached 90

you are deciding too slowly.” After 30 minutes say, “you should be now about to finish the test. Please hand in your test booklet here as soon as you finish.” Add, when most people are about to finish: “Glance over your test booklet to make sure you has not missed any question, and that your name etc., are on the top of the test booklet.” There was, of course, no absolute time limit; but after 30 minutes stragglers were encouraged to finish as soon as possible.

Scoring

The scoring procedure in MAP Form-T was quite objective and simple. Transparent stencil scoring key is available for this purpose. The following steps mentioned below to do the scoring were followed:

1. Before starting the scoring procedure, the examiner ensured that the subject has answered all the questions in the booklet. If more than 15 questions were skipped, the test was considered invalid and was not scored.
2. It was ensured that each question had one and only one answer.
3. The key over the answer sheet was placed. It was made sure that the mark (*) on top of the answer sheet showed through the check circle of this key.
4. Please note that each answer scores either 2 or 1 as indicated by the numbers printed above the boxes, only exception being the ‘Ga’ dimension where the answers are scored either 2 or 0.
5. The scores were added vertically for each dimension and written down at the bottom of the answer sheet in the space provided for that dimension.
6. Each item in this test measured some dimension as indicated in the key.
7. For dimension “Vi”, the scores seen in the shaded boxes were added at the bottom of the scoring key and noted down in the right hand corner of the answer sheet.

8. Then the raw scores were converted to sten scores by the procedure mentioned in the norm tables.

Standardization

The MAP Form T has only 147 items, which cover twenty normal personality dimensions. The detailed description with the psychological meaning of these dimensions has already been discussed earlier. The test items have been selected from a total pool of more than 1600 items that had been tested and refined in programmatic studies on personality structure. Each of the items in the questionnaire has three choices from which the subject may select one answer. Generally the last response (C) is an “uncertain”, or “somewhat”, or “undecided” type of category. The instructions specifically urge the subject not to use this category very frequently, and keep it as a last resort when both (A) and (B) are not suitable. All of the items were carefully screened, and several criteria were considered in the final item selection.

The standardization of MAP Form T was based on more than 2000 protocols tested at more than 10 locations throughout the country. Various research scholars, assistants, school counsellors and psychologists participated in this standardization. The sample included boys and girls of 12-18 years of age from various educational institutions. Table-TI provides a demographic profile of these groups. The primary sampling considerations were geographical locations (mainly towns and cities), and parental occupations (to reflect socio-economic status), and age.

Norms

In many research applications, the examiner will have no need to convert the raw scores obtained from the test to sten scores. However, commonly the test users

would like to know where an individual stands in relation to a defined population. For this purpose the raw scores are converted into sten scores. The term 'sten' comes from "standard ten". The sten score is distributed over ten equal intervals of standard score points, from I to 10. The use of sten scores has been found to be very satisfactory, especially, with people inexperienced in statistical techniques involved in psychological testing.

Once the test administrator has decided which table will be most appropriate, the use of norm table is quite straightforward. For example, to convert raw score of dimension Ba, find the raw score of dimension Bo in the row Bo and read the corresponding sten score on the top or bottom column of 'Sten' scores. Do likewise for other dimensions. Please note that the values within the table (i.e., in the body of the table) are "raw scores" - the values obtained from the scoring key; and the values on the top and bottom columns are corresponding "sten scores". The sten scores are plotted on the MAP Form T profile sheet, which is provided separately.

Since, significant differences were found between males and females on some of the dimensions, the norms for each group were prepared separately. The norm tables given here are therefore separate for both males and females. The basic set of norms consists of Normal Adults and College Students.

A normative group data for various occupations is also available, but is not published here due to the size and complexity involved in the comparison and analysis of the same manually. This normative data is inbuilt in the computer software program available for this scale. These special norms are meant for comparison of the individual's profile with relation to specific job areas. The software package also offers a computerised narrative report, consisting of

automated interpretations of the MAP Form T test results. This report and software package is available through the Computer Applications Division of M/s PSY-COM SERVICES.

To use norm tables the test user must note that the sten scores derived from these tables are n-stens or normalised stens, i.e., they do not result from a linear transformation of the raw score distribution, but instead, from an area transformation of the raw scores designed to produce a more normal distribution. For test users who wish to convert a group mean raw-score profile to sten (standard-deviation stens), the means and standard deviations of the norm group are given at the bottom of the tables. The sten of 4-7 indicates average score, sten 8-10 indicates high and extremely high score and sten of 1-3 indicates low and extremely low scores.

Reliability

The reliability or consistency is important to study, i.e., the agreement of dimension scores with itself under some change of conditions. Therefore, the reliability of the MAP Form T was calculated as split-half reliability and test-retest reliability coefficients with one week interval. The results obtained are shown in the table given here.

For calculating the split-half reliability, a trail run of the present scale was conducted. The reliability was computed for over 800 teenagers using Spearman-Brown formula. The scale was divided into two parts using odd-even method and care was taken to ensure that each half contained more or less the same number of questions.

The test-retest reliability was also calculated for the present scale by calculating the correlation of coefficient between two sets of scores of the same

individual on the same scale, within one weeks time interval. The sample size for test-retest reliability was approximately 600 subjects.

Table 3.15. Test-Retest & Split-Half Reliability Coefficients

Dimension	Test-retest (one week interval)	Dimension	Split
Ad	.66	Ad	.71
Am.68	.68	Am	.66
Bo	.73	Bo	.75
Co	.69	Co	.72
Cr	.65	Cr	.64
En	.72	En	.72
Ex	.69	Ex	.64
Ga	.63	Ga	.67
Gp	.68	Gp	.66
Id	.65	Id	.67
In	.71	In	.73
Ld	.70	La	.72
Ma	.64	Ma	.71
Mh	.72	Mh	.74
Mo	.74	Mo	.72
Sc	.66	Sc	.68
Se	.74	Se	.76
Ss	.69	Ss	.70
Sw	.76	Sw	.73
Tn	.73	Tn	.74

Validity

The basic definition of validity is that it is an index of how well a scale measures what it purports to measures. In the case of an ability test or an achievement test, this can be done directly and more easily. But this may not be possible with a test of personality.

Now, the question here is, what was MAP Series designed to measure? As mentioned earlier the MAP Form T was conceived primarily as a device to

measure 20 independent personality dimensions that resulted from a set of items administered on normal adolescents. The items in this final form are the survivors from several thousands of items originally tried, and constitute only those which continue to have significant validity against the dimensions. The factor analyses verified the existence and structure of these 20 independent personality dimensions. More formally, to understand the concept of validity used here we must know the background theory of factorial validity.

Factorial validity is a technique which uses factor analyses in order to show the independence of each dimension. Most test of mental ability and personality, sample a composite behavior or ability such as verbal knowledge, numerical and quantitative reasoning, memory span, and concept formation. These and other abilities, especially when represented by a single composite index (such as mental age or IQ), are functional unities.

Further, they are not measures of a “pure” ability, i.e., one type of ability uncomplicated by others. Thus, a test is said to have high factorial validity if it is a measure of one functional unity (for example, word knowledge), to the exclusion of other elements as far as possible. The ultimate goal is to device tests, which will measure only one functional unity, relatively independent of others, i.e., low inter-correlations. Such pure tests can then be used as subjects in a comprehensive measuring.

In the MAP Series, these functional unities are identified by analyzing the inter-correlations among a number of separate, relatively restricted measures, which identify the common factors for obtained coefficients. Factor analysis, therefore, is intended to reduce the number of variables, or test categories, needed to represent an individual’s traits for specified purposes. Factorial validity here, is

therefore, determined by the weight (called, “loadings”) contributed to the total-test scores by each of derived scores. It is also determined by the relative independence of one another (low intercorrelations). Thus, to be true to its design, each dimension should have one “unimportant” loading. These factorial validity coefficients are shown in Table 3.16 below.

Table-3.16 Factorial Validity Coefficients of the MAP Form T

Dimension	Validity Coefficients	Dimension	Validity Coefficient
Ad	.81	In	.82
Am	.77	Ld	.81
Bo	.81	Ma	.81
Cr	.821	Mh	.79
Co	.85	Mo	.82
En	.78	Sc	.81
Ex	.81	Se	.80
Ga	.77	Ss	.82
Gp	.81	Sw	.83
Id	.79	Tn	.81

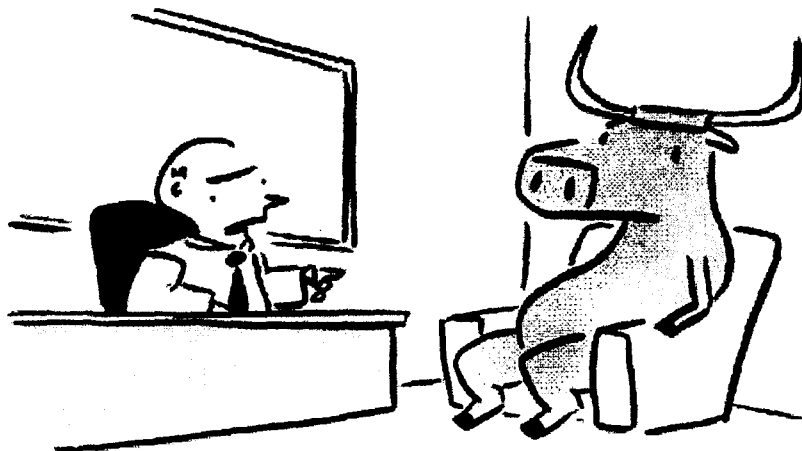
Perhaps the best interpretation of these values is that they represent upper limits of predictive of any single dimension. For, example, dimension Ad by itself is unlikely to correlate higher than .81 with any external or “real” criterion. The reason behind this is that the pure factor underlying each dimension is the most important systematic source of influence on that particular dimension.

3.3 Statistical Technique

For the present study the data was analyzed using percentage, t’ test and correlation for interpreting the result.

3.4 Conclusion

The present chapter included the methodology of the study and the procedures of data collection which has been described in detail.



"I'm disappointed; if anyone should have seen
the red flags, it's you."

CHAPTER IV

ANALYSIS AND INTERPRETATION OF THE DATA

*Let's not forget that the little emotions are the great captains of our lives and
we obey them without realizing it.*

Vincent Van Gough

CHAPTER IV

ANALYSIS AND INTERPRETATION OF THE DATA

		Page No
4.0	Introduction	132
4.1	Emotional Intelligence (EI) of Class VIII Students	132
4.2	Findings on the Personality Characteristics (PC) of Class VIII Students	145
4.3	Comparison of Emotional Intelligence (EI) among Different Groups of Class VIII Students	170
4.4	Comparison of Personality Characteristics of Class VIII Students	173
4.5	Relationship between Emotional Intelligence and Personality Characteristics of Class VIII Students	178
4.6	Conclusion	197

4.0 Introduction

This chapter deals with the analysis and interpretation of data. Emotional Intelligence and Personality scores obtained by students have been revealed. The Significant differences amongst groups' viz., sex, community and management have been depicted. Further, the relationship between Emotional Intelligence and Personality Characteristics has also been attempted.

4.1. Emotional Intelligence (EI) of Class VIII Students (Objective 2)

The main purpose of the Emotional Intelligence Scale was to measure the Emotional Intelligence of Class VIII Students. This scale consists of three components of Emotional Intelligence, viz. Emotional Competency, Emotional Maturity, Emotional Sensitivity. The EI of Class VIII Students at different levels-High Level, Average Level and Low Level is shown in Table 4.1 in the appendix.

In Figure 4.1.(a) the investigator also wishes to compare the different frequency distribution obtained with that of a normal curve of the same 'N', 'M', and 'SD'. Such a model curve is the 'best fitting' normal distribution for the given data. This comparison 'by eye' with that of a normal curve which 'best fits' the data, is profitable because the direction and extent of asymmetry often strikes us more convincingly when seen in a graph.

Major Findings on Emotional Intelligence (EI) of Students

- (i) It was found from the overall EI score of Class VIII Students that majority (68.04%) were placed under the Average Emotional Intelligence Level. Further it was observed that only 14.90% of the students have

High Emotional Intelligence, and 17.06% have been found to have Low Emotional Intelligence.

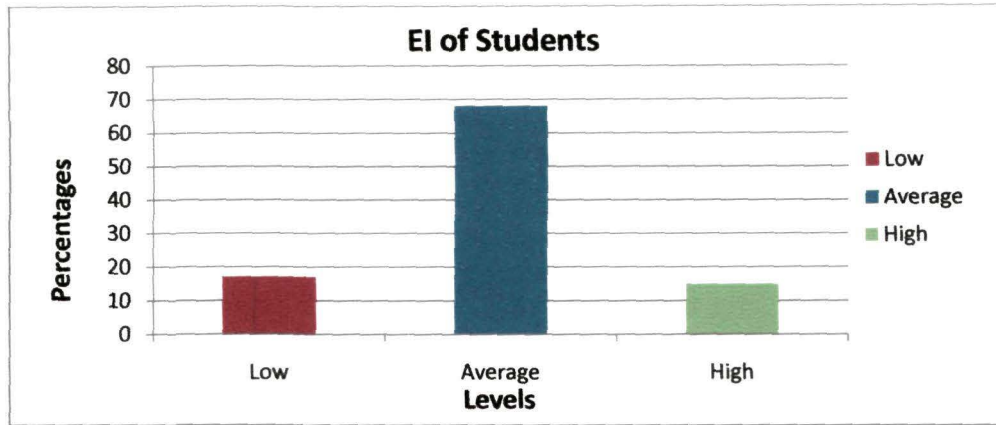


Figure 4.1.(a) Emotional Intelligence (EI) of Class VIII Students

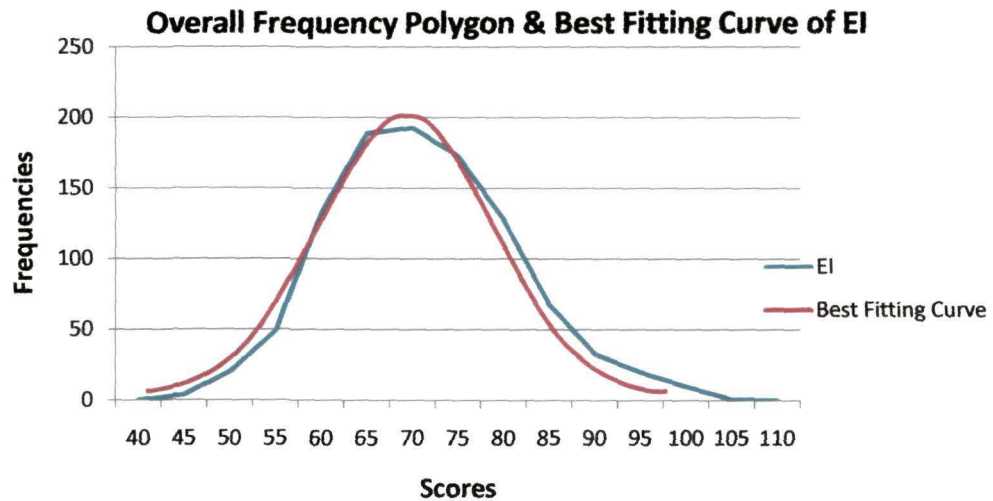


Figure 4.1. (b) Freqeuncy Polygon and Best Fitting Curve of EI

Vide Figure 4.1. (b), it is seen that the frequency polygon closely approximates the “Bell Shaped Curve”. This would normally suggest a win to the

Nature Group in the “Nature versus Nurture” debate. However, it may be argued that, unless a follow up study is conducted, nothing conclusive can be drawn because, by definition, EI depends a lot on the environment and the experiences an individual gains throughout life.

- (ii) It can be noted from Figure 4.2. (a), that majority of male students (69.67 %,) are found to have Average Emotional Intelligence followed by Low Emotional Intelligence (13.52 %,.). A small percentage (16.80%) falls in the category of High Emotional Intelligence.

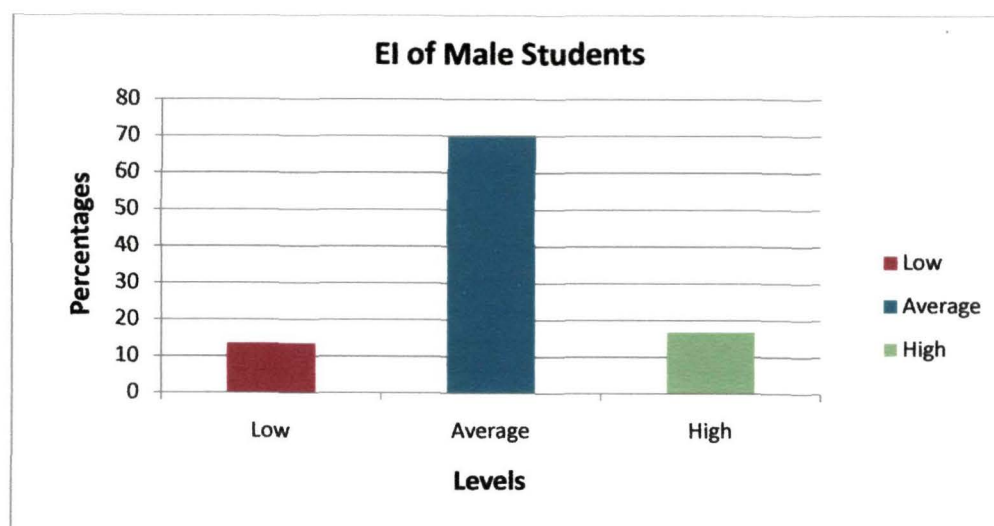


Figure 4.2. (a) Emotional Intelligence of Male Students

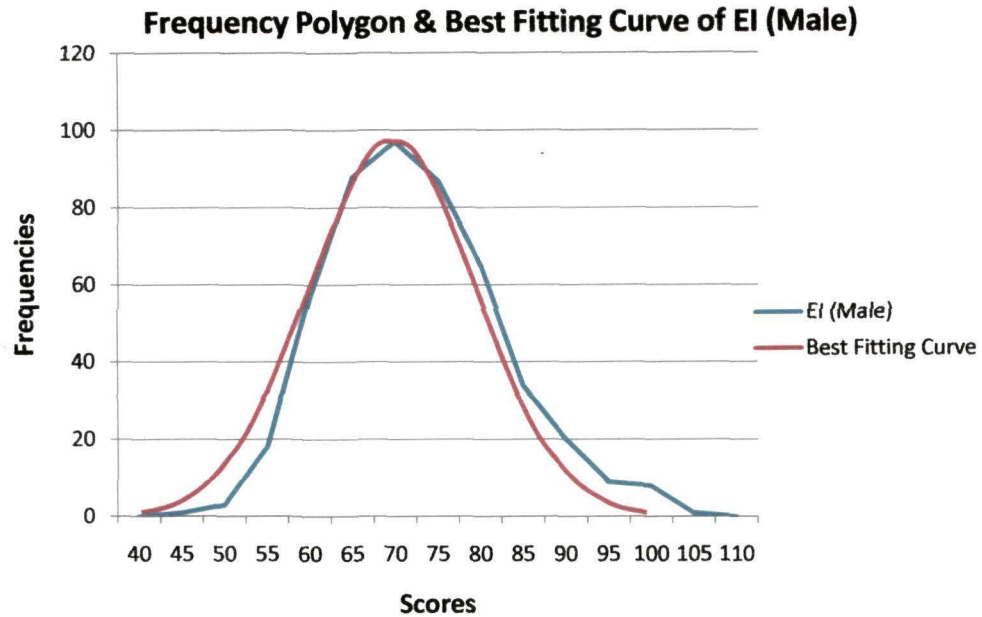


Figure 4.2. (b) Frequency Polygon and Best Fitting Curve of EI (Male)

Vide Figure 4.2. (b), it is also seen from the frequency polygon that the Male Students follow the trend observed for the overall students.

- (iii) It is evident from Figure 4.3. (a) that majority of female students (66.54%) are found to have Average Emotional Intelligence followed by Low Emotional Intelligence (20.30%). A small percentage (13.52%) falls in the category of High Emotional Intelligence.

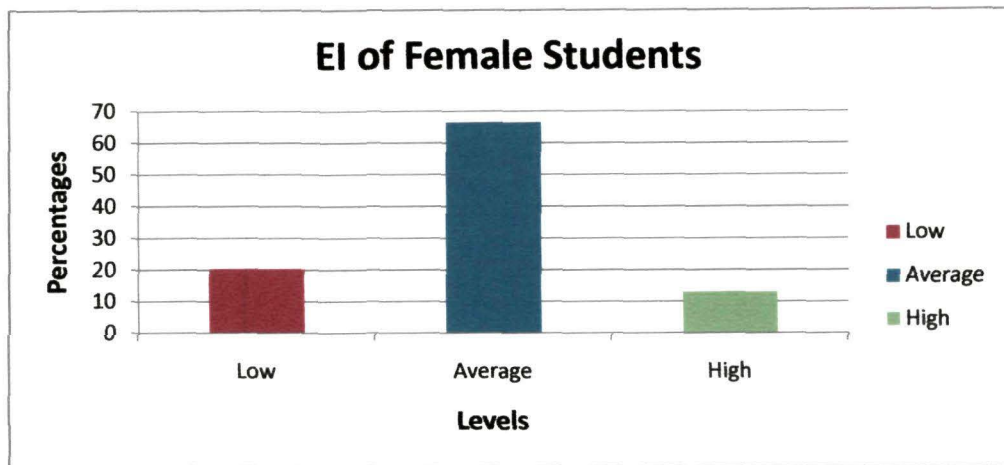


Figure 4.3. (a) Emotional Intelligence of Female Students

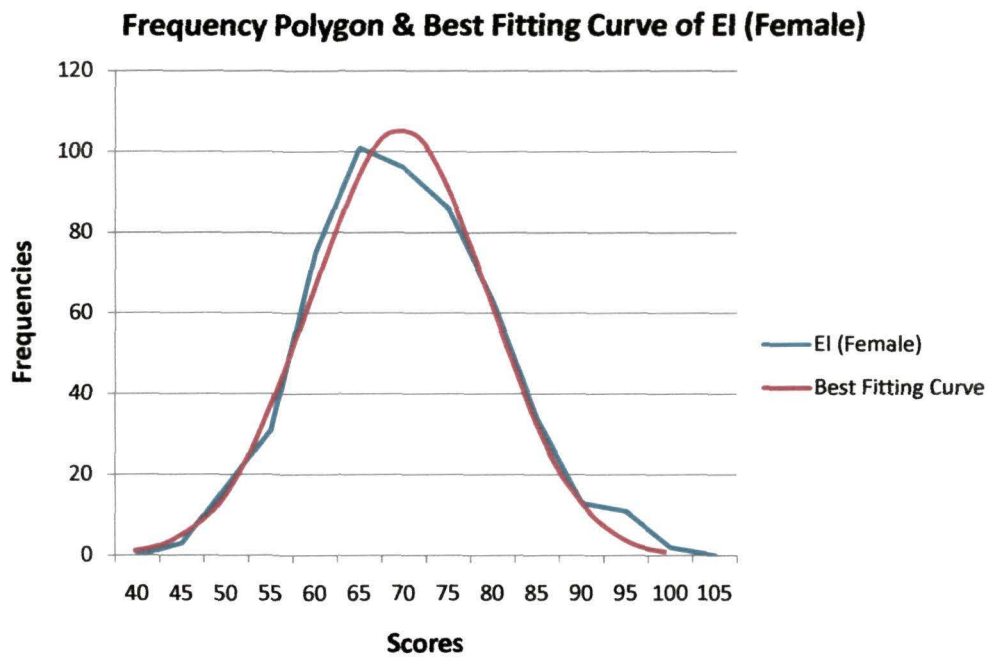


Figure 4.3. (b) Frequency Polygon and Best Fitting Curve of EI (Female)

From Figure 4.3.(b), it can be observed that, though there is a similarity between the frequency polygon and best fitting curve, the difference in the peak values of the frequencies is quite noticeable.

- (iv) Figure 4.4. (a) represents the distribution of EI among tribal students .Majority (68.29%) fall under the Average Emotional Intelligence Level. Only (12.37%) tribal students have High Emotional Intelligence. The rest have Low Emotional Intelligence (19.34%)

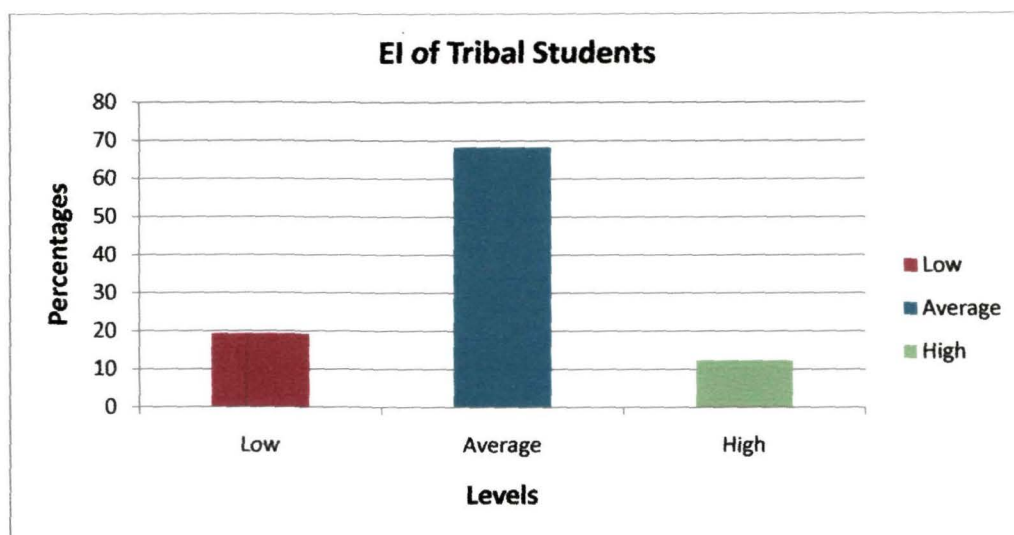


Figure 4.4.(a) Emotional Intelligence of Tribal Students

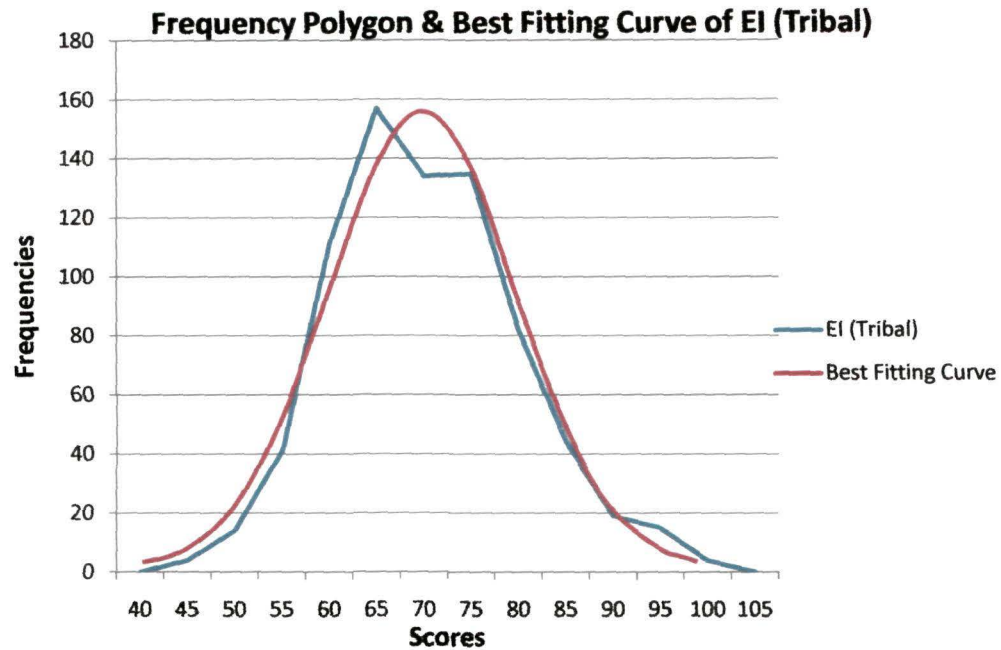


Figure 4.4 (b) Frequency Polygon and Best Fitting Curve of EI (Tribal)

Vide Figure 4.4.(b) it is also seen that, though there is a similarity between the frequency polygon and best fitting curve, the difference in the peak values of the frequencies is quite noticeable.

- (v) It is indicated from Figure 4.5 (a) that majority of non-tribal students (67.31%) fall under the Average Emotional Intelligence Level. Only (22.31 %) non-tribal students have High Emotional Intelligence. The rest have Low Emotional Intelligence (10.38%) non-tribal.

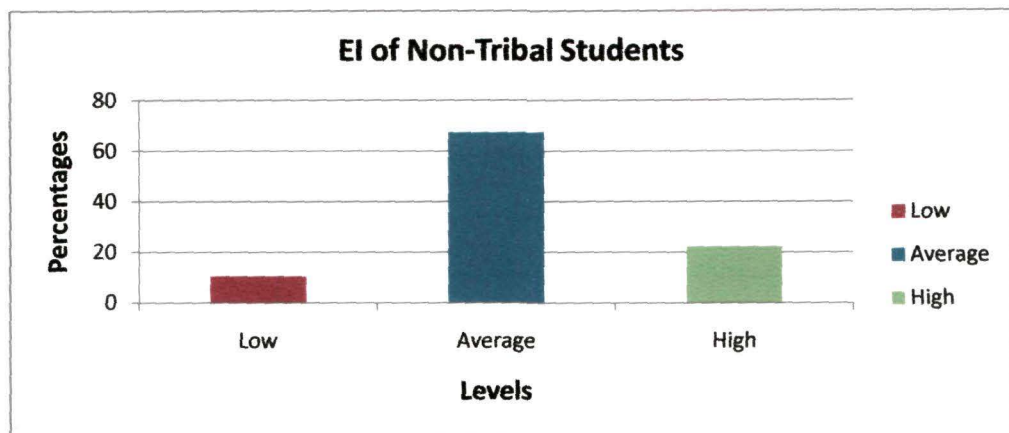


Figure 4.5(a) Emotional Intelligence of Non-Tribal Students

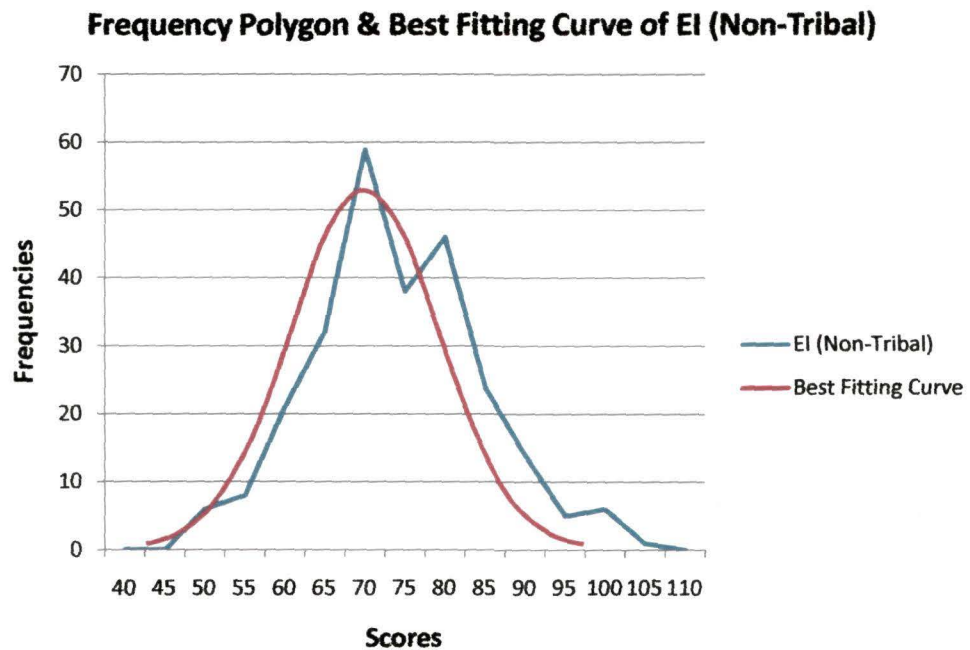


Figure 4.5(b) Frequency Polygon and Best Fitting Curve of EI (Non-Tribal)

Figure 4.5(b) depicts a marked difference between the frequency polygon and best fitting curve. The frequency polygon shows a slight shift towards higher EI scores.

- (vi) With respect to the type of management, it can be observed that students vary in their Emotional Intelligence. From Figure 4.6(a) it was found that majority of the Students, i.e. 73.55% of Government Schools were placed in the Average EI Level, 10.97 % at the High EI Level and 15.48 % were placed at the Low EI Level.

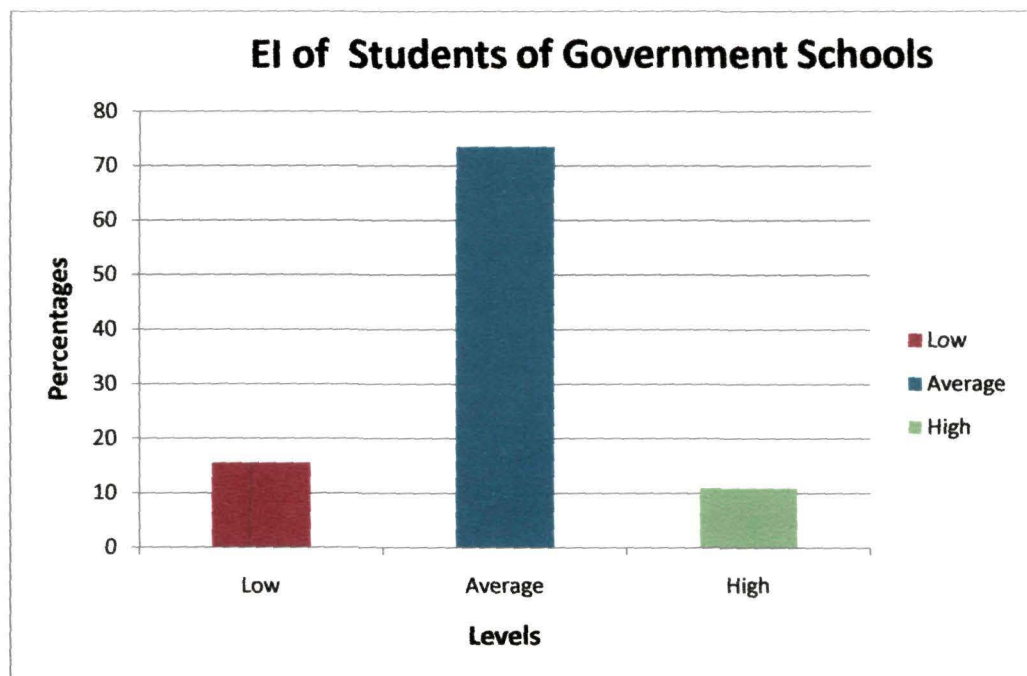
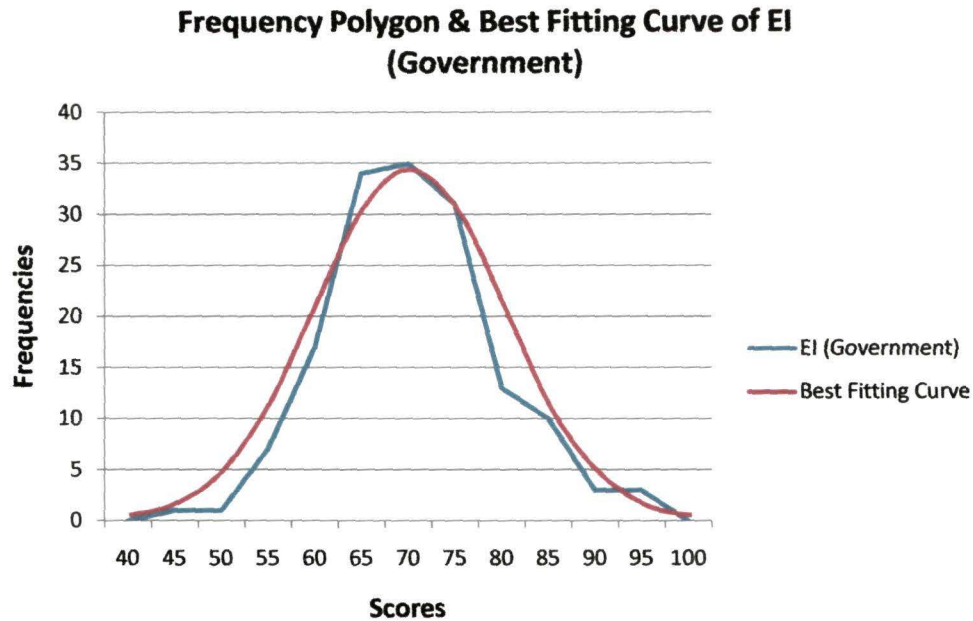


Figure 4.6(a) Emotional Intelligence of Students of Government Schools



**Figure 4.6. (b) Frequency Polygon and Best Fitting Curve of EI
(Government)**

Vide Figure 4.6(b), it is also seen from the frequency polygon that the Students of Government schools follow the trend observed for the overall students.

- (vii) Figure 4.7(a) indicates that 69.51 % students of Deficit Schools were placed in the Average EI Level, only 10.67 % were placed in the High EI Level and 19.82 % were placed at the Low EI Level.

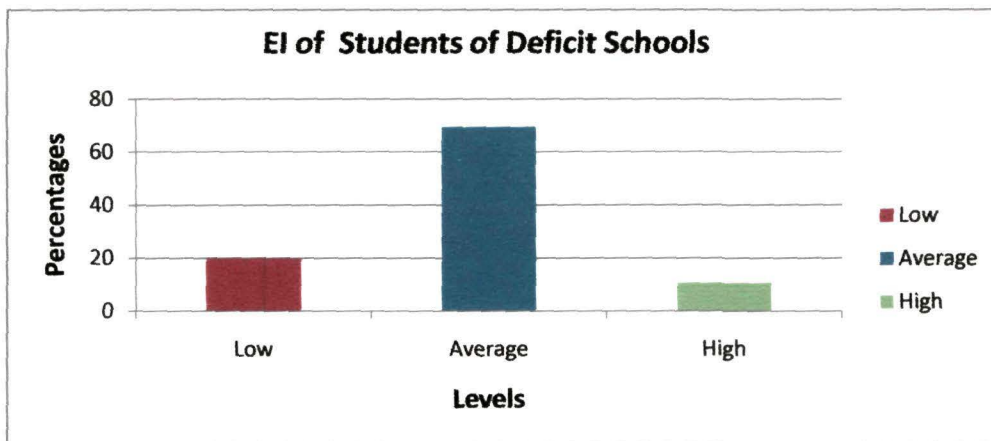


Figure 4.7(a) Emotional Intelligence of Students of Deficit Schools

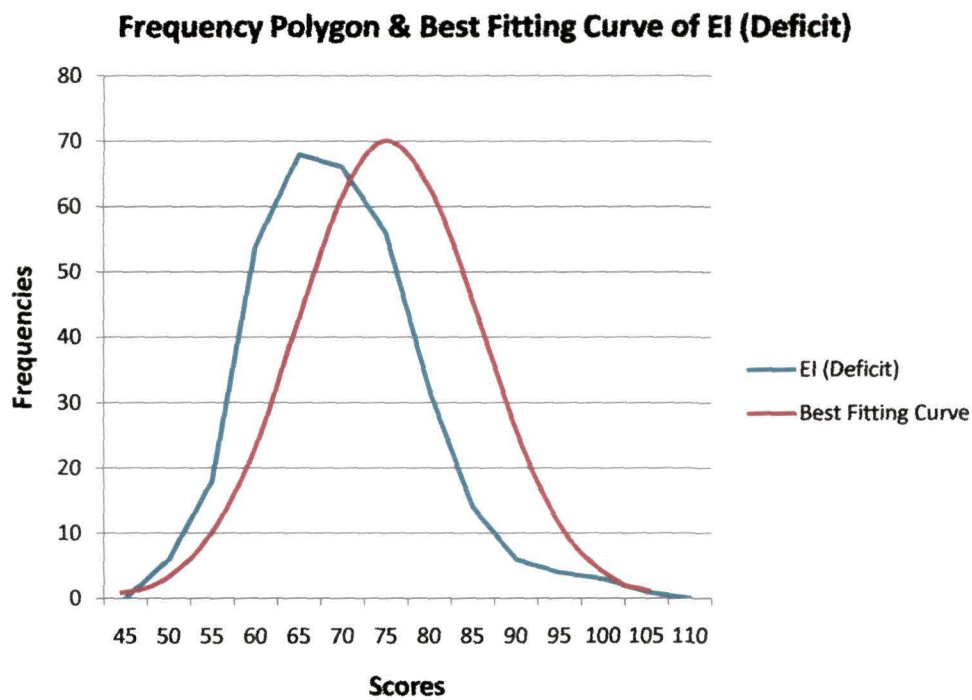


Figure 4.7(b) Frequency Polygon and Best Fitting Curve of EI (Deficit)

Vide Figure 4.7(b) it is seen that, there is an appreciable difference between the frequency polygon and best fitting curve. The frequency polygon shows a shift towards lower EI scores.

- (viii) It was also observed that 65.55 % of the students of Private Schools were placed in the Average EI Level, 18.62 % were placed in the High EI Level and 15.83 % in the Low EI Level as shown in Figure 4.8(a).

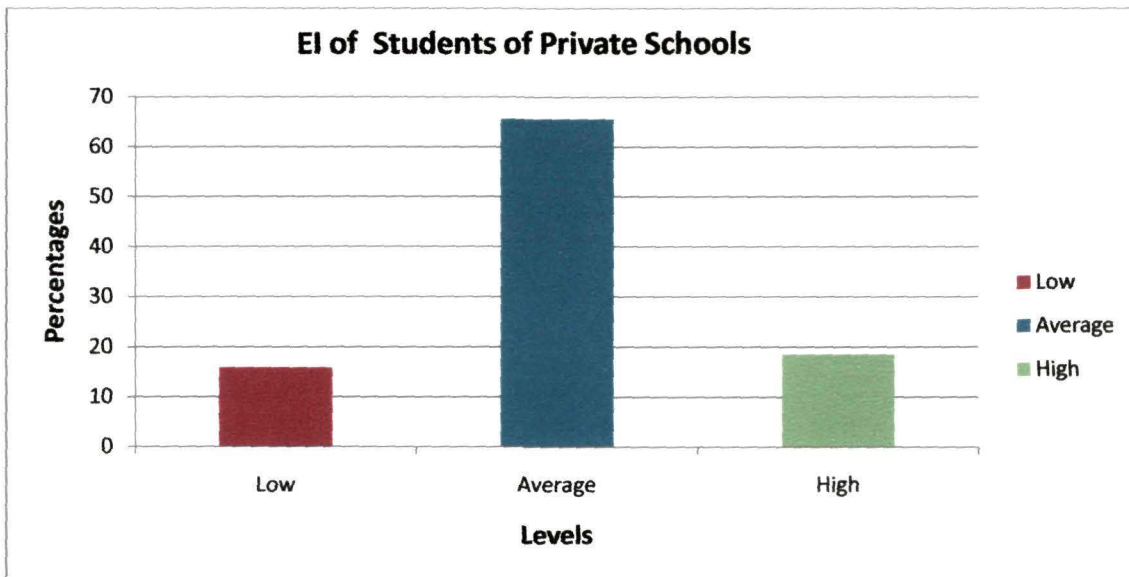


Figure 4.8 (a) Emotional Intelligence of Students of Private Schools

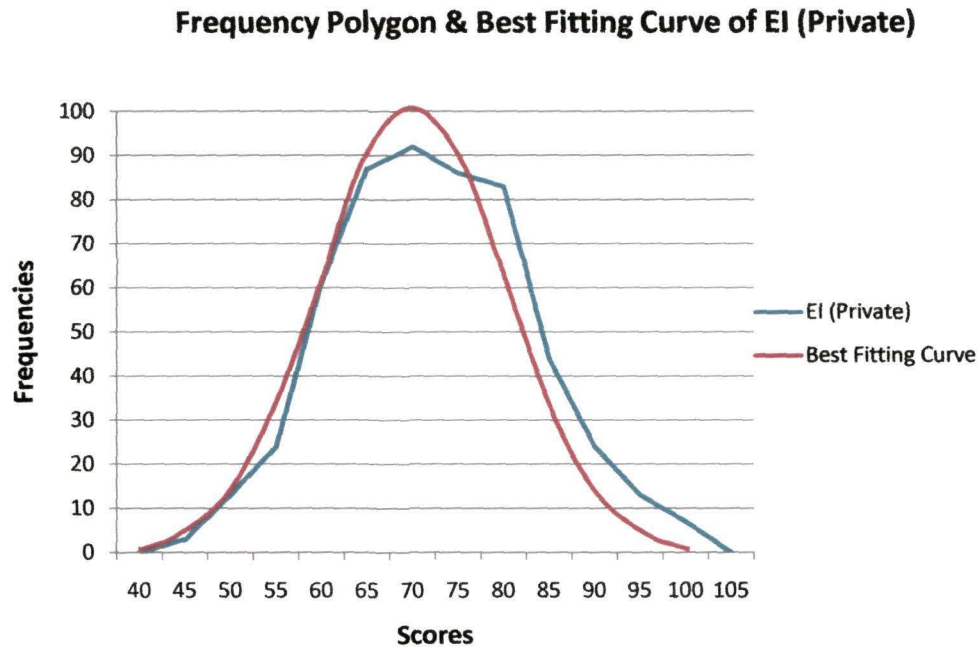


Figure 4.8(b) Frequency Polygon and Best Fitting Curve of EI (Private)

Figure 4.8(b) shows that there is a difference between the frequency polygon and best fitting curve. The frequency polygon shows a slight shift towards higher EI scores.

4.2. Findings on the Personality Characteristics (PC) of Class VIII Students (Objective 3)

In Figure 4.9 (a) the Personality Characteristics of Class VIII students and the levels in which they fall is depicted. High level, Average level and Low level is generally reserved for sten score range of 8 to 10, 4 to 7, and 1 to 3 respectively.

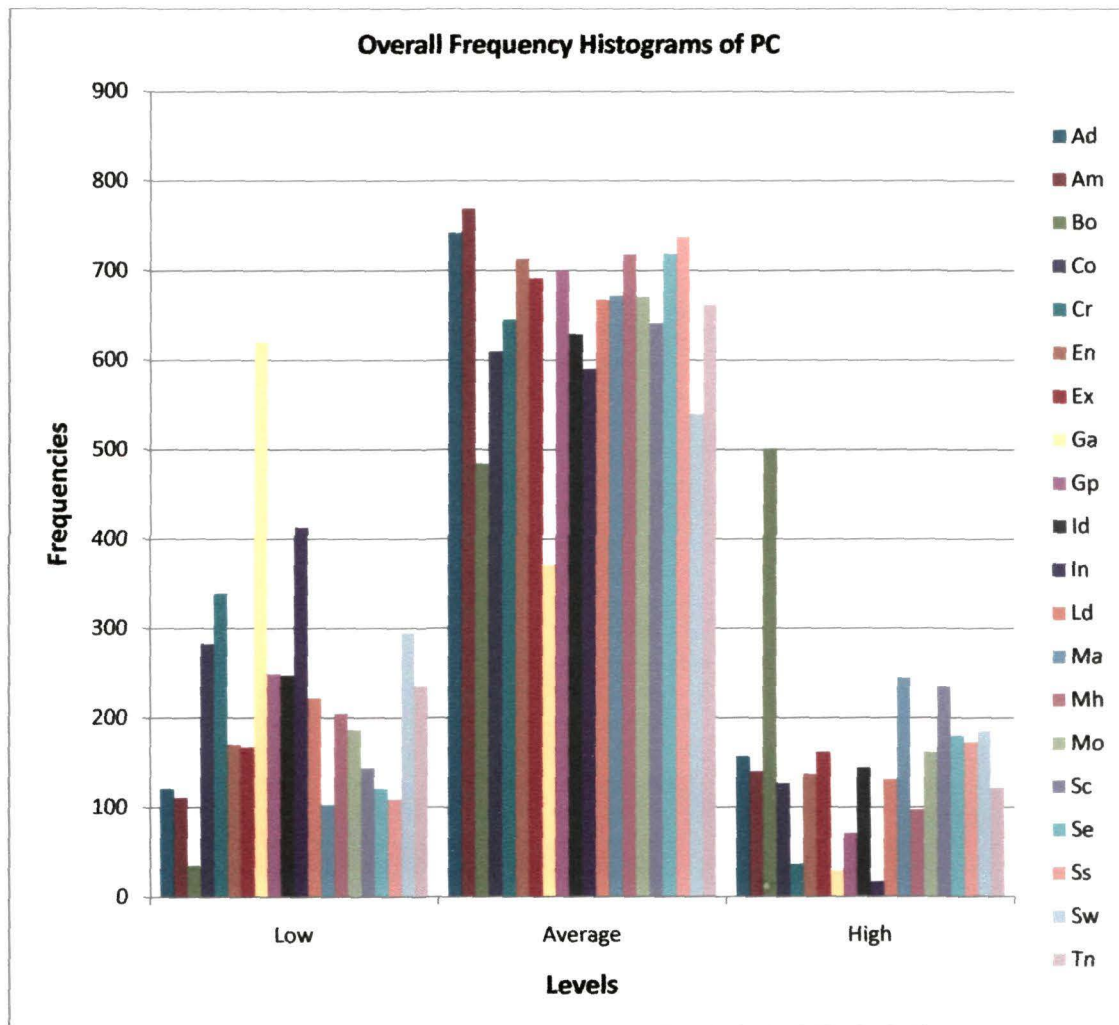


Figure 4.9 (a) Personality Characteristics of Class VIII Students

Findings (Refer to table 4.1 (i) in Appendix I)

1. **Adaptability:** It was found that 15.39 % were placed in the high level; 72.75 % were placed in the average level and 11.86 % were placed in the low level.
2. **Academic Achievement:** It was evident that 75.39 % were placed in the average level, 13.73 % were placed in the high and 10.88 % were placed in the low level.
3. **Boldness:** 49.12 % were placed in the high level; 47.45 % were placed in the average and 3.43 % were placed in the low level.
4. **Competition:** It was observed that 12.45 % were placed in the high level; 59.80 % were placed in the average level and 27.75 % were placed in the low level.
5. **Creativity:** Only 3.53 % were placed in the high level; 63.24 % were placed in the average level and 33.24 % were placed in the low level.
6. **Enthusiasm:** It was found that only 13.43 % have been placed in the high level; majority 69.90 % were placed in the average level and 16.67 % were placed in the low level.
7. **Excitability:** From figure 4. It was found that 15.88 % were placed in the high level; 67.75 % were placed in the average level and 16.37 % were placed in the low level.
8. **General Ability:** Only 2.84 % were placed in the high level; 36.37 % were placed in the average level and 60.78 % were placed in the low level.
9. **Guilt Proneness:** It was observed that 6.96 % were placed in the high level; 68.63 % were placed in the average and 24.41 % were placed in the low level.

10. **Individualism:** It can be seen that 14.12 % were placed in the high level; 61.67 % were placed in the average level and 24.22 % were placed in the low level.
11. **Innovation:** It was evident that only 1.67 % was placed in the high level; 57.84 % were placed in the average level and 40.49 % were placed in the low level.
12. **Leadership:** 12.84 % were placed in the high level; 65.39 % were placed in the average level and 21.76 % were placed in the low level.
13. **Maturity:** It was found that 24.02 % were placed in the high level; 65.88% were placed in the average and 10.10 % were placed in the low level.
14. **Mental Health:** Only 9.51 % were placed in the high level; 70.39 % were placed in the average and 20.10 % were placed in the low level.
15. **Morality:** Majority 65.78% were placed in the average level, only 15.88 % were placed in the high level; followed by 18.33 % placed in the low level.
16. **Self Control:** It was found that 23.04 % were placed in the high level; followed by 62.84 % in the average and 14.12 % were placed in the low level.
17. **Sensitivity:** It was found that majority 70.49 % were placed in the average level, 11.86 % in the low level and 17.65 % were placed in the high level.
18. **Self Sufficiency:** It was found that 16.96 % were placed in the high level; 72.35 % were placed in the average level and 10.69 % were placed in the low level.
19. **Social Warmth:** It was found that 18.14 % were placed in the high level; 52.94 % were placed in the average and 28.92 % were placed in the low level.
20. **Tension:** It was found that 11.96 % were placed in the high level; 64.90 % were placed in the average level and 23.14 % were placed in the low level.

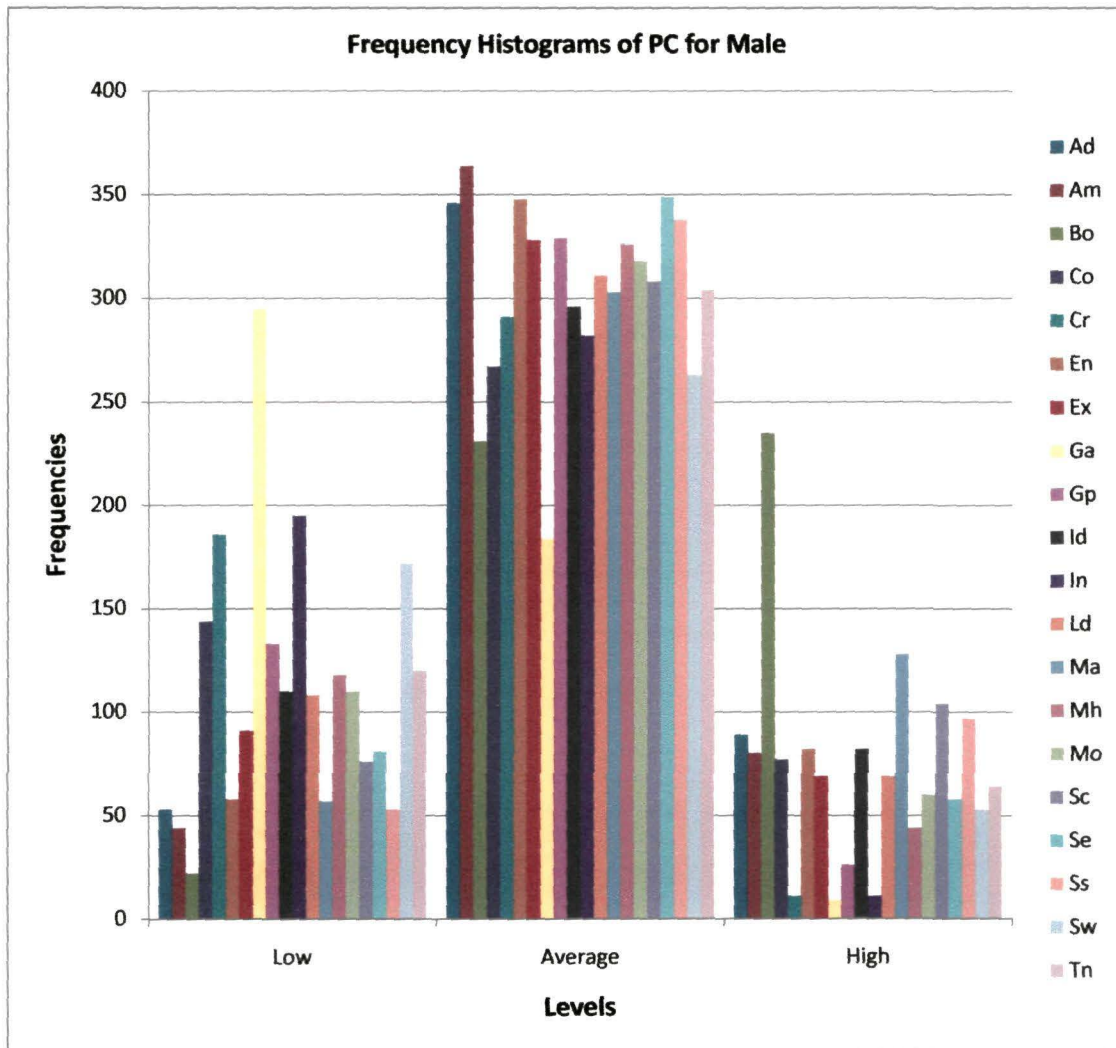


Figure 4. 9 (b) Personality Characteristics of Male Students

Personality Characteristics of Male Students (Refer to 4.1 (ii))

1. **Adaptability:** 70.90 % were placed in the average level, followed by 18.24 % in the high level and 10.86 % were placed in the low level.
2. **Academic Achievement:** It was observed that 16.39 % were placed in the high level; 74.59 % in the average level and 9.02 % were placed in the low level.
3. **Boldness:** 48.16 % were placed in the high level; followed by 47.34 % in the average level and only 4.51 % were placed in the low level.
4. **Competition:** Only 15.78 % were placed in the high level; 54.17 % were placed in the average level and 29.51 % were placed in the low level.
5. **Creativity:** High level in creativity can be noted in only 2.25 % followed by 59.63 % in the average level and 38.11 % in the low level.
6. **Enthusiasm:** It was found that 16.80 % were placed in the high level; 71.31 % were placed in the average level and 11.89 % were placed in the low level.
7. **Excitability:** Majority 67.21 % were placed in the average level, 18.65 % were placed in the low level and 14.14 % were placed in the high level.
8. **General Ability:** High general ability was found only in 1.84 %, followed by 37.7 % in the average level and 60.45 % in the low level.
9. **Guilt Proneness:** It was found that 5.33 % were placed in the high level; 67.42 % were placed in the average level and 27.25 % were placed in the low level.
10. **Individualism:** It was evident that 16.80 % were placed in the high level; 60.66 % were placed in the average level and 22.54 % were placed in the low level.

- 11.**Innovation:** Only 2.25 % were placed in the high level; 57.79 % were placed in the average and 39.96 % were placed in the low level.
- 12.**Leadership:** Majority 63.73 % were placed in the average, followed by 22.13 % in the low level and 14.14 % were placed in the high level.
- 13.**Maturity:** It was found that 26.23 % were placed in the high level; 62.09 % were placed in the average level and 11.68 % were placed in the low level.
- 14.**Mental Health:** Only 9.02% were placed in the high level; 66.80 % were placed in the average followed by 24.18 % placed in the low level.
- 15.**Morality:** It was found that 12.30 % were placed in the high level; 65.16 % were placed in the average level and 22.54 % were placed in the low level.
- 16.**Self Control:** It was observed that 21.31 % were placed in the high level; 63.11 % were placed in the average level and 15.57 % were placed in the low level.
- 17.**Sensitivity:** 11.89 % were placed in the high level; 71.52 % were placed in the average and 16.60 % were placed in the low level.
- 18.**Self Sufficiency:** It was found that 19.88 % were placed in the high level; 69.26 % were placed in the average and 10.86 % were placed in the low level.
- 19.**Social Warmth:** Only 10.86 % were found to be in the high level; 53.89 % were in the average level and 35.25 % were placed in the low level.
- 20.**Tension:** It was found that 13.11 % were placed in the high level; 62.30 % were placed in the average level and 24.59 % were placed in the low level.

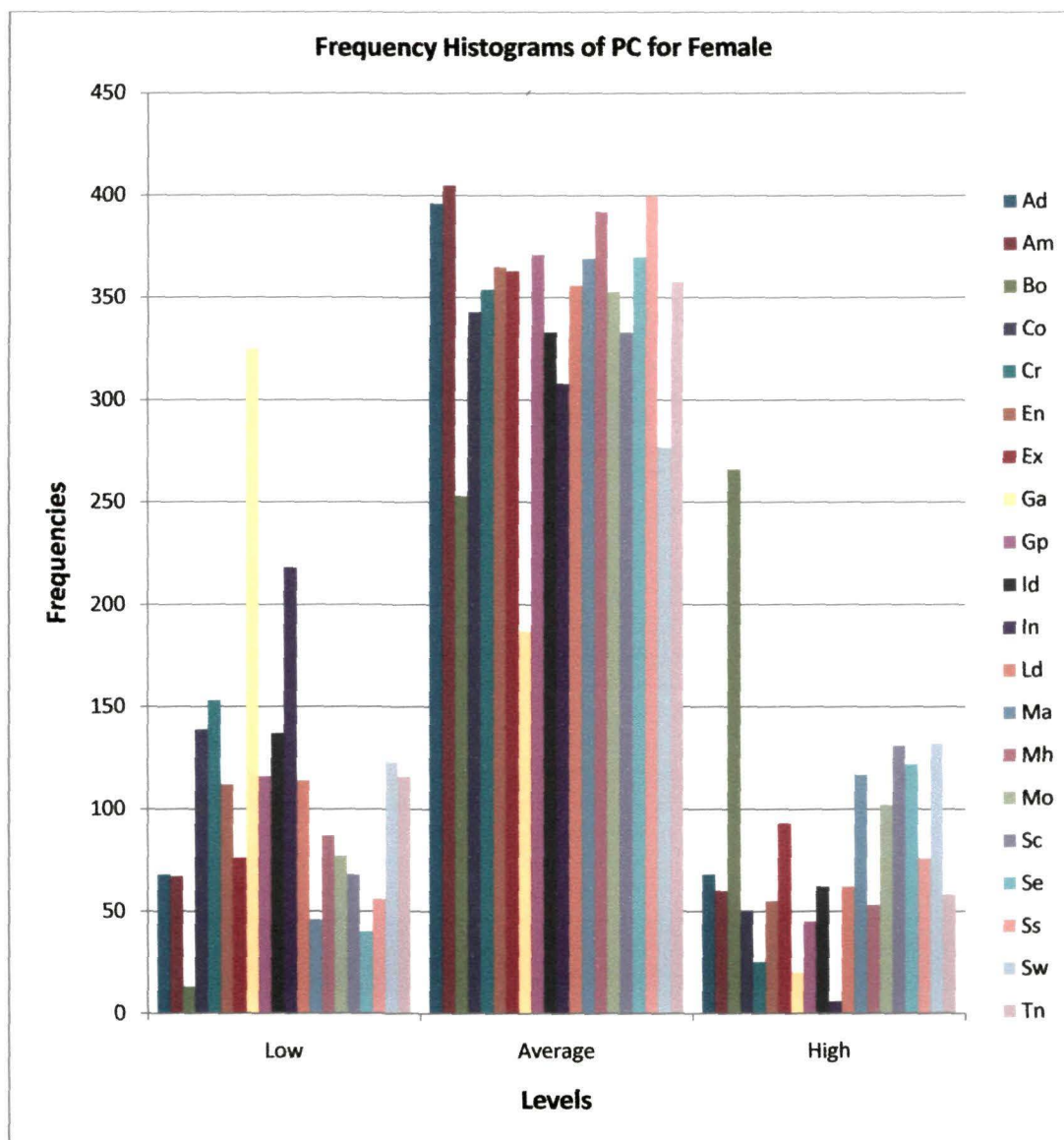


Figure 4.9 (c) Personality Characteristics of Female Students

Personality Characteristics of Female Students (Ref to Table 4.1 (iii))

1. **Adaptability:** It was found that 12.78 % were placed in the high level; 74.44 % were placed in the average level and 12.78 % were placed in the low level.
2. **Academic Achievement:** It was observed that 11.28 % were placed in the high level; 76.13 % were placed in the average level and 12.59 % were placed in the low level.
3. **Boldness:** 50% were placed in the high level; 47.56 % were placed in the average level and 2.44 % were placed in the low level.
4. **Competition:** It was found that only 9.40 % were placed in the high level; 64.47 % were in the average and 26.13 % were placed in the low level.
5. **Creativity:** Only 4.70 % were placed in the high level; majority 66.54 % were placed in the average level and 28.76 % were placed in the low level.
6. **Enthusiasm:** It was seen that 10.34 % were placed in the high level; majority 68.61 % were placed in the average and 21.05 % were placed in the low level.
7. **Excitability:** It was found that 17.48 % were placed in the high level; 68.23 % were placed in the average level and 14.29 % were placed in the low level.
8. **General Ability:** It was found that only 3.76 % were placed in the high level; 35.15 % were placed in the average and 61.09 % were placed in the low level.
9. **Guilt Proneness:** It was evident 8.46 % were placed in the high level; 69.74 % were placed in the average level and 21.80 % were placed in the low level.

- 10.**Individualism:** From table 4.19 it can be seen that 11.65 % were placed in the high level; 62.59 % were placed in the average level and 25.75 % were placed in the low level.
- 11.**Innovation:** Only 1.13 % was placed in the high level; 57.89 % were placed in the average level and 40.98 % were placed in the low level.
- 12.**Leadership:** Majority 66.92% were placed in the average level, followed by 21.43 % in the low level and 11.65 % were placed in the high level, and 21.43 % were placed in the low level.
- 13.**Maturity:** It was found that 21.99 % were placed in the high level; 69.36 % were placed in the average level and 8.65 % were placed in the low level.
- 14.**Mental Health:** Only 9.96 % were placed in the high level; 73.68 % were placed in the average level and 16.35 % were placed in the low level.
- 15.**Morality:** It was found that 19.17 % were placed in the high level; 66.35 % were placed in the average and 14.47 % were placed in the low level.
- 16.**Self Control:** It was evident that 24.62 % were placed in the high level; 62.59 % were placed in the average level and 12.78 % were placed in the low level.
- 17.**Sensitivity:** 69.55 % were placed in the average level, followed by 22.93 % in the high level and 7.52 % were placed in the low level.
- 18.**Self Sufficiency:** It was found that 14.29 % were placed in the high level; 75.19 % were placed in the average level and 10.53 % were placed in the low level.
- 19.**Social Warmth:** Table 4.19 shows that 24.81 % were placed in the high level; 52.07 % were placed in the average and 23.12 % were placed in the low level.

20. **Tension:** It was observed that 10.90 % were placed in the high level; 67.29 % were placed in the average level and 21.80 % were placed in the low level.

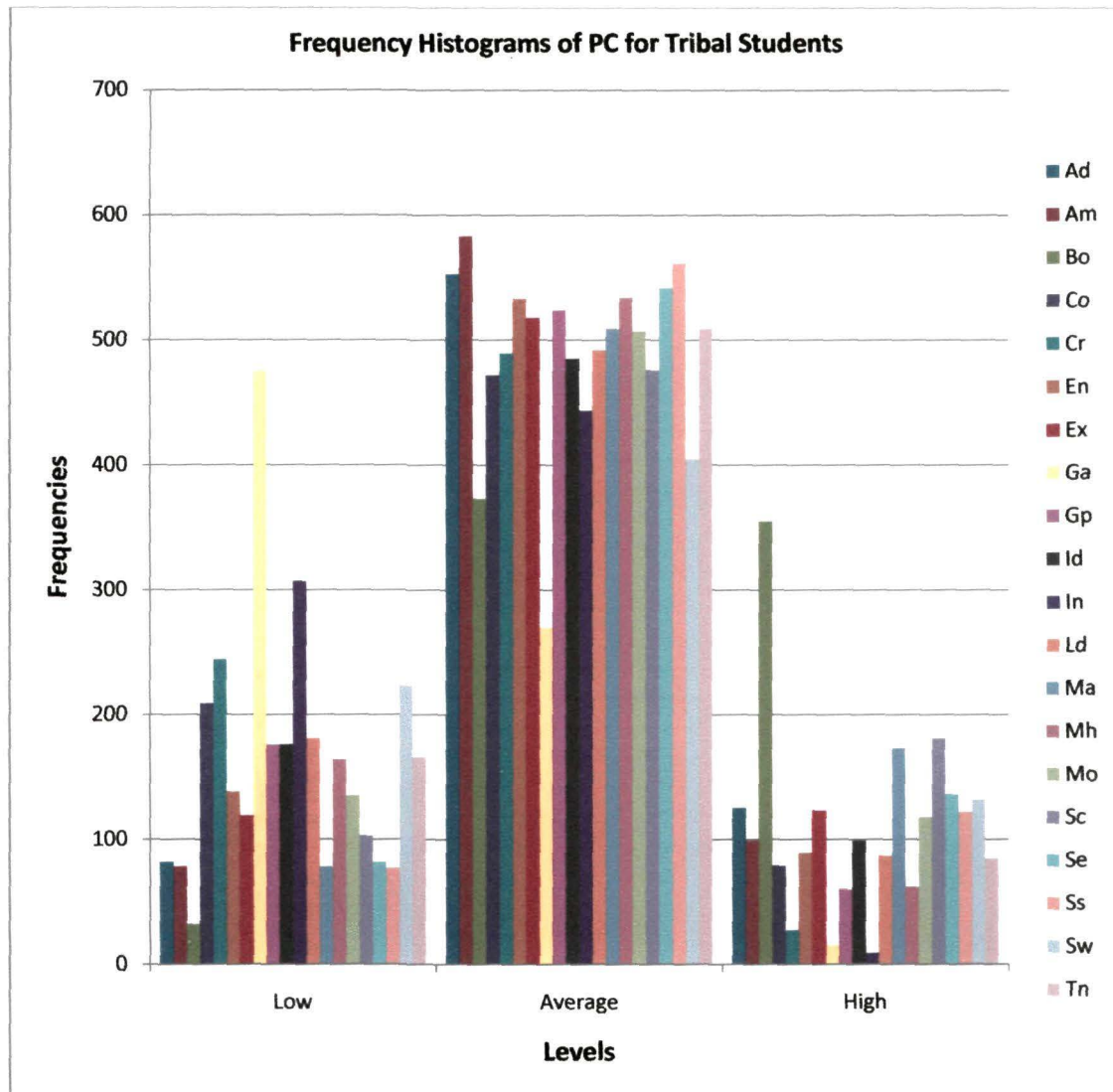


Figure 4.9 (d) Personality Characteristics of Tribal Students

Personality Characteristics of Tribal Students (Ref to Table 4.1 (iv))

1. **Adaptability:** 72.76 % were placed in the average level, 16.45 % were placed in the high and 10.79 % were placed in the low level.
2. **Academic Achievement:** It was found that 13.03 % were placed in the high level; 76.71 % were placed in the average level and 10.26 % were placed in the low level.
3. **Boldness:** 46.17 % were placed in the high level; 49.08 % were placed in the average level and 4.21 % were placed in the low level.
4. **Competition:** It was evident that 10.39 % were placed in the high level; 62.11 % were placed in the average l and 27.50 % were placed in the low level.
5. **Creativity:** Only 3.55 % were placed in the high level; 64.34 % were placed in the average and 32.11 % were placed in the low level.
6. **Enthusiasm:** It was found that 11.71 % were placed in the high level; 70.13 % were placed in the average level and 18.16 % were placed in the low level.
7. **Excitability:** 16.18 % were placed in the high level; 68.16 % were placed in the average and 15.66 % were placed in the low level.
8. **General Ability:** Only 1.97 % was placed in the high level; 35.53 % were placed in the average and 62.50 % were found in the low level.
9. **Guilt Proneness:** It was found that 7.89 % were placed in the high level; 68.95 % were placed in the average and 23.16 % were placed in the low level.

10. **Individualism:** Table 4.20 shows that 13.03 % were placed in the high level; 63.82 % were placed in the average level and 23.16 % were placed in the low level.
11. **Innovation:** It was found that only 1.18 % was placed in the high level; 58.42 % were placed in the average level and 40.39 % were placed in the low level.
12. **Leadership:** 11.45 % were placed in the high level; 64.74 % were placed in the average and 23.82 % were placed in the low level.
13. **Maturity:** 66.97 % were placed in the average level, followed by 22.76 % in the high level; and 10.26 % were placed in the low level.
14. **Mental Health:** It was found that 8.16 % were placed in the high level; 70.26 % were placed in the average and 21.58 % were noted to be in the low level.
15. **Morality:** It was found that 15.53 % were placed in the high level; 66.71 % were placed in the average level and 17.76 % were placed in the low level.
16. **Self Control:** It can be seen that 23.82 % were placed in the high level; majority 62.63 % were placed in the average level and 13.55 % were placed in the low level.
17. **Sensitivity:** It was found that 17.89 % were placed in the high level; 71.32 % were placed in the average level and 10.79 % were placed in the low level.
18. **Self Sufficiency:** Majority 73.82 % were placed in the average level, 16.05 % were placed in the high level; and 10.13 % were placed in the low level.

19. **Social Warmth:** It was found that 17.37 % were placed in the high level; 53.29 % were placed in the average level and 29.34 % were placed in the low level.
20. **Tension:** It was found that 11.18 % were placed in the high level; 66.97 % were placed in the average and 21.84 % were placed in the low level.

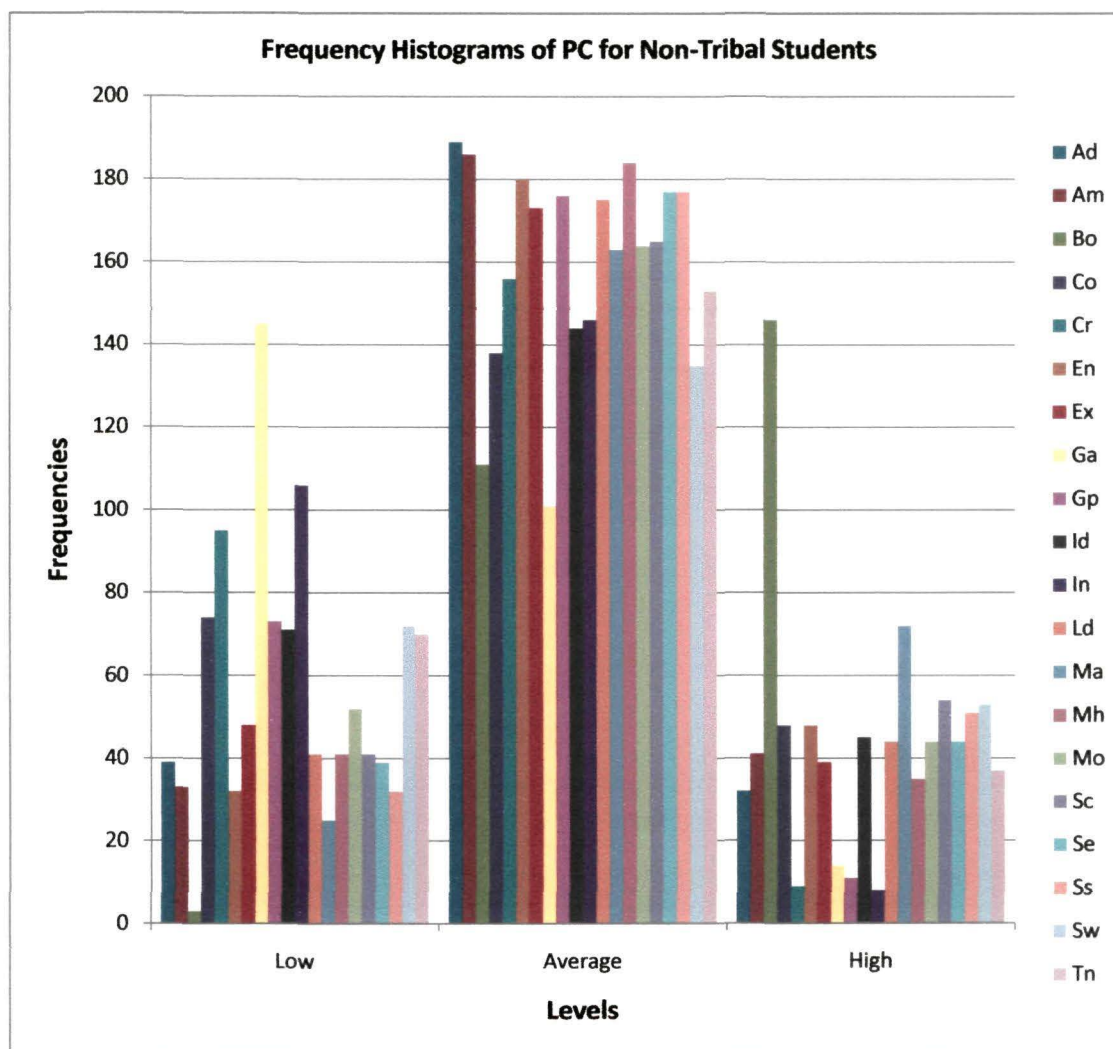


Figure 4.9(e) Personality Characteristics of Non- Tribal Students

Personality Characteristics of Non- Tribal Students (Refer to Table 4.1 (v))

1. **Adaptability:** 12.31 % were placed in the high level; 72.69 % were placed in the average level and 15.00 % were placed in the low level.
2. **Academic Achievement:** It was found that 15.77 % were placed in the high level; 71.54 % were placed in the average and 12.69 % were placed in the low level.
3. **Boldness:** 56.15 % were placed in the high level; 42.69 % were placed in the average and 1.15 % was placed in the low level.
4. **Competition:** It was found that only 18.46 % were placed in the high level; 53.08 % were placed in the average level and 28.46 % were placed in the low level.
5. **Creativity:** Only 3.46 % were placed in the high level; 60.00 % were placed in the average level and 36.54 % were placed in the low level.
6. **Enthusiasm:** It was observed that 18.46 % were placed in the high level; 69.23 % were placed in the average and 12.31 % were placed in the low level.
7. **Excitability:** 66.54 % were placed in the average level, 18.46 % were placed in the low and 15.00 % were placed in the high level.
8. **General Ability:** It can be noted that 5.38 % were placed in the high level; 38.85 % were placed in the average and 55.77 % were placed in the low level.
9. **Guilt Proneness:** It was found that 4.23 % were placed in the high level; 67.69 % were placed in the average and 28.08 % were placed in the low level.

- 10.**Individualism:** It was found that 17.31 % were place in the high level; 55.38 % were placed in the average level and 27.31 % were placed in the low level.
- 11.**Innovation:** It was found that only 3.08 % were placed in the high level; 56.15 % were placed in the average level and 40.77 % were placed in the low level.
- 12.**Leadership:** 16.92 % were placed in the high level; 67.31 % were placed in the average and 15.77 % were placed in the low level.
- 13.**Maturity:** It was found that 22.69 % were place in the high level; 62.69 % were placed in the average level and 9.62 % were placed in the low level.
- 14.**Mental Health:** It was found that majority 70.77 % were placed in the average level, followed by 15.77 % in the low level and 13.46 % were placed in the high level.
- 15.**Morality:** 16.92 % were placed in the high level; 63.08 % were placed in the average level and 20.00 % were placed in the low level.
- 16.**Self Control:** It was observed that 20.77 % were placed in the high level; 63.46 % were placed in the average and 15.77 % were placed in the low level.
- 17.**Sensitivity:** It was found that 16.92 % were placed in the high level; 68.08 % were placed in the average level and 15.00 % were placed in the low level.
- 18.**Self Sufficiency:** From Table 4.21 it can be observed that 19.62 % were placed in the high level; 68.08 % were placed in the average level and 12.31 % were placed in the low level.

19. **Social Warmth:** It was found that 20.38 % were placed in the high level; 51.92 % were placed in the average level and 27.69 % were placed in the low level.

20. **Tension:** 14.23 % were placed in the high level; 58.85 % were placed in the average level and 26.92 % were placed in the low level.

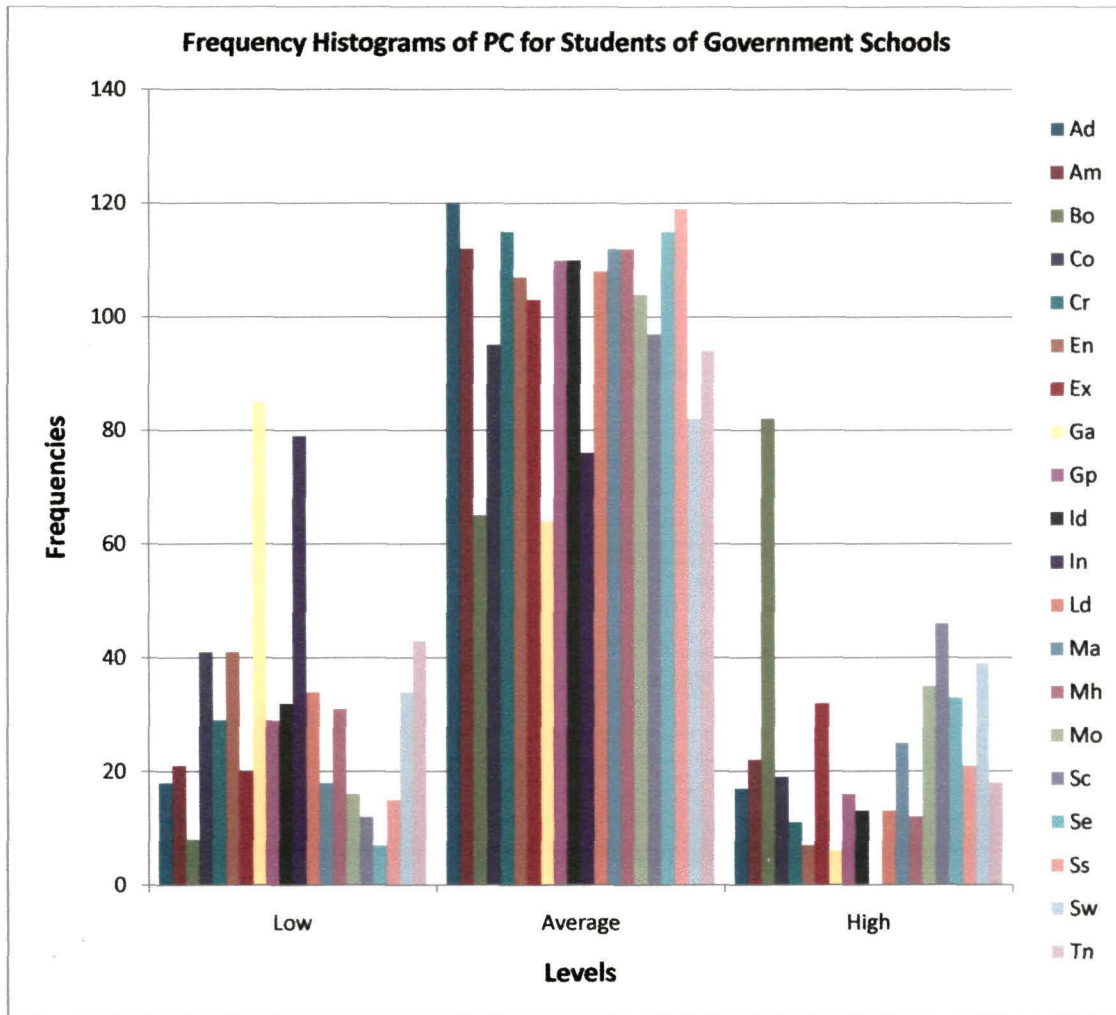


Figure 4.9 (f) Personality Characteristics of Class VIII Students of Government Schools

**Personality Characteristics of Class VIII Students of Government
Schools (Ref to Table 4.1 (vi))**

1. **Adaptability:** Majority 77.42 % were placed in the average level, followed by 11.61 % in the low level and only 10.97 % were placed in the high level.
2. **Academic Achievement:** It was found that 14.19 % were placed in the high level; 72.26 % were placed in the average level and 13.55 % were placed in the low level.
3. **Boldness:** Majority 52.90 % were placed in the high level; followed by 41.94 % in the average level and 5.16 % were placed in the low level.
4. **Competition:** It was found that 12.26 % were placed in the high level; 61.29 % were placed in the average level and 26.45 % were placed in the low level.
5. **Creativity:** It was observed that only 7.10 % were placed in the high level; 74.19 % were placed in the average level and 18.17 % were placed in the low level.
6. **Enthusiasm:** Only 4.52 % were placed in the high level; 69.03 % were placed in the average level and 26.45 % were placed in the low level.
7. **Excitability:** It was found that 20.65 % were placed in the high level; 66.45 % were placed in the average level and 12.90 % were placed in the low level.
8. **General Ability:** Majority 54.84 % were placed in the low level, followed by 41.29% in the average level and only 3.87 % were placed in the high level.

9. **Guilt Proneness:** It was found that 10.32 % were placed in the high level; 70.97 % were placed in the average level and 18.71 % were placed in the low level.
10. **Individualism:** 8.39 % were placed in the high level; 70.97 % were placed in the average level and 20.65 % were placed in the low level.
11. **Innovation:** 0.00 % was placed in the high level; 49.03 % were placed in the average and 50.97 % were placed in the low level.
12. **Leadership:** Only 8.39 % were placed in the high level; 69.68 % were placed in the average level and 21.94 % were placed in the low level.
13. **Maturity:** It was found that 16.13 % were placed in the high level; 72.26 % were placed in the average and 11.61 % were placed in the low level.
14. **Mental Health:** 72.26 % were placed in the average level, 20.00 % were placed in the low and only 7.74 % were placed in the high level.
15. **Morality:** It was found that 22.58 % were placed in the high level; 67.10 % were placed in the average level and 10.32 % were placed in the low level.
16. **Self Control:** 29.68 % were placed in the high level; 62.58 % were placed in the average level and 7.74 % were placed in the low level.
17. **Sensitivity:** It was found that 21.29 % were placed in the high level; 74.19 % were placed in the average level and 4.52 % were placed in the low level.

- 18. Self Sufficiency:** 13.55 % were placed in the high level; 76.77 % were placed in the average level and 9.68 % were placed in the low level.
- 19. Social Warmth:** It was observed that 25.16 % were placed in the high level; 52.90 % were placed in the average and 21.94 % were placed in the low level.
- 20. Tension:** It was found that 11.61 % were placed in the high level; 60.65 % were placed in the average level and 27.74 % were placed in the low level.

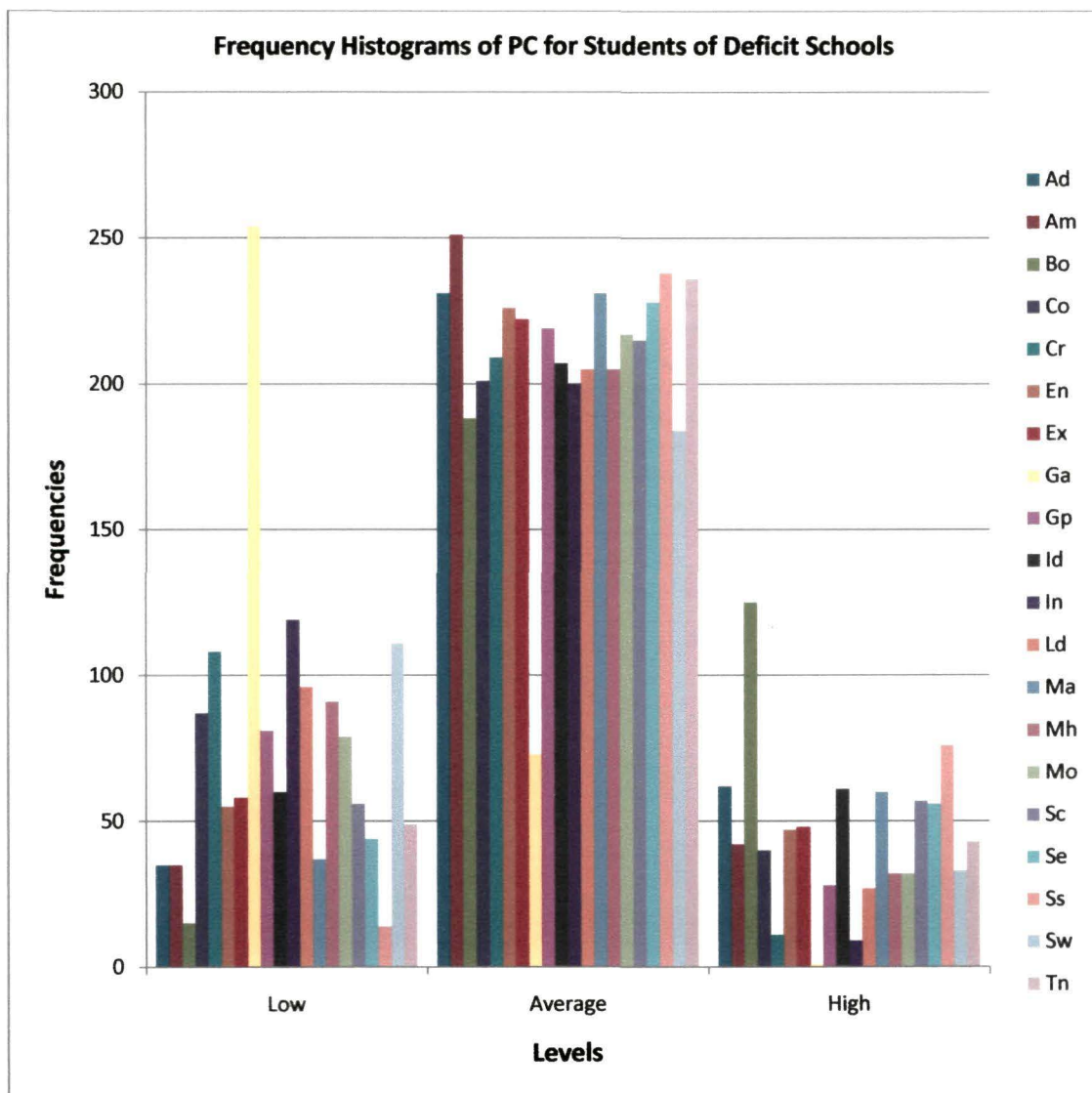


Figure 4.9 (g) Personality Characteristics of Class VIII Students of Deficit Schools

Personality Characteristics of Class VIII Students of Deficit Schools (Refer to Table 4.1 (vii))

1. **Adaptability:** It was found that 18.90 % were placed in the high level; 70.43 % were placed in the average level and 10.67 % were placed in the low level.
2. **Academic Achievement:** 76.52 % were placed in the average level, followed by 12.80 % in the high level; and 10.67 % were placed in the low level.
3. **Boldness:** 38.11 % were placed in the high level; 57.32 % were placed in the average level and only 4.57 % were placed in the low level.
4. **Competition:** It was evident that 12.20 % were placed in the high level; 61.28 % were placed in the average and 26.52 % were placed in the low level.
5. **Creativity:** Table 4.23 shows that only 3.35 % were placed in the high level; 63.72 % were placed in the average level and 32.93 % were placed in the low level.
6. **Enthusiasm:** It was found that 14.33 % were placed in the high level; 68.90 % were placed in the average and 16.77 % were placed in the low level.
7. **Excitability:** Majority 67.68 % were placed in the average level, 17.68 % were placed in the low and 14.63 % were placed in the high level.
8. **General Ability:** It was found that 0.30 % were placed in the high level; 22.26 % were placed in the average level and 77.44 % were placed in the low level.
9. **Guilt Proneness:** 8.54 % were placed in the high level; 66.77 % were placed in the average and 24.70 % were placed in the low level.

- 10.Individualism:** It was found that 18.60 % were placed in the high level; 63.11 % were placed in the average level and 18.29 % were placed in the low level.
- 11.Innovation:** Only 2.74 % were placed in the high level; 60.98 % were placed in the average and 36.28 % were placed in the low level.
- 12.Leadership:** 8.23 % were placed in the high level; 62.50 % were placed in the average level and 29.27 % were placed in the low level.
- 13.Maturity:** It was found that 18.29 % were placed in the high level; 70.43 % were placed in the average level and 11.28 % were placed in the low level.
- 14.Mental Health:** Only 9.76 % were placed in the high level; 62.50 % were placed in the average level and 27.74 % were placed in the low level.
- 15.Morality:** It was found that only 9.76 % were placed in the high level; 66.16% were placed in the average and 24.09 % were placed in the low level.
- 16.Self Control:** It was observed that 17.38 % were placed in the high level; 65.55 % were placed in the average level and 17.07 % were placed in the low level.
- 17.Sensitivity:** It was found that 17.07 % were placed in the high level; 69.51 % were placed in the average level and 13.41 % were placed in the low level.
- 18.Self Sufficiency:** 72.56 % were placed in the average, followed by 23.17 % in the high level; and 4.27 % were placed in the low level.
- 19.Social Warmth:** It was found that 10.06 % were placed in the high level; 56.10 % were placed in the average level and 33.84 % were placed in the low level.

20.Tension: It was found that 13.11 % were placed in the high level; 71.95 % were placed in the average level and 14.94 % were placed in the low level.

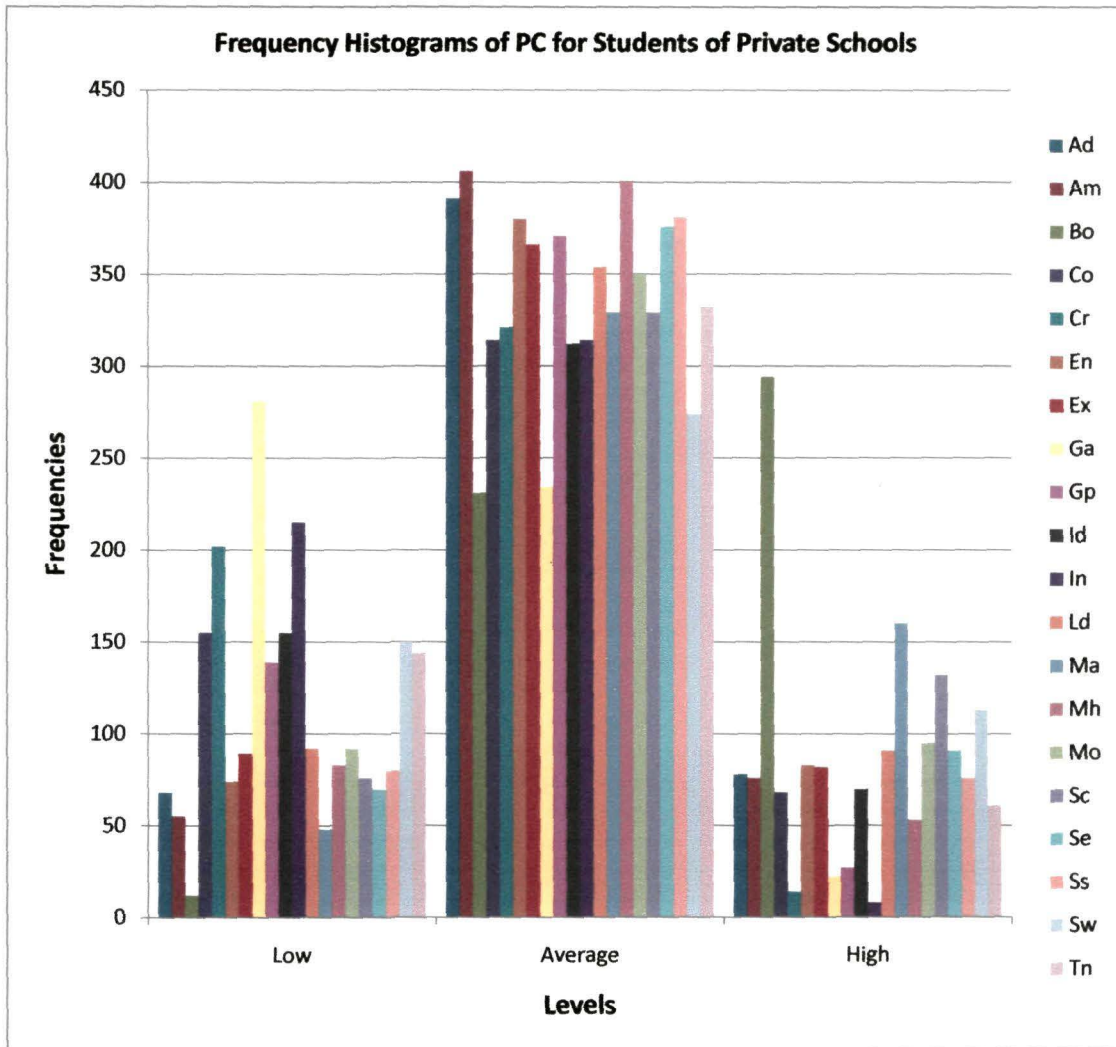


Figure 4.9(h) Personality Characteristics of Class VIII students of Private Schools

Personality Characteristics of Class VIII Students of Private Schools (Refer to Table 4.1 (viii))

1. **Adaptability:** Majority 72.81 % were placed in the average level, followed by 14.53 % in the high level; and 12.66 % placed in the low level.
2. **Academic Achievement:** It was found that 14.15 % were placed in the high level; 75.61 % were placed in the average and 10.24 % were placed in the low level.
3. **Boldness:** 54.75 % were placed in the high level; 43.02 % were placed in the average level and 2.23 % were placed in the low level.
4. **Competition:** It was found that 12.66 % were placed in the high level; 58.47 % were placed in the average and 28.86 % were placed in the low level.
5. **Creativity:** Only 2.61 % were placed in the high level; 59.78 % were placed in the average and 37.62 % were placed in the low level.
6. **Enthusiasm:** Majority 70.76 % were placed in the average level, 15.46 % were placed in the high level and 13.78 % were placed in the low level.
7. **Excitability:** It was found that 15.27 % were placed in the high level; 68.16 % were placed in the average level and 16.57 % were placed in the low level.
8. **General Ability:** Only 4.10 % were placed in the high level; 43.58 % were placed in the average level and 52.33 % were placed in the low level.
9. **Guilt Proneness:** It was found that 5.03 % were placed in the high level; 69.09 % were placed in the average level and 25.88 % were placed in the low level.
10. **Individualism:** 13.04 % were placed in the high level; 58.10 % were placed in the average level and 28.86 % were placed in the low level.

11. **Innovation:** It was found that 1.49 % was placed in the high level; 58.47 % were placed in the average level and 40.04 % were placed in the low level.
12. **Leadership:** 65.92 % were placed in the average level , followed by 17.13 % placed in the low level and 16.95 % placed in the high level
13. **Maturity:** It was found that 29.80 % were placed in the high level; 61.27 % were placed in the average level and 8.94 % were placed in the low level.
14. **Mental Health:** Only 9.87 % were placed in the high level; 74.67 % were placed in the average level and 15.46 % were placed in the low level.
15. **Morality:** It was found that 17.69 % were placed in the high level; 65.18 % were placed in the average and 17.13 % were placed in the low level.
16. **Self Control:** 24.58 % were placed in the high level; 61.27 % were placed in the average and 14.15 % were placed in the low level.
17. **Sensitivity:** It was found that only 16.95 % were placed in the high level; 70.02 % were placed in the average and 13.04% were placed in the low level.
18. **Self Sufficiency:** It was found that 14.15 % were placed in the high level; 70.95 % were placed in the average level and 14.90 % were placed in the low level.
19. **Social Warmth:** It can be seen that 21.04 % were placed in the high level; 51.02 % were placed in the average level and 27.93 % were placed in the low level.
20. **Tension:** It was found that 11.36 % were placed in the high level; 61.82 % were placed in the average level and 26.82 % were placed in the low level.

4.3. A Comparison of Emotional Intelligence among Different Groups of Class VIII Students. (Objective 4)

An attempt has been made to compare the Emotional Intelligence and Personality Characteristics of different related groups' viz., sex, community and management. The 't' value was employed to find the significant difference between the mean value obtained by different groups. The level of significance was taken at 0.05 and 0.01 level respectively.

A. Sex

The findings along with the computed value of mean, SD and 't' has been interpreted and presented as follows.

Hypothesis I: There is no significant difference between Male and Female Students in their Emotional Intelligence.

Table 4.2. Difference between Male and Female Students in their EI

Sl No.	Gender	N	Mean	SD	't' Value	Level of Significance
1.	Male	488	70.29	10.01	3.429	0.01
2	Female	532	68.13	10.09		

't' value- 1.97=0.05 level of significance; 2.60=0.01 level of significance

From Table 4.2 above it can be seen that the difference of the mean of scores of Male and Female Students are statistically significant. The 't' value being 3.43 is significant at 0.01 level. Thus, the null hypothesis is rejected. Hence, it is concluded that, there is significant difference between Male and Female Students in their EI.

B. Community

Hypothesis 2: There is no significant difference between Tribal and Nontribal Students in their Emotional Intelligence.

Table 4.3 Difference between Tribal and Nontribal Students in their EI

Sl No.	Community	N	Mean	SD	't' Value	Level of Significance
1.	Tribal	760	68.24	9.78	4.887	0.01
2	Nontribal	260	71.88	10.56		

From the table 4.3 above it is evident that the difference of the mean of scores of Tribal and Nontribal Students are statistically significant. The 't' value being 4.89 is significant at 0.01 levels. Thus, the null hypothesis is rejected. Hence, it is concluded that, there is significant difference between Tribal and Nontribal Students in their EI.

C. Type of Management

Hypothesis 3: There is no significant difference between students studying in Government and Deficit Schools in their Emotional Intelligence.

Table 4.4. Difference between Students of Government and Deficit Schools in their EI

Sl No.	Management	N	Mean	SD	't' Value	Level of Significance
1.	Government	155	68.48	8.98	0.73	N.S
2	Deficit	328	67.83	9.46		

Table 4.4 represents the difference of the mean of the scores between students of Government and Deficit Schools that are not statistically significant.

The 't' value being 0.73, is not significant at 0.05 or 0.01 level. Thus, the null hypothesis is retained. Hence, there is no significant difference between students of Government and Deficit Schools in their EI

Hypothesis 4: There is no significant difference between students studying in Government and Private Schools in their Emotional Intelligence.

Table 4.5. Difference between Students of Government and Private Schools in their EI.

Sl No.	Management	N	Mean	SD	't' Value	Level of Significance
1.	Government	155	68.48	8.98	1.986	0.05
2	Private	537	70.18	10.68		

From Table 4.5 it can be noted that the difference of the mean of scores between students of Government and Private Schools has been found statistically significant. The 't' value being 1.99, is significant at 0.05 level. Thus, the null hypothesis is rejected. Hence, it is concluded that there is a significant difference between students of Government and Private Schools in their EI

Hypothesis 5. There is no significant difference between students studying in Deficit and Private Schools in their Emotional Intelligence.

Table 4.6.Difference between Students of Deficit and Private Schools in their EI

Sl No.	Management	N	Mean	SD	't' Value	Level of Significance
1.	Deficit	328	67.83	9.46	3.374	0.01
2	Private	537	70.18	10.68		

Table 4.6 shows the difference of the mean of the scores between students of Deficit and Private Schools that are statistically significant. The 't' value being 3.38 is significant at 0.01 level. Thus, the null hypothesis is rejected. Hence, there is a significant difference between Deficit and Private Students in their EI.

4.4. Comparison of Personality Characteristics of Class VIII Students, (Objective 5)

A. Sex

The interpretation of the findings has been presented as follows.

Hypothesis 6. There is no significant difference between Male and Female Students in their Personality Characteristics

Table 4.7. Results of Male and Female Students

	N (Male)	Mean	SD	N (Female)	Mean	SD	t value	Remarks
Ad	488	5.75	1.84	532	5.32	1.82	3.748	0.01
Am	488	6.01	1.81	532	5.76	1.84	2.186	0.05
Bo	488	6.9	1.97	532	7.07	1.86	1.414	N.S
Co	488	5.1	2.41	532	4.9	2.1	1.407	N.S
Cr	488	4.02	1.57	532	4.45	1.66	4.251	0.01
En	488	6.02	1.93	532	5.26	2.03	6.128	0.01
Ex	488	5.2	1.98	532	5.63	1.98	3.465	0.01
Ga	488	3.31	1.98	532	3.29	2.12	0.156	N.S
Gp	488	4.98	2.02	532	5.19	1.94	1.69	N.S
Id	488	5.35	2.19	532	4.92	2.11	3.188	0.01
In	488	4.01	1.79	532	3.93	1.64	0.742	N.S
Ld	488	5.46	2.11	532	5.34	2.01	0.928	N.S
Ma	488	6.03	2.22	532	5.91	1.94	0.916	N.S
Mh	488	5.1	1.9	532	5.34	1.74	2.098	0.05
Mo	488	5.33	2.12	532	5.92	2.05	4.511	0.01
Sc	488	5.87	2.15	532	6.25	2.11	2.845	0.01
Se	488	5.16	1.86	532	6.03	1.87	7.443	0.01
Ss	488	6.11	2.01	532	5.93	1.85	1.484	N.S
Sw	488	4.69	2.1	532	5.52	2.26	6.08	0.01
Tn	488	4.88	2.18	532	4.8	2.1	0.596	N.S

't' value- 1.97=0.05 level of significance; 2.60=0.01 level of significance

From Table 4.7 above it is evident that the difference of the mean of scores of Male and Female Students with regards to 'Ad' (3.75); 'Cr' (4.25); 'En' (6.13); 'Ex' (3.46); Id (3.19); 'Mo' (4.51); 'Sc' (2.84); 'Se' (7.44) and 'Sw' (6.08) are statistically significant at 0.01 level. Further, the 't' value for 'Am' (2.19) and 'Mh' (2.10) are statistically significant at 0.05 level. Thus, the null hypothesis is rejected for these characteristics. Hence, it can be concluded that, there is a significant difference between the Male and Female Students in most of the Personality Characteristics as mentioned above. However, no significant difference was found in other characteristics.

B. Community

Hypothesis 7. There is no significant difference between Tribal and Non-tribal Students in their Personality Characteristics.

Table 4.8 Results of Tribal and Non-tribal Students

PC	N (Tribal)	Mean	SD	N (Non-tribal)	Mean	SD	t value	Remarks
Ad	760	5.57	1.86	260	5.41	1.8	1.227	N.S
Am	760	5.86	1.81	260	5.93	1.89	0.521	N.S
Bo	760	6.86	1.95	260	7.37	1.76	3.921	0.01
Co	760	4.92	2.18	260	5.22	2.44	1.757	N.S
Cr	760	4.28	1.62	260	4.13	1.64	1.277	N.S
En	760	5.47	2.01	260	6.07	2	4.17	0.01
Ex	760	5.46	1.97	260	5.32	2.06	0.956	N.S
Ga	760	3.18	2	260	3.63	2.18	2.933	0.01
Gp	760	5.16	1.99	260	4.87	1.97	2.044	0.05
Id	760	5.08	2.1	260	5.27	2.31	1.171	N.S
In	760	3.95	1.65	260	4.02	1.88	0.534	N.S
Ld	760	5.24	2.05	260	5.87	2.02	4.324	0.01
Ma	760	5.9	2.03	260	6.15	2.22	1.601	N.S
Mh	760	5.14	1.81	260	5.46	1.85	2.421	0.05
Mo	760	5.63	2.09	260	5.67	2.16	0.26	N.S
Sc	760	6.11	2.12	260	5.96	2.17	0.968	N.S
Se	760	5.68	1.89	260	5.43	1.98	1.778	N.S

Ss	760	6.01	1.9	260	6.05	2.02	0.28	N.S
Sw	760	5.11	2.19	260	5.14	2.31	0.183	N.S
Tn	760	4.85	2.09	260	4.82	2.28	0.187	N.S

It is evident from Table 4.8 that the difference of the mean of the scores of Tribal and Non-Tribal Students with regards to 'Bo' (3.92); 'En' (4.17); 'En' (6.13); 'Ga' (2.93); LD (4.32); are statistically significant at 0.01 level. Further, the 't' value for 'Gp' (2.04) and 'Mh' (2.42) are statistically significant at 0.05 level. Thus, the null hypothesis is rejected for these characteristics. Hence, it can be concluded that, there is a significant difference between tribal and non-tribal students in most of the above mentioned Personality Characteristics. However, no significant difference was found in other characteristics.

C .Type of Management

Hypothesis 8. There is no significant difference between students studying in Government and Deficit Schools in their Personality Characteristics.

Table 4.9 Results of Students of Government and Deficit Schools

PC	N (Govt)	Mean	SD	N (Deficit)	Mean	SD	t value	Remarks
Ad	155	5.37	1.69	328	5.7	1.95	1.905	N.S
Am	155	5.7	1.9	328	5.88	1.85	0.98	N.S
Bo	155	6.97	2.05	328	6.55	1.97	2.128	0.05
Co	155	4.88	2.14	328	5.1	2.23	1.04	N.S
Cr	155	4.89	1.65	328	4.29	1.6	3.767	0.01
En	155	4.77	1.9	328	5.58	1.97	4.322	0.01
Ex	155	5.81	1.86	328	5.36	2	2.422	0.05
Ga	155	3.57	2.06	328	2.52	1.75	5.48	0.01
Gp	155	5.35	1.97	328	5.17	2.03	0.928	N.S
Id	155	5.03	1.92	328	5.52	2.09	2.544	0.05
In	155	3.57	1.55	328	4.17	1.79	3.775	0.01
Ld	155	5.3	1.96	328	4.96	2.02	1.762	N.S
Ma	155	5.61	2.03	328	5.75	1.92	0.72	N.S

Mh	155	5.22	1.73	328	4.9	1.94	1.824	N.S
Mo	155	6.29	1.86	328	5.18	2.04	5.933	0.01
Sc	155	6.68	2	328	5.63	2.08	5.317	0.01
Se	155	6.04	1.75	328	5.5	1.97	3.038	0.01
Ss	155	5.88	1.91	328	6.45	1.73	3.154	0.01
Sw	155	5.62	2.27	328	4.69	2.02	4.351	0.01
Tn	155	4.59	2.3	328	5.17	2	2.695	0.01

Table 4.9 reveals that the difference of the mean of the scores between students of Government and Deficit Schools with regards to 'Cr' (3.77); 'En' (4.32); 'Ga' (5.48); 'In' (3.78); 'Mo' (5.93); 'Sc' (5.32); 'Se' (3.03) and 'Ss' (3.15); 'Sw' (4.35); 'Tn' (2.70) are statistically significant. The 't' value is significant at 0.01 level. Further, 'Bo' (2.13) and 'Ex' (2.42) 'Id' (2.54) are statistically significant at 0.05 level. Thus, the null hypothesis is rejected for these characteristics. Hence, it can be concluded that, there is a significant difference between students of Government and Deficit schools in most of the Personality Characteristics mentioned above. However, no significant difference was found in other characteristics.

Hypothesis 9: There is no significant difference between students studying in Government and Private Schools in their Personality Characteristics.

Table 4.10. Results of Students of Government and Private Schools

PC	N (Govt)	Mean	SD	N (Private)	Mean	SD	t value	Remarks
Ad	155	5.37	1.69	537	5.47	1.82	0.638	N.S
Am	155	5.7	1.9	537	5.93	1.8	1.343	N.S
Bo	155	6.97	2.05	537	7.26	1.8	1.593	N.S
Co	155	4.88	2.14	537	4.97	2.3	0.453	N.S
Cr	155	4.89	1.65	537	4.03	1.59	5.763	0.01
En	155	4.77	1.9	537	5.89	2.02	6.373	0.01
Ex	155	5.81	1.86	537	5.36	2.01	2.605	0.01
Ga	155	3.57	2.06	537	3.69	2.09	0.637	N.S

Gp	155	5.35	1.97	537	4.96	1.96	2.174	0.05
Id	155	5.03	1.92	537	4.91	2.23	0.66	N.S
In	155	3.57	1.55	537	3.96	1.69	2.703	0.01
Ld	155	5.3	1.96	537	5.69	2.06	2.157	0.05
Ma	155	5.61	2.03	537	6.2	2.16	3.141	0.01
Mh	155	5.22	1.73	537	5.43	1.74	1.33	N.S
Mo	155	6.29	1.86	537	5.73	2.15	3.184	0.01
Sc	155	6.68	2	537	6.16	2.16	2.8	0.01
Se	155	6.04	1.75	537	5.56	1.91	2.946	0.01
Ss	155	5.88	1.91	537	5.8	2.01	0.454	N.S
Sw	155	5.62	2.27	537	5.24	2.28	1.834	N.S
Tn	155	4.59	2.3	537	4.71	2.15	0.58	N.S

Table 4.10 above shows the difference of the mean of the scores between students of Government and Private Schools with regards to 'Cr' (5.76); 'En' (6.37); 'Ex' (2.61); In (2.70); 'Ma' (3.14); 'Mo' (3.18); 'Sc' (2.8); 'Se' (2.95) are statistically significant at 0.01 level. Further, the 't' value for 'Gp' (2.17) ; 'Ld' (2.15) is statistically significant at 0.05 level. Thus, the null hypothesis is rejected for these characteristics. Thus, it can be concluded that, there is a significant difference between students of Government and Private schools in most of the Personality Characteristics mentioned above. However, no significant difference was found in other characteristics.

Hypothesis 10. There is no significant difference between students studying in Deficit and Private Schools in their Personality Characteristics.

Table 4.11 Results of Students of Deficit and Private Schools.

PC	N (Deficit)	Mean	SD	N (Private)	Mean	SD	t value	Remarks
Ad	328	5.7	1.95	537	5.47	1.82	1.726	N.S
Am	328	5.88	1.85	537	5.93	1.8	0.39	N.S
Bo	328	6.55	1.97	537	7.26	1.8	5.312	0.01
Co	328	5.1	2.23	537	4.97	2.3	0.822	N.S
Cr	328	4.29	1.6	537	4.03	1.59	2.324	0.05

En	328	5.58	1.97	537	5.89	2.02	2.224	0.05
Ex	328	5.36	2	537	5.36	2.01	0	N.S
Ga	328	2.52	1.75	537	3.69	2.09	8.852	0.01
Gp	328	5.17	2.03	537	4.96	1.96	1.496	N.S
Id	328	5.52	2.09	537	4.91	2.23	4.06	0.01
In	328	4.17	1.79	537	3.96	1.69	1.71	N.S
Ld	328	4.96	2.02	537	5.69	2.06	5.118	0.01
Ma	328	5.75	1.92	537	6.2	2.16	3.188	0.01
Mh	328	4.9	1.94	537	5.43	1.74	4.052	0.01
Mo	328	5.18	2.04	537	5.73	2.15	3.769	0.01
Sc	328	5.63	2.08	537	6.16	2.16	3.583	0.01
Se	328	5.5	1.97	537	5.56	1.91	0.44	N.S
Ss	328	6.45	1.73	537	5.8	2.01	5.038	0.01
Sw	328	4.69	2.02	537	5.24	2.28	3.698	0.01
Tn	328	5.17	2	537	4.71	2.15	3.189	0.01

It can be observed from Table 4.11 that the difference of the mean of the scores of students of Deficit and Private schools with regards to 'Bo' (5.31); 'Ga' (8.85); Id (4.06); 'Ld' (5.11) 'Ma' (3.28) 'Mo' (3.77); 'Mh' (4.05) 'Sc' (3.58); 'Ss' (5.03); 'Sw' (3.70); 'Tn' (3.19) are statistically significant. The 't' value is significant at 0.01 level. Further, 'Cr' (2.32) and 'En' (2.22) are statistically significant at 0.05 levels. Thus, the null hypothesis is rejected for the above characteristics. Hence, it can be concluded that, there is a significant difference between students of Deficit and Private schools in most of the Personality Characteristics mentioned above. However, no significant difference was found in other characteristics.

4.5. Relationship between Emotional Intelligence and Personality Characteristics of Class VIII Students. (Objective 6)

The Correlation Coefficients are interpreted at the 5% and 1% levels of significance using Table 25 (Garrett). It may be noted that there exist positive and

negative correlation between Emotional Intelligence and Personality Characteristics of Class VIII students as depicted below.

Hypothesis 11: There is no significant relationship between Emotional Intelligence (EI) and Personality Characteristics (PC) of Class VIII Students.

Table 4.12. Showing the 'r' between EI and PC of Class VIII Students

Particulars	N	Mean	SD	r	Significance
EI	1020.00	69.17	10.10		
Ad	1020.00	5.53	1.84	0.05	N.S
Am	1020.00	5.88	1.83	0.08	0.05
Bo	1020.00	6.99	1.92	0.30	0.01
Co	1020.00	5.00	2.26	-0.01	N.S
Cr	1020.00	4.24	1.63	-0.04	N.S
En	1020.00	5.62	2.02	0.13	0.01
Ex	1020.00	5.43	1.99	-0.18	0.01
Ga	1020.00	3.30	2.05	0.19	0.01
Gp	1020.00	5.09	1.98	-0.14	0.01
Id	1020.00	5.12	2.16	0.05	N.S
In	1020.00	3.97	1.71	-0.13	0.01
Ld	1020.00	5.40	2.06	0.26	0.01
Ma	1020.00	5.97	2.08	0.22	0.01
Mh	1020.00	5.23	1.82	0.11	0.01
Mo	1020.00	5.64	2.10	0.17	0.01
Sc	1020.00	6.07	2.14	0.19	0.01
Se	1020.00	5.62	1.91	-0.01	N.S
Ss	1020.00	6.02	1.93	-0.10	0.01
Sw	1020.00	5.12	2.22	0.16	0.01
Tn	1020.00	4.84	2.14	-0.21	0.01

From Table 4.12 it is revealed

1. There is a positive correlation (0.08) between Emotional Intelligence (EI) and Personality Characteristic (PC) -‘Am’ (Achievement Motivation) at 0.05 level,
2. There is a positive correlation (0.30) between EI and PC- ‘BO’ (Boldness), at 0.01 level
3. There is a positive correlation (0.13) between EI and PC- ‘En’ (Enthusiasm) at 0.01 level
4. There is a positive correlation (0.19) between EI and PC- ‘Ga’ (General Ability), ‘Sc’ (Self-Control) at 0.01 level
5. There is a positive correlation (0.26) between EI and PC- ‘Ld’ (leadership), at 0.01 level
6. There is a positive correlation (0.22) between EI and PC- ‘Ma’ (Maturity), at 0.01 level
7. There is a positive correlation (0.11) between EI and PC- ‘Mh’ (Mental Health), at 0.01 level
8. There is a positive correlation (0.17) between EI and PC- ‘Mo’ (Morality), at 0.01 level
9. There is a positive correlation (0.19) between EI and PC- ‘Sc’ (Self-control), at 0.01 level.
10. There is a positive correlation (0.16) between EI and PC- ‘Sw’ (Social Warmth), at 0.01 level
11. There is a negative correlation (-0.18) between EI and PC- ‘Ex’ (Excitability), at 0.01 level

12. There is a negative correlation (-0.14) between EI and PC- 'Gp' (Guilt Proneness), at 0.01 level
13. There is a negative correlation (-0.13) between EI and PC- 'In' (Innovation) at 0.01 level
14. There is a negative correlation (-0.10) between EI and PC- 'Ss' (Self-sufficiency), at 0.01 level
15. There is a negative correlation (-0.21) between EI and PC- 'Tn' (Tension), at 0.01 level

Thus, it can be concluded that, there is a significant relationship between EI and PC's- 'Am', 'Bo', 'EN', 'Ex', 'GA', 'GP', 'LD', 'MA', 'MO', 'SC', 'Mh', 'SS', 'SW' and 'TN' of Class VIII students. However, no correlation exists between EI and PCs viz., adaptability, competition, creativity, individualism and sensitivity

Hypothesis 12. There is no significant relationship between EI and Personality Characteristics (PC) of Male Class VIII Students.

Table 4.13 .Showing the 'r' between EI and PC of VIII Male Students

Particulars	N	Mean	SD	r	Significance
EI	488.00	70.29	10.01		
Ad	488.00	5.75	1.84	0.02	N.S
Am	488.00	6.01	1.81	0.03	N.S
Bo	488.00	6.90	1.97	0.28	0.01
Co	488.00	5.10	2.41	-0.01	N.S
Cr	488.00	4.02	1.57	-0.09	0.05
En	488.00	6.02	1.93	0.19	0.01
Ex	488.00	5.20	1.98	-0.19	0.01
Ga	488.00	3.31	1.98	0.13	0.01

Gp	488.00	4.98	2.02	-0.16	0.01
Id	488.00	5.35	2.19	0.09	0.05
In	488.00	4.01	1.79	-0.17	0.01
Ld	488.00	5.46	2.11	0.22	0.01
Ma	488.00	6.03	2.22	0.22	0.01
Mh	488.00	5.10	1.90	0.03	N.S
Mo	488.00	5.33	2.12	0.08	N.S
Sc	488.00	5.87	2.15	0.15	0.01
Se	488.00	5.16	1.86	-0.08	N.S
Ss	488.00	6.11	2.01	-0.11	0.05
Sw	488.00	4.69	2.10	0.08	N.S
Tn	488.00	4.88	2.18	-0.21	0.01

It is evident from Table 4.13.

1. There is a positive correlation (0.09) between Emotional Intelligence (EI) and Personality Characteristic (PC)- 'ID' (Individualism) at 0.05 level,
2. There is a positive correlation (0.28) between EI and PC- 'BO' (Boldness), at 0.01 level
3. There is a positive correlation (0.19) between EI and PC- 'En' (Enthusiasm), at 0.01 level
4. There is a positive correlation (0.13) between EI and PC- 'Ga' (General Ability) at 0.01 level
5. There is a positive correlation (0.22) between EI and PCs- 'Ld' (leadership), and 'MA' (Maturity) at 0.01 level
6. There is a positive correlation (0.15) between EI and PC- 'Sc' (Self-Control), at 0.01 level.

7. There is a negative correlation (10.11) between Emotional Intelligence (EI) and Personality Characteristic (PC)- 'Cr' (Creativity) at 0.05 level
8. There is a negative correlation (10.11) between Emotional Intelligence (EI) and Personality Characteristic (PC)- 'SS' (Self-Sufficiency) at 0.05 level
9. There is a negative correlation (-0.19) between EI and PC- 'Ex' (Excitability) at 0.01 level
10. There is a negative correlation (-0.16) between EI and PC- 'Gp' (Guilt Proneness), at 0.01 level
11. There is a negative correlation (-0.17) between EI and PC- 'In' (Innovation), at 0.01 level
12. There is a negative correlation (-0.21) between EI and PC- 'Tn' (Tension), at 0.01 level.

Thus, it can be concluded that, there is a significant relationship between EI and PC's- 'Bo', 'Cr' 'En', 'Ex' 'Ga', 'Gp', 'In', 'Ld', 'Ma', 'Sc', 'Ss' and 'Tn' of male class viii students. However, no correlation exists between EI and PCs viz., adaptability, academic achievement, mental health, morality, and social warmth.

Hypothesis 13: There is no significant relationship between EI and Personality Characteristics (PC) of Female Students.

Table 4.14. Showing the 'r' Between EI and PC of Female Students

Particulars	N	Mean	SD	r	Significance
EI	532.00	68.13	10.09		
Ad	532.00	5.32	1.82	0.06	N.S
Am	532.00	5.76	1.84	0.11	0.05
Bo	532.00	7.07	1.86	0.33	0.01
Co	532.00	4.90	2.10	-0.03	N.S
Cr	532.00	4.45	1.66	0.04	N.S
En	532.00	5.26	2.03	0.06	N.S
Ex	532.00	5.63	1.98	-0.14	0.01
Ga	532.00	3.29	2.12	0.25	0.01
Gp	532.00	5.19	1.94	-0.11	0.05
Id	532.00	4.92	2.11	-0.01	N.S
In	532.00	3.93	1.64	-0.1	0.05
Ld	532.00	5.34	2.01	0.3	0.01
Ma	532.00	5.91	1.94	0.22	0.01
Mh	532.00	5.34	1.74	0.21	0.01
Mo	532.00	5.92	2.05	0.3	0.01
Sc	532.00	6.25	2.11	0.25	0.01
Se	532.00	6.03	1.87	0.11	0.05
Ss	532.00	5.93	1.85	-0.1	0.05
Sw	532.00	5.52	2.26	0.28	0.01
Tn	532.00	4.80	2.10	-0.22	0.01

Table 4.14 indicates

1. There is a positive correlation (0.11) between Emotional Intelligence (EI) and Personality Characteristic (PC)-'Am'(Achievement Motivation), and 'Se'(Sensitivity) at 0.05 level,

2. There is a positive correlation (0.33) between EI and PC- 'Bo' (Boldness), at 0.01 level
3. there is a positive correlation (0.25) between EI and PC- 'Ga' (General Ability) at 0.01 level
4. There is a positive correlation (0.3) between EI and PC- 'Ld' (leadership), 'Mo' (Morality) at 0.01 level
5. There is a positive correlation (0.22) between EI and PC- 'Ma' (Maturity), at 0.01 level
6. There is a positive correlation (0.21) between EI and PC- 'Mh' (Mental Health), at 0.01 level
7. there is a positive correlation (0.25) between EI and PC- 'Sc' (Self-control) at 0.01 level
8. there is a positive correlation (0.28) between EI and PC- 'Sw' (Social Warmth) at 0.01 level
9. There is a negative correlation (-0.11) between Emotional Intelligence (EI) and Personality Characteristic (PC)- 'Gp' (Guilt Proneness) at 0.05 level
10. There is a negative correlation (-0.1) between Emotional Intelligence (EI) and Personality Characteristic (PC)- 'In' (Innovation), and 'Ss' (Self-Sufficiency) at 0.05 level,
11. There is a negative correlation (-0.14) between EI and PC- 'Ex' (Excitability), at 0.01 level
12. There is a negative correlation (-0.22) between EI and PC- 'Tn' (Tension) at 0.01 level.

Thus, it can be concluded that, there is a significant relationship between EI and PC's- 'Am', 'Bo', 'Se', 'In', 'Ex', 'Ga', 'Gp', 'Ld', 'Ma', 'Mo', 'Mh', 'Ss',

‘Sw’ and ‘Tn’ of class viii female students. However, no correlation exists between EI and PCs viz., adaptability, competition, creativity, enthusiasm, individualism and self-control.

Hypothesis 14. There is no significant relationship between EI and Personality Characteristics (PC) of Tribal Students.

Table 4.15. Showing the ‘r’ between EI and PC of Tribal Students

Particulars	N	Mean	SD	r	Significance
EI	760.00	68.24	9.78		
Ad	760.00	5.57	1.86	0.09	0.05
Am	760.00	5.86	1.81	0.06	N.S
Bo	760.00	6.86	1.95	0.27	0.01
Co	760.00	4.92	2.18	-0.03	N.S
Cr	760.00	4.28	1.62	-0.03	N.S
En	760.00	5.47	2.01	0.13	0.01
Ex	760.00	5.46	1.97	-0.19	0.01
Ga	760.00	3.18	2.00	0.16	0.01
Gp	760.00	5.16	1.99	-0.13	0.01
Id	760.00	5.08	2.10	0.03	N.S
In	760.00	3.95	1.65	-0.14	0.01
Ld	760.00	5.24	2.05	0.25	0.01
Ma	760.00	5.90	2.03	0.20	0.01
Mh	760.00	5.14	1.81	0.09	0.05
Mo	760.00	5.63	2.09	0.20	0.01
Sc	760.00	6.11	2.12	0.20	0.01
Se	760.00	5.68	1.89	-0.02	N.S
Ss	760.00	6.01	1.90	-0.12	0.01
Sw	760.00	5.11	2.19	0.17	0.01
Tn	760.00	4.85	2.09	-0.21	0.01

From the Table 4.15 we can see

1. There is a positive correlation (0.09) between Emotional Intelligence (EI) and Personality Characteristic (PC)- 'Ad' (Adaptability) and 'Mh' (Mental Health) at 0.05 level.
2. There is a positive correlation (0.27) between EI and PC- 'Bo' (Boldness), at 0.01 level.
3. There is a positive correlation (0.13) between EI and PC- 'En' (Enthusiasm) at 0.01 level
4. There is a positive correlation (0.16) between EI and PC- 'Ga' (General Ability), at 0.01 level.
5. There is a positive correlation (0.25) between EI and PC- 'Ld' (leadership), at 0.01 level.
6. There is a positive correlation (0.20) between EI and PC- 'Ma' (Maturity), 'Mo' (Morality) 'SC' (Self-Control) at 0.01 level
7. There is a positive correlation (0.17) between EI and PC- 'Sw' (Social Warmth), at 0.01 level.
8. There is a negative correlation (-0.13) between EI and PC- 'Gp' (Guilt Proneness), at 0.01 level
9. There is a negative correlation (-0.14) between EI and PC- 'In' (Innovation) at 0.01 level
10. There is a negative correlation (-0.19) between EI and PC- 'Ex' (Excitability), at 0.01 level
11. There is a negative correlation (-0.12) between EI and PC- 'Ss' (Self-sufficiency), at 0.01 level

12. There is a negative correlation (-0.21) between EI and PC- 'Tn' (Tension), at 0.01 level.

Thus, it can be concluded that there is a significant relationship between EI and PC's- 'Ad', 'Bo', 'En', 'Ex', 'Ga', 'Gp', 'In', 'Ld', 'Ma', 'Mo', 'Mh', 'Sc', 'Ss', 'Sw' and 'Tn' of tribal students of class viii. However, there is no correlation between EI and PCs viz., academic achievement, competition, creativity, individualism and sensitivity.

Hypothesis 15. There is no significant relationship between EI and Personality Characteristics (PC) of Non-tribal Students.

Table 4.16 Showing the 'r' Between PC and EI of Class VIII Non-tribal Students

Particulars	N	Mean	SD	r	Significance
EI	260.00	71.88	10.56		
Ad	260.00	5.41	1.80	-0.03	N.S
Am	260.00	5.93	1.89	0.11	N.S
Bo	260.00	7.37	1.76	0.36	0.01
Co	260.00	5.22	2.44	0.00	N.S
Cr	260.00	4.13	1.64	-0.03	N.S
En	260.00	6.07	2.00	0.07	N.S
Ex	260.00	5.32	2.06	-0.13	0.05
Ga	260.00	3.63	2.18	0.23	0.01
Gp	260.00	4.87	1.97	-0.13	0.05
Id	260.00	5.27	2.31	0.06	N.S
In	260.00	4.02	1.88	-0.14	0.05
Ld	260.00	5.87	2.02	0.23	0.01
Ma	260.00	6.15	2.22	0.27	0.01
Mh	260.00	5.46	1.85	0.14	0.05

Mo	260.00	5.67	2.16	0.11	N.S
Sc	260.00	5.96	2.17	0.19	0.01
Se	260.00	5.43	1.98	0.06	N.S
Ss	260.00	6.05	2.02	-0.05	N.S
Sw	260.00	5.14	2.31	0.16	0.05
Tn	260.00	4.82	2.28	-0.21	0.01

It is depicted in Table 4.16

1. There is a positive correlation (0.16) between Emotional Intelligence (EI) and Personality Characteristic (PC)- 'Sw' (Social Warmth) which is significant at 0.05 level
2. There is a positive correlation (0.36) between EI and PC- 'BO' (Boldness), at 0.01 level
3. There is a positive correlation (0.23) between EI and PC- 'GA' (General Ability), 'Ld' (Leadership), at 0.01 level.
4. There is a positive correlation (0.27) between EI and PC- 'Ma' (Maturity), at 0.01 level
5. There is a positive correlation (0.14) between Emotional Intelligence (EI) and Personality Characteristic (PC) - 'Mh' (Mental Health) at 0.01 level.
6. There is a positive correlation (0.19) between EI and PC- 'Sc' (Self-Control), which is significant at 0.01 levels.
7. There is a negative correlation (-0.21) between EI and PC- 'Tn' (Tension), which is significant at 0.01 level
8. There is a negative correlation (-0.13) between Emotional Intelligence (EI) and Personality Characteristic (PC) - 'Ex' (Excitability) 'Gp' (Guilt Proneness) at 0.05 level.

9. There is a negative correlation (-0.14) between Emotional Intelligence (EI) and Personality Characteristic (PC)- 'In' (Innovation) at 0.05 level.
10. There is a negative correlation (-0.21) between EI and PC- 'Tn' (Tension), at 0.01 level

Thus, it can be concluded that, there is a significant relationship between EI and PC's- 'Ex', 'Bo', 'Ga', 'Gp', 'In', 'Ld', 'Ma', 'Mh', 'Sc', 'Sw', and 'Tn' of non-tribal students of class viii. However, there is no correlation between EI and PCs viz., adaptability, academic achievement, competition, creativity, individualism, morality, sensitivity and self-sufficiency.

Hypothesis.16. There is no significant relationship between EI and Personality Characteristics of Students studying in Government Schools.

Table 4.17 showing the 'r' Between EI and PC of Class VIII Students of Government Schools

Particulars	N	Mean	SD	r	Significance
EI	155.00	68.48	8.98		
Ad	155.00	5.37	1.69	0.17	0.05
Am	155.00	5.70	1.90	0.10	N.S
Bo	155.00	6.97	2.05	0.27	0.01
Co	155.00	4.88	2.14	-0.12	N.S
Cr	155.00	4.89	1.65	0.17	0.05
En	155.00	4.77	1.90	-0.20	0.05
Ex	155.00	5.81	1.86	-0.25	0.01
Ga	155.00	3.57	2.06	0.21	0.01
Gp	155.00	5.35	1.97	-0.22	0.01
Id	155.00	5.03	1.92	0.13	N.S

In	155.00	3.57	1.55	-0.09	N.S
Ld	155.00	5.30	1.96	0.31	0.01
Ma	155.00	5.61	2.03	0.30	0.01
Mh	155.00	5.22	1.73	0.15	N.S
Mo	155.00	6.29	1.86	0.18	0.05
Sc	155.00	6.68	2.00	0.35	0.01
Se	155.00	6.04	1.75	0.06	N.S
Ss	155.00	5.88	1.91	-0.06	N.S
Sw	155.00	5.62	2.27	0.19	0.05
Tn	155.00	4.59	2.30	-0.39	0.01

From the Table 4.17 it is found

1. There is a positive correlation (0.17) between Emotional Intelligence (EI) and Personality Characteristic (PC) - 'Ad' (Adaptability) 'Cr' (Creativity) at 0.05 level.
2. There is a positive correlation (0.18) between Emotional Intelligence (EI) and Personality Characteristic (PC)- 'MO' (Morality) at 0.05 level,
3. There is a positive correlation (0.19) between Emotional Intelligence (EI) and Personality Characteristic (PC)- 'SW' (Social Warmth) at 0.05 level
4. There is a positive correlation (0.27) between EI and PC- 'BO' (Boldness), at 0.01 level
5. There is a positive correlation (0.21) between EI and PC- 'GA' (General Ability), at 0.01 level
6. There is a positive correlation (0.31) between EI and PC- 'LD' (Leadership), at 0.01 level
7. There is a positive correlation (0.30) between EI and PC- 'Ma' (Maturity) at 0.01 level

8. There is a positive correlation (0.35) between EI and PC- 'SC ' (Self-Control), at 0.01 level.
9. There is a negative correlation (-0.20) between Emotional Intelligence (EI) and Personality Characteristic (PC)- 'En' (Enthusiasm) at 0.05 level
10. There is a negative correlation (-0.25) between EI and PC- 'Ex' (Excitability), at 0.01 level.
11. There is a negative correlation (-0.22) between EI and PC- 'GP' (Guilt Proneness), at 0.01 level
12. There is a negative correlation (0.39) between EI and PC- 'Tn' (Tension), at 0.01 level.

Thus, it can be concluded that, there is a significant relationship between EI and PC's-'Ad', 'Cr', 'En', 'Mo', 'Sw', 'Bo', 'Ex', 'Ga', 'Gp', , 'Ld', 'Ma', 'Sc', and 'Tn' of class viii students studying in Government Schools. However, no correlation exists between EI and PCs viz., academic achievement, competition, , individualism, innovation, mental health, , sensitivity and self-sufficiency.

Hypothesis.17. There is no significant relationship between EI and Personality Characteristics (PC) of Class VIII students studying in Deficit Schools.

Table 4.18. Showing the ‘r’ between EI and PC of Class VIII Students of Deficit Schools

Particulars	N	Mean	SD	r	Significance
EI	328	67.83	9.46		
Ad	328	5.7	1.95	0	N.S
Am	328	5.88	1.85	0.06	N.S
Bo	328	6.55	1.97	0.2	0.01
Co	328	5.1	2.23	0.07	N.S
Cr	328	4.29	1.6	-0.12	0.05
En	328	5.58	1.97	0.16	0.01
Ex	328	5.36	2	-0.21	0.01
Ga	328	2.52	1.75	0.04	N.S
Gp	328	5.17	2.03	-0.01	N.S
Id	328	5.52	2.09	0.09	N.S
In	328	4.17	1.79	-0.13	0.05
Ld	328	4.96	2.02	0.1	N.S
Ma	328	5.75	1.92	0.13	0.05
Mh	328	4.9	1.94	-0.01	N.S
Mo	328	5.18	2.04	0.07	N.S
Sc	328	5.63	2.08	0.02	N.S
Se	328	5.5	1.97	-0.09	N.S
Ss	328	6.45	1.73	0.01	N.S
Sw	328	4.69	2.02	0	N.S
Tn	328	5.17	2	-0.23	0.01

It can be observed from Table 4.18

1. There is a positive correlation (0.13) between Emotional Intelligence (EI) and Personality Characteristic (PC)- ‘Ma’ (Maturity) at 0.05 level

2. There is a positive correlation (0.2) between EI and PC- 'BO' (Boldness), at 0.01 level
3. There is a positive correlation (0.16) between EI and PC- 'En' (Enthusiasm), at 0.01 level
4. There is a negative correlation (-0.21) between EI and PC- 'Ex' (Excitability), at 0.01 level
5. There is a negative correlation (-0.17) between Emotional Intelligence (EI) and Personality Characteristic (PC)- 'Cr' (Creativity) at 0.05 level.
6. There is a negative correlation (-0.13) between Emotional Intelligence (EI) and Personality Characteristic (PC)- 'In' (Innovation) at 0.05 level
7. there is a negative correlation (-0.21) between EI and PC- 'Ex' (Excitability), at 0.01 level
8. there is a negative correlation (-0.23) between EI and PC- 'Tn' (Tension), at 0.01 level

Thus, it can be concluded that, there is a significant relationship between EI and PC's 'CR', 'IN', 'Ma', 'Bo', 'En', and 'Ex', of class viii students studying in Deficit Schools. However, no correlation exists between EI and PCs viz., adaptability, academic achievement, competition, general ability, guilt proneness, individualism, leadership, mental health, morality, self-control, sensitivity, self-sufficiency and social warmth.

Hypothesis18: There is no significant relationship between EI and Personality Characteristics (PC) of Class VIII Students studying in Private Schools.

Table 4.19. Showing the 'r' between EI and PC of Class VIII Students of Private Schools

Particulars	N	Mean	SD	r	Significance
EI	537	70.18	10.68		
Ad	537	5.47	1.82	0.06	N.S
Am	537	5.93	1.8	0.08	N.S
Bo	537	7.26	1.8	0.35	0.01
Co	537	4.97	2.3	-0.02	N.S
Cr	537	4.03	1.59	-0.02	N.S
En	537	5.89	2.02	0.18	0.01
Ex	537	5.36	2.01	-0.14	0.01
Ga	537	3.69	2.09	0.23	0.01
Gp	537	4.96	1.96	-0.18	0.01
Id	537	4.91	2.23	0.03	N.S
In	537	3.96	1.69	-0.14	0.01
Ld	537	5.69	2.06	0.32	0.01
Ma	537	6.2	2.16	0.24	0.01
Mh	537	5.43	1.74	0.15	0.01
Mo	537	5.73	2.15	0.22	0.01
Sc	537	6.16	2.16	0.23	0.01
Se	537	5.56	1.91	0.03	N.S
Ss	537	5.8	2.01	-0.14	0.01
Sw	537	5.24	2.28	0.23	0.01
Tn	537	4.71	2.15	-0.14	0.01

From table 4.19 it is evident

1. There is a positive correlation (0.35) between EI and PC- 'Bo '(Boldness), at 0.01 level
2. There is a positive correlation (0.18) between EI and PC- 'En '(Enthusiasm), at 0.01 level

3. There is a positive correlation (0.23) between EI and PCs- 'Ga' (General Ability), 'Sc' (Self-Control), and 'Sw' (Social warmth) at 0.01 level.
4. there is a positive correlation (0.32) between EI and PC- 'Ld' (Leadership) at 0.01 level
5. there is a positive correlation (0.24) between EI and PC- 'Ma' (Maturity), at 0.01 level
6. there is a positive correlation (0.15) between EI and PC- 'MH' (Mental Health), at 0.01 level
7. there is a positive correlation (0.22) between EI and PC- 'Mo' (Morality), at 0.01 level
8. There is a negative correlation (-0.18) between EI and PC- 'GP' (Guilt Proneness)
9. There is a negative correlation (-0.14) between EI and PC- 'Ex' (Excitability), 'In' (Innovation) 'Ss' (Self-Sufficiency) and 'Tn' (Tension) which is significant at 0.01 level.
10. There is a positive correlation (0.32) between EI and PC- 'Ld' (Leadership), at 0.01 level.
11. There is a positive correlation (0.24) between EI and PC- 'Ma' (Maturity) at 0.01 level.
12. There is a positive correlation (0.15) between EI and PC- 'Mh' (Mental Health) at 0.01 level
13. There is a positive correlation (0.22) between EI and PC- 'Mo' (Morality) at 0.01 level

Thus, it can be concluded that, there is a significant relationship between EI and PC's- 'BO', 'EN', 'Ex', 'Ga', 'Gp', 'In', 'Ld', 'Ma', 'Mh', 'Mo', 'Sc', 'Ss',

‘Sw’, and ‘Tn’ of class viii students studying in private schools. However, no correlation exists between EI and PCs viz., adaptability, academic achievement, competition, creativity, individualism, and sensitivity.

4.7 Conclusion

The present chapter depicted a detailed account of the Analysis and Interpretation of Data collected.



"WE REALIZE YOU DO BETTER ON YOUR I.Q. TESTS THAN YOU DO IN ANYTHING ELSE, BUT YOU JUST CANNOT MAJOR IN I.Q."

CHAPTER V

DISCUSSION OF FINDINGS, SUGGESTIONS AND CONCLUSION

*Anyone can be angry- that is easy. But to be angry with the right person,
to the right degree, at the right time, for the right purpose, and in the right
way-that is not easy.*

Aristotle

CHAPTER V

DISCUSSION OF FINDINGS, SUGGESTIONS AND CONCLUSION

		Page No
5.0	Introduction	198
5.1	Emotional Intelligence (EI) of Class VIII Students	198
5.2	Personality Characteristics of Class VIII Students	199
5.3	Comparison of Emotional Intelligence	200
5.4	Comparison of Personality Characteristics	204
5.5	Relationship between Emotional Intelligence and Personality Characteristics	208
5.6	Conclusion	210
5.7	Suggestions for Improvement	212

5.0. Introduction

The present chapter deals with the findings and discussion of the study. The findings obtained have revealed very interesting results. Thus, keeping in mind the objectives of the study, the investigator feels the need to make further comments and discussion. The findings of previous research which supports or refutes the present findings have been incorporated in brief. The chapter concludes with a few suggestions that would guide in facilitating the development of Emotional Intelligence and Personality development.

5.1. Emotional Intelligence (EI) of Class VIII Students (Overall)

It was found that the overall Emotional Intelligence of Class VIII students were placed under the Average Level (68.04%). The same trend follows for male and female, tribal and nontribal, and students studying in government, deficit and private schools. Further it was observed that only 14.90% of the students have High Emotional Intelligence, and 17.06% have been found to have Low Emotional Intelligence. The findings portray the same trend for all the groups which points to the retention of the normal probability curve- “The Bell Curve” and not a rebuttal of it, as Goleman would have wanted. The probable reason may be that Emotional Intelligence is still in the formative stage and has not been fully developed. The environment at present is not yet properly attuned for a positive growth and assimilation of Emotional Intelligence.

Moreover, importance of Emotional Intelligence in the personal, professional, and civic lives of an individual was only recently realized and discussed. Schools continue to prepare students to be competent in math, language etc but it does not teach kids how to manage themselves, how to handle other

people, how to co-operate, how to handle rocky emotions. Parents too are responsible for having high expectations of their children and providing no quality time for them.

Unlike IQ which changes little after the teen years, Emotional Intelligence is learnt and can be acquired at anytime. It is learnt from ones experiences and continues to develop throughout life.

5.2. Personality Characteristics of Class VIII Students (Overall)

With regards to Personality characteristics it is evident that ‘Boldness’ is a dominant characteristic found amongst all groups followed by Maturity, Social Warmth, Sensitivity, Self-sufficiency, Enthusiasm, Morality, Excitability, Competition and Self-control. The probable reason for boldness may be that the deluges of information that constantly bombard the students nowadays, arm them with information that encourage them to react boldly. This trend was not very apparent in the earlier generations where information was not readily accessible and plentiful. Boldness is closely related to ‘extraversion’ one of the ‘big five’ Personality dimensions and it is observed that highly extraverted individuals are bold, assertive, excitement seeking, talkative, venturesome etc. Further, Emotional Intelligence makes them socially audacious and intrepid. Besides, ‘Boldness’, ‘Maturity’ and ‘Self-Control’ ‘Social Warmth’ etc are related and tend to occur together in many individuals. For example, individuals who are sociable tend to be talkative, venturesome, physically active. Mature individuals are responsible and have self-control. To a large extent, maturity itself describes the process of becoming more intelligent about ones emotions and ones relationships.

5.3. Comparison of Emotional Intelligence

i) Sex

It is evident that Emotional Intelligence differs across sex, community and management. In the case of sex, male students are found to have high Emotional Intelligence than their female counterparts. The present findings are not in line with the previous studies conducted by Singh (2002)¹⁰⁴, which revealed that females have higher Emotional Intelligence than males. According to Eagly & Johnson (1990)¹⁰⁵ females are found to have better social skills and were described as being “interested in other people”, Tierney (2008)¹⁰⁶ reported that men are more competitive, assertive, reckless, and emotionally flat. Women, on the other hand tend to be more cooperative, cautious and emotionally responsive. Since females tend to be more emotional and intimate in their relationship as compared to males, so there EI ought to be higher than that of males.

However, the present findings are concordant with previous research studies conducted by Chu (2002)¹⁰⁷ who reported that males have higher level of E.I than that of females. The probable reason may be that males manage their moods better, are logical and practical unlike females who tend to be emotional and worrisome in nature. Chu, explained that boys are capable and desirous of relational attachments but learn how to mask them or fit them around “the boy code”. In her ethnographic studies of boys during two periods –early childhood(ages 4-5) and adolescence (ages 12-18) Chu found evidence that relational capabilities detected

¹⁰⁴ D. Singh. *Emotional Intelligence at Work: A professional Guide* (2nd ed); New Delhi, Sage Publications, (2005),

¹⁰⁵ B.T. Eagly & B.T. Johnson, “Gender and Leadership : A meta-analysis”. *Journal of Behavioural Sciences* Vol. 17 No. 1-2.1990

¹⁰⁶ J. Tierney. “Gender Differences in Personality: A response to John Tierney”; *New York Times*, 2008

¹⁰⁷ J. Chu, “Boys Development”. USA: *Readers Digest* 944-95,2002.

at infancy carry through early childhood and into adolescence. Through their everyday experiences with peers and adults, boys learn what is considered appropriate and desirable behaviour for boys, and also the consequences of deviating from accepted norms. They learn to anticipate how others will respond to them and accordingly modify their self-expression and styles of relating to others. They begin to shield their relational capabilities in order to protect their vulnerability. She emphasised, however, that boys' 'relational' capabilities are not 'lost'.

Goleman (1998) have also reported that women generally have had more practice at some interpersonal skills than men, at least in cultures like the United States, where girls are raised to be more attuned to feelings and their nuances than are boys. Women are also better than men at detecting another person's fleeting feelings. But he also says that women are not "smarter" than men when it comes to Emotional Intelligence, nor are men superior to women. Both sexes have personal profile of strengths and weaknesses in these capacities. Some of them may be highly empathic but lack some abilities to handle one's own distress; others may be quite aware of the subtlest shift in one's own moods, yet be inept socially.

Whenever large groups like men and women are compared on any psychological dimension, there are far more similarities between the groups than differences. Women, on average may be better than men at some emotional skills, some men will still be better than most women, despite there being a statistically significant difference between the groups. In general, however, there are far more similarities than differences. Some men are as empathic as the most interpersonally sensitive women, while some women are every bit as able to withstand stress as the most emotionally resilient men. Indeed, on average, looking at the overall ratings

for men and women, the strengths and weaknesses average out, so that in terms of total emotional intelligence, there are no sex differences.

B. Community

In the case of community, it is observed that non-tribal students have high Emotional Intelligence than their tribal counterparts. The probable reason may be that non-tribal students emanate from a culture which is more open, vibrant, flexible and responsive to change. Influences of different civilizations have contributed immensely towards the richness, colour, and warmth of its cultural relations. A simple example “Namaste”, a way of greeting outsiders and elders (a common practice among this community) not only indicate respect for others but also signify warmth and affection in the greeting. Besides, they believe in relationships outside their own members and are not confined to only their own boundaries.

Tribal folks on the other hand are no less in their culture and traditions but historically they have been thought to be insular from other cultures and civilization. The community is generally seen as a group that reacts emotionally to situations that confront them. They are normally confined within a definite and common topography and believe in ties of blood relationship amongst its members. They have faith in their having descended from a common, real or mythical forerunner and thus believe in blood relationship with members. Thus their relationship is limited to kinship, clan ties etc. Majumdar¹⁰⁸ explains tribe as a social group with territorial affiliation, endogamus, ruled by tribal officers

¹⁰⁸ D.N. Majumdar .“ Tribal Society in India”;<http://www.Sociologyguide.com/tribalsociety/index.php>,2006

hereditary or otherwise, united in language or dialect recognising social distance with other tribes or castes.

However, emotional expression vary greatly from culture to culture, may also be another probable reason which explains the Emotional Intelligence of one community from another. What may be appropriate in one culture may appear an unseemly outburst in another. Goleman(1998)¹⁰⁹ describes that executives from emotionally reserved cultures, like those in Northern Europe, can be seen as “cold” and aloof by Latin American business partners. In the United States, being emotionally inexpressive often communicates a negative message, a sense of distance or indifference. We generally have difficulty reading the subtle non-verbal signals of emotion in those who belong to groups very different from our own- whether a different gender, race, nationality, or ethnic group. Every group has its own norms for expressing emotion, and to the extent we are unfamiliar with those norms, empathizing grows more difficult.

(i)Management

With regards to management, it has been observed that no significant difference exists between students of Government and Deficit schools in Emotional Intelligence. The probable reason being that socio- economic background is accountable for the degree or level of Emotional Intelligence of an individual. Students studying in Deficit schools come from deprived and troubled homes devoid of love and attention. In addition, schools have not much to offer to their wards in social and emotional training. Thus, these students come out more emotionally troubled and depressed. In Government and specifically Deficit

¹⁰⁹ D. Goleman . *Working with Emotional Intelligence*; London, Bloomsbury Publishing, 1998

schools the focus has become customary with very little scope for creativity and innovation. Curricula activities are limited and are organized only once in the academic year. Numerous regulations have dulled any initiative and enthusiasm of students and teachers. Teachers, no longer find their work exhilarating. Probably, they lack the “flow” which motivates one to perform best. Goleman (1998)¹¹⁰ states that “flow” is a special state of mind that moves people to do their best, no matter what work they do. It is the ultimate motivator and activities we love draw us in because we get into the flow as we pursue them. On the other hand, students of Private schools exhibit high Emotional Intelligence than their counterparts in Government and Deficit schools. The probable reason may be that these students come from stable homes with plenty of love, appreciation and motivation. Besides, schools also offer variety of curricular activities where students find a platform to showcase their talents. Students are given opportunities, responsibilities, roles as monitors, prefects etc in carrying out the day to day activities of the school. This has contributed immensely to boldness, maturity, leadership, creativity innovation .etc. In addition, teacher involvement in the personal and academic life of individuals also inspires and encourage emotional competency in students.

5.4. Comparison of Personality Characteristics

(i) Sex

While comparing the personality Characteristics, it has been observed that there is significant difference between male and female students in adaptability, creativity, enthusiasm, excitability, individualism, morality, self control,

¹¹⁰ Ibid p-105-106

sensitivity, and social warmth at 0.01 level and academic achievement and mental health at 0.05 level. No significant difference was found in the other characteristics. Thus the null hypotheses for these variables above are rejected. Females are high in, sensitivity, social warmth, self-control, creativity, excitability, and morality. The probable reason may be that the female demeanour is warm, tender-minded, worrisome and compassionate in comparison to male counterparts. This finding is in line with previous studies of Bourke (2002)¹¹¹ who found that men are more assertive than women and that women are tender minded than men. Costa Pt. Jr. (2001)¹¹² reported that women scored higher in neuroticism, agreeableness, warmth and openness to feelings, whereas men were higher in assertiveness, and open to ideas. ". Besides, they strongly, conform to moral principles and practices compared to the male counterparts.

Males are high in, academic achievement, leadership, competition, enthusiasm, adaptability, individualism, maturity. This finding is reflective of the 'stereo type' that males are generally higher in academic achievement, are more competitive and have leadership skills. They are high in individualism which leads us to conclude that males are self centred in nature. Thus Hegelson (1994)¹¹³, describes that feminine attributes are expressive or communal. (i.e a focus on emotional expression, nurturance and social connectedness) masculine attributes on the other hand are instrumental or agentic (i.e involving personal accomplishments and achievements. Thus, broadly masculinity or agency refers to a focus on the self and femininity or communion reflects a focus on others. This is

¹¹¹ R. Brouke "Gender Differences in Personality Among Adolescents; *Psychology, Evolution & Gender*, Vol. 4, No. 1, pp. 31-41 (11) Routledge Pub, 2002.

¹¹² A. Costa Pt Jr., Terracciano , R.R. McCrae "Gender Difference in Personality Traits Across Cultures: Robust and Surprising Findings" *Journal of Personality & Social Psychology* :322-31, 2001

¹¹³ Saragovi, C.et.al. "Agency, Communion, and Well-Being: Extending Helgeson's (1994) Model." *Journal of Personality and Social Psychology*. Vol 73(3), Sep 1997, 593-609

reflective even in their preference for occupations in life. According to Prediger (1982) women tend to prefer occupations that are focussed on people (e. g. teaching) whereas men tend to prefer occupations focussed on things (mechanic). However, their maturity and self-sufficiency implies their capability to manage and shoulder any responsibility bestowed on them

However, these differences are not at all remarkable. While females may seem to have score high in some traits, males are no less in other traits. Hyde (2005)¹¹⁴, discovered that males and females from childhood to adulthood are more alike than different on most psychological variables, resulting in what she calls a gender similarities hypothesis. Furthermore, Hyde found that gender differences seem to depend on the context in which they were measured.

Further, Halpern, (2005)¹¹⁵ points out that even where there are patterns of cognitive differences between males and females, “differences are not deficiencies.” She continues, “Even when differences are found, we cannot conclude that they are immutable because the continuous interplay of biological and environmental influences can change the size and direction of the effects sometime in the future.

(ii)Community

There is significant difference between Tribal and Nontribal students in boldness, enthusiasm, general ability, and leadership at 0.01 level and guilt proneness and mental health at 0.05 Level. Therefore the null hypotheses for these variables are rejected. In this case, the probable reason may be that exposure and cultural upbringing have made non-tribal students more open, bold, sociable,

¹¹⁴ J.S. Hyde. “The Gender Similarities Hypothesis”. *American Psychologist*, Vol. 60, No. 6. 2005

¹¹⁵ D.F. Halpern. “A Cognitive-Process Taxonomy for Sex Differences in Cognitive Abilities.” *Current Directions in Psychological Science*, 13 (4), 135-139. <http://www.psychologymatters.org/nodifference.html>. 2004

enthusiastic than their tribal counterparts. On the other hand, tribal students are no less in general ability but, short of a competitive environment and a laid back attitude has accounted for the poor intellectual interests amongst them. This leads us to conclude that cultural upbringing contributes to the personality of an individual. This is in line with the study of Mead, M. (1901-1978)¹¹⁶ who stated that an individual is a product of culture that shape the person in unique manners. These cultural traits are learned by the individual as an infant, and they are reinterpreted and reinforced as the individual goes through its stages of life. In short, the differences between people in different societies are usually cultural differences imparted in childhood.

(iii) Management

There is significant difference between Government and Deficit students in creativity, enthusiasm, general ability, innovation, morality, self control, sensitivity, self sufficiency, social warmth and tension at 0.01 level and boldness, excitability and individualism at 0.05 level. Hence the null hypotheses for these variables are rejected. The probable reason may be that encouragement, motivation, intimacy and warmth is found lacking amongst students and teachers of Deficit schools. Little time is devoted to the needs and feelings of students. There is no provision for curricular activities and creativity. The purpose behind school education is to complete the course and prepare students for examination. Thus work and no play has accounted for the pitiable development of personality characteristics in these students.

There is significant difference between Government and Private students in creativity, enthusiasm, excitability, innovation, maturity, morality, self control,

¹¹⁶ M. Mead, M.(1901-1978) *Culture and Personality*, USA.M.ns. edu. Retrieved 22.11.2008

sensitivity at 0.01 level and guilt proneness and leadership at 0.05 level. Thus, the null hypotheses for these variables are rejected. The probable reason may be that Private schools offer opportunities for social training in the form of games, activities, out- reach programs etc. They also entrust varied responsibilities on their wards such as team leadership, mentoring opportunities etc., which contribute to innovation, maturity, self-control, social warmth, enthusiasm, morality etc.

There is significant difference between Deficit and Private students in boldness, general ability, individualism, leadership, maturity, mental health, morality, self control, self sufficiency, social warmth and tension 0.01 level and creativity and enthusiasm, at 0.05 level. Poor socio-economic background and lack of opportunities may be the probable reasons which have subdued blossoming in these traits.

5.5. Relationship between Emotional Intelligence and Personality Characteristics.

As have been stated at the outset and evident from the title of the study, one of the objectives of the study is to establish whether Emotional Intelligence and Personality Characteristics are interrelated. The result of the study suggests that there is a strong link between the Emotional Intelligence and Personality Characteristics as detailed below:

Significant Positive Correlation have been observed between Emotional Intelligence and the following Personality Characteristics; Academic Achievement, Boldness, Enthusiasm, General Ability, Leadership, Maturity, Mental Health, Morality, Self control and Social Warmth. Positive Correlation means a simultaneous increase or decrease in the value of Emotional Intelligence and

Personality Characteristics. Hence it may be said that if there is an increase in Emotional Intelligence there will be a corresponding increase in the above ten Personality Characteristic and vice versa. All the aforementioned ten Personality Characteristics can be thought of being positive traits of Personality that help in the well being of an individual. Hence the positive correlation of the Personality Characteristics with Emotional Intelligence reinforces the fact that a link exists between the two. It may be mentioned here that being emotionally intelligent does not merely mean “being nice”, but rather, bluntly confronting someone with an uncomfortable but consequential truth they have been avoiding. This fact is reflected in the positive correlation between Emotional Intelligence and Boldness.

Significant negative correlation has been observed between Emotional Intelligence and the following Personality Characteristics, Excitability, Guilt Proneness, Tension, Innovation and Self Sufficiency. Negative correlation means that if there is an increase in Emotional Intelligence there will be a simultaneous decrease in Personality Characteristics and vice versa. The first three Personality Characteristics –Excitability, Guilt Proneness, and Tension can be said to be negative traits that adversely affect an individual. A high score in these Personality Characteristics indicate an individual who feels insecure, inadequate, and irrationally worried about the daily demands of life. The negative correlation that is noted further stresses the link that is interwoven between Emotional Intelligence and Personality Characteristics.

The negative correlation that is found between Emotional Intelligence and Innovation may be due to the fact that Innovative individuals are generally analytical and insensitive to the feelings of others. The negative correlation noted

between Emotional Intelligence and Self Sufficiency may be due to the reason that Self Sufficient Individuals are often seen as loners.

No correlation has been found between Emotional Intelligence and the following Personality Characteristic; Adaptability, Competition, Creativity, Individualism and Sensitivity. The possible explanation for the above result may be due to the fact that both Emotional Intelligence and Personality Characteristics of the students have not matured. This is especially relevant with Adaptability as Adaptable Individuals are seen as persons who are emotionally matured. As such there should have been a positive correlation between Emotional Intelligence and Adaptability. However, this was not noted in the findings.

5.6. Conclusion

It may be concluded that there is a strong link between Emotional Intelligence and Personality Characteristics and urgent steps and policies have to be undertaken and formulated to enhance the emotional intelligence of the students. Majority are placed in the AEI level and only a small percentage is in the HEI Level. Undue recognition and lack of knowledge of its importance are responsible for the slow pace of Emotional Intelligence. Schools continue to focus on academic grades giving very little or no importance at all to non-cognitive aspects. EI can be acquired and developed at any stage provided the right environment is obtainable. Provision of opportunities and resources in social-emotional learning will develop Emotional Intelligence to the fullest.

Boldness is closely associated to 'Extraversion' which conveys sociability, enthusiasm, excitement seeking etc., and those individuals found to display these qualities are highly extraverted. In this study it is observed that the students of

Class VIII also exhibit Boldness as one of the dominant characteristic and therefore are found to be sociable, enthusiastic, energetic etc as well. Deluges of information that constantly bombard these adolescents encourage them to react boldly. Thus, Boldness can be thought to be the stepping stone towards social development. Manifestation of other traits such as Maturity, Morality, Self-control, Social Warmth, Enthusiasm etc also leads us to conclude that these students are not far behind in attaining Emotional Intelligence and with appropriate environment Emotional Intelligence can be enriched and strengthened. The sample being adolescents do not show consistency in Personality Characteristics at all times. However, with age, personality traits become more crystallised and laced with encouragement and the right environment these Personality Characteristics can be contained.

Further, it is also found that there is significant difference in Emotional Intelligence between Male and Female, Tribal and Non-tribal, Government and Private, Private and Deficit Students. Male, non-tribal, and students studying in private and government schools have been found to have higher Emotional Intelligence than their counterparts. Therefore, according to Goleman individuals with high Emotional Intelligence are socially poised, outgoing and cheerful, not prone to fearless or worried rumination. They have a noticeable capacity for commitment to people or causes, for taking responsibility, and for having an ethical outlook; they are sympathetic and caring in their relationships. They are comfortable with themselves, others and the social universe they live in.

There is also significant difference in Personality Characteristics of the above groups. This is so because of inconsistency in individual differences; individuals are probably consistent in some characteristics but not in others. All

the more, for adolescents who are going through a period of turmoil and are seeking to establish a clear identity for themselves.

Above all, it is interesting to note that Emotional Intelligence and Personality are related. The affective and non-affective aspects form an important part of the human personality. The emotions are an integral part of personality; so is intelligence. So, you cannot delink intelligence from personality. The psychologists studying personality have empirically found that intelligence is the foremost trait of the personality of an individual. We make a mention of intelligence when we describe the personality of an individual. Further, Alport (1927), also maintained that intelligence is one of a number of supporting elements for personality. Both intelligence and the traits of personality are mental constructs, which impact the way in which individuals understand themselves and their world. Hence, any discussion on Emotional Intelligence cannot be treated as valid if it does not specifically refer to the theories of Personality.

5.7. Suggestions for Improvement

To ensure an improvement in Emotional Intelligence a holistic evaluation of the environment of the students should be done. Subsequently the plan and policies that will result from the study should be properly implemented. The following are some of the steps that may be taken:

- (i) Due recognition and earnest implementation of social –emotional learning in all schools is most needed in order to nurture and boost the Emotional Intelligence of students.
- (ii) Emotional intelligence is best developed by involving students in doing, experiencing, and building on their existing knowledge. Thus, the curriculum must

provide explicit opportunities to practice skills such as personal and group goal setting, decision making, problem solving, and resolving conflict. In a study conducted by Holt, S. "Emotional Intelligence and Academic Achievement in undergraduate Students" suggests that using proven quantitative tools, there is a necessity of adding EI assessment to the admissions process and incorporating EI training into secondary education curricula which will be beneficial to students

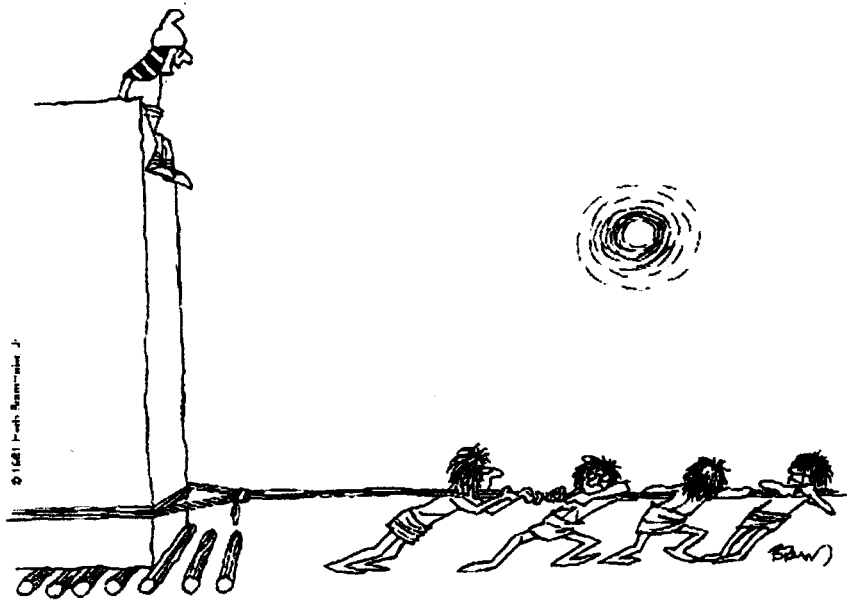
(iii) To create a safe and conducive classroom culture where individuals are taught awareness of self (intrapersonal) and others (interpersonal). Sensitizing them about differences in others, expressing appreciation and respect, listening attentively and avoiding put downs will help train students in emotional intelligence and personality development.

(iv) Encouragement, motivation and appropriate environment must be provided so as to strengthen the Personality Characteristics of students and also contribute to Emotional Intelligence.

(v) Female, Tribal, Government and Deficit Students must be exposed to group learning activities in the classroom and outside to generate awareness about the world outside them. Volunteering to help others which will create good feeling and also refine pupil skills must be encouraged.

(vi) Parents must spend quality time with their children and communicate with them about their feelings. They must also be prevented from expecting high grades from their children and focus rather on their needs, feelings and well being.

(vii) Teachers must be sensitive to feelings and needs of their wards. They must also serve as role models to nurture positive values, build emotional stability and self confidence in students. While EI skills can be 'taught' they can also be 'caught' from faculty who are role models of high EI.



"Believe me, fellows, everyone from the Pharaoh on down
is an equally valued member of the team."

CHAPTER VI

SUMMARY

To accomplish great things, we must not only act, but also dream, not only plan, but also believe.

Anatole France

CHAPTER VI

SUMMARY

		Page No
6.0	Introduction	214
6.1	Statement of the Problem	215
6.2	Title of the Study	218
6.3	Operational Definition of the Terms Used	218
6.4	Objectives of the Study	218
6.5	Hypotheses	219
6.6	Delimitation of the Study	220
6.7	Methodology	221
6.8	Data Collection	222
6.9	Statistical Technique	222
6.10	Major Findings of the Study	222
6.11	Discussion	251
6.12	Conclusion	260
6.13	Suggestions for Improvement	262

6.0 Introduction

Emotional Intelligence, the capacity to contain and use our feelings wisely, is undisputedly as vital to our well being as our ability to reason. Self- awareness, self- esteem, social skill and sensitivity, creativity, intuitions are all dependent on our ability to remain comfortably connected to our biological feelings that include anger, sadness, fear and joy. Salovey and Mayer (1990) coined the term “Emotional Intelligence” and described it as ‘a form of social intelligence that involves 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 action’. Goleman (1998) defines Emotional Intelligence as ‘the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships.

Personality, on the other hand is hard to define, but one knows it when one sees it. Personality judgments are made about people. A major part of coming to understand ourselves is developing a sense of what our personality characteristics are. One even forms impressions about the personalities of people one does not know but have only read about. Gordon Allport (1973) states that, “Personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to his environment.” In a more recent definition, Psychologist Walter Mishel (1976) wrote that, Personality consists of “the distinctive patterns of behavior including thoughts and emotions that characterized each individual’s adaptation to the situations of his or her life.”

It is apparent from the definitions and parameters describing Emotional Intelligence and Personality that the two are interwoven. As such, in the present

study the investigator feels it will be worthwhile to probe and study this interwoven link. Many studies have also been made on these areas. Rosenthal (1977) at Havard discovered that people who were best at identifying others' emotions were more successful in their work as well as in their social lives. Seligman (1995) has developed a construct that he calls 'Learned Optimism'. It refers to the causal attributions people make when confronted with failure or setbacks. Optimists tend to make specific, temporary, external causal attributions while pessimists make global, permanent, and internal attributions. Additionally, it was found that Emotional Intelligence has a much to do with knowing when and how to express emotion as it does with controlling it. For instance, Barsade (1998) conducted an experiment in Yale University where he had some volunteers play the role of managers who came together in a group to allocate bonuses to their subordinates. A trained actor was planted among them. The actor always spoke first. In some groups, the actor projected cheerful enthusiasm, in some relaxed warmth, in others depressed sluggishness, and in still others hostile irritability. The results indicated that the actor was able to infect the group with his emotion, and good feelings led to improved cooperation and overall group performance. In fact, objective measures indicated that the cheerful groups were better able to distribute the money fairly and in a way that helped the organisation. Hence, based on the above, the investigator feels that there was a need to study and find out whether Emotional Intelligence is related to Personality or not.

6.1. Statement of the Problem

For long it has been believed that success depends on the level of intelligence or Intelligent Quotient (IQ) as reflected in the individual's academic

achievements, exam passed, marks obtained etc. In other words, the intellectual credentials: doing well in school, holding an engineering degree or even an advanced computer degree, obtaining high score in an IQ test. All these are instances of intelligence of the academic Variety. According to Singh (2003), IQ contributes only about 20% of success in life and the remaining 80% depends largely on a person's Emotional Intelligence. Emotional Intelligence is as powerful and at times more powerful than IQ. The investigator infers that our IQ may help us understand and deal with the world on one level, but we need our emotions to understand and deal with ourselves and in turn others. A person's emotional intelligence helps him/her much in all spheres of life through its various constituents or components namely emotional competency, emotional maturity, and emotional sensitivity. The achievement of the end results in terms of better handling of mutual relationships is quite essential and significant in one's life. It can be possible through his/her potential of emotional intelligence and its proper development.

Researchers have also concluded that people who manage their own feelings well and deal effectively with others are more likely to live content lives. Such people are more apt to retain information and do so more effectively than dissatisfied people. In corporations the inclusion of EI in training programs has helped employees to co-operate better and motivate more thereby increasing productivity and profits. Building Emotional Intelligence will give children the tools and skills to make choices in their lives that have positive and productive outcomes, and when they do experience adversity, these skills will increase the possibility of their coping rise above the troubling events. Experience shows that the emotional development of children has by and large been neglected. Too many

young people today are experiencing mental health and adjustment difficulties, and, our society just does not have the resources to provide appropriate help and attention. Children's lives are so much more stressful today as well. Experiences in schools have been difficult and different. There is increasing levels of conflict in young children from low self- esteem to early drug and alcohol use, to depression, unwanted pregnancies, aggressiveness and crime.

Therefore, it was thought worthwhile on the part of the investigator to study and understand the Emotional Intelligence of a child by assessing their Emotional Intelligence. Since, there was no readymade Emotional Intelligence Scale available especially in our state, Meghalaya, it was only proper for the investigator to construct and develop one. Care was taken while developing the scale so as to meet the requirements of children particularly at the Secondary Level. The scale aimed at finding out the Emotional Intelligence of Secondary school students across sex, community and management. The significant difference between the three groups was also explored by the investigator. Further, the investigator desired to compare Emotional Intelligence and Personality characteristics and to establish any relationship that may exist between the two. Suggestions for training of emotional Intelligence and development of Personality have been proposed at the end of the study.

6.2. Title of the Study

The title of the present study was stated as: Emotional Intelligence and its Relationship to Selected Personality Characteristics of Secondary School Students of Meghalaya.

6.3. Operational Definition of the Terms Used

1. **Emotional Intelligence:** It is a form of social intelligence that involves 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 action.
2. **Personality Characteristics:** Personality Characteristics refers to traits like adaptability, academic achievement, boldness, competition, creativity, enthusiasm, excitability, general ability, guilt proneness, individualism, innovation, leadership, maturity, mental health, morality, self control, sensitivity, self sufficiency, social warmth and tension.

6.4. Objectives of the Study

The following are the objectives of the study,

1. To construct and standardize an Emotional Intelligence Scale for Secondary Students.
2. To find out the Emotional Intelligence of Class VIII Students
3. To find out the Personality Characteristics of Class VIII Students.
4. To compare the Emotional Intelligence of students studying in Class VIII.
5. To compare the Personality Characteristics of students studying in Class VIII.

6. To study the relationship between Emotional Intelligence and Personality Characteristics of Class VIII Students.
7. To suggest measures for training and development of Emotional Intelligence and Personality Development.

6.5. Hypotheses

The following are the Null Hypotheses of the Study,

1. There is no significant difference between Male and Female Students in their Emotional Intelligence.
2. There is no significant difference between Tribal and Nontribal Students in their Emotional Intelligence.
3. There is no significant difference between students studying in Government and Deficit Schools in their Emotional Intelligence.
4. There is no significant difference between students studying in Government and Private Schools in their Emotional Intelligence.
5. There is no significant difference between students studying in Deficit and Private Students in their Emotional Intelligence.
6. There is no significant difference between Male and Female Students in their Personality Characteristics
7. There is no significant difference between Tribal and Non-tribal Students in their Personality Characteristics
8. There is no significant difference between students studying in Government and Deficit Schools in their Personality Characteristics.

9. There is no significant difference between students studying in Government and Private Schools in their Personality Characteristics.
10. There is no significant difference between students studying in Deficit and Private schools in their Personality Characteristics.
11. There is no significant relationship between Emotional Intelligence (EI) and Personality Characteristics (PC) of Class VIII Students.
12. There is no significant relationship between EI and Personality Characteristics (PC) of Male Class VIII Students.
13. There is no significant relationship between EI and Personality Characteristics (PC) of Female Students.
14. There is no significant relationship between EI and Personality Characteristics (PC) of Tribal Students.
15. There is no significant relationship between EI and Personality Characteristics (PC) of Non-Tribal Students
16. There is no significant relationship between EI and Personality Characteristics of Students studying in Government Schools.
17. There is no significant relationship between EI and Personality Characteristics (PC) of students studying in Deficit Schools.
18. There is no significant relationship between EI and Personality Characteristics (PC) of Students studying in Private Schools.

6.6. Delimitation of the Study

The study was delimited to the Students of Class VIII studying in the Government, Deficit and Private Secondary Schools in Shillong, Meghalaya.

6.7. Methodology

The Descriptive Method was followed in this study.

(a) Population

The population consisted of all Class VIII Students studying in 68 Secondary Schools in Shillong. Tables 6.1. shows the total number of schools and the enrolment in different groups.

Table 6.1. Population of Class VIII Students in Shillong

No. of Sec. Schools	No. of Schools	Tribal		Nontribal		Grand Total		
		Male	Female	Male	Female	Male	Female	Total
Government	4	142	163	5	69	147	232	379
Deficit	28	1000	1154	510	465	1465	1664	3129
Private	22	562	440	180	62	742	502	1244
Total	68	1704	1757	695	596	2354	2398	4752

Source: DPI, Govt of Meghalaya (2007)

(b) Sample

Stratified Random Sampling Technique was used in selecting the sample from the Secondary Schools of Shillong.

Table 6.2. Sample of the Present Study

No. of Sec. Schools	No. of Schools	Tribal		Nontribal		Grand Total		
		Male	Female	Male	Female	Male	Female	Total
Government	3	70	50	5	30	75	80	155
Deficit	8	114	120	56	38	170	158	328
Private	10	164	242	79	52	243	294	537
Total	21	348	412	140	120	488	532	1020

(c) **Tools:** The following tools were used to collect data for the study

6. **Emotional Intelligence Scale, (EIS):** Developed and standardized by the investigator.
7. **Multidimensional Assessment of Personality, (MAP):** Form T., developed by M/S PSY-COM services, New Delhi. (1996)

6.8. Data Collection

The data was collected by administering the Emotional Intelligence Scale and the MAPS series from a representative sample of Class VIII Students of Secondary Schools in Shillong. (Vide, Table 1 and 2.)

6.9. Statistical Technique

The data was analyzed using appropriate statistical technique. The measures of central tendency, standard deviation, and “t” values were used in analysing the data in order to obtain the results. Product Moment Method of Correlation was used to find the correlation of Emotional Intelligence and Personality Characteristics of Class VIII Students of Secondary Schools, Shillong .

6.10. Major Findings of the Study

1. Development of the Emotional Intelligence Scale (EIS))- (Objective 1)

The first draft of the Emotional Intelligence Scale consisted of five major components viz. Emotional Competency, Emotional Maturity, Emotional Sensitivity, Emotional Management and Emotional Understanding. Statements were framed on each of the components. After preparing the first draft of the Emotional Intelligence Scale, it was then administered to a hundred respondents

who were teachers belonging to different Departments of the North Eastern Hill University, Principals and Teachers of Schools. The main aim for this administration was to eliminate any ambiguous statements. Depending upon the unanimity among the respondents statements were modified and arranged under each component accordingly. Each component had a total number of 30 statements, 15 positive statements and 15 negative statements. In all, the scale comprised of 180 statements. The manner of responding to each statement was also framed following a five point Likert Scale. (i) Strongly Agree or SA (ii) Agree or A (iii) Neutral N (iv) Disagree or D (v) Strongly Disagree. The favorable statements carry a weightage of 4,3,2,1,0 and the unfavorable ones a weightage of 0,1,2,3,4. The details are shown in the following table.

Table 6.3. Components and Number of EIS

SL N O	COMPONENTS	NUMBER OF STATEMENTS		TOTAL NUMBER OF STATEMENTS
		POSITIVE	NEGATIVE	
1.	Emotional Competency	15	15	30
2.	Emotional Ability	15	15	30
3.	Emotional Maturity	15	15	30
4.	Emotional Sensitivity	15	15	30
5.	Emotional Understanding	15	15	30
6.	Emotional Management	90	90	180

Administration of the Pre-try out Draft

The objective of the pre-try out draft form of the Emotional Intelligence Scale was to determine whether the scale was relevant and in conformity with the language, standard and ability of the average school children of class VIII. For this purpose, a total sample of one hundred was taken as the sample.

Prior to administration of the Emotional Intelligence Scale a rapport was established between the investigator and the students which was followed by explanation of instructions expected of students to follow. On completion of the test, the responses of each sample were given a scoring. The total score of each student was found out by using the Likert's Method of summated ratings. The score of favourable statements were rated as 4,3,2,1,0 and unfavourable statements were rated as 0,1,2,3,4. The sum of the items represented the individual score. The pre-tryout draft contained one hundred and eighty statements. The investigator discovered that few students could not understand some of the statements and therefore had difficulty in giving their responses. Hence, the statements were further modified and revised.

Development of the Try- Out Draft

A modified form of the Emotional Intelligence Scale was developed comprising of a total of eighty statements. The draft form of the scale was then administered to a sample of two hundred students.

Table 6.4. Components and Number of Statements for Try Out

SL NO	COMPONENTS	NO. OF STATEMENTS		TOTAL NO. OF STATEMENTS
		(+)	(-)	
1.	Emotional Competency	15	15	30
2.	Emotional Maturity	15	15	30
3.	Emotional Sensitivity	10	10	20
		40	40	80

Under this step of actual try out, item-analysis was done. Keeping in mind the time constraints and resources, the investigator applied t-test for item

discrimination. The response sheets were scored and arranged in descending order. The upper 27% and lower 27% of cases were taken to find out the “t” value of each statement by using the formulae given by Edwards 1969.

Thus, the final draft of the Emotional Intelligence Scale consisted of 30 statements, 15 items favourable and 15 items unfavourable. The items having “t” values of 2.58 (0.01) and above were selected for the final scale.

The final form of the test comprises of a five point scale to study the Emotional Intelligence of Secondary School students in Meghalaya. The scale consists of 30 items selected to measure three aspects of Emotional Intelligence viz. 1) Emotional Competency 2) Emotional Maturity 3) Emotional Sensitivity.

Table 6.5. Final Emotional Intelligence Scale

SI No.	Component	Positive Statements	Negative Statements	Total Statements
1	Emotional Competency	1,28,12,7,14	20,13,21,29,6,	10
2.	Emotional Maturity	11,15,5,3,10	2,23,16,24,4	10
3.	Emotional Sensitivity	30,8,19,22,26,	9,17,18,25,27	10
	TOTAL	15	15	30

Administration

The present scale is primarily an individual test which tries to determine the Emotional Intelligence of each individual candidate. The instructions are printed on the front corner of the scale and individuals are expected to give their responses on the booklet itself. There is no time limit to complete the test. However, individuals were given a time space of 40-45 minutes to complete the test.

Scoring

The responses was scored conveniently by giving scores 0, 1, 2, 3, 4 to responses “Strongly Agree, “Agree”, “Neutral”, “Disagree” and “Strongly

Disagree” respectively in case of all negative items and scores 4, 3, 2, 1, 0 respectively to those responses in case of positive items, then the total scores are found out by adding the scores obtained by the subject in each item. This total score becomes the Emotional Intelligence Score of the subject.

Table 6.6. Scoring Key

Responses	SA	A	UD	D	DA
Favorable(+)	4	3	2	1	0
Unfavorable(-)	0	1	2	3	4

Reliability

The reliability of EIS was found out by employing test-retest reliability method. The ‘product moment’ coefficient of correlation was applied to compute the first and second set of scores. The obtained reliability of the EIS was found to be .83. Reliability of its various dimensions was also found out and it varies from .80 to .87. Table 7 below presents the reliability of each of the dimensions.

Table 6.7. Reliability between the Components

Sl. No.	Components	Number of Items			Reliability
		F	U	T	
1	Emotional Competency	5	5	10	.80
2	Emotional Maturity	5	5	10	.81
3	Emotional Sensitivity	5	5	10	.87
	Total :	15	15	30	.83

Validity

A series of steps were taken to evaluate the validity of the EI Scale. First, each item was judged by 100 independent experts. The content validity of the EIS

was determined by employing means of judgement. The experts expressed their opinion that the scale was valid so far as the object is concerned. Hence it can be said that the present scale possesses satisfactory content validity.

Interpretation

In order to get the levels of the students in the Emotional Intelligence Scale the range of scores are divided as follows:

Table 6.8. Classification of Scores and Interpretation of Levels

Sl.no.	Range of Scores	Emotional Intelligence Level
1	79 -120	High Emotional Intelligence (HEI)
2	60-79	Average Emotional Intelligence (AEI)
3	0-59	Low Emotional Intelligence (LEI)

2. Discussion on Major Findings.

A. Emotional Intelligence (EI) of Students

- (i) It was found that the overall EI of Class VIII students were placed under the Average Emotional Intelligence Level (68.04%).
- (ii) Further it was observed that only 14.90% of the students have High Emotional Intelligence, and 17.06% have been found to have Low Emotional Intelligence.
- (iii) It can be noted that majority of male and female students (69.67%, 66.54% respectively) are found to have Average Emotional Intelligence followed by Low Emotional Intelligence (13.52%, 20.30% respectively). A small percentage (16.80% male and 13.14% female respectively) fall in the category of High Emotional Intelligence.

- (iv) It is evident that majority of tribal and non-tribal students (68.29%) and (67.31%) respectively fall under the Average Emotional Intelligence Level. Only (12.37%) tribal and (22.31 %) non-tribal students have High Emotional Intelligence. The rest have Low Emotional Intelligence (19.34%) tribal and (10.38%) non-tribal.
- (v) With respect to the type of management, it has been observed that students vary in their Emotional Intelligence. It was found that majority of the Students, i.e. 73.55% studying in Government Schools were placed in the Average EI Level, 10.97 % at the High EI Level and 15.48 % at the Low EI Level . With regards to students studying in Deficit Schools it was found that 69.51 % were placed under the Average EI Level and 10.67 % were placed under the High EI Level and 19.82 % at the Low EI Level. It was also observed that 65.55 % of the students studying in Private Schools were placed under Average EI Level, 18.62 % were placed under the High EI Level and 15.83 % at the Low EI Level.

B. The Personality Characteristics of All Class VIII Students

(i) Adaptability

1. **Overall:** It was found that 15.39 % were placed in the high level; 72.75 % were placed in the average level and 11.86 % were placed in the low level
2. **Male:** 70.90 % were placed in the average level, followed by 18.24 % in the high level and 10.86 % were placed in the low level.
3. **Female:** It was found that 12.78 % were placed in the high level; 74.44 % were placed in the average level and 12.78 % were placed in the low level.

4. **Tribal:** 72.76 % were placed in the average level, 16.45 % were placed in the high and 10.79 % were placed in the low level.
5. **Non-tribal:** 12.31 % were placed in the high level; 72.69 % were placed in the average level and 15.00 % were placed in the low level.
6. **Government:** Majority 77.42 % were placed in the average level, followed by 11.61 % in the low level and only 10.97 % were placed in the high level.
7. **Deficit:** It was found that 18.90 % were placed in the high level; 70.43 % were placed in the average level and 10.67 % were placed in the low level.
8. **Private:** Majority 72.81 % were placed in the average level, followed by 14.53 % in the high level; and 12.66 % placed in the low level.

(ii) **Academic Achievement**

1. **Overall:** It was evident that 75.39 % were placed in the average level, 13.73 % were placed in the high and 10.88 % were placed in the low level.
2. **Male:** It was observed that 16.39 % were placed in the high level; 74.59 % in the average level and 9.02 % were placed in the low level.
3. **Female:** It was observed that 11.28 % were placed in the high level; 76.13 % were placed in the average level and 12.59 % were placed in the low level.
4. **Tribal:** It was found that 13.03 % were placed in the high level; 76.71 % were placed in the average level and 10.26 % were placed in the low level.
5. **Non-tribal:** It was found that 15.77 % were placed in the high level; 71.54 % were placed in the average and 12.69 % were placed in the low level.

6. **Government:** It was found that 14.19 % were placed in the high level; 72.26 % were placed in the average level and 13.55 % were placed in the low level.
7. **Deficit:** 76.52 % were placed in the average level, followed by 12.80 % in the high level; and 10.67 % were placed in the low level.
8. **Private:** It was found that 14.15 % were placed in the high level; 75.61 % were placed in the average and 10.24 % were placed in the low level.

(iii) **Boldness**

1. **Overall:** 49.12 % were placed in the high level; 47.45 % were placed in the average and 3.43 % were placed in the low level
2. **Male:** 48.16 % were placed in the high level; followed by 47.34 % in the average level and only 4.51 % were placed in the low level.
3. **Female:** 50% were placed in the high level; 47.56 % were placed in the average level and 2.44 % were placed in the low level.
4. **Tribal:** 46.17 % were placed in the high level; 49.08 % were placed in the average level and 4.21 % were placed in the low level.
5. **Non-tribal:** 56.15 % were placed in the high level; 42.69 % were placed in the average and 1.15 % was placed in the low level
6. **Government:** Majority 52.90 % were placed in the high level; followed by 41.94 % in the average level and 5.16 % were placed in the low level.
7. **Deficit:** 38.11 % were placed in the high level; 57.32 % were placed in the average level and only 4.57 % were placed in the low level.
8. **Private:** 54.75 % were placed in the high level; 43.02 % were placed in the average level and 2.23 % were placed in the low level.

(iv) **Competition**

1. **Overall:** It was observed that 12.45 % were placed in the high level; 59.80 % were placed in the average level and 27.75 % were placed in the low level.
2. **Male:** Only 15.78 % were placed in the high level; 54.17 % were placed in the average level and 29.51 % were placed in the low level
3. **Female:** It was found that only 9.40 % were placed in the high level; 64.47 % were in the average and 26.13 % were placed in the low level.
4. **Tribal:** It was evident that 10.39 % were placed in the high level; 62.11 % were placed in the average l and 27.50 % were placed in the low level.
5. **Non-tribal:** It was found that only 18.46 % were placed in the high level; 53.08 % were placed in the average level and 28.46 % were placed in the low level.
6. **Government:** It was found that 12.26 % were placed in the high level; 61.29 % were placed in the average level and 26.45 % were placed in the low level.
7. **Deficit:** It was evident that 12.20 % were placed in the high level; 61.28 % were placed in the average and 26.52 % were placed in the low level.
8. **Private:** It was found that 12.66 % were placed in the high level; 58.47 % were placed in the average and 28.86 % were placed in the low level.

(v) **Creativity**

1. **Overall:** Only 3.53 % were placed in the high level; 63.24 % were placed in the average level and 33.24 % were placed in the low level.

2. **Male:** High level in creativity can be noted in only 2.25 % followed by 59.63 % in the average level and 38.11 % in the low level.
3. **Female:** Only 4.70 % were placed in the high level; majority 66.54 % were placed in the average level and 28.76 % were placed in the low level.
4. **Tribal:** Only 3.55 % were placed in the high level; 64.34 % were placed in the average and 32.11 % were placed in the low level.
5. **Non-tribal:** Only 3.46 % were placed in the high level; 60.00 % were placed in the average level and 36.54 % were placed in the low level.
6. **Government:** It was observed that only 7.10 % were placed in the high level; 74.19 % were placed in the average level and 18.17 % were placed in the low level.
7. **Deficit:** Table 4.23 shows that only 3.35 % were placed in the high level; 63.72 % were placed in the average level and 32.93 % were placed in the low level.
8. **Private:** It was found that 12.66 % were placed in the high level; 58.47 % were placed in the average and 28.86 % were placed in the low level.

(vi) **Enthusiasm**

1. **Overall:** It was found that only 13.43 % have been placed in the high level; majority 69.90 % were placed in the average level and 16.67 % were placed in the low level.
2. **Male:** It was found that 16.80 % were placed in the high level; 71.31 % were placed in the average level and 11.89 % were placed in the low level.

3. **Female:** It was seen that 10.34 % were placed in the high level; majority 68.61 % were placed in the average and 21.05 % were placed in the low level.
4. **Tribal:** It was found that 11.71 % were placed in the high level; 70.13 % were placed in the average level and 18.16 % were placed in the low level.
5. **Non-tribal:** It was observed that 18.46 % were placed in the high level; 69.23 % were placed in the average and 12.31 % were placed in the low level.
6. **Government:** Only 4.52 % were placed in the high level; 69.03 % were placed in the average and 26.45 % were placed in the low level.
7. **Deficit:** It was found that 14.33 % were placed in the high level; 68.90 % were placed in the average and 16.77 % were placed in the low level.
8. **Private:** Majority 70.76 % were placed in the average level, 15.46 % were placed in the high level and 13.78 % were placed in the low level.

(vii) **Excitability**

1. **Overall:** It was found that only 15.88 % have been placed in the high level; majority 67.75 % were placed in the average level and 16.37 % were placed in the low level.
2. **Male:** Majority 67.21 % were placed in the average level, 18.65 % were placed in the low level and 14.14 % were placed in the high level.
3. **Female:** It was found that 17.48 % were placed in the high level; 68.23 % were placed in the average level and 14.29 % were placed in the low level.
4. **Tribal:** 16.18 % were placed in the high level; 68.16 % were placed in the average and 15.66 % were placed in the low level.

5. **Non-tribal:** 66.54 % were placed in the average level, 18.46 % were placed in the low and 15.00 % were placed in the high level.
6. **Government:** It was found that 20.65 % were placed in the high level; 66.45 % were placed in the average l and 12.90 % were placed in the low level.
7. **Deficit:** Majority 67.68 % were placed in the average level, 17.68 % were placed in the low and 14.63 % were placed in the high level
8. **Private:** It was found that 15.27 % were placed in the high level; 68.16 % were placed in the average level and 16.57 % were placed in the low level.

(viii) **General Ability**

1. **Overall:** Only 2.84 % were placed in the high level; 36.37 % were placed in the average level and 60.78 % were placed in the low level.
2. **Male:** High general ability was found only in 1.84 %, followed by 37.7 % in the average level and 60.45 % in the low level.
3. **Female:** It was found that only 3.76 % were placed in the high level; 35.15 % were placed in the average and 61.09 % were placed in the low level.
4. **Tribal:** Only 1.97 % was placed in the high level; 35.53 % were placed in the average and 62.50 % were found in the low level.
5. **Non-tribal:** It can be noted that 5.38 % were placed in the high level; 38.85 % were placed in the average and 55.77 % were placed in the low level.
6. **Government:** Majority 54.84 % were placed in the low level, followed by 41.29% in the average level and only 3.87 % were placed in the high level.
7. **Deficit:** It was found that 0.30 % were placed in the high level; 22.26 % were placed in the average level and 77.44 % were placed in the low level.

8. **Private:** Only 4.10 % were placed in the high level; 43.58 % were placed in the average level and 52.33 % were placed in the low level.

(ix) **Guilt Proneness**

1. **Overall:** It was observed that 6.96 % were placed in the high level; 68.63 % were placed in the average and 24.41 % were placed in the low level.
2. **Male:** It was found that 5.33 % were placed in the high level; 67.42 % were placed in the average level and 27.25 % were placed in the low level.
3. **Female:** It was evident 8.46 % were placed in the high level; 69.74 % were placed in the average level and 21.80 % were placed in the low level.
4. **Tribal:** It was found that 7.89 % were placed in the high level; 68.95 % were placed in the average and 23.16 % were placed in the low level.
5. **Non-tribal:** It was found that 4.23 % were placed in the high level; 67.69 % were placed in the average and 28.08 % were placed in the low level.
6. **Government:** It was found that 10.32 % were placed in the high level; 70.97 % were placed in the average level and 18.71 % were placed in the low level.
7. **Deficit:** 8.54 % were placed in the high level; 66.77 % were placed in the average and 24.70 % were placed in the low level
8. **Private:** It was found that 5.03 % were placed in the high level; 69.09 % were placed in the average level and 25.88 % were placed in the low level.

(x) **Individualism**

1. **Overall:** It can be seen that 14.12 % were placed in the high level; 61.67 % were placed in the average level and 24.22 % were placed in the low level.

2. **Male:** It was evident that 16.80 % were placed in the high level; 60.66 % were placed in the average level and 22.54 % were placed in the low level.
3. **Female:** From table 4.19 it can be seen that 11.65 % were placed in the high level; 62.59 % were placed in the average level and 25.75 % were placed in the low level.
4. **Tribal:** Table 4.20 shows that 13.03 % were placed in the high level; 63.82 % were placed in the average level and 23.16 % were placed in the low level.
5. **Non-tribal:** It was found that 17.31 % were placed in the high level; 55.38 % were placed in the average level and 27.31 % were placed in the low level.
6. **Government.** 8.39 % were placed in the high level; 70.97 % were placed in the average level and 20.65 % were placed in the low level.
7. **Deficit:** It was found that 18.60 % were placed in the high level; 63.11 % were placed in the average level and 18.29 % were placed in the low level.
8. **Private:** 13.04 % were placed in the high level; 58.10 % were placed in the average level and 28.86 % were placed in the low level.

(xi) **Innovation:**

1. **Overall:** It was evident that only 1.67 % was placed in the high level; 57.84 % were placed in the average level and 40.49 % were placed in the low level.
2. **Male:** Only 2.25 % were placed in the high level; 57.79 % were placed in the average and 39.96 % were placed in the low level.
3. **Female:** Only 1.13 % was placed in the high level; 57.89 % were placed in the average level and 40.98 % were placed in the low level.

4. **Tribal:** It was found that only 3.08 % were placed in the high level; 56.15 % were placed in the average level and 40.77 % were placed in the low level.
5. **Non-tribal:** It was found that only 3.08 % were placed in the high level; 56.15 % were placed in the average level and 40.77 % were placed in the low level.
6. **Government:** 0.00 % was placed in the high level; 49.03 % were placed in the average and 50.97 % were placed in the low level.
7. **Deficit:** Only 2.74 % were placed in the high level; 60.98 % were placed in the average and 36.28 % were placed in the low level
8. **Private:** It was found that 1.49 % was placed in the high level; 58.47 % were placed in the average level and 40.04 % were placed in the low level.

(xii) Leadership

1. **Overall:** 12.84 % were placed in the high level; 65.39 % were placed in the average level and 21.76 % were placed in the low level
2. **Male:** Majority 63.73 % were placed in the average, followed by 22.13 % in the low level and 14.14 % were placed in the high level.
3. **Female:** Majority 66.92% were placed in the average level, followed by 21.43 % in the low level and 11.65 % were placed in the high level, and 21.43 % were placed in the low level.
4. **Tribal:** 11.45 % were placed in the high level; 64.74 % were placed in the average and 23.82 % were placed in the low level
5. **Non-tribal:** 16.92 % were placed in the high level; 67.31 % were placed in the average and 15.77 % were placed in the low level.

6. **Government:** Only 8.39 % were placed in the high level; 69.68 % were placed in the average level and 21.94 % were placed in the low level.
7. **Deficit:** 8.23 % were placed in the high level; 62.50 % were placed in the average level and 29.27 % were placed in the low level
8. **Private:** 65.92 % were placed in the average level , followed by 17.13 % placed in the low level and 16.95 % placed in the high level

(xiii) **Maturity**

1. **Overall:** It was found that 24.02 % were placed in the high level; 65.88% were placed in the average and 10.10 % were placed in the low level.
2. **Male:** It was found that 26.23 % were placed in the high level; 62.09 % were placed in the average level and 11.68 % were placed in the low level
3. **Female:** It was found that 21.99 % were placed in the high level; 69.36 % were placed in the average level and 8.65 % were placed in the low level.
4. **Tribal:** 66.97 % were placed in the average level, followed by 22.76 % in the high level; and 10.26 % were placed in the low level.
5. **Non-tribal:** It was found that 22.69 % were place in the high level; 62.69 % were placed in the average level and 9.62 % were placed in the low level.
6. **Government:** It was found that 16.13 % were placed in the high level; 72.26 % were placed in the average and 11.61 % were placed in the low level.

7. **Deficit:** It was found that 18.29 % were placed in the high level; 70.43 % were placed in the average level and 11.28 % were placed in the low level.
8. **Private:** It was found that 29.80 % were placed in the high level; 61.27 % were placed in the average level and 8.94 % were placed in the low level.

(xiv) **Mental Health**

1. **Overall:** Only 9.51 % were placed in the high level; 70.39 % were placed in the average and 20.10 % were placed in the low level.
2. **Male:** Only 9.02% were placed in the high level; 66.80 % were placed in the average followed by 24.18 % placed in the low level
3. **Female:** Only 9.96 % were placed in the high level; 73.68 % were placed in the average level and 16.35 % were placed in the low level.
4. **Tribal:** It was found that 8.16 % were placed in the high level; 70.26 % were placed in the average and 21.58 % were noted to be in the low level.
5. **Non-tribal:** It was found that majority 70.77 % were placed in the average level, followed by 15.77 % in the low level and 13.46 % were placed in the high level.
6. **Government** 72.26 % were placed in the average level, 20.00 % were placed in the low and only 7.74 % were placed in the high level.
7. **Deficit:** Only 9.76 % were placed in the high level; 62.50 % were placed in the average level and 27.74 % were placed in the low level.

8. **Private:** Only 9.87 % were placed in the high level; 74.67 % were placed in the average level and 15.46 % were placed in the low level.

(xv) Morality

1. **Overall:** Majority 65.78% were placed in the average level, only 15.88 % were placed in the high level; followed by 18.33 % placed in the low level.
2. **Male:** It was found that 12.30 % were placed in the high level; 65.16 % were placed in the average level and 22.54 % were placed in the low level.
3. **Female:** It was found that 19.17 % were placed in the high level; 66.35 % were placed in the average and 14.47 % were placed in the low level.
4. **Tribal:** It was found that 15.53 % were placed in the high level; 66.71 % were placed in the average level and 17.76 % were placed in the low level.
5. **Non-tribal:** 16.92 % were placed in the high level; 63.08 % were placed in the average level and 20.00 % were placed in the low level.
6. **Government. Morality:** It was found that 22.58 % were placed in the high level; 67.10 % were placed in the average level and 10.32 % were placed in the low level.
7. **Deficit:** It was found that only 9.76 % were placed in the high level; 66.16% were placed in the average and 24.09 % were placed in the low level.
8. **Private:** Only 17.69 % were placed in the high level; 65.18 % were placed in the average level and 17.43 % were placed in the low level.

(xvi) **Self Control**

1. **Overall:** It was found that 23.04 % were placed in the high level; followed by 62.84 % in the average and 14.12 % were placed in the low level.
2. **Male:** It was observed that 21.31 % were placed in the high level; 63.11 % were placed in the average level and 15.57 % were placed in the low level.
3. **Female:** It was evident that 24.62 % were placed in the high level; 62.59 % were placed in the average level and 12.78 % were placed in the low level.
4. **Tribal:** It can be seen that 23.82 % were placed in the high level; majority 62.63 % were placed in the average level and 13.55 % were placed in the low level.
5. **Non-tribal:** It was observed that 20.77 % were placed in the high level; 63.46 % were placed in the average and 15.77 % were placed in the low level.
6. **Government:** 29.68 % were placed in the high level; 62.58 % were placed in the average level and 7.74 % were placed in the low level.
7. **Deficit:** It was observed that 17.38 % were placed in the high level; 65.55 % were placed in the average level and 17.07 % were placed in the low level.
8. **Private:** 24.58 % were placed in the high level; 61.27 % were placed in the average and 14.15 % were placed in the low level.

(xvii) Sensitivity

1. **Overall:** It was found that majority 70.49 % were placed in the average level , 11.86 % in the low level and 17.65 % were placed in the high level
2. **Male:** 11.89 % were placed in the high level; 71.52 % were placed in the average and 16.60 % were placed in the low level.
3. **Female.** 69.55 % were placed in the average level, followed by 22.93 % in the high level and 7.52 % were placed in the low level.
4. **Tribal:** It was found that 17.89 % were placed in the high level; 71.32 % were placed in the average level and 10.79 % were placed in the low level.
5. **Non-tribal:** It was found that 16.92 % were placed in the high level; 68.08 % were placed in the average level and 15.00 % were placed in the low level.
6. **Government:** It was found that 21.29 % were placed in the high level; 74.19 % were placed in the average level and 4.52 % were placed in the low level.
7. **Deficit:** It was found that 17.07 % were placed in the high level; 69.51 % were placed in the average level and 13.41 % were placed in the low level.
8. **Private:** It was found that only 16.95 % were placed in the high level; 70.02 % were placed in the average and 13.04% were placed in the low level.

(xviii) Self Sufficiency

1. **Overall:** It was found that 16.96 % were placed in the high level; 72.35 % were placed in the average level and 10.69 % were placed in the low level.
2. **Male:** It was found that 19.88 % were placed in the high level; 69.26 % were placed in the average and 10.86 % were placed in the low level.

3. **Female:** It was found that 14.29 % were placed in the high level; 75.19 % were placed in the average level and 10.53 % were placed in the low level.
4. **Tribal:** : Majority 73.82 % were placed in the average level, 16.05 % were placed in the high level; and 10.13 % were placed in the low level.
5. **Non-tribal:** From Table 4.21 it can be observed that 19.62 % were placed in the high level; 68.08 % were placed in the average level and 12.31 % were placed in the low level.
6. **Government.** 13.55 % were placed in the high level; 76.77 % were placed in the average level and 9.68 % were placed in the low level.
7. **Deficit:** 72.56 % were placed in the average, followed by 23.17 % in the high level; and 4.27 % were placed in the low level
8. **Private:** It was found that 14.15 % were placed in the high level; 70.95 % were placed in the average level and 14.90 % were placed in the low level.

(xix) Social Warmth

1. **Overall:** 18.14 % were found to be in the high level; 52.94 % were in the average level and 28.92 % were placed in the low level.
2. **Male:** Only 10.86 % were found to be in the high level; 53.89 % were in the average level and 35.25 % were placed in the low level.
3. **Female:** Table 4.19 shows that 24.81 % were placed in the high level; 52.07 % were placed in the average and 23.12 % were placed in the low level.
4. **Tribal:** It was found that 17.37 % were placed in the high level; 53.29 % were placed in the average level and 29.34 % were placed in the low level.

5. **Non-tribal:** It was found that 20.38 % were placed in the high level; 51.92 % were placed in the average level and 27.69 % were placed in the low level.
6. **Government** It was observed that 25.16 % were placed in the high level; 52.90 % were placed in the average and 21.94 % were placed in the low level.
7. **Deficit:** It was found that 10.06 % were placed in the high level; 56.10 % were placed in the average level and 33.84 % were placed in the low level.
8. **Private:** It can be seen that 21.04 % were placed in the high level; 51.02 % were placed in the average level and 27.93 % were placed in the low level.

(xx) Tension

1. **Overall:** It was found that 11.96 % were placed in the high level; 66.90 % were placed in the average level and 23.14 % were placed in the low level.
2. **Male:** It was found that 13.11 % were placed in the high level; 62.30 % were placed in the average level and 24.59 % were placed in the low level.
3. **Female:** It was observed that 10.90 % were placed in the high level; 67.29 % were placed in the average level and 21.80 % were placed in the low level.
4. **Tribal:** It was found that 11.18 % were placed in the high level; 66.97 % were placed in the average and 21.84 % were placed in the low level.
5. **Non-tribal:** 14.23 % were placed in the high level; 58.85 % were placed in the average level and 26.92 % were placed in the low level.

6. **Government:** It was found that 11.61 % were placed in the high level; 60.65 % were placed in the average level and 27.74 % were placed in the low level.
7. **Deficit:** It was found that 13.11 % were placed in the high level; 71.95 % were placed in the average level and 14.94 % were placed in the low level.
8. **Private:** It was found that 11.36 % were placed in the high level; 61.82 % were placed in the average level and 26.82 % were placed in the low level.

C. Comparison of Emotional Intelligence of Students

1. There is significant difference between Male and Female Students in Emotional Intelligence at 0.01 level. So, the null hypothesis is rejected.
2. There is significant difference between Tribal and Nontribal Students in their Emotional Intelligence at 0.01 level. So, the null hypothesis is rejected.
3. There is no significant difference between Government and Deficit Students in their Emotional Intelligence at 0.01 or 0.05 levels. So, the null hypothesis is retained.
4. There is significant difference between Government and Private Students in Emotional Intelligence at 0.05 level. So, the null hypothesis is rejected.
5. There is significant difference between Deficit and Private Students in their Emotional Intelligence at 0.01 level. So, the null hypothesis is rejected.

D. Comparison of Personality Characteristics of Students

1. There is significant difference between Male and Female students in adaptability, creativity, enthusiasm, excitability, individualism, morality, self control, sensitivity, and social warmth at 0.01 Level and academic achievement and mental health at 0.05 Level. No significant difference was found in the other characteristics. Thus the null hypotheses for these variables above are rejected.
2. There is significant difference between Tribal and Nontribal students in boldness, enthusiasm, general ability, and leadership at 0.01 level and guilt proneness and mental health at 0.05 Level. Therefore the null hypotheses for these variables are rejected.
3. There is significant difference between Government and Deficit students in creativity, enthusiasm, general ability, innovation, morality, self control, sensitivity, self sufficiency, social warmth and tension at 0.01 level and boldness, excitability and individualism at 0.05 level. Hence the null hypotheses for these variables are rejected.
4. There is significant difference between Government and Private students in creativity, enthusiasm, excitability, innovation, maturity, morality, self control, sensitivity at 0.01 level and guilt proneness and leadership at 0.05 level. Thus, the null hypotheses for these variables are rejected.
5. There is significant difference between Deficit and Private students in boldness, general ability, individualism, leadership, maturity, mental health, morality, self control, self sufficiency, social warmth and tension 0.01 level and creativity and enthusiasm, at 0.05 level. Hence the null hypotheses for these variables are rejected.

E. Correlation between Emotional Intelligence (EI) and Personality Characteristics

It may be noted that there exist both positive and negative correlation between the Emotional Intelligence and Personality Characteristics of Class VIII students as depicted below: -

1. Positive correlation exist between EI and academic achievement at 0.05 level and also between EI and boldness, enthusiasm, general ability, leadership, maturity, mental health, morality, self control and social warmth at 0.01 level.
2. Further it was also found that there is a negative correlation between EI and excitability, guilt proneness, innovation, self sufficiency and tension at 0.01 level.
3. No correlation exists between EI and adaptability, competition, creativity, individualism and sensitivity.

It can be seen that there exist both positive and negative correlation between the Emotional Intelligence and Personality Characteristics of male students as depicted below: -

1. Positive Correlation exist between EI and individualism at 0.05 level and also between EI and boldness, enthusiasm, general ability, leadership, maturity and self control at 0.01 level.
2. There exist a negative correlation between EI and creativity and self sufficiency at 0.05 level. A negative relationship also exists between EI and excitability, guilt proneness, innovation and tension at 0.01 level.

3. *No correlation exists between EI and adaptability, competition, sensitivity, achievement motivation, mental health, morality, and social warmth.*

It can be seen that there exist both positive and negative correlation between the Emotional Intelligence and Personality Characteristics of female students as depicted below:

1. Positive Correlation exist between EI and academic achievement and sensitivity at 0.05 level and also between EI and boldness, general ability, leadership, maturity, mental health, morality, self control and social warmth at 0.01 level.
2. Negative Correlation is seen between EI and innovation and self sufficiency at 0.05 level and between EI and excitability, guilt proneness and tension at 0.01 level.
3. No Correlation exists between EI and adaptability, competition, creativity, individualism and enthusiasm.

It is observed that there exist both positive and negative correlation between the Emotional Intelligence and Personality Characteristics of tribal students as depicted below: -

1. Positive Correlation exist between EI and mental health and adaptability at 0.05 level and between EI and boldness, enthusiasm, general ability, leadership, maturity morality, self control, and social warmth at 0.01 level,
2. There is Negative Correlation between EI and excitability, guilt proneness, innovation, self sufficiency and tension at 0.01 level.

3. No Correlation exists between EI and competition, creativity, individualism, sensitivity, and academic achievement.

It is observed that there exist both positive and negative correlation between the Emotional Intelligence and Personality Characteristics of nontribal students as depicted below: -

1. Positive Correlation exist between EI and mental health and social warmth at 0.05 level and between EI and boldness, general ability, leadership, maturity, and self control at 0.01 level,.
2. There is Negative Correlation between EI and excitability, guilt proneness and innovation at 0.05 level and between EI and tension at 0.01 level.
3. No Correlation exists between EI and adaptability, competition, creativity, individualism, sensitivity, enthusiasm, academic achievement, morality and self sufficiency.

It is seen that there exist both positive and negative correlation between the Emotional Intelligence and Personality Characteristics of Government students as depicted below: -

1. Positive Correlation exist between EI and Morality, social warmth, adaptability and creativity at 0.05 level and between EI and boldness, general ability, leadership, maturity, self control at 0.01 level.
2. Negative Correlation exists between EI and excitability, guilt proness, and tension at 0.01 level and between EI and enthusiasm at 0.05 level.
3. No Correlation exists between EI and competition, individualism, sensitivity, academic achievement, mental health, self sufficiency and innovation.

It is seen that there exist both positive and negative correlation between the Emotional Intelligence and Personality Characteristics of Deficit students as depicted below:

1. Positive Correlation exists between EI and Maturity at 0.05 level and between EI and boldness and enthusiasm at 0.01 level.
2. Negative Correlation exists between EI and excitability and tension at 0.01 level and between EI and innovation and creativity at 0.05 level.
3. No Correlation exists between EI and adaptability, competition, guilt proneness, individualism, leadership, mental health, morality, self control, sensitivity, self sufficiency, social warmth and academic achievement.

It is observed that there exist both positive and negative correlation between the Emotional Intelligence and Personality Characteristics of Private students as depicted below:

1. Positive Correlation exist between EI and boldness, enthusiasm, general ability, leadership, maturity, mental health, morality, self control, and social warmth at 0.01 level.
2. Negative Correlation exists between EI and excitability, guilt proneness, innovation, self sufficiency and tension at 0.01 level.
3. No Correlation exists between EI and adaptability, academic achievement, competition, creativity, individualism, and sensitivity.

6.11. Discussion

Overall Emotional Intelligence

It was found that the overall EI of Class VIII students were placed under the Average Level (68.04%). The same trend follows for male and female, tribal and nontribal, government, deficit and private students also. Further it was observed that only 14.90% of the students have High Emotional Intelligence, and 17.06% have been found to have Low Emotional Intelligence. The findings portray the same trend for all the groups which points to the retention of the normal probability curve- “The Bell Curve” and not a rebuttal of it, as Goleman would have wanted. The probable reason may be that Emotional Intelligence is still in the formative stage and has not been fully developed. The environment at present is not yet properly attuned for a positive growth and assimilation of Emotional Intelligence.

Unlike IQ which changes little after our teen years, Emotional Intelligence is learnt and it continues to develop throughout life and learn from our experiences. It can be acquired and developed at any time. Moreover, importance of Emotional Intelligence in the personal, professional, and civic lives of an individual was recently realized and discussed. Schools continue to prepare students to be competent in math, language etc but it does not teach kids how to manage themselves, how to handle other people, how to co-operate, how to handle rocky emotions. Parents too are responsible for having high expectations of their children and providing no quality time for them.

Overall Personality Characteristics

With regards to Personality characteristics it is evident that ‘Boldness’ is a dominant characteristic found amongst all groups followed by Maturity, Social Warmth, Sensitivity, Self-sufficiency, Enthusiasm, Morality, Excitability, Competition and Self-control. The probable reason for boldness may be that the deluges of information that constantly bombard the students nowadays, arm them with information that encourage them to react boldly. This trend was not very apparent in the earlier generations where information was not readily accessible and plentiful. Boldness is closely related to ‘extraversion’ one of the ‘big five’ Personality dimensions and it is observed that highly extraverted individuals are bold, assertive, excitement seeking, talkative, venturesome etc. Besides, these traits ‘Boldness’, ‘Maturity’ and ‘Self-Control’ ‘Social Warmth’ etc are related and tend to occur together in many individuals. For example, individuals who are sociable tend to be talkative, venturesome, physically active. Mature individuals are responsible, and have self-control. Further, these children also exhibit Emotional Intelligence which makes them socially audacious and intrepid.

Comparison of Emotional Intelligence

It is evident that Emotional Intelligence differs across sex, community and management. In the case of sex, male students are found to have high Emotional Intelligence than their female counterparts. The present findings are not in line with the previous studies conducted by Singh (2002)¹¹⁷, which revealed that females have higher Emotional Intelligence than males. According to Eagly &

¹¹⁷ D. Singh. *Emotional Intelligence at Work: A professional Guide* (2nd ed); New Delhi, Sage Publications, (2005),

Johnson (1990)¹¹⁸ females are found to have better social skills and were described as being “interested in other people”. Since females tend to be more emotional and intimate in their relationship as compared to males, so there EI ought to be higher than that of males.

However, the present findings are concordant with previous research studies conducted by Chu (2002)¹¹⁹ who reported that males have higher level of E.I than that of females. The probable reason may be that males manage their moods better, are logical and practical unlike females who tend to be emotional and worrisome in nature. Chu, explained that boys are capable and desirous of relational attachments but learn how to mask them or fit them around “the boy code”. In her ethnographic studies of boys during two periods –early childhood(ages 4-5) and adolescence (ages 12-18) Chu found evidence that relational capabilities detected at infancy carry through early childhood and into adolescence. Through their everyday experiences with peers and adults, boys learn what is considered appropriate and desirable behaviour for boys, and also the consequences of deviating from accepted norms. She emphasised, however, that boys’ ‘relational’ capabilities are not ‘lost’.

Goleman (1998) have also reported that women generally have had more practice at some interpersonal skills than men, at least in cultures like the United States, where girls are raised to be more attuned to feelings and their nuances than are boys. Women are also better than men at detecting another person’s fleeting feelings. But he also says that women are not “smarter” than men when it comes to

¹¹⁸, B.T. Eagly & B.T. Johnson, “Gender and Leadership : A meta-analysis”. *Journal of Behavioural Sciences* Vol. 17 No. 1-2.1990

¹¹⁹ J. Chu, “Boys Development”. USA: *Readers Digest* 944-95,2002.

Emotional Intelligence, nor are men superior to women. Both sexes have personal profile of strengths and weaknesses in these capacities. Some of them may be highly empathic but lack some abilities to handle one's own distress; others may be quite aware of the subtlest shift in one's own moods, yet be inept socially.

In the case of community, it is observed that non-tribal students have high Emotional Intelligence than their tribal counterparts. The probable reason may be that non-tribal students emanate from a culture which is more open, vibrant, flexible and responsive to change. Influences of different civilizations have contributed immensely towards the richness, color, and warmth of its cultural relations. A simple example "Namaste", a way of greeting outsiders and elders (a common practice among this community) not only indicate respect for others but also signify warmth and affection in the greeting. Besides, they believe in relationships outside their own members and are not confined to only their own boundaries.

Tribal folks on the other hand are no less in their culture and traditions but historically they have been thought to be insular from other cultures and civilization. The community is generally seen as a group that reacts emotionally to situations that confront them. They are normally confined within a definite and common topography and believe in ties of blood relationship amongst its members. They have faith in their having descended from a common, real or mythical forerunner and thus believe in blood relationship with members. Thus their relationship is limited to kinship, clan ties etc.

However, emotional expression vary greatly from culture to culture, may also be another probable reason which explains the Emotional Intelligence of one

community from another. What may be appropriate in one culture may appear an unseemly outburst in another. Goleman (1998) describes that executives from emotionally reserved cultures, like those in Northern Europe, can be seen as “cold” and aloof by Latin American business partners. In the United States, being emotionally inexpressive often communicates a negative message, a sense of distance or indifference.

With regards to management, it has been found that students studying in Private schools have high Emotional Intelligence in comparison to those studying in Government and Deficit schools. The probable reason may be that Emotional Intelligence is much influenced by the socio-economic status of the students. Private schools provide opportunities for social training in the form of games, activities, role playing and responsibilities which have contributed to Boldness, Maturity, Self-control, Social warmth etc. Besides, teacher involvement in the personal and academic life of individuals also inspires and encourage emotional competency in them. In Government and specifically Deficit schools the focus has become customary with very little scope for creativity and innovation. Numerous regulations have dulled any initiative and enthusiasm of students and teachers.

Comparison of Personality Characteristics

While comparing the personality Characteristics, it has been observed that there is significant difference between male and female students in adaptability, creativity, enthusiasm, excitability, individualism, morality, self control, sensitivity, and social warmth at 0.01 level and academic achievement and mental health at 0.05 level. No significant difference was found in the other characteristics. Thus the null hypotheses for these variables above are rejected.

Females are high in, sensitivity, social warmth, self-control, creativity, excitability, and morality. The probable reason may be that the female demeanour is warm, tender-minded, worrisome and compassionate in comparison to male counterparts. This finding is in line with previous studies of Bourke (2002)¹²⁰ who found that men are more assertive than women and that women are tender minded than men. Costa Pt. Jr. (2001)¹²¹ reported that women scored higher in neuroticism, agreeableness, warmth and openness to feelings, whereas men were higher in assertiveness, and open to ideas. ”. Besides, they strongly, conform to moral principles and practices compared to the male counterparts.

Males are high in, academic achievement, leadership, competition, enthusiasm, adaptability, individualism, maturity. This finding is reflective of the ‘stereo type’ that males are generally higher in academic achievement, are more competitive and have leadership skills. They are high in individualism which leads us to conclude that males are self centred in nature. Thus Hegelson (1994)¹²², describes that feminine attributes are expressive or communal. (i.e a focus on emotional expression, nurturance and social connectedness) masculine attributes on the other hand are instrumental or agentic (i.e involving personal accomplishments and achievements.

Thus, broadly masculinity or agency refers to a focus on the self and femininity or communion reflects a focus on others. This is reflective even in their preference for occupations in life. According to Prediger (1982) women tend to prefer occupations that are focussed on people (e. g. teaching) whereas men tend to

¹²⁰ R. Brouke “Gender Differences in Personality Among Adolescents; *Psychology, Evolution & Gender*, Vol. 4, No. 1, pp. 31-41 (11) Routledge Pub, 2002.

¹²¹ A. Costa Pt Jr., Terracciano , R.R. McCrae “Gender Difference in Personality Traits Across Cultures: Robust and Surprising Findings” *Journal of Personality & Social Psychology* :322-31, 2001

¹²² Saragovi, C.et.al. “Agency, Communion, and Well-Being: Extending Helgeson's (1994) Model.” *Journal of Personality and Social Psychology*. Vol 73(3), Sep 1997, 593-609

prefer occupations focussed on things (mechanic). However, their maturity and self-sufficiency implies their capability to manage and shoulder any responsibility bestowed on them

However, these differences are not at all remarkable. While females may seem to have score high in some traits, males are no less in other traits. Hyde (2005)¹²³, discovered that males and females from childhood to adulthood are more alike than different on most psychological variables, resulting in what she calls a gender similarities hypothesis. Furthermore, Hyde found that gender differences seem to depend on the context in which they were measured.

Further, Halpern, (2005)¹²⁴ points out that even where there are patterns of cognitive differences between males and females, “differences are not deficiencies.” She continues, “Even when differences are found, we cannot conclude that they are immutable because the continuous interplay of biological and environmental influences can change the size and direction of the effects sometime in the future.

There is significant difference between Tribal and Nontribal students in boldness, enthusiasm, general ability, and leadership at 0.01 level and guilt proneness and mental health at 0.05 Level. Therefore the null hypotheses for these variables are rejected. In this case, the probable reason may be that exposure and cultural upbringing have made non-tribal students more open, sociable, enthusiastic than their tribal counterparts. On the other hand, tribal students are no less in general ability but, short of a competitive environment and a laid back attitude has accounted for the poor intellectual interests amongst them. This leads

¹²³ J.S. Hyde. “The Gender Similarities Hypothesis”. *American Psychologist*, Vol. 60, No. 6. 2005

¹²⁴ D.F. Halpern. “A Cognitive-Process Taxonomy for Sex Differences in Cognitive Abilities.” *Current Directions in Psychological Science*, 13 (4), 135-139. <http://www.psychologymatters.org/nodifference.html>. 2004

us to conclude that cultural upbringing contributes to the personality of an individual. This is in line with the study of Mead, M. (1901-1978) who stated that an individual is a product of culture that shape the person in unique manners. These cultural traits are learned by the individual as an infant, and they are reinterpreted and reinforced as the individual goes through its stages of life. In short, the differences between people in different societies are usually cultural differences imparted in childhood.

There is significant difference between Government and Deficit students in creativity, enthusiasm, general ability, innovation, morality, self control, sensitivity, self sufficiency, social warmth and tension at 0.01 level and boldness, excitability and individualism at 0.05 level. Hence the null hypotheses for these variables are rejected. The probable reason may be that encouragement, motivation, intimacy and warmth is found lacking amongst students and teachers of Deficit schools. Little time is devoted to the needs and feelings of students. The purpose behind school education is to complete the course and prepare students for examination.

There is significant difference between Government and Private students in creativity, enthusiasm, excitability, innovation, maturity, morality, self control, sensitivity at 0.01 level and guilt proneness and leadership at 0.05 level. Thus, the null hypotheses for these variables are rejected. The probable reason may be that Private schools offer opportunities for social training in the form of games, activities, out- reach programs etc. They also entrust varied responsibilities on their wards such as team leadership, mentoring opportunities etc., which contribute to innovation, maturity, self-control, social warmth, enthusiasm, morality etc.

There is significant difference between Deficit and Private students in boldness, general ability, individualism, leadership, maturity, mental health, morality, self control, self sufficiency, social warmth and tension 0.01 level and creativity and enthusiasm, at 0.05 level. The probable reason may be that student's personality is influenced by his/her socio-economic status. Whether at home or school they are deprived of opportunities and environment that will allow them to blossom in these traits.

Relationship between EI and Personality Characteristics.

As have been stated at the outset and evident from the title of the study, one of the objective of the study is to establish whether Emotional Intelligence and Personality Characteristics are interrelated. The result of the study suggests that there is a strong link between the Emotional Intelligence and Personality Characteristics as detailed below:

Significant Positive Correlation have been observed between Emotional Intelligence and the following Personality Characteristics; Academic Achievement, Boldness, Enthusiasm, General Ability, Leadership, Maturity, Mental Health, Morality, Self control and Social Warmth. Positive Correlation means a simultaneous increase or decrease in the value of Emotional Intelligence and Personality Characteristics. Hence it may be said that if there is an increase in Emotional Intelligence there will be a corresponding increase in the above 10 Personality Characteristic and vice versa. All the aforementioned 10 Personality Characteristics can be thought of being positive traits of Personality that help in the well being of an individual. Hence the positive correlation of the Personality Characteristics with Emotional Intelligence reinforces the fact that a link exists

between the two. It may be mentioned here that being emotionally intelligent does not merely mean “being nice”, but rather, bluntly confronting someone with an uncomfortable but consequential truth they have been avoiding. This fact is reflected in the positive correlation between Emotional Intelligence and Boldness.

Significant negative correlation has been observed between Emotional Intelligence and the following Personality Characteristics, Excitability, Guilt Proneness, Tension, Innovation and Self Sufficiency. Negative correlation means that if there is an increase in Emotional Intelligence there will be a simultaneous decrease in Personality Characteristics and vice versa. The first three Personality Characteristics –Excitability, Guilt Proneness, and Tension can be said to be negative traits that adversely affect an individual. A high score in these Personality Characteristics indicate an individual who feels insecure, inadequate, and irrationally worried about the daily demands of life. The negative correlation that is noted further stresses the link that is interwoven between Emotional Intelligence and Personality Characteristics.

The negative correlation that is found between Emotional Intelligence and Innovation may be due to the fact that Innovative Individuals are generally analytical and insensitive to the feelings of others. The negative correlation noted between Emotional Intelligence and Self Sufficiency may be due to the reason that Self Sufficient Individuals are often seen as loners.

No correlation has been found between Emotional Intelligence and the following Personality Characteristic; Adaptability, Competition, Creativity, Individualism and Sensitivity. The possible explanation for the above result may

be due to the fact that both Emotional Intelligence and Personality Characteristics of the students have not matured. This is especially relevant with Adaptability as Adaptable Individuals are seen as persons who are emotionally matured. As such there should have been a positive correlation between Emotional Intelligence and Adaptability. However, this was not noted in the findings.

6.12. Conclusion

It may be concluded that there is a strong link between Emotional Intelligence and Personality Characteristics and urgent steps and policies have to be undertaken and formulated to enhance the emotional intelligence of the students. Majority are placed in the AEI level and only a small percentage is in the HEI Level. Undue recognition and lack of knowledge of its importance are responsible for the slow pace of Emotional Intelligence. Schools continue to focus on academic grades giving very little or no importance at all to non-cognitive aspects. EI can be acquired and developed at any stage provided the right environment is obtainable. Provision of opportunities and resources in social-emotional learning will develop Emotional Intelligence to the fullest.

Boldness is closely associated to 'Extraversion' which conveys sociability, enthusiasm, excitement seeking etc., and those individuals found to display these qualities are highly extraverted. In this study it is observed that the students of Class VIII also exhibit Boldness as one of the dominant characteristic and therefore are found to be sociable, enthusiastic, energetic etc as well. Deluges of information that constantly bombard these adolescents encourage them to react boldly. Thus, Boldness can be thought to be the stepping stone towards social development. Manifestation of other traits such as Maturity, Morality, Self-control,

Social Warmth, Enthusiasm etc also leads us to conclude that these students are not far behind in attaining Emotional Intelligence and with appropriate environment Emotional Intelligence can be enriched and strengthened. The sample being adolescents do not show consistency in Personality Characteristics at all times. However, with age, personality traits become more crystallised and laced with encouragement and the right environment these Personality Characteristics can be contained.

Further, it is also found that there is significant difference in Emotional Intelligence between Male and Female, Tribal and Non-tribal, Government and Private, Private and Deficit Students. Male, non-tribal, and students studying in private and government schools have been found to have higher Emotional Intelligence than their counterparts. Therefore, according to Goleman individuals with high Emotional Intelligence are socially poised, outgoing and cheerful, not prone to fearless or worried rumination. They have a noticeable capacity for commitment to people or causes, for taking responsibility, and for having an ethical outlook; they are sympathetic and caring in their relationships. They are comfortable with themselves, others and the social universe they live in.

There is also significant difference in Personality Characteristics of the above groups. This is so because of individual differences in consistency; individuals are probably consistent in some characteristics but not in others. All the more, for adolescents who are going through a period of turmoil and are seeking to establish a clear identity for themselves.

Above all, it is interesting to note that Emotional Intelligence and Personality are related. The affective and non-affective aspects form an important part of the human personality. The emotions are an integral part of personality; so

is intelligence. So, you cannot delink intelligence from personality. The psychologists studying personality have empirically found that intelligence is the foremost trait of the personality of an individual. We make a mention of intelligence when we describe the personality of an individual. Further, Alport (1927), also maintained that intelligence is one of a number of supporting elements for personality. Both intelligence and the traits of personality are mental constructs, which impact the way in which individuals understand themselves and their world. Hence, any discussion on Emotional Intelligence cannot be treated as valid if it does not specifically refer to the theories of Personality.

6.13. Suggestions for Improvement

To ensure an improvement in Emotional Intelligence a holistic evaluation of the environment of the students should be done. Subsequently the plan and policies that will result from the study should be properly implemented. The following are some of the steps that may be taken:

1. Due recognition and earnest implementation of social –emotional learning in all schools is most needed in order to nurture and boost the Emotional Intelligence of students.
2. Emotional intelligence is best developed by involving students in doing, experiencing, and building on their existing knowledge. Thus, the curriculum must provide explicit opportunities to practice skills such as personal and group goal setting, decision making, problem solving, and resolving conflict. In a study conducted by Holt, S., “Emotional Intelligence and Academic Achievement in undergraduate Students” suggests that using proven quantitative tools, there is a necessity of adding EI assessment to the

admissions process and incorporating EI training into secondary education curricula which will be beneficial to students

3. All schools must ensure to create a safe and conducive classroom culture where individuals are taught awareness of self (intrapersonal) and others (interpersonal). Sensitizing students about differences in others, expressing appreciation and respect for each other, listening attentively and avoiding put downs will train them in emotional intelligence and personality development.
4. Encouragement, motivation and appropriate environment must be provided so as to strengthen the Personality Characteristics of students and also contribute to Emotional Intelligence.
5. Female, Tribal, Government and Deficit Students must be exposed to group learning activities in the classroom and outside to generate awareness about the world outside them. Volunteering to help others which will create good feeling and also refine pupil skills must be encouraged.
6. Parents must spend quality time with their children and communicate with them about their feelings. They must also be prevented from expecting only high grades from their children and focus rather on their needs, feelings and well being.
7. Teachers must be sensitive to feelings and needs of their wards. They must also serve as role models to nurture positive values, build emotional stability and self confidence in students. While EI skills can be ‘taught’ they can also be ‘caught’ from faculty who are role models of high EI.

Bibliography

Books

- Alder H. Dr. Quick Fix your Emotional Intelligence: Mumbai 2002
- Allport, G.W. *Personality: A Psychological Interpretation*. New York: Henry Colt & Company, 1937.
- Allport, G.W. *Pattern and Growth in Personality*. New York: Holt, Rinehart and Winston, 1961.
- Allport, G.W. *Letters from Jenny*. New York: Harcourt, Brace & World, 1965
- Ambra G.D. Measuring your Emotional Quotient Factor, New Delhi, Infinity Books. 2002
- Armstrong T. You're Smarter Than you Think, A Kid's Guide to Multiple Intelligences, USA, Free Spirit Publishing Inc. 2003
- Ashforth , B.E.and R.H. Humphrey, "*Emotion in the Work Place: A Reappraisal of Human Relations*" , 48(2), 97-125, 1995
- Baron R. A *Psychology* (5th Ed) USA: Prentice-Hall Inc. 2003
- Best, J.W. and J.V. Kahn , *Research in Education* (7th Ed.) New Delhi: Prentice-Hall of India Pvt. Ltd. 1998
- Brouke, R. "Gender differences in Personality among Adolescents". *Psychology, Evolution and Gender*, Vol. 4, No. 1, pp. 31-41 (11) Routledge Pub. 2002
- Boyatzis, R; D.Goleman, and K.Rhee, "Clustering Competence in Emotional Intelligence: Insights from the Emotional Competence Inventory (ECI)". In R. Bar- On and J. D. A .Parker (Eds), *Handbook of Emotional Intelligence*. San Fransisco: Jossey-Bass. 2000
- Buss, A.H., *Psychopathology*. New York: Wiley, 1966.

- Cattell, R.B. and R.M. Dreger, *Handbook of Modern Personality Theory*.
Washington, DC: Hemisphere, 1977.
- Cooper, R.K and S. Ayman, *Executive EQ*. New York: Grosset/ Putnam pp- xii-
xiii. 1979
- Crider A.B., G.R Goethals , R.D. Kavanaugh , P.R.Solomon , *Psychology* (3rd ed)
London, Scott, Foresman and Company 1989
- Ekstrom, R.B; J.W. French, H.H.Harmon, and D. Derman, *Manual for Kit of
Factor-Referenced Cognitive Tests*. Princeton, NJ: Educational Testing
Service 1976
- Englehart, M. D. *Methods of Educational Research*, Chicago: Rand McNally and
Company. 1972
- Eysenck, H.J. *The Biological Basis of Personality*. Springfield, IL: Thomas, 1969
- Feingold, A. "Gender differences in Personality": A Met analysis. *Psychological
Bulletin*, 116:429-256, 1994
- Freud , S. *The Basic Writings of Sigmund Freud* .New York: Random House, 1938
- Freud, S. *An outline of Psycho-Analysis*. New York: Norton. 1949
- Freud. S. *A General Introduction to Psycho- Analysis*. New York: Boni and
Liveright 1920
- Gardner, H. *Frames of mind: A Theory of Multiple Intelligences*. New York: Basic
Book, 1983
- Garrett, H.E.), *Statistics in Psychology and Education*, New York: David McKay
Company, Inc, 1967
- Goleman, D. *Emotional Intelligence Why it can matter more than IQ*, New York:
Bantam Books, 1995

- Goleman, D. *Working with Emotional Intelligence*, London: Bloomsbury Publishing. 1998
- Goleman, D. *Working With Emotional Intelligence*. London: Blooms bury Publishing, 1999
- Goleman, D. *Destructive Emotions and how we can overcome them: A Dialogue with The Dalai Lama*, London: Bloomsbury Publishing 2003
- Horn, J.L. "The Aging of Human Abilities". In B.B.Wolman (Ed), *Handbook of Developmental Psychology*. Englewood Cliffs, NJ: Prentice-Hall
- Izard, C.E. *The Face of Emotion*, New York: Appleton-Century-Crofts, 1971.
- Izard, C.E. *Emotions as Motivations: An Evolutionary Development Perspective*, Lincoln: University of Nebraska Press, 1979
- Jung , C.J. *Contributions to Analytical Psychology* (H.G. Baynes and C.F. Baynes, Trans.). London: K. Paul, Trench, Trubner. 1928.
- Kleinginna, P.R. and A.M. Kleinginna, "A Categorized List of Emotion Definitions, with Suggestions for a Consensual Definition". *Motivation and Emotion*, 5, 345-379, 1981
- Koul, L. *Methodology of Educational Research*, New Delhi: Vikas Publishing House Pvt. Ltd. 1994
- Lokesh, K. *Methodology of Educational Research*, New Delhi, Vikas Publishing House Pvt. Ltd., p.105. 1998
- Malandro, L.A.; L. Barker, and D. A. Barker, *Nonverbal Communication (3rd ed.)*, New York: Random House, 1994
- Mangal, S.K. *Statistics in Psychology and Education*, New Delhi: Prentice-Hall of India Pvt. Ltd. 2005

- Mayer, J.D. and P. Salovey, *What is Emotional Intelligence? Emotional Development and Emotional Intelligence*, New York: Basic books 1977.
- Mayer J.D; D. Salovey and Caruso. "Models of Emotional Intelligence". In R. J. Sternberg (Ed.). *Handbook of Intelligence* (pp. 396-420). Cambridge, England: Cambridge University Press. 2002
- Mayer J.D. "An Annotated Bibliography of Selected Works in Emotional Intelligence": Web 17 Sept. 2003
- Mayer J.D; D. Salovey, and Caruso. "Models of Emotional Intelligence". In R. J. Sternberg (Ed.). *Handbook of Intelligence* (pp. 396-420). Cambridge, England: Cambridge University Press. 2002.
- Maslow. A.H. *Motivation and Personality*. New York: Harper & Row, 1954
- Mead, M. *Culture and Personality*, USA.M.ns. Edu. 1901-1978
- Morgan C.T., R.A King , J.R. Weisz , J. Schopler , *Introduction to Psychology*, New York: The McGraw-Hill Companies, Inc. 1993
- Plutchik, R. " Language for the Emotions". *Psychology Today*, pp.68-78, 1980
- Rogers, C. R. *Client- Centered Therapy: Its Current Practice, Implications, and Theory*. Boston: Houghton Mifflin. 1951.
- Rogers, C.R. "A Theory of Therapy, Personality, and Interpersonal Relationships, as Developed in the Client-Centered Framework". In S. Koch (Ed.), *Psychology: A Study of a Science* (Vol. 3). New York: Mc Graw-Hill, 1959
- Salovey, P. and Mayer, J. *Emotional Intelligence, Imaging, Cognition and Personality*, 9,185-211, 1990
- Seamon J. G. and Kenrick D.T., *Psychology*, New Jersey, Prentice-Hall, Inc. 1992
- Sidhu, K.S. *Methodology of Research in Education*, New Delhi: Sterling Publishers Pvt. Ltd. 1984

- Singh, D. *Emotional Intelligence at Work: A Professional Guide* (2nd ed); New Delhi, Sage publications 2005
- Singh, D. *Emotional Intelligence at Work*. New Delhi, Sage Publications, 2002
- Singh, S.K. “ Emotional Intelligence and Organizational Leadership: A Gender Study in Indian context”. *International Journal of Indian Culture and Business Management*, 1 (1/2), 48-63, 2007
- Singh, D. “ *Emotional Intelligence at Work*” (2nd ed.), New Delhi: Sage Publications, 2003
- Sidhu, K.S. *Method of Research in Education*, New Delhi: Sterling Publishers Pvt. Ltd, 1990.
- Singh, D. *Emotional Intelligence at Work: A Professional Guide*, New Delhi, Sage Publications, 2001
- Sharma R.A. *Educational Research: Design of Research & Report Writing*: Meerut Vinay Rakheja C/o R. Lall Book Depot. 2008
- Solomon, R. I. “ The Opponent –Process in Acquired Motivation”. In D.W. Pfaff (Ed), *The Physiological Mechanisms of Motivation*. New York: Springer-Verlag. 1982
- Sternberg, R. J. *Beyond IQ: A Triachic Theory of Human Intelligence*. New York: Cambridge University Press. 1985.
- Sternberg, R.J. *Intelligence Applied: Understanding and Increasing your Intellectual Skills*, .San Diego, CA: Harcourt Brace Jovanovich, 1986
- Thurstone, L.L. *Primary mental Abilities*. Chicago: University of Chicago Press, 1938
- Thorndike, E.L. “Intelligence and its Uses”, *Harper’s Magazine*, 140, 227-235, 1920

Wechsler, D. *The Measurement and Appraisal of Adult Intelligence*. Baltimore: Williams & Wilkins, 1958

Williams, W.N. & Sternberg, R.J. *Group Intelligence: Why Some Groups are Better than Others*. *Intelligence*, 12, 351-377, 1998.

Journal

Amirtha, M and S. Kadiravan, ‘‘Influence of Personality on the Emotional Intelligence of Teachers’’ Chennai. *Edutracks* , 2006

Askanasy and Daus. ‘‘The Case for the Ability- Based Model of Emotional Intelligence in Organisational Behaviour’’ . *Journal of Organisational Behavior*, 26,453-466, 2005

Bar-On, R. ‘‘The Bar-On Model of Emotional-Social Intelligence(ESI)’’. *Psicothema*, 18, supl., 13-25, 1965

Baron, R.A. ‘‘Mood of Interviewer and the Evaluation of Job Candidates’’. *Journal of Applied Social Psychology*, 17 ,911-926, 1983

Chu, J.. *Boys Development*. USA: Readers Digest 944-95, 2002.

Costa, Pt. Jr., A. Terracciano, and R.R. Mc Crae, ‘‘Gender Differences in Personality Traits Across Culture: Robust and Surprising Findings’’. *Journal Personality , Social- Psychology* 81(2):322-31, 2001

Dash D.N. ‘‘A Conceptual Analysis of Emotional Intelligence and its Relevance.’’ *A Weekly Journal of Higher Education*, Vol. 42 2004.

Eagly, B.T and B.T.Johnson, ‘‘Gender and Leadership’’: A Meta-Analysis. *Journal of Behavioral Sciences* Vol. 17 No. 1-2. 1990

- Flack , W.F; J.D. Laird, and R. Cavallero, “ Additive Effects of Facial Expressions and Postures on Emotional Feelings” . *European Journal of Social Psychology*, 29, 203-217,1999.
- Guilford, JP. “Three Faces of Intellect”. *American Psychologist*,14,469-479, 1959
- Gupta, J. And S. Ram, Transactional Styles among Perspective Teachers: The role of Sex differences and Emotional Intelligence” *Edutracks* Vol. 6, 2006
- Hatch, T. “Social Intelligence in Young Children”. Paper presented at the meeting of the *American Psychological Association*, 1990
- Hyde, J. S. “The Gender Similarities Hypothesis.” *American Psychologist*, Vol. 60, No. 6. 2005
- Ivcevic, Z. M.A. Brackett, and Mayer, J.D., “Emotional Intelligence and Emotional Creativity” *Journal of Personality* 75:2, 2007
- Katyal and E. Awasthi, titled “Gender differences in EI among Adolescents of Chandigarh” *Journal of Human Ecology*, 17(2) : 153-155, 2005.
- Kaur , S. J and H. Kaur, “Teacher’s Efforts to Promote Emotional Intelligence among Adolescent Students.” Punjab. *University News*, Vol. 44, No. 39 p-7-10, 2006
- Kulshrestha, U. and C. Sen, “Subjective Well Being in Relation to Emotional Intelligence and Locus of Control among Executives.” *Journal of Indian Academy of Applied Psychology* Vol. 32. 2006
- Laird, J.D. “The Real Role of Facial Responses in the Experience of Emotion: A Reply to Tourangeau and Ellsworth and Others”. *Journal of Personality and Social Psychology*, 22, 141-153, 1984.

- Lopes P.N., P. Salovey, R. Straus, "Emotional Intelligence, Personality, and The perceived quality of social relationships." *Personality and Individual Differences* Vol. 35, 2002
- Mischel, W. Continuity and Change in Personality. *American Psychologist*, 24, 1012-1018, 1969
- Nikolau, The Role of Emotional Intelligence and Personality Variables on Attitudes Toward Organisational Change. ; *Journal of Managerial Psychology* , vol. 19, 2, 88-110, 2004
- Norwiki, S. and M. Duke, *American Psychological Society Meeting*.
- O' Connor, R.M. Jr. "Revisiting the Predictive Validity of Emotional Intelligence: Self- Report vs Ability-Based Measures. USA: *Personality and Individual Differences* Vol 35, 1893-1902, 2002.
- Rajendran D., L.A. Downey and P.C. Stough (2003), "Assessing Emotional Intelligence in the Indian Workplace: A preliminary reliability study" *Electronic Journal of Applied Psychology* 3(2):55-59.
- Saragovi, C.et.al. "Agency, communion, and well-being: Extending Helgeson's (1994) Model." *Journal of Personality and Social Psychology*. Vol 73(3), Sep 1997, 593-609, 1994
- Schachter, S and J.E. Singer, "Cognitive, Social, and Physiological Determinants of Emotional States". *Psychological Review* ,69,379-399, 1962.
- Seligman, M . "Learned Optimism"*The New York Times*, 1989
- Shoda, Y; W. Mischel and P.K. Peake, "Predicting Adolescent Cognitive and Self-Regulatory Competencies From Pre- School Delay of Gratification. *Developmental Psychology*, 26, 978-986, 1990

- Singh, S.K. "Emotional Intelligence and Organizational Leadership: A gender study in Indian context". *International Journal of Indian Culture & Business Management*, 1(1/2); 48-63. 2007
- Slaski , M and S. Cartwrights, "Health , Performance & Emotional Intelligence : An Exploratory Study of Retail Managers". *Journal –Stress & Health* ,Vol.18, No2, pp 63-68, 2002
- Spearman, C. "General Intelligence: Objectively Determined and Measured". *American Journal of Psychology*, 15,201-291. 1904
- Tierney J, *Gender Differences in Personality: A response to John Tierney*, New York Times, 2008
- Rajendran D., L.A. Downey and P.C. Stough , "Assessing Emotional Intelligence in the Indian Workplace: A preliminary reliability study" *Electronic Journal of Applied Psychology* 3(2):55-59, 2003
- Vakola, M ; I. Tsaousis and I. Nikolau, "The Role of Emotional Intelligence and Personality Variables on Attitudes Toward Organizational Change", *Journal of Managerial Psychology*, Vol:19,p:88-110, 2004
- Wechsler, D. "Non- intellectual Factors in General Intelligence", *Psychological Bulletin*, 37,444-45.
- Zajonc, R.D and D.N. McIntosh, "Emotions Research: Some Promising Questions and Some Questionable Promises". *Psychological Science*, 3, 70-74, 1992

Web Site

Bradshaw, F. "Emotional Intelligence and Academic Achievement". *Higher Education Symposium on E.I.* - Georgetown University, Oct. 2008; retrieved from <http://www.mhs.com/eisymposium/default.aspx?id=posters>, 2008

British Educational Research Association retrieved from http://www.bera.ac.uk/blog/2008/09/research-study_challenges-geeky-image-of-young-scientists, 2008

Cherniss, C. and D. Goleman, (2000) *The Emotionally Intelligent Workplace: How to Select For, Measure, & Improve Emotional Intelligence in Individuals, Groups and Organizations*. Web. 11 Jan. 2004.

Ericsson, A. "Motivation & Elite Performance" Simons Career Choice Test, eqhelp.com/ Emotional Intelligence Research 1994

Fernandez, A. "Attitudinal, Behaviour, and Emotional Intelligence Skill characteristics of College Student- Parents". South Texas: <http://www.tamuk.edu/kweiooo/research/Dissertations.htm>, 2007

Halpen. D.F. A Cognitive-Process Taxonomy for sex differences in cognitive abilities. *Current Directions in Psychological Science*, 13 (4), 135-139. <http://www.psychologymatters.org/nodifference.html>, 2004

Holt, S. "Emotional Intelligence and Academic Achievement in Undergraduate Students" South California: Higher education Symposium on E.I" - <http://www.mhs.com/eisymposium/default.aspx?id=posters>, 2008.

- Ho, S. “ Emotional Intelligence of Students Indirectly Contributes to Academic Success in Information Technology Studies” Virginia Technological research team, vtnews.vt.edu/edu/story.php?relyear_& itemno=1023, 2005
- Kirkwood, B. and S. Keck, “Building Emotional Intelligence in Freshman Students USA 2008
<http://www.mhs.com/eisymposium/default.aspx?id=posters>, 2008
- Liang, Y. H. “The relationship between Personality Type and Emotional Intelligence in a Sample of College and University Faculty”. Taiwan: Emotional Intelligence Research Initiative
<http://www.tamuk.edu/kwei000/research/Dissertations.htm>, 2007
- Majumdar, D.N. Tribal Society in India;
<http://www.Sociologyguide.com/tribalsociety/index.php>, 2006
- Meghalaya
<http://www.shillongonline.com/index.php?module=htmlpages&func=display&pid>
- Millan, R. O. “ Examining Emotional Intelligence Differences Among Nursing Students at College”. Emotional Intelligence Research Initiative
<http://www.tamuk.edu/kwei000/research/Dissertations.htm>, 2008
- Nigli, R.M. and L. Ramkhalawansingh, “Supporting Leadership Capacity-Building in the Community Services Sector”. Toronto:
<http://www.mhs.com/eisymposium/default.aspx?id=posters>, 2008
- Liang, Y. H. “ Yhe relationship between Personality Type and emotional Intelligence in a Sample of College and University Faculty”. Taiwan:

Emotional Intelligence Research Initiative

[http://www.tamuk.edu.kwei000/research/Dissertations.htm](http://www.tamuk.edu/kwei000/research/Dissertations.htm), 2007

Singh, D. (2005), "EQ and Managerial Effectiveness : An International Study "

<http://www.eqindia.com/effectiveness.asp> 23.08.2006

Smith, M.K. "Howard Gardner and Multiple Intelligences", *The Encyclopaedia of*

Informal Education, <http://www.infed.org/thinkers/gardner.htm>, 2002

Srinivasan , P.T. "The Relationship of E.I. and Conflict Management Styles among

Management Students." Madras: <http://www.docstoc.com/docs/2412452/A-study-on>, 2008

Tang, H.W. " A Cross Cultural Investigation of Academic Leaders' Emotional Intelligence and Leadership Effectiveness" Taiwan & U.S.A: Emotional Intelligence Research Initiative.

<http://www.tamuk.edu.kwei000/research/Dissertations.htm>, 2007

BIO-DATA

Name Ibadani S. Syiem
Father's Name (L) Mr. G.H. Mawroh
Date of Birth 30- 04-1966
Sex Female
Community Khasi (Scheduled Tribe)
Nationality Indian
Correspondence Address 'Nook', Oppsite DGAR Residence
Nongrim Hills, Shillong 793003

Educational Qualifications

Examination	Year	Univ/Commission	Division
H.S.L.C.	1983	MBOSE	I
P.U. (Arts)	1985	NEHU	II
B.A.	1987	NEHU	II
B.Ed.	1993	NEHU	I
M.A.	1997	NEHU	I
JRF	1996	UGC	Cleared

Teaching Experience 10 years
Registration No. 768 of 16.10.2003

APPENDIX I

RESULTS OF THE ANALYSIS

Findings on the Personality Characteristics (PC) of Class VIII Students (objective 3)

Table 4.1 (i) Personality Characteristics of Students

Personality Characteristics	Classification	Sten Scores	No. of Scores	%
'Ad'	High	8 to 10	157	15.39
	Average	4 to 7	742	72.75
	Low	1 to 3	121	11.86
'Am'	High	8 to 10	140	13.73
	Average	4 to 7	769	75.39
	Low	1 to 3	111	10.88
'Bo'	High	8 to 10	501	49.12
	Average	4 to 7	484	47.45
	Low	1 to 3	35	3.43
'Co'	High	8 to 10	127	12.45
	Average	4 to 7	610	59.8
	Low	1 to 3	283	27.75
'Cr'	High	8 to 10	36	3.53
	Average	4 to 7	645	63.24
	Low	1 to 3	339	33.24
'En'	High	8 to 10	137	13.43
	Average	4 to 7	713	69.9
	Low	1 to 3	170	16.67
'Ex'	High	8 to 10	162	15.88
	Average	4 to 7	691	67.75
	Low	1 to 3	167	16.37
'Ga'	High	8 to 10	29	2.84
	Average	4 to 7	371	36.37
	Low	1 to 3	620	60.78
'Gp'	High	8 to 10	71	6.96
	Average	4 to 7	700	68.63
	Low	1 to 3	249	24.41
'Id'	High	8 to 10	144	14.12
	Average	4 to 7	629	61.67
	Low	1 to 3	247	24.22

'In'	High	8 to 10	17	1.67
	Average	4 to 7	590	57.84
	Low	1 to 3	413	40.49
'Ld'	High	8 to 10	131	12.84
	Average	4 to 7	667	65.39
	Low	1 to 3	222	21.76
'Ma'	High	8 to 10	245	24.02
	Average	4 to 7	672	65.88
	Low	1 to 3	103	10.1
'Mh'	High	8 to 10	97	9.51
	Average	4 to 7	718	70.39
	Low	1 to 3	205	20.1
'Mo'	High	8 to 10	162	15.88
	Average	4 to 7	671	65.78
	Low	1 to 3	187	18.33
'Sc'	High	8 to 10	235	23.04
	Average	4 to 7	641	62.84
	Low	1 to 3	144	14.12
'Se'	High	8 to 10	180	17.65
	Average	4 to 7	719	70.49
	Low	1 to 3	121	11.86
'Ss'	High	8 to 10	173	16.96
	Average	4 to 7	738	72.35
	Low	1 to 3	109	10.69
'Sw'	High	8 to 10	185	18.14
	Average	4 to 7	540	52.94
	Low	1 to 3	295	28.92
'Tn'	High	8 to 10	122	11.96
	Average	4 to 7	662	64.9
	Low	1 to 3	236	23.14

Table 4.1 (ii) Personality Characteristics of Male Students

Personality Characteristics	Classification	Sten Scores	No. of Scores	%
'Ad'	High	8 to 10	89	18.24
	Average	4 to 7	346	70.9
	Low	1 to 3	53	10.86
'Am'	High	8 to 10	80	16.39

	Average	4 to 7	364	74.59
	Low	1 to 3	44	9.02
'Bo'	High	8 to 10	235	48.16
	Average	4 to 7	231	47.34
	Low	1 to 3	22	4.51
'Co'	High	8 to 10	77	15.78
	Average	4 to 7	267	54.71
	Low	1 to 3	144	29.51
'Cr'	High	8 to 10	11	2.25
	Average	4 to 7	291	59.63
	Low	1 to 3	186	38.11
'En'	High	8 to 10	82	16.8
	Average	4 to 7	348	71.31
	Low	1 to 3	58	11.89
'Ex'	High	8 to 10	69	14.14
	Average	4 to 7	328	67.21
	Low	1 to 3	91	18.65
'Ga'	High	8 to 10	9	1.84
	Average	4 to 7	184	37.7
	Low	1 to 3	295	60.45
'Gp'	High	8 to 10	26	5.33
	Average	4 to 7	329	67.42
	Low	1 to 3	133	27.25
'Id'	High	8 to 10	82	16.8
	Average	4 to 7	296	60.66
	Low	1 to 3	110	22.54
'In'	High	8 to 10	11	2.25
	Average	4 to 7	282	57.79
	Low	1 to 3	195	39.96
'Ld'	High	8 to 10	69	14.14
	Average	4 to 7	311	63.73
	Low	1 to 3	108	22.13
'Ma'	High	8 to 10	128	26.23
	Average	4 to 7	303	62.09
	Low	1 to 3	57	11.68
'Mh'	High	8 to 10	44	9.02
	Average	4 to 7	326	66.8
	Low	1 to 3	118	24.18
'Mo'	High	8 to 10	60	12.3

	Average	4 to 7	318	65.16
	Low	1 to 3	110	22.54
'Sc'	High	8 to 10	104	21.31
	Average	4 to 7	308	63.11
	Low	1 to 3	76	15.57
	High	8 to 10	58	11.89
'Se'	Average	4 to 7	349	71.52
	Low	1 to 3	81	16.6
	High	8 to 10	97	19.88
	Average	4 to 7	338	69.26
'Ss'	Low	1 to 3	53	10.86
	High	8 to 10	53	10.86
	Average	4 to 7	263	53.89
	Low	1 to 3	172	35.25
'Sw'	High	8 to 10	64	13.11
	Average	4 to 7	304	62.3
	Low	1 to 3	120	24.59

Table 4.1 (iii) Personality Characteristics of Female Students

Personality Characteristics	Classification	Sten Scores	No. of Scores	%
'Ad'	High	8 to 10	68	12.78
	Average	4 to 7	396	74.44
	Low	1 to 3	68	12.78
'Am'	High	8 to 10	60	11.28
	Average	4 to 7	405	76.13
	Low	1 to 3	67	12.59
'Bo'	High	8 to 10	266	50
	Average	4 to 7	253	47.56
	Low	1 to 3	13	2.44
'Co'	High	8 to 10	50	9.4
	Average	4 to 7	343	64.47
	Low	1 to 3	139	26.13
'Cr'	High	8 to 10	25	4.7
	Average	4 to 7	354	66.54
	Low	1 to 3	153	28.76
'En'	High	8 to 10	55	10.34
	Average	4 to 7	365	68.61
	Low	1 to 3	112	21.05
'Ex'	High	8 to 10	93	17.48
	Average	4 to 7	363	68.23
	Low	1 to 3	76	14.29
'Ga'	High	8 to 10	20	3.76
	Average	4 to 7	187	35.15
	Low	1 to 3	325	61.09
'Gp'	High	8 to 10	45	8.46
	Average	4 to 7	371	69.74
	Low	1 to 3	116	21.8
'Id'	High	8 to 10	62	11.65
	Average	4 to 7	333	62.59
	Low	1 to 3	137	25.75
'In'	High	8 to 10	6	1.13
	Average	4 to 7	308	57.89
	Low	1 to 3	218	40.98
'Ld'	High	8 to 10	62	11.65
	Average	4 to 7	356	66.92
	Low	1 to 3	114	21.43

'Ma'	High	8 to 10	117	21.99
	Average	4 to 7	369	69.36
	Low	1 to 3	46	8.65
'Mh'	High	8 to 10	53	9.96
	Average	4 to 7	392	73.68
	Low	1 to 3	87	16.35
'Mo'	High	8 to 10	102	19.17
	Average	4 to 7	353	66.35
	Low	1 to 3	77	14.47
'Sc'	High	8 to 10	131	24.62
	Average	4 to 7	333	62.59
	Low	1 to 3	68	12.78
'Se'	High	8 to 10	122	22.93
	Average	4 to 7	370	69.55
	Low	1 to 3	40	7.52
'Ss'	High	8 to 10	76	14.29
	Average	4 to 7	400	75.19
	Low	1 to 3	56	10.53
'Sw'	High	8 to 10	132	24.81
	Average	4 to 7	277	52.07
	Low	1 to 3	123	23.12
'Tn'	High	8 to 10	58	10.9
	Average	4 to 7	358	67.29
	Low	1 to 3	116	21.8

Table 4.1 (iv) Personality Characteristics of Tribal Students

Personality Characteristics	Classification	Sten Scores	No. of Scores	%
'Ad'	High	8 to 10	125	16.45
	Average	4 to 7	553	72.76
	Low	1 to 3	82	10.79
'Am'	High	8 to 10	99	13.03
	Average	4 to 7	583	76.71
	Low	1 to 3	78	10.26
'Bo'	High	8 to 10	355	46.71
	Average	4 to 7	373	49.08
	Low	1 to 3	32	4.21
'Co'	High	8 to 10	79	10.39
	Average	4 to 7	472	62.11

	Low	1 to 3	209	27.5
'Cr'	High	8 to 10	27	3.55
	Average	4 to 7	489	64.34
	Low	1 to 3	244	32.11
'En'	High	8 to 10	89	11.71
	Average	4 to 7	533	70.13
	Low	1 to 3	138	18.16
'Ex'	High	8 to 10	123	16.18
	Average	4 to 7	518	68.16
	Low	1 to 3	119	15.66
'Ga'	High	8 to 10	15	1.97
	Average	4 to 7	270	35.53
	Low	1 to 3	475	62.5
'Gp'	High	8 to 10	60	7.89
	Average	4 to 7	524	68.95
	Low	1 to 3	176	23.16
'Id'	High	8 to 10	99	13.03
	Average	4 to 7	485	63.82
	Low	1 to 3	176	23.16
'In'	High	8 to 10	9	1.18
	Average	4 to 7	444	58.42
	Low	1 to 3	307	40.39
'Ld'	High	8 to 10	87	11.45
	Average	4 to 7	492	64.74
	Low	1 to 3	181	23.82
'Ma'	High	8 to 10	173	22.76
	Average	4 to 7	509	66.97
	Low	1 to 3	78	10.26
'Mh'	High	8 to 10	62	8.16
	Average	4 to 7	534	70.26
	Low	1 to 3	164	21.58
'Mo'	High	8 to 10	118	15.53
	Average	4 to 7	507	66.71
	Low	1 to 3	135	17.76
'Sc'	High	8 to 10	181	23.82
	Average	4 to 7	476	62.63
	Low	1 to 3	103	13.55
'Se'	High	8 to 10	136	17.89
	Average	4 to 7	542	71.32

	Low	1 to 3	82	10.79
'Ss'	High	8 to 10	122	16.05
	Average	4 to 7	561	73.82
	Low	1 to 3	77	10.13
'Sw'	High	8 to 10	132	17.37
	Average	4 to 7	405	53.29
	Low	1 to 3	223	29.34
'Tn'	High	8 to 10	85	11.18
	Average	4 to 7	509	66.97
	Low	1 to 3	166	21.84

Table 4.1 (v) Personality Characteristics of Non- Tribal Students

Personality Characteristics	Classification	Sten Scores	No. of Scores	%
'Ad'	High	8 to 10	32	12.31
	Average	4 to 7	189	72.69
	Low	1 to 3	39	15
'Am'	High	8 to 10	41	15.77
	Average	4 to 7	186	71.54
	Low	1 to 3	33	12.69
'Bo'	High	8 to 10	146	56.15
	Average	4 to 7	111	42.69
	Low	1 to 3	3	1.15
'Co'	High	8 to 10	48	18.46
	Average	4 to 7	138	53.08
	Low	1 to 3	74	28.46
'Cr'	High	8 to 10	9	3.46
	Average	4 to 7	156	60
	Low	1 to 3	95	36.54
'En'	High	8 to 10	48	18.46
	Average	4 to 7	180	69.23
	Low	1 to 3	32	12.31
'Ex'	High	8 to 10	39	15
	Average	4 to 7	173	66.54
	Low	1 to 3	48	18.46
'Ga'	High	8 to 10	14	5.38
	Average	4 to 7	101	38.85

	Low	1 to 3	145	55.77
'Gp'	High	8 to 10	11	4.23
	Average	4 to 7	176	67.69
	Low	1 to 3	73	28.08
'Id'	High	8 to 10	45	17.31
	Average	4 to 7	144	55.38
	Low	1 to 3	71	27.31
'In'	High	8 to 10	8	3.08
	Average	4 to 7	146	56.15
	Low	1 to 3	106	40.77
'Ld'	High	8 to 10	44	16.92
	Average	4 to 7	175	67.31
	Low	1 to 3	41	15.77
'Ma'	High	8 to 10	72	27.69
	Average	4 to 7	163	62.69
	Low	1 to 3	25	9.62
'Mh'	High	8 to 10	35	13.46
	Average	4 to 7	184	70.77
	Low	1 to 3	41	15.77
'Mo'	High	8 to 10	44	16.92
	Average	4 to 7	164	63.08
	Low	1 to 3	52	20
'Sc'	High	8 to 10	54	20.77
	Average	4 to 7	165	63.46
	Low	1 to 3	41	15.77
'Se'	High	8 to 10	44	16.92
	Average	4 to 7	177	68.08
	Low	1 to 3	39	15
'Ss'	High	8 to 10	51	19.62
	Average	4 to 7	177	68.08
	Low	1 to 3	32	12.31
'Sw'	High	8 to 10	53	20.38
	Average	4 to 7	135	51.92
	Low	1 to 3	72	27.69
'Tn'	High	8 to 10	37	14.23
	Average	4 to 7	153	58.85
	Low	1 to 3	70	26.92

Table 4.1 (vi) Personality Characteristics of Government Students

Personality Characteristics	Classification	Sten Scores	No. of Scores	%
'Ad'	High	8 to 10	17	10.97
	Average	4 to 7	120	77.42
	Low	1 to 3	18	11.61
'Am'	High	8 to 10	22	14.19
	Average	4 to 7	112	72.26
	Low	1 to 3	21	13.55
'Bo'	High	8 to 10	82	52.9
	Average	4 to 7	65	41.94
	Low	1 to 3	8	5.16
'Co'	High	8 to 10	19	12.26
	Average	4 to 7	95	61.29
	Low	1 to 3	41	26.45
'Cr'	High	8 to 10	11	7.1
	Average	4 to 7	115	74.19
	Low	1 to 3	29	18.71
'En'	High	8 to 10	7	4.52
	Average	4 to 7	107	69.03
	Low	1 to 3	41	26.45
'Ex'	High	8 to 10	32	20.65
	Average	4 to 7	103	66.45
	Low	1 to 3	20	12.9
'Ga'	High	8 to 10	6	3.87
	Average	4 to 7	64	41.29
	Low	1 to 3	85	54.84
'Gp'	High	8 to 10	16	10.32
	Average	4 to 7	110	70.97
	Low	1 to 3	29	18.71
'Id'	High	8 to 10	13	8.39
	Average	4 to 7	110	70.97
	Low	1 to 3	32	20.65
'In'	High	8 to 10	0	0
	Average	4 to 7	76	49.03
	Low	1 to 3	79	50.97
'Ld'	High	8 to 10	13	8.39
	Average	4 to 7	108	69.68
	Low	1 to 3	34	21.94

'Ma'	High	8 to 10	25	16.13
	Average	4 to 7	112	72.26
	Low	1 to 3	18	11.61
'Mh'	High	8 to 10	12	7.74
	Average	4 to 7	112	72.26
	Low	1 to 3	31	20
'Mo'	High	8 to 10	35	22.58
	Average	4 to 7	104	67.1
	Low	1 to 3	16	10.32
'Sc'	High	8 to 10	46	29.68
	Average	4 to 7	97	62.58
	Low	1 to 3	12	7.74
'Se'	High	8 to 10	33	21.29
	Average	4 to 7	115	74.19
	Low	1 to 3	7	4.52
'Ss'	High	8 to 10	21	13.55
	Average	4 to 7	119	76.77
	Low	1 to 3	15	9.68
'Sw'	High	8 to 10	39	25.16
	Average	4 to 7	82	52.9
	Low	1 to 3	34	21.94
'Tn'	High	8 to 10	18	11.61
	Average	4 to 7	94	60.65
	Low	1 to 3	43	27.74

Personality Characteristics of Class VIII Students studying in Deficit Schools
Table 4.1 (vii) Personality Characteristics of Deficit Students

Personality Characteristics	Classification	Sten Scores	No. of Scores	%
'Ad'	High	8 to 10	62	18.9
	Average	4 to 7	231	70.43
	Low	1 to 3	35	10.67
'Am'	High	8 to 10	42	12.8
	Average	4 to 7	251	76.52
	Low	1 to 3	35	10.67
'Bo'	High	8 to 10	125	38.11
	Average	4 to 7	188	57.32
	Low	1 to 3	15	4.57
'Co'	High	8 to 10	40	12.2
	Average	4 to 7	201	61.28

	Low	1 to 3	87	26.52
'Cr'	High	8 to 10	11	3.35
	Average	4 to 7	209	63.72
	Low	1 to 3	108	32.93
'En'	High	8 to 10	47	14.33
	Average	4 to 7	226	68.9
	Low	1 to 3	55	16.77
'Ex'	High	8 to 10	48	14.63
	Average	4 to 7	222	67.68
	Low	1 to 3	58	17.68
'Ga'	High	8 to 10	1	0.3
	Average	4 to 7	73	22.26
	Low	1 to 3	254	77.44
'Gp'	High	8 to 10	28	8.54
	Average	4 to 7	219	66.77
	Low	1 to 3	81	24.7
'Id'	High	8 to 10	61	18.6
	Average	4 to 7	207	63.11
	Low	1 to 3	60	18.29
'In'	High	8 to 10	9	2.74
	Average	4 to 7	200	60.98
	Low	1 to 3	119	36.28
'Ld'	High	8 to 10	27	8.23
	Average	4 to 7	205	62.5
	Low	1 to 3	96	29.27
'Ma'	High	8 to 10	60	18.29
	Average	4 to 7	231	70.43
	Low	1 to 3	37	11.28
'Mh'	High	8 to 10	32	9.76
	Average	4 to 7	205	62.5
	Low	1 to 3	91	27.74
'Mo'	High	8 to 10	32	9.76
	Average	4 to 7	217	66.16
	Low	1 to 3	79	24.09
'Sc'	High	8 to 10	57	17.38
	Average	4 to 7	215	65.55
	Low	1 to 3	56	17.07
'Se'	High	8 to 10	56	17.07
	Average	4 to 7	228	69.51

	Low	1 to 3	44	13.41
'Ss'	High	8 to 10	76	23.17
	Average	4 to 7	238	72.56
	Low	1 to 3	14	4.27
'Sw'	High	8 to 10	33	10.06
	Average	4 to 7	184	56.1
	Low	1 to 3	111	33.84
'Tn'	High	8 to 10	43	13.11
	Average	4 to 7	236	71.95
	Low	1 to 3	49	14.94

Table 4.1 (viii) Personality Characteristics Private Students

Personality Characteristics	Classification	Sten Scores	No. of Scores	%
'Ad'	High	8 to 10	78	14.53
	Average	4 to 7	391	72.81
	Low	1 to 3	68	12.66
'Am'	High	8 to 10	76	14.15
	Average	4 to 7	406	75.61
	Low	1 to 3	55	10.24
'Bo'	High	8 to 10	294	54.75
	Average	4 to 7	231	43.02
	Low	1 to 3	12	2.23
'Co'	High	8 to 10	68	12.66
	Average	4 to 7	314	58.47
	Low	1 to 3	155	28.86
'Cr'	High	8 to 10	14	2.61
	Average	4 to 7	321	59.78
	Low	1 to 3	202	37.62
'En'	High	8 to 10	83	15.46
	Average	4 to 7	380	70.76
	Low	1 to 3	74	13.78
'Ex'	High	8 to 10	82	15.27
	Average	4 to 7	366	68.16
	Low	1 to 3	89	16.57
'Ga'	High	8 to 10	22	4.1
	Average	4 to 7	234	43.58
	Low	1 to 3	281	52.33

'Gp'	High	8 to 10	27	5.03
	Average	4 to 7	371	69.09
	Low	1 to 3	139	25.88
'Id'	High	8 to 10	70	13.04
	Average	4 to 7	312	58.1
	Low	1 to 3	155	28.86
'In'	High	8 to 10	8	1.49
	Average	4 to 7	314	58.47
	Low	1 to 3	215	40.04
'Ld'	High	8 to 10	91	16.95
	Average	4 to 7	354	65.92
	Low	1 to 3	92	17.13
'Ma'	High	8 to 10	160	29.8
	Average	4 to 7	329	61.27
	Low	1 to 3	48	8.94
'Mh'	High	8 to 10	53	9.87
	Average	4 to 7	401	74.67
	Low	1 to 3	83	15.46
'Mo'	High	8 to 10	95	17.69
	Average	4 to 7	350	65.18
	Low	1 to 3	92	17.13
'Sc'	High	8 to 10	132	24.58
	Average	4 to 7	329	61.27
	Low	1 to 3	76	14.15
'Se'	High	8 to 10	91	16.95
	Average	4 to 7	376	70.02
	Low	1 to 3	70	13.04
'Ss'	High	8 to 10	76	14.15
	Average	4 to 7	381	70.95
	Low	1 to 3	80	14.9
'Sw'	High	8 to 10	113	21.04
	Average	4 to 7	274	51.02
	Low	1 to 3	150	27.93
'Tn'	High	8 to 10	61	11.36
	Average	4 to 7	332	61.82
	Low	1 to 3	144	26.82

Appendix II

Emotional Intelligence Scale (EIS) for Secondary School Students

Reusable Booklet Instruction

Instructions

The scale consists of a number of items which are in the form of statements. For every statement the possible responses are divided into five categories which are Agree (A), Strongly Agree (S.A), Neutral (N), Disagree and Strongly Disagree (S.D)

Read each statement of an item carefully and () tick your responses in the response sheet provided specifically for this purpose

- a. Only one tick mark should be made against one statement
- b. Do not leave any item blank .A response must be made to each statement
- c. There are no right or wrong responses , so feel free to give you responses'
- d. Please be assured that your responses will be kept confidential and will be used for research purpose only

Sl no.	Items
1.	You have a good sense of humour.
2.	You are resentful to those doing better than you in Class.
3.	You will make good comments to appreciate others point of view.
4.	When things don't work out your way, you will put the blame on others.
5.	For the interest of the group you will change your plans.

6.	You will grumble when you are given more responsibility.
7.	You are delighted to see a new girl in the Class.
8.	Caring about your friends interest you.
9.	You resent working in a group.
10.	You respect the differences in other people.
11.	When you see someone sad you will try and cheer them up.
12.	You are a good listener.
13.	It would upset you if you were asked to give up your pocket money.
14.	Anger swells up when you have been treated as worthless.
15.	You will give up your favourite seat to accommodate one of your classmates.
16.	You are adamant about changing your mind.
17.	You feel uneasy in new company.
18.	You do not show interest in other people's work.
19.	When someone in the group ridicules you, you move away quietly.
20.	You fear you won't succeed at anytime no matter how hard you try.
21.	You do not like to share your things with people you don't know.
22.	When you are given any task you will complete it first.
23.	You are not willing to help someone in need.
24.	You like to argue to ensure your point of view.
25.	You are not willing to talk to people you don't know
26.	In your dealings with others you will ensure fairness
27.	You burst into tears at the sign of trouble.
28.	You criticise and argue because you are not selected in the team.
29.	It makes you sad when you see some very ill.
30.	If you have made a mistake you are ready to own up

RESPONSE SHEET OF EMOTIONAL INTELLIGENCE SCALE

PERSONAL INFORMATION

Please fill in the following information :-

1. Name :.....
2. Age :.....
3. School :.....
4. Locality (Rural / Urban) Date :.....
5. Sex (Male / Female)
6. Community (Tribal / Non-tribal)

If, you are a tribal student, then mention the tribe.....

7. Type of management :-

Government.....

Deficit.....

Private.....

S.A.	A	N	D	S.D.	S.A.	A	N	D	S.D.	S.A.	A	N	D	S.D.			
1.	☐	☐	☐	☐	☐	11.	☐	☐	☐	☐	☐	21.	☐	☐	☐	☐	☐
2.	☐	☐	☐	☐	☐	12.	☐	☐	☐	☐	☐	22.	☐	☐	☐	☐	☐
3.	☐	☐	☐	☐	☐	13.	☐	☐	☐	☐	☐	23.	☐	☐	☐	☐	☐
4.	☐	☐	☐	☐	☐	14.	☐	☐	☐	☐	☐	24.	☐	☐	☐	☐	☐
5.	☐	☐	☐	☐	☐	15.	☐	☐	☐	☐	☐	25.	☐	☐	☐	☐	☐
6.	☐	☐	☐	☐	☐	16.	☐	☐	☐	☐	☐	26.	☐	☐	☐	☐	☐
7.	☐	☐	☐	☐	☐	17.	☐	☐	☐	☐	☐	27.	☐	☐	☐	☐	☐
8.	☐	☐	☐	☐	☐	18.	☐	☐	☐	☐	☐	28.	☐	☐	☐	☐	☐
9.	☐	☐	☐	☐	☐	19.	☐	☐	☐	☐	☐	29.	☐	☐	☐	☐	☐
10.	☐	☐	☐	☐	☐	20.	☐	☐	☐	☐	☐	30.	☐	☐	☐	☐	☐

Name: _____ Date: _____

Age: _____ Sex: _____ Occupation: _____
(write M or F)

INSTRUCTIONS

In this booklet there are some questions to see what interests you have and how you feel about certain situations. There are no "right" or "wrong" answers because people have the right to their own views. All you have to do is answer what is true for you.

Some sample questions are given below which you will answer for practice, to see that you understand what you have to do. There are three possible answers to each question. You should answer either "Yes" or "No", (or "A" or "B"), by marking a (X) in the appropriate box. Mark the last answer or "C" only when it is impossible to say "Yes" or "No". Now answer the practice questions given below:

EXAMPLES:

- | | | | |
|--|---|--|---|
| 1. I prefer friends who are: | quiet,
☐ | lively,
☐ | can't decide.
☐ |
| 2. People say I'm impatient. | true,
☐ | false,
☐ | uncertain.
☐ |
| 3. I like to watch team games. | yes, often,
☐ | no, never,
☐ | sometimes.
☐ |
| 4. I would like to be:
(A) a mechanic, (B) a salesman, (C) undecided. | (A)
☐ | (B)
☐ | (C)
☐ |

Ask now if something is not clear.

In the following pages, you will find more questions similar to those above. As you answer the questions, keep these four rules in mind:

1. Give only answers that are true for you. It is best to say what you really think.
2. You may have as much time as you need, but try to go fairly fast. It's best to give the **first answer** that comes to you and **not spend too much time on any one question**.
3. Answer **every** item one way or the other. Don't skip any item.
4. You should mark the (A) or (B) answer most of the time. Mark the last (C) answer **only** when you feel you have to, because neither (A) nor (B) seems to be right for you.

PLEASE DO NOT OPEN THIS BOOKLET UNTIL TOLD TO DO SO

- ⊙
1. If I find another person in my seat, I will; (A) ask the person to get up, (B) take another seat and say nothing, (C) uncertain. (A) ☐ (B) ☐ (C) ☐
 2. There are times when I do pretty wild things, not caring what others will say. yes, true, ☐ no, never, ☐ uncertain. ☐
 3. In a lively group discussion, I readily join in and talk as much as anyone else. yes, always, ☐ no, never, ☐ sometimes. ☐
 4. I think it's worthwhile to try to do a task even if I don't have the right tools. yes, often, ☐ no, never, ☐ sometimes. ☐
 5. I worry whether I am doing the right thing when people leave me to do things on my own. often, ☐ rarely, ☐ occasionally. ☐
 6. When my work is shown to important people, I prefer: (A) to show it myself, (B) give someone else to show it on my behalf, (C) undecided. (A) ☐ (B) ☐ (C) ☐
 7. When I accidentally hurt someone's feelings, I: (A) say I didn't mean it and then forget about it, (B) feel troubled about it, (C) uncertain. (A) ☐ (B) ☐ (C) ☐
 8. I take fast action when deciding a practical matter. true, always, ☐ not as a rule, ☐ sometimes. ☐
 9. When I have a chance to show others a new skill I have learnt, I feel: (A) glad to show, (B) I will make a mess of it, (C) uncertain. (A) ☐ (B) ☐ (C) ☐
 10. When someone I know and trust doesn't keep a promise, I: forget it, ☐ feel unhappy ☐ uncertain. ☐
 11. If someone gives me a threat, I: (A) don't worry, (B) get disturbed, (C) uncertain. (A) ☐ (B) ☐ (C) ☐
 12. Among my friends I am known as someone who will: (A) try almost anything, (B) never try anything new, (C) uncertain. (A) ☐ (B) ☐ (C) ☐
 13. I think my teachers understand me quite well. yes, ☐ no, ☐ sometimes. ☐
 14. I would rather feel my way to a decision slowly than decide quickly by logic or reason. true, ☐ false, ☐ uncertain. ☐
 15. When invited to a party, I am always pretty sure and happy that I will do the right thing. yes, ☐ no, ☐ can't decide. ☐
 16. I can stay cheerful even when things go wrong. yes, ☐ no, ☐ uncertain. ☐
 17. I feel it is important to: (A) remain friendly with others, (B) do things my own way, (C) not concerned. (A) ☐ (B) ☐ (C) ☐
 18. Do you think you could easily become friendly in a foreign country where you don't even know the language. yes, easily, ☐ no, never, ☐ sometimes. ☐
 19. When I grow up, I would prefer to be: (A) a public relation officer, (B) a scientist, (C) not yet decided. (A) ☐ (B) ☐ (C) ☐
 20. Do you think you are: (A) steady and dependable, (B) changeable and original, (C) uncertain. (A) ☐ (B) ☐ (C) ☐
 21. When someone calls me to defend him/her, I: (A) am always ready for it, (B) find myself very scared, (C) get confused. (A) ☐ (B) ☐ (C) ☐
 22. I think I have a good memory and alert presence of mind. yes, ☐ no, ☐ can't decide. ☐
- ⊙

PLEASE GO ON TO THE NEXT PAGE

Ad =	Am =	Bo =	Vi =
------	------	------	------

23. On a picnic, I would prefer: (A) to lead an exploring expedition,
(B) to participate in a group game, (C) not to participate. (A) ☐ (B) ☐ (C) ☐
24. I am usually careful not to hurt or annoy other people. usually, ☐ never, ☐ sometimes. ☐
25. In my spare time I prefer to be: (A) with a group of friends, (B) by myself,
(C) uncertain. (A) ☐ (B) ☐ (C) ☐
26. I usually keep others from knowing how I really feel about them. yes, ☐ hardly ever, ☐ sometimes. ☐
27. I would describe myself as: (A) sober and serious, (B) jolly and lively,
(C) in between. (A) ☐ (B) ☐ (C) ☐
28. Seema is about as pretty as Anu, but better looking than Jaya. Anu is not as
good looking as Naina but prettier than Jaya. Who is the best looking girl? Anu ☐ Seema ☐ Naina ☐
29. I think there are not many students in my class who will do better than me
after we leave school. yes, ☐ no, ☐ uncertain. ☐
30. When I grow up, I would choose to work in a: circus, ☐ hospital, ☐ undecided. ☐
31. I feel sure that people respect me and pay attention to me as much as they do
to others. yes, ☐ no, ☐ perhaps. ☐
32. In a class, I believe in keep on asking questions, until I am myself not satisfied. yes, ☐ no, ☐ perhaps. ☐
33. I would like to go for swimming in a very daring swimsuit. yes, ☐ no at all, ☐ uncertain. ☐
34. I prefer to: (A) keep people guessing about my plans, (B) open my plans to
everyone, (C) discuss plans with few friends. (A) ☐ (B) ☐ (C) ☐
35. If I were to disagree with my elders, I would probably: (A) keep it to myself,
(B) come out and say so, (C) uncertain. (A) ☐ (B) ☐ (C) ☐
36. When I think about marriage, I would choose someone: (A) steady and
dependable, (B) exciting and reckless, (C) yet to decide. (A) ☐ (B) ☐ (C) ☐
37. When I start to do a job, everyone knows that I will finish it and do it right. yes, ☐ no, ☐ uncertain. ☐
38. I make things tough for people who disagree with me. often, ☐ never, ☐ sometimes. ☐
39. I sometimes like to do really unexpected and startling things to people. yes, ☐ no, ☐ sometimes. ☐
40. If my teacher ignores me in the class when I know the answer, I:
(A) don't bother, (B) feel badly treated, (C) uncertain. (A) ☐ (B) ☐ (C) ☐
41. If I am having trouble with a task, I: (A) try to find someone to help me,
(B) try to finish it by myself anyway, (C) uncertain. (A) ☐ (B) ☐ (C) ☐
42. I am best thought of as a person who: thinks, ☐ acts, ☐ in between. ☐
43. In making decisions, I consider everything, even the smallest facts. yes, ☐ no, ☐ perhaps. ☐
44. I never have hateful feelings towards my parents. true, ☐ false, ☐ sometimes. ☐

PLEASE GO ON TO THE NEXT PAGE

Co =	Cr =	En =	Vi =
------	------	------	------

45. On a vacation, I usually: (A) have a definite plan for every day, (B) not bothered with plans, (C) uncertain. (A) ☐ (B) ☐ (C) ☐
46. 'COMBAT' means the same as: FIGHT ☐ BEAT ☐ WAR ☐
47. Most of the days I feel: (A) just fine, (B) very sad, (C) not sure. (A) ☐ (B) ☐ (C) ☐
48. I get mad when my friends don't pay attention to my ideas. Yes, ☐ no, ☐ perhaps. ☐
49. 'HOSPITAL' is to 'SICK' as 'RESTAURENT' is to: HUNGRY ☐ EAT ☐ DINNER ☐
50. In a game, when your team is in trouble, you: (A) try to yell louder than the other side, (B) feel miserable and want to leave, (C) uncertain. (A) ☐ (B) ☐ (C) ☐
51. Can you tolerate a lot of teasing without getting upset? yes, ☐ no, ☐ sometimes. ☐
52. If all Roses are Daisies, and all Lotus are Daisies, which of the following is true: (A) all Roses and Lotus are Daisies, (B) all Roses are not Lotus, (C) all Roses that are Lotus are not Daisies. (A) ☐ (B) ☐ (C) ☐
53. Life seems to punish me by not giving me things I want. agree, ☐ disagree, ☐ uncertain. ☐
54. When someone tries to pick up a fight with me, I: (A) get mad and irritable, (B) laugh it off and keep calm, (C) can't decide. (A) ☐ (B) ☐ (C) ☐
55. A man looked at a portrait and said, "brothers and sisters I have none, but this man's father is my father's son". The person in the portrait was: himself, ☐ his father, ☐ his son. ☐
56. There are some days when I feel exhausted and unable to start anything. agree, ☐ disagree, ☐ undecided. ☐
57. I feel unhappy when someone else gets the credit for something I have done. yes, ☐ no, ☐ perhaps. ☐
58. "TRUTH" is the opposite of: FANCY, ☐ FALSEHOOD, ☐ DENIAL. ☐
59. I can stay happy and undisturbed even when people criticize me. true, ☐ false, ☐ perhaps ☐
60. If my classmates leave me out of a game, I: (A) think, it is just by chance, (B) feel hurt and angry, (C) uncertain. (A) ☐ (B) ☐ (C) ☐
61. Look at these five words: TRUST, RELY, LEARN, HOPE, BELIEVE. The word that does not belong with others is: TRUST, ☐ LEARN, ☐ HOPE. ☐
62. When things are going wonderfully, I: (A) actually almost jump with joy, (B) feel good inside, while appearing calm, (C) uncertain. (A) ☐ (B) ☐ (C) ☐
63. I cannot work hard on something without being disturbed, if there is lot of noise around me. yes, ☐ no, ☐ perhaps. ☐
64. PART is to HALF as PARENT is to: GRANDFATHER, ☐ SON ☐ FATHER. ☐
65. I find it easy to go up and introduce myself to an important person. yes, ☐ no, ☐ perhaps. ☐
66. It's hard for me to admit it when I am wrong. yes, ☐ no, ☐ sometimes. ☐

PLEASE GO ON TO THE NEXT PAGE

Ex =	Ga =	Gp =	Vi =
------	------	------	------

67. When I am with my friends, most of the decisions are taken by me.

☐ true, ☐ false, ☐ uncertain.

68. If my opinion is different from what my parents think, I usually:
(A) accept their authority, (B) keep my own opinion, (C) undecided.

☐ (A) ☐ (B) ☐ (C)

69. I am considered by others as a stable and confident person.

☐ yes, certainly, ☐ no, ☐ sometimes.

70. Do you think it is likely that you will be rich and famous someday?

☐ very likely, ☐ very unlikely, ☐ possibly.

71. The glamour of any big national ceremony should be preserved.

☐ yes, always, ☐ no, never, ☐ sometimes.

72. I am not scared or shy of speaking in front of a large group. (A) true, I am never bothered by it, (B) false, I find it very hard, (C) sometimes it bothers me.

☐ (A) ☐ (B) ☐ (C)

73. One can say that I am pretty 'choosy' in picking up friends.

☐ yes, ☐ no, ☐ uncertain.

74. When our reason tells us that old customs and traditions are outdated, we should drop them.

☐ agree, ☐ disagree, ☐ uncertain.

75. I am able to concentrate on one task or plan for as long as possible.

☐ yes, always, ☐ no, never, ☐ sometimes.

76. I would like my life to be: (A) very different from what it is now, (B) just the way it is now, (C) not sure.

☐ (A) ☐ (B) ☐ (C)

77. It is easy to change people's ideas by logic and reason.

☐ agree, ☐ disagree, ☐ undecided.

78. While making my decisions I give more value on what is:
(A) right and wrong, (B) practicable or workable, (C) can't decide.

☐ (A) ☐ (B) ☐ (C)

79. If I find out that someone has said bad things about me, I:
(A) think that person may be right, (B) expect an apology, (C) uncertain.

☐ (A) ☐ (B) ☐ (C)

80. In order to keep comfortable privileges, most students give silly reasons and fool themselves to gain rewards from traditional rules.

☐ true, ☐ false, ☐ perhaps.

81. I like to do tasks with variety, even if it involves a little bit of risk.

☐ yes, ☐ no, ☐ at times.

82. My ideas usually remain the same no matter what my friends say?

☐ yes, ☐ no, ☐ not sure.

83. To get an interesting argument going I believe in gently telling people what's wrong with their ideas.

☐ generally, ☐ never, ☐ occasionally.

84. When one small thing after another goes wrong, I:
(A) carry on as usual, (B) feel discouraged, (C) uncertain.

☐ (A) ☐ (B) ☐ (C)

85. When I am in a group, I spend more time:
(A) enjoying the friendship, (B) watching what's happening, (C) not concerned.

☐ (A) ☐ (B) ☐ (C)

86. Sometimes I feel like starting an argument or picking up a fight with someone just for the sake of doing it.

☐ yes, I do, ☐ no, never, ☐ can't decide.

87. I enjoy organising a social group, such as a club or a team.

☐ yes, often, ☐ never, ☐ occasionally.

88. When I know I am doing the right thing, I find my task easy.

☐ always, ☐ never, ☐ sometimes.

PLEASE GO ON TO THE NEXT PAGE



Id =	In =	Ld =	Vi =
------	------	------	------

-
89. While working on a job, I: (A) keep working steadily, (B) daydream a lot, (C) can't decide. (A) ☐ (B) ☐ (C) ☐
90. I enjoy going to social outings. yes, always, ☐ no, never, ☐ sometimes. ☐
91. When a school has rules and regulations, do you feel these should be followed. yes. ☐ no, ☐ uncertain. ☐
92. If my friends refuse to do things my way, I: (A) am still happy, (B) feel bad about it, (C) uncertain. (A) ☐ (B) ☐ (C) ☐
93. I hardly ever get impatient and angry with my friends. true, ☐ false, ☐ uncertain. ☐
94. I am easily lead into doing things that are wrong. yes, ☐ no, ☐ sometimes. ☐
95. If I am asked to do a new and a difficult task, I: (A) feel glad to show what I can do, (B) feel I will make a mess out of it, (C) not sure. (A) ☐ (B) ☐ (C) ☐
96. Disturbing and troubling thoughts sometimes race through my head. often, ☐ hardly ever, ☐ sometimes. ☐
97. I am careful not to bre ak the school rule, atleast not more than once or twicea year. yes, ☐ no, ☐ perhaps. ☐
98. When everyone is watching me at work, I can work just as fast as usually without making mistakes. true, ☐ false, ☐ uncertain. ☐
99. My moods are not given to big "ups" and "down". true, ☐ false, ☐ sometimes. ☐
100. If I suddenly got a large amount of money, I would: (A) spend it and have a great time, (B) save most of it for future, (C) uncertain. (A) ☐ (B) ☐ (C) ☐
101. Does your appetite remain as usual while eating just before an exam? yes, ☐ no, ☐ sometimes. ☐
102. I believe in: (A) "don't worry be happy", (B) being sober in everyday matters, (C) undecided moods. (A) ☐ (B) ☐ (C) ☐
103. Which of these describes you better? (A) a dependable leader, (B) a charming and good looking person, (C) none of the above. (A) ☐ (B) ☐ (C) ☐
104. When I decide things in a hurry, I do not regret for my decisions. mostly, ☐ I do, ☐ sometimes. ☐
105. In my next life, I wish to lead: (A) the same kind of life, (B) a more comfortable life, (C) can't say. (A) ☐ (B) ☐ (C) ☐
106. If everyone is doing something, which you think as wrong, would you: (A) go along with them, (B) do what you think is right, (C) uncertain. (A) ☐ (B) ☐ (C) ☐
107. I see many emotional dreams that leave me disturbed when I wake up. often, ☐ almost never, ☐ sometimes. ☐
108. I often get emotional and loose control over myself. true, ☐ false, ☐ uncertain. ☐
109. In school, I never have trouble with teachers because of misbehaviour. true, ☐ false, ☐ sometimes. ☐
110. My mind doesn't work very clearly all the time. true, ☐ false, ☐ sometimes. ☐
-

PLEASE GO ON TO THE NEXT PAGE

Ma =	Mh =	Mo =	Vi =
------	------	------	------

111. I usually keep my things neat and tidy.

often, never, sometimes.
☐ ☐ ☐

112. If I were to plant a garden, I would rather plant:

vegetables, flowers, none of them.
☐ ☐ ☐

113. Do people sometimes tease you for doing things just your own special way.
 (A) yes, but I ignore them, (B) no, not at all, (C) sometimes.

(A) (B) (C)
☐ ☐ ☐

114. While choosing a career, I would prefer to be a:

TV actor, medical doctor, uncertain.
☐ ☐ ☐

115. Do you enjoy watching automobile racing?

yes, very much, no, not at all, somewhat.
☐ ☐ ☐

116. While going on a group trip I would rather remain :

alone, with the group, uncertain.
☐ ☐ ☐

117. People say that I can always be responsible and can do things exactly and properly.

yes, no, perhaps.
☐ ☐ ☐

118. When listening to music, I generally like: (A) light and soft music,
 (B) fast and loud music, (C) nothing in particular.

(A) (B) (C)
☐ ☐ ☐

119. When I do what I want, I find I am generally: (A) understood only by close friends, (B) doing what most people think is O.K., (C) undecided.

(A) (B) (C)
☐ ☐ ☐

120. When something is bothering me a lot, its better to:
 (A) try to ignore it for a moment, (B) blow off your steam, (C) uncertain.

(A) (B) (C)
☐ ☐ ☐

121. I worry about things that are not really important.

yes, no, it depends.
☐ ☐ ☐

122. I think its silly to keep up with the latest styles.

yes, no, uncertain.
☐ ☐ ☐

123. People say, no matter what happens I stay calm and self-controlled.

quite often, never, occasionally.
☐ ☐ ☐

124. In school, I have (had) a keen interest in:
 (A) music, (B) electronics, (C) none of them.

(A) (B) (C)
☐ ☐ ☐

125. I tend to be quite, when out with a group of friends.

yes, no, sometimes.
☐ ☐ ☐

126. When I have work to do, I usually: (A) work steadily until the job is finished,
 (B) work hard for a while, then relax and come back later, (C) uncertain.

(A) (B) (C)
☐ ☐ ☐

127. If I will go for higher studies, I will take up:

humanities, science, not sure.
☐ ☐ ☐

128. I like to socialise even if I am not a prominent figure in the group.

true, false, not always.
☐ ☐ ☐

129. When I read about great deeds, I feel:
 (A) like doing the same, (B) they are for someone else to do, (C) uncertain.

(A) (B) (C)
☐ ☐ ☐

130. If an adult scolds me, I am:
 (A) bothered for a long time, (B) not bothered at all, (C) uncertain.

(A) (B) (C)
☐ ☐ ☐

131. I would rather enjoy to have friends who like to be:

jolly, serious, uncertain.
☐ ☐ ☐

132. I am not very considerate of other people.

true, false, sometimes.
☐ ☐ ☐

PLEASE GO ON TO THE NEXT PAGE

Sc =	Se =	Ss =	Vi =
------	------	------	------



133. During the summer vacations, I would prefer to: (A) go to a camp and make new friends, (B) work by myself on a hobby, (C) undecided. (A) ☐ (B) ☐ (C) ☐
134. When I want something very badly, but don't get it, I: (A) accept the fact calmly, (B) feel that the world is all wrong, (C) uncertain. (A) ☐ (B) ☐ (C) ☐
135. When our class or group prepares to present a play, I usually: (A) build the scenery and help backstage, (B) play a part, (C) uncertain. (A) ☐ (B) ☐ (C) ☐
136. There are times that I get so mad at someone that I really feel like hitting. yes, often, ☐ no, never, ☐ sometimes. ☐
137. In a discussion, I usually tell everyone quite freely what I think. yes, ☐ no, ☐ perhaps. ☐
138. While playing a game, it doesn't irritate me if others pass their comments. (A) true, it doesn't, (B) false, it does, (C) sometimes. (A) ☐ (B) ☐ (C) ☐
139. I would rather live: (A) in a deep forest, with only singing birds, (B) a city apartment with lots of people around, (C) uncertain. (A) ☐ (B) ☐ (C) ☐
140. I can keep working even when there are things happening all around me. yes, ☐ no, ☐ sometimes. ☐
141. Supposing you were a tree, would you prefer to be: (A) a tall pine tree alone on a mountain top, (B) an apple tree in a large orchard, (C) not sure. (A) ☐ (B) ☐ (C) ☐
142. When something important is coming up, such as a test or a big game, I: (A) stay very calm and relaxed, (B) get very tense and worried (C) can't decide. (A) ☐ (B) ☐ (C) ☐
143. If I am asked to work for a charity, I would: (A) generally accept, (B) say "I am busy", (C) occasionally accept it. (A) ☐ (B) ☐ (C) ☐
144. When I do poorly in an important game, I: (A) say, "this is just a game", (B) get angry and "kick myself", (C) uncertain. (A) ☐ (B) ☐ (C) ☐
145. Do people ask you for advice on social matters, such as how to dress-up for a party? yes, often, ☐ no, never, ☐ sometimes. ☐
146. When there is a big delay in something, I usually get jittery and decide to leave rather than wait. often, ☐ very rarely, ☐ occasionally. ☐
147. I may deceive people by being friendly when I really dislike them. true, ☐ false, ☐ sometimes. ☐



STOP HERE, MAKE SURE YOU HAVE ANSWERED EVERY QUESTION.

Sw =	Tn =	Vi =
------	------	------

Examples:

1. a. ☐ b. ☐ c. ☐
 2. a. ☐ b. ☐ c. ☐
 3. a. ☐ b. ☐ c. ☐
 4. a. ☐ b. ☐ c. ☐

Name: _____ Date: _____

Age: _____ Sex: _____ Class: _____
 (Write M or F)

Answer Sheet for MAP Series
 Teenage Form

FORM - T

*

Page 2				Page 3				Page 4				Page 5				Page 6				Page 7				Page 8																								
1.	a.	☐	b.	☐	c.	☐	23.	a.	☐	b.	☐	c.	☐	45.	a.	☐	b.	☐	c.	☐	67.	a.	☐	b.	☐	c.	☐	89.	a.	☐	b.	☐	c.	☐	111.	a.	☐	b.	☐	c.	☐	133.	a.	☐	b.	☐	c.	☐
2.	a.	☐	b.	☐	c.	☐	24.	a.	☐	b.	☐	c.	☐	46.	a.	☐	b.	☐	c.	☐	68.	a.	☐	b.	☐	c.	☐	90.	a.	☐	b.	☐	c.	☐	112.	a.	☐	b.	☐	c.	☐	134.	a.	☐	b.	☐	c.	☐
3.	a.	☐	b.	☐	c.	☐	25.	a.	☐	b.	☐	c.	☐	47.	a.	☐	b.	☐	c.	☐	69.	a.	☐	b.	☐	c.	☐	91.	a.	☐	b.	☐	c.	☐	113.	a.	☐	b.	☐	c.	☐	135.	a.	☐	b.	☐	c.	☐
4.	a.	☐	b.	☐	c.	☐	26.	a.	☐	b.	☐	c.	☐	48.	a.	☐	b.	☐	c.	☐	70.	a.	☐	b.	☐	c.	☐	92.	a.	☐	b.	☐	c.	☐	114.	a.	☐	b.	☐	c.	☐	136.	a.	☐	b.	☐	c.	☐
5.	a.	☐	b.	☐	c.	☐	27.	a.	☐	b.	☐	c.	☐	49.	a.	☐	b.	☐	c.	☐	71.	a.	☐	b.	☐	c.	☐	93.	a.	☐	b.	☐	c.	☐	115.	a.	☐	b.	☐	c.	☐	137.	a.	☐	b.	☐	c.	☐
6.	a.	☐	b.	☐	c.	☐	28.	a.	☐	b.	☐	c.	☐	50.	a.	☐	b.	☐	c.	☐	72.	a.	☐	b.	☐	c.	☐	94.	a.	☐	b.	☐	c.	☐	116.	a.	☐	b.	☐	c.	☐	138.	a.	☐	b.	☐	c.	☐
7.	a.	☐	b.	☐	c.	☐	29.	a.	☐	b.	☐	c.	☐	51.	a.	☐	b.	☐	c.	☐	73.	a.	☐	b.	☐	c.	☐	95.	a.	☐	b.	☐	c.	☐	117.	a.	☐	b.	☐	c.	☐	139.	a.	☐	b.	☐	c.	☐
8.	a.	☐	b.	☐	c.	☐	30.	a.	☐	b.	☐	c.	☐	52.	a.	☐	b.	☐	c.	☐	74.	a.	☐	b.	☐	c.	☐	96.	a.	☐	b.	☐	c.	☐	118.	a.	☐	b.	☐	c.	☐	140.	a.	☐	b.	☐	c.	☐
9.	a.	☐	b.	☐	c.	☐	31.	a.	☐	b.	☐	c.	☐	53.	a.	☐	b.	☐	c.	☐	75.	a.	☐	b.	☐	c.	☐	97.	a.	☐	b.	☐	c.	☐	119.	a.	☐	b.	☐	c.	☐	141.	a.	☐	b.	☐	c.	☐
10.	a.	☐	b.	☐	c.	☐	32.	a.	☐	b.	☐	c.	☐	54.	a.	☐	b.	☐	c.	☐	76.	a.	☐	b.	☐	c.	☐	98.	a.	☐	b.	☐	c.	☐	120.	a.	☐	b.	☐	c.	☐	142.	a.	☐	b.	☐	c.	☐
11.	a.	☐	b.	☐	c.	☐	33.	a.	☐	b.	☐	c.	☐	55.	a.	☐	b.	☐	c.	☐	77.	a.	☐	b.	☐	c.	☐	99.	a.	☐	b.	☐	c.	☐	121.	a.	☐	b.	☐	c.	☐	143.	a.	☐	b.	☐	c.	☐
12.	a.	☐	b.	☐	c.	☐	34.	a.	☐	b.	☐	c.	☐	56.	a.	☐	b.	☐	c.	☐	78.	a.	☐	b.	☐	c.	☐	100.	a.	☐	b.	☐	c.	☐	122.	a.	☐	b.	☐	c.	☐	144.	a.	☐	b.	☐	c.	☐
13.	a.	☐	b.	☐	c.	☐	35.	a.	☐	b.	☐	c.	☐	57.	a.	☐	b.	☐	c.	☐	79.	a.	☐	b.	☐	c.	☐	101.	a.	☐	b.	☐	c.	☐	123.	a.	☐	b.	☐	c.	☐	145.	a.	☐	b.	☐	c.	☐
14.	a.	☐	b.	☐	c.	☐	36.	a.	☐	b.	☐	c.	☐	58.	a.	☐	b.	☐	c.	☐	80.	a.	☐	b.	☐	c.	☐	102.	a.	☐	b.	☐	c.	☐	124.	a.	☐	b.	☐	c.	☐	146.	a.	☐	b.	☐	c.	☐
15.	a.	☐	b.	☐	c.	☐	37.	a.	☐	b.	☐	c.	☐	59.	a.	☐	b.	☐	c.	☐	81.	a.	☐	b.	☐	c.	☐	103.	a.	☐	b.	☐	c.	☐	125.	a.	☐	b.	☐	c.	☐	147.	a.	☐	b.	☐	c.	☐
16.	a.	☐	b.	☐	c.	☐	38.	a.	☐	b.	☐	c.	☐	60.	a.	☐	b.	☐	c.	☐	82.	a.	☐	b.	☐	c.	☐	104.	a.	☐	b.	☐	c.	☐	126.	a.	☐	b.	☐	c.	☐	END OF TEST						
17.	a.	☐	b.	☐	c.	☐	39.	a.	☐	b.	☐	c.	☐	61.	a.	☐	b.	☐	c.	☐	83.	a.	☐	b.	☐	c.	☐	105.	a.	☐	b.	☐	c.	☐	127.	a.	☐	b.	☐	c.	☐							
18.	a.	☐	b.	☐	c.	☐	40.	a.	☐	b.	☐	c.	☐	62.	a.	☐	b.	☐	c.	☐	84.	a.	☐	b.	☐	c.	☐	106.	a.	☐	b.	☐	c.	☐	128.	a.	☐	b.	☐	c.	☐							
19.	a.	☐	b.	☐	c.	☐	41.	a.	☐	b.	☐	c.	☐	63.	a.	☐	b.	☐	c.	☐	85.	a.	☐	b.	☐	c.	☐	107.	a.	☐	b.	☐	c.	☐	129.	a.	☐	b.	☐	c.	☐							
20.	a.	☐	b.	☐	c.	☐	42.	a.	☐	b.	☐	c.	☐	64.	a.	☐	b.	☐	c.	☐	86.	a.	☐	b.	☐	c.	☐	108.	a.	☐	b.	☐	c.	☐	130.	a.	☐	b.	☐	c.	☐							
21.	a.	☐	b.	☐	c.	☐	43.	a.	☐	b.	☐	c.	☐	65.	a.	☐	b.	☐	c.	☐	87.	a.	☐	b.	☐	c.	☐	109.	a.	☐	b.	☐	c.	☐	131.	a.	☐	b.	☐	c.	☐							
22.	a.	☐	b.	☐	c.	☐	44.	a.	☐	b.	☐	c.	☐	66.	a.	☐	b.	☐	c.	☐	88.	a.	☐	b.	☐	c.	☐	110.	a.	☐	b.	☐	c.	☐	132.	a.	☐	b.	☐	c.	☐							
Ad	Am	Bo	Co	Cr	En	Ex	Ga	Gp	Id	In	Ld	Ma	Mh	Mo	Sc	Se	Ss	Sw	Tn	Vi																												

Scoring Key for MAP Series (Teenage Form)

FORM - T
Check

Instructions

- (1) Before starting the scoring, the examiner should ensure that the subject has answered all the questions in the booklet. If more than 15 questions are skipped, the test is invalid and should not be scored. Please also ensure that each question has one and only one answer.
- (2) Place this key over the answer sheet. Be sure that the

- mark (*) on top of the answer sheet shows though the check circle on this key.
- (3) Please note that each answer scores either 2 or 1 as indicated by the number printed above the boxes, except "Ga" where the answers score either 2 or 0.
- (4) Add the scores vertically for each dimension and write

down at the bottom of the answer sheet in the space provided for that dimension.

- (5) Each item in this test measures some or the other dimension as indicated in this key.
- (6) Convert these raw scores to sten scores by the procedure mentioned in the manual.



Page 2			Page 3			Page 4			Page 5			Page 6			Page 7			Page 8		
1. Ad 2 1	2. 2 Am 1	3. 2 Bo 1	23. 2 Co 1	24. En 2 1	25. Cr 2 1	45. Ex 2 1	46. 2 Ga 1	47. Gp 2 1	67. 2 Id 1	68. In 2 1	69. 2 Ld 1	89. 2 Ma 1	90. 2 Mh 1	91. 2 Mo 1	111. 2 Sc 1	112. Se 2 1	113. 2 Ss 1	133. 2 Sw 1	134. Tn 2 1	135. Sw 2 1
4. 2 Ad 1	5. Am 2 1	6. 2 Bo 1	26. Co 2 1	27. En 2 1	28. 1 Cr 1	48. 2 Ex 1	49. 2 Ga 1	50. Gp 2 1	70. Id 2 1	71. In 2 1	72. 2 Ld 1	92. 2 Ma 1	93. 2 Mh 1	94. Mo 2 1	114. Sc 2 1	115. Se 2 1	116. 2 Ss 1	136. 2 Tn 1	137. 2 Sw 1	138. Tn 2 1
7. 2 Ad 1	8. Am 2 1	9. 2 Bo 1	29. 2 Co 1	30. 2 En 1	31. 2 Cr 1	51. 1 Ex 2	52. 2 Ga 1	53. 2 Gp 1	73. 2 Id 1	74. 2 In 1	75. 2 Ld 1	95. 2 Ma 1	96. 2 Mh 1	97. 2 Mo 1	117. 2 Sc 1	118. 2 Se 1	119. 2 Ss 1	139. Sw 2 1	140. Tn 2 1	141. Sw 2 1
10. 2 Ad 1	11. 2 Am 1	12. 2 Bo 1	32. 2 Co 1	33. 2 En 1	34. 2 Cr 1	54. 2 Ex 1	55. 2 Ga 2	56. 2 Gp 1	76. Id 2 1	77. In 2 1	78. 2 Ld 1	98. 2 Ma 1	99. 2 Mh 1	100. Mo 2 1	120. 2 Sc 1	121. 2 Se 1	122. 2 Ss 1	142. Tn 2 1	143. Sw 2 1	144. Tn 2 1
13. 2 Ad 1	14. Am 2 1	15. 2 Bo 1	35. Co 2 1	36. En 2 1	37. 2 Cr 1	57. 2 Ex 1	58. Ga 2 1	59. 2 Gp 1	79. Id 2 1	80. 2 In 1	81. 2 Ld 1	101. 2 Ma 1	102. 2 Mh 1	103. 2 Mo 1	123. 2 Sc 1	124. 2 Se 1	125. 2 Ss 1	145. Sw 2 1	146. Tn 2 1	147. Sw 2 1
16. 2 Ad 1	17. 2 Am 1	18. 2 Bo 1	38. 2 Co 1	39. 2 En 1	40. 2 Cr 1	60. Ex 2 1	61. Ga 2 1	62. 2 Gp 1	82. 2 Id 1	83. 2 In 1	84. 2 Ld 1	104. 2 Ma 1	105. 2 Mh 1	106. Mo 2 1	126. 2 Sc 1	127. 2 Se 1	128. Ss 2 1	148. Tn 2 1	149. Sw 2 1	150. Tn 2 1
19. 2 Ad 1	20. 2 Am 1	21. 2 Bo 1	41. Co 2 1	42. En 2 1	43. 2 Cr 1	63. 2 Ex 1	64. 2 Ga 2	65. Gp 2 1	85. Id 2 1	86. 2 In 1	87. 2 Ld 1	107. Ma 2 1	108. 2 Mh 1	109. 2 Mo 1	129. 2 Sc 1	130. 2 Se 1	131. Ss 2 1	151. Sw 2 1	152. Tn 2 1	153. Sw 2 1
22. 2 Vr 1	23. 2 Co 1	24. 2 Cr 1	44. 2 Vr 1	45. 2 Ga 1	46. 2 Gp 1	66. Vr 2 1	67. 2 Id 1	68. 2 In 1	88. 2 Ld 1	89. 2 Ma 1	90. 2 Mh 1	91. 2 Mo 1	92. 2 Sc 1	93. 2 Se 1	94. 2 Ss 1	95. 2 Sw 1	96. 2 Tn 1	97. 2 Vr 1	98. 2 Ga 1	99. 2 Gp 1
Ad	Am	Bo	Co	En	Cr	Ex	Ga	Gp	Id	In	Ld	Ma	Mh	Mo	Sc	Se	Ss	Sw	Tn	Vr

Acc. by: 102975
D. 3/8/2010
Entered by: 102975
Sub. by: 102975
Checked by: 102975