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Psychological differentials among private and government schools students

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Abstract

The purpose of study was to compare psychological variables between the private and government school boys. Total 245 boys, 127 boys from private and 118 boys from government school were selected from Jammu district of Jammu and Kashmir and their age ranged from 10-14 years. All the subjects were informed about aim and methodology of the study and they volunteered to participate in this study. The subjects were tested on psychological variable by using Trait Emotional Intelligence Questionnaire – Adolescent Short Form constructed by Petrides *et al.* (2006). T-test was used to find the difference between both groups. To test the hypothesis, the level of significance was set at 0.05.

Keywords: emotional intelligence, private schools, government schools

Introduction

“Trait emotional intelligence as a collection of emotion-related self-perceptions traced at the lower levels of personality hierarchies” (Petrides *et al.* (2007))^[6]. Thus, it isn't different from personality paradigms, however part of them. The conceptualization of Emotional Intelligence as a personality trait is as per the idiosyncratic idea of emotional experience and prompts to a construct that stays entirely outside the scientific categorization of human mental capacity (Carroll, 1993)^[8]. Operationalization of Trait Emotional Intelligence is has been done through self-report surveys. The deep underlying foundations of Emotional intelligence could be followed back to Thorndike's social intelligence, which stressed the capacity to comprehend and oversee individuals and to act admirably in social relations. Its proximal foundation laid in Gardner's (1983) study on manifold intelligences, particularly, his ideas of interpersonal and intrapersonal intelligence. Gardner (1999) argued that interactive intelligence indicates a man's ability to comprehend the expectations, inspirations, also, needs of fellow individuals and, subsequently, to engage in work adequately fellow beings. Contrarily, intra-personal intelligence refers to the ability self-understanding, to own a viable operational view of one's own, recognizing own needs, worries, and limits and to utilize that info efficiently in managing personal life. Singh (2018)^[1] found significant and positive correlations between physical activity level and Overall Trait Emotional Intelligence and variable Emotionality. The study found that there were no significant correlations between Physical Activity Levels and variables Well-being, Self-Control and Sociability. (Shahzad 2014, Kumar and A., Kumar, V., & Singh, H. 2018)^[2, 9]. Stated Trait EI significantly predicted self-concept in interpersonal relationship i.e., family same sex and opposite sex in adolescents. In a nutshell, results indicate that trait emotional intelligence was a key factor for developing self-concept in establishing interpersonal relationship in Adolescents. Roxana *et al.* (2014)^[4] revealed that students who were having higher weekly physical activity scored better on total emotional intelligence and its subscales. The outcomes of this research deliver additional support to the assertions that there exists a direct relationship between higher emotional intelligence and physical activity. The study highlighted the significance of higher emotional intelligence is viewed as one of the topmost essential agenda that is needed to be monitored at government schools for the promotion of exercise and participation in physical activity. The study recommended the programs to be targeted at those who were sedentary and less active. Maria (2014)^[4] suggested for teachers to develop the students' quality of lives in schools. Stamatopoulou *et al.*, (2017)^[5] concluded that the outcomes offered an evidence which supported the construal and usage of

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the Trait Emotional Intelligence Questionnaire–Adolescent Short Form score to examine the Greek adolescents on the parameter emotional self-perceptions. Frederickson *et al.*, (2012) [3] shown that Trait Emotional Intelligence exhibited robust concurrent and predictive validity with regard to three parameters of socio-emotional competence: self-reported psychopathology as measured by the Strengths and Difficulties Questionnaire, a socio-metric parameter of relations with peers, and a peer-examined measurement of social conduct. It was found from structural equation modeling that trait emotional intelligence and Intelligence quotient. The study found relationship between trait and level of change in socio-emotional competence through hierarchical regression analyses by controlling both intelligence quotient and socio emotional competence at time.

Methodology

Total 245 boys, 127 boys from private and 118 boys from government school were selected from Jammu district of Jammu and Kashmir and their age ranged from 10-14 years. All the subjects were informed about aim and methodology of the study and they volunteered to participate in this study. The subjects were tested on psychological variable by using Trait Emotional Intelligence Questionnaire – Adolescent Short Form constructed by Petrides *et al.* (2006).

Trait Emotional Intelligence

Trait Emotional Intelligence Questionnaire – Adolescent Short Form constructed by Petrides *et al.* (2006) was utilized to measure the construct. The questionnaire contains 30 short items that derive score for four factors and a global Trait Emotional intelligence. Along with adolescents, its successful administration has been done on 11 year old children. Decent construct validity has been discovered and reliability of Adolescent Short Form is supported by empirical studies indicating scale reliability at the range of 0.71 to 0.76 (Memar, Abolhassani, Azghandi, & Taghavi, 2007) [6]. Another study by Petrides & Furnham (2006) found satisfactory internal consistencies in both males (0.84) and females (0.89).

Mode of administration

The investigator himself dictated all the test items to the students instead of filling the questionnaire by subjects themselves. The test items were dictated in local and easy to understand language in order to gain more reliability of the questionnaire.

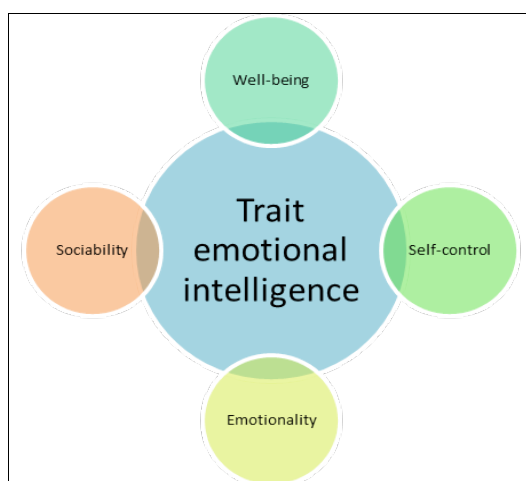


Fig 1: Factors of Trait emotional intelligence

Scoring: The instrument is a 7-point likert scale having 1 score for strongly disagree 7 score for strongly agree and score of 4 is assigned for uncertainty. Some test items were scored reversely which are presented in figure 1 and rest of the test items were scored in forward order.

Results

Table 1: Comparison of subscale Well-being between private and government school students

Group	N	Mean	SD	t- value	p- value
Private	127	4.23	1.21	0.852	0.395
Government	118	4.24	1.25		

Table 1 shows the results of t-test on the variable Well-being. It is evident from the table that mean and standard deviation of Well-being of private and government school students was 4.32 ± 1.21 and 4.24 ± 1.25 respectively. Assuming the equal homogeneity of variance, the obtained values: the obtained values of t (0.852, $p > 0.05$) indicate that no significant difference existed between private and government school students on the variable Well-being.

Table 2: Comparison of subscale Self-control between private and government school students

Group	N	Mean	SD	t- value	p- value
Private	127	4.23	1.53	3.443	0.001
Government	118	4.63	1.51		

Table 2 shows the results of t-test on the variable Self-control. It can be seen from the above table that mean and standard deviation of the subscale Self-control of private and government school students was 4.23 ± 1.53 and 4.63 ± 1.51 respectively. Since, the assumption of homogeneity of variance was not violated, the degree of freedom was not adjusted. The attained values of t (3.443, $p < 0.05$) indicate that significant difference existed between private and government school students on the variable Self-control.

Table 3: Comparison of subscale Sociability between private and government school students

Group	N	Mean	SD	t- value	p- value
Private	127	4.69	1.39	1.64	0.101
Government	118	4.50	1.51		

Table 3 exhibits the outcomes of t-test on the subscale Sociability. The mean and standard deviation of Sociability of private and government school students was 4.69 ± 1.39 and 4.50 ± 1.51 respectively. The obtained values of t (1.643, $p > 0.05$) signify that no significant difference was found between private and government school students on the variable Sociability.

Table 4: Comparison of subscale Emotionality between Private and Government school students

Group	N	Mean	SD	t- value	p- value
Private	127	4.73	1.43	1.245	0.211
Government	118	4.92	1.34		

Table 3 displays the outcomes of t-test on the subscale Emotionality. The mean and standard deviation of Emotionality of private and government school students was 4.73 ± 1.43 and 4.92 ± 1.34 respectively. The attained values of t (1.245, $p > 0.05$) imply that no significant difference observed between private and government school students on the variable Emotionality.

Table 5: Comparison of Global Trait Emotional Intelligence between Private and Government school students

Group	N	Mean	SD	t- value	p- value
Private	127	4.46	0.61	3.237	0.001
Government	118	4.62	0.64		

Table 5 demonstrates the results of t-statistics on the variable Global Trait Emotional Intelligence. It can be seen from the above table that mean and standard deviation of the Global Trait Emotional Intelligence of private and government school students was 4.46 ± 0.61 and 4.62 ± 0.64 respectively. The statistical values of t (3.237, $p < 0.05$) indicate that significant difference existed between private and government school students on the Global Trait Emotional Intelligence.

Discussion and Conclusion

The purpose of the study was to ascertain to differences in psychological traits among school going students in private and government schools settings. In self-control and global trait emotional intelligence government school students found better than private schools students, whereas, no difference were found in wellbeing, sociability and emotionality. These differences are due to the fact that the students belonging to different schools environment and have different social-economic background.

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