

A Study of Personality and Emotional Intelligence of Hindi and English Medium Students

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ABSTRACT

Present study reports the impact of personality traits and emotional intelligence on Hindi and English medium students. The study was conducted on 110 higher secondary school students located in Indore city in Madhya Pradesh.

In present system of education in India as well in globe, is putting the future of pupils in a raise where everyone would be searching for a path of success with low efforts. But then we would be in the struggle of dissemination of sweetness and light to develop his personality with an apt balance of emotional intelligence and competence. The students play no active role in the attainment of knowledge. His entire education is becoming passive and mechanical. Things are loaded on his mind which he cannot digest without strong emotional intelligence, he only crams and therefore they never become his own, which at the end puts him in the struggle for his academic achievement.

To bring the pupils in the certainty of successful academic achievement it is highly important to develop their personality with emotional intelligence including stress handling instinct. It would not only make them competent but also able to analyze the reasons of failure.

KEYWORDS: Personality traits, Emotional intelligence, Hindi and English medium

INTRODUCTION

Personality normally deals with individual differences among people in behaviour patterns, cognition and emotion. Different personality theorists present their own definitions and description of the word based on their theoretical positions. Personality is usually divided into various components called the Big Five; namely openness to experience, conscientiousness, extroversion, agreeableness, and neuroticism (or emotionality). These components are stable over time and seem to be attributable to a person's genetics rather than the impacts of one's environment. There are some investigations on whether the relationship between happiness and extraversion seen in adults could also be observed among children. These achievements help identify children that are more likely to experience episodes of depression and develop various kinds of treatment that such children would likely to respond to. In both children and adults, many studies indicate that genetics, as opposed to environmental factors, exert a bigger impact on happiness levels.

Trait-based personality theories, such as those defined by Raymond Cattell, define personality as the traits that predict a person's behaviour. On the other hand, more behaviourally-based approaches define personality through learning and habits. Nevertheless, most theories view personality as relatively stable.

Woodworth (1947) described personality as quality of the individuals' total behaviour. Personality includes the motivational aspects as well as other characteristics.

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The history of emotional intelligence is this: In 1920 the concept of "Social Intelligence" was first introduced; in 1990 the first published scientific paper on the topic using this term; in 1995 Goleman wrote the best seller "Emotional Intelligence"; in 1997 the first popular self report questionnaire was developed; in 2003 the first ability measure devised. There is now a comprehensive Wikipedia entry on the topic and various very serious handbooks and reviews.

In fact, we have two types of minds, one is related to thinking and the other with feeling. These two different ways of knowing make our mental life in a mutual interaction. The self-centered mind is the same of understanding and comprehension by which we can think and speculate. However, there is another system for knowing along with that system; that is, an impulsive, powerful and sometimes irrational system or emotional mind.

Cooper and Sawaf (1997) say Emotional Intelligence is "The ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy information, connection and influence."

Robert K. Cooper (1999) defined Emotional Intelligence as the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy and influence.

REVIEW OF LITERATURE: -

Dr. G. Sam path Reddy (2014) Emotional Intelligence Among Degree Colleges students faculty Member,

Department of Psychology, Kakatiya University, Warangal

Objectives: (i) To assess the influence of gender on emotional intelligence among Degree college students. (ii) To examine the influence of nature of course on emotional intelligence among Degree college students. (iii) To find out the influence of type of management on emotional intelligence among Degree college students.

Tool: The Emotional Intelligence of the subjects is assessed by using Emotional Intelligence Scale developed by Nut an Kumar Thing jam, and Usha Ram (1999). This scale consists of 33 items with 5 response categories namely strongly agree, agree, neutral, disagree and strongly disagree and numbered as 5, 4,3,2,1 respectively. Minimum and maximum, possible scores of the scale range from 33-165. Low score indicates low emotional intelligence and high score indicated high emotional intelligence. The reliability of the instrument was assessed using test – re-test and the value are 0.90.

Sample: The sample for the present study is consisted of 120 Degree College students (60 male and 60 female) studying in Government and Private degree colleges of science and arts group subjects located in Warangal District of Andhra Pradesh. The data were collected randomly.

Major findings: There is no significant impact of gender on emotional intelligence among degree college students. There is no significant impact of nature of course on emotional intelligence among degree college students. Type of management has significant impact with regard to emotional intelligence among degree college students. Students studying in private college have high emotional intelligence than students studying in government students. There is no significant interaction effect among gender, nature of course and type of management with regard to emotional intelligence.

Safdar Redman Ghazi, Gulap Shahzada, Safi Ullah (2013) Relationship between Students' Personality Traits and their Academic Achievement in Khyber Pakhtunkhwa, Pakistan. Theoretical framework of this study based on Big Five Personality Trait Theory (Cattell's & Eysenck's 1973).

Objectives: (i) to find out different personality traits (as described in five factor theory) of secondary school students. (ii) To identify the relationship between students different personality traits and their academic achievement. (iii) To give recommendations to improve the situation and for further research. **Tools:** A self developed questionnaire was used as a research instrument. Personally collected data was entered in SPSS-16. Percentage, Mean, Standard Deviation and Pearson Product Moment Correlation were applied as statistical test to achieve the objectives of the study. **Sample:** Out of 12009 students who were studying in the secondary schools of these districts 800 students of 10th class were selected through multistage random sampling method using proportional allocation technique as a sample of the study.

Major Findings: Results of the study revealed that "conscientiousness" and "agreeableness" personality traits were found high while "extroversion", "neuroticism" and "openness to experience" personality traits were found low in secondary school students. Overall there was no significant relationship found between the students'

personality traits and their academic achievement. The researcher recommended that students having conscientiousness personality trait can produce better result in Mathematics and Islamic Education subjects. So the students having conscientiousness personality trait should take Mathematics and Islamic Education as optional subjects to produce better result. Students having agreeableness personality trait can produce better result in English, Islamiyat Compulsory, Chemistry and Islamic Education subjects. So the students having agreeableness personality trait should take English, Islamiyat Compulsory, Chemistry and Islamic Education as optional subject to produce better results. Seminars/workshop may be arranged for students and teacher about personality traits and their impact on students' academic achievement.

Sethi Monika (2013), Emotional intelligence, mental health and Adjustment – Predictors of academic achievement among scheduled caste adolescents, BCM college of Education Ludhiana (Punjab), India

Objective: To study the conjoint effect of the Emotional Intelligence, Mental Health and Adjustment towards the prediction of Academic Achievement among Scheduled Caste Adolescents.

Hypothesis: The prediction of Academic Achievement among Scheduled Caste Adolescents on the basis of conjoint effect of Emotional Intelligence, Mental Health and Adjustment will be significantly higher as compared to their separate predictions.

Tools: Investigator used the following tools. 1. Marks obtained in Science by the adolescents in the matriculation examination of Punjab School Education. 2. Emotional Intelligence Scale by Hyde et al (2007) 3. Mental Health Battery by Singh and Sen. (2009) 4. Indian Adaptation of Adjustment Inventory by Sharma (1988). Step up regression technique, multiple R's along with F-ratio to examine the relative weight age contributed by Emotional Intelligence, Mental Health and Adjustment to the prediction of Academic Achievement.

Samples: The sample of 377 students of 10+1 class from 17 Rural Government Schools from 7 districts of 4 Educational Administrative Divisions of the State of Punjab was taken.

Major Findings: The Conjoint effect of prediction of Academic Achievement among Scheduled Caste Adolescents on the basis of Emotional Intelligence, Mental Health and Adjustment is significantly higher as compared to their separate predictions. The result of the

Study shows that Emotional Intelligence, Mental Health and Adjustment of Adolescents affect the Academic Achievement. A healthy home offers security to the children. The schools cannot simply provide a continuation to home environment. Home's psychologically climate plays an important role on Child emotional state and Academic performance (Nwagwu 1995). The poor communication between parents and their children lead to learning and behavioural problems which lead to maladjustments and affect their Mental Health. So parental attitude towards Adolescent is an important educational foundation on which Academic Achievement is dependent. Therefore Parents should create conducive home environment so that it would help in their wards achievements. They also need to give them not only emotional support but also educational guidance and encouragement.

Prabhakar, G. (2008), inferred that among the 16 PF personality factors, the students who are having personality characteristics of (i). Emotionally stable, calm mature, (ii) Venturesome, socially bold i.e. parmia; (iii) Tender-mind, dependent, sensitive i.e. premisa; (iv) Experimenting, Critical, free thinking i.e. Radicalism; (v) Controlled, socially precise, following self image i.e. high self concept control, and (vi) Conscientious, persevering, rule minded i.e. stronger super – ego strength, have significantly better study – habits than the students who are having the personality characteristics of (i) Affected by feelings, motion ally less stable; (ii) Shy, restrained, timid i.e., threctia, (iii). Tough-minded, self-reliant i.e., armia; (iv) Conservative, Tolerant of traditional difficulties, i.e. conservation; (v) Undisciplined, self conflict, careless i.e., low integration; and (vi) Expedient, evades rules i.e., weaker super-ego strength. It is also inferred that the students, who are having personality characteristics of (i) Trusting, adaptable, free of Jealousy, i.e. Alexia; (ii) Forth right, natural, artless, i.e., Artlessness; (iii) Placid, self-assumed confident, i.e., untroubled adequacy; (iv) Group dependent, sound follower i.e. Group adherence; and (v) Relaxed, tranquil, unfrustrated i.e. low ergictension, have significantly better study habits than the students who are having personality characteristics of (i) Suspicious, self-opinionated, hard to fool, (ii) Shrewdness; (iii) Apprehensive, worrying, depressive, troubled i.e. Guilt proneness; (iv) Self-sufficient, resourceful, i.e., self-sufficiency and (v) Tense, frustrated, driven i.e. ergictension.

OBJECTIVE OF THE STUDY:-

1. To study the different traits of personality of boys and girls students.
2. To study the emotional intelligence of Hindi & English medium students.
3. To compare the emotional intelligence of boys and girls students.

HYPOTHESIS OF THE STUDY:-

H01. There no significant difference in Emotional Intelligence of Hindi medium boys and girls students.

H02. There no significant difference in Emotional Intelligence of English medium boys and girls students.

ANALYSIS AND INTERPRETATION: -

Table No. 01 Mean and S.D. of Emotional Intelligence of Hindi medium Boys and Girls students

	Boys (N=30)		Girls (N=20)		t-value
	Mean	S.D.	Mean	S.D.	
Hindi Medium	20.22	5.49	18.18	4.32	1.46 N.S.

N.S. = Insignificant

Above table shows that the calculated (t) value **1.46** is less than tabulated (t) values **0.05** and **0.01** which means that Hindi medium boys and girls students do not differ on Emotional Intelligence so the results are insignificant. The table further indicate that Hindi medium boys and girls students have similar Emotional Intelligence. Hence the Hypothesis **H01** is accepted.

Table No. 02 Mean and S.D. of Emotional Intelligence of English medium Boys and Girls students

	Boys (N=35)		Girls (N=25)		t-value
	Mean	S.D.	Mean	S.D.	
English Medium	15.44	3.25	16.56	3.03	1.37N.S.

N.S. = Insignificant

Above table shows that the calculated (t) value **1.37** is less than tabulated (t) values **0.05** and **0.01** which means that English medium boys and girls students do not differ on Emotional Intelligence so the results are insignificant. The table further indicate that English medium boys and girls students have similar Emotional Intelligence. Hence the Hypothesis **H02** is accepted.

H03.There exists no Significant difference in Emotional Intelligence of boys from Hindi and English medium students.

H04.There exist no Significant Difference in Emotional Intelligence of girls from Hindi and English medium students.

H05.There is no significant difference in Personality traits of boys and girls of Hindi medium Students.

H06.There is no significant difference in Personality traits of boys and girls of English medium Students.

H07.There exist no Significant difference in Personality Traits of boys from Hindi and English medium students.

H08.There exist no Significant difference in Personality Traits of girls from Hindi and English medium students.

RESEARCH METHODOLOGY: -

SAMPLING:

The students selected randomly from the Higher Secondary schools of Indore city. This number of students will be about 110.

Out of 110 respondents

1. 50 respondents were Hindi Medium while rest were English Medium.
2. 30 boys were Hindi Medium while rest were 20 girls.
3. 35 boys were English Medium while rest were 25 girls

STATISTICAL TOOL:

1. **SINGH'S DIFFERENTIAL PERSONALITY INVENTORY (SDPI)** by A.K. Singh to measure specific Personality Traits of the students.

2. **EMOTIONAL INTELLIGENCE INVENTORY (EII-MM).** By S.K,Mangal and Shubhra Mangal.

DATA ANALYSIS:

The data collected will be analyzed statistically using mean and standard deviations and their significance of difference interpreted at 0.01and 0.05 level of significance at the particular degrees of freedom.

1. Mean
2. Critical Ratio
3. Standard deviation

Table No. 03 Mean and S.D. of Emotional Intelligence of Boys from Hindi and English medium students

	Hindi Medium (N=30)		English Medium (N=35)		t-value
Boys	Mean	S.D.	Mean	S.D.	2.89
	10.66	5.32	14.22	4.45	

Above table shows that the calculated (t) value **2.89** is greater than tabulated (t) values **0.05** and **0.01** which means that boys from Hindi and English medium students do differ on Emotional Intelligence so the results are significant. The table further indicate that boys from Hindi and English medium students have different Emotional Intelligence. Hence the Hypothesis **H03** is rejected.

Table No. 04 Mean and S.D. of Emotional Intelligence of Girls from Hindi and English medium students

	Hindi Medium (N=20)		English Medium (N=25)		t-value
Girls	Mean	S.D.	Mean	S.D.	4.07
	11.52	4.77	17.66	5.36	

Above table shows that the calculated (t) value **4.07** is greater than tabulated (t) values **0.05** and **0.01** which means that girls from Hindi and English medium students do differ on Emotional Intelligence so the results are significant. The table further indicate that girls from Hindi and English medium students have different Emotional Intelligence. Hence the Hypothesis **H04** is rejected.

Table No. 05 Mean and S.D. of Personality traits of Boys and Girls of Hindi medium Students

	Boys (N=30)		Girls (N=20)		t-value
Hindi Medium	Mean	S.D.	Mean	S.D.	1.53N.S.
	25.44	5.39	23.15	5.02	

N.S. = Insignificant

Above table shows that the calculated (t) value **1.53** is less than tabulated (t) values **0.05** and **0.01** which means that Hindi medium boys and girls students do not differ on Personality traits so the results are insignificant. The table further indicate that Hindi medium boys and girls students have similar Personality traits. Hence the Hypothesis **H05** is accepted.

Table No. 06 Mean and S.D. of Personality traits of Boys and Girls of English medium Students

	Boys (N=35)		Girls (N=25)		t-value
English Medium	Mean	S.D.	Mean	S.D.	2.47
	27.22	6.22	31.28	6.31	

At **58** df the standard values of t at **0.05** levels and at **0.01** level of significance are **1.99** and **2.66** respectively. The Calculated value of t. is **2.47** which is greater than **1.99** i.e. at **0.05** level of significance. The difference of significant but at **0.01** level the difference is less than **2.66** is insignificant. Hence the hypothesis rejected at **0.05** level and accepted at **0.01** level of significance, The difference in personality traits of boys and girls students from English medium are significant in 5 percent cases, while insignificant in one percent level.

Table No. 07 Mean and S.D. of Personality Traits of Boys from Hindi and English medium students

	Hindi Medium (N=30)		English Medium (N=35)		t-value
Boys	Mean	S.D.	Mean	S.D.	3.99
	29.31	5.17	34.73	5.77	

Above table shows that the calculated (t) value **3.99** is greater than tabulated (t) values **0.05** and **0.01** which means that boys from Hindi and English medium students do differ on personality traits so the results are significant. The table further indicate that boys from Hindi and English medium students have different personality traits. Hence the Hypothesis **H07** is rejected.

Table No. 08 Mean and S.D. of Personality Traits of Girls from Hindi and English medium students

	Hindi Medium (N=20)		English Medium (N=25)		t-value
Girls	Mean N=	S.D.	Mean	S.D.	3.58
	25.82	4.49	30.88	4.99	

Above table shows that the calculated (t) value **3.58** is greater than tabulated (t) values **0.05** and **0.01** which means that girls from Hindi and English medium students do differ on personality traits so the results are significant. The table further indicate that girls from Hindi and English medium students have different personality traits. Hence the Hypothesis **H08** is rejected.

FINDINGS: -

1. The Hindi medium boys and girls students do not differ on Emotional Intelligence. It also indicates that Hindi medium boys and girls students have similar Emotional Intelligence.
2. The English medium boys and girls students do not differ on Emotional Intelligence. It also indicates that English medium boys and girls students have similar Emotional Intelligence.
3. The boys from Hindi and English medium students do differ on Emotional Intelligence. It also indicates that boys from Hindi and English medium students have different Emotional Intelligence..The English medium boys have better Emotional Intelligence than the Hindi medium boys.
4. The girls from Hindi and English medium students do differ on Emotional Intelligence. It also indicates that girls from Hindi and English medium students have different Emotional Intelligence..The English medium

girls have better Emotional Intelligence than the Hindi medium girls.

5. The Hindi medium boys and girls students do not differ on Personality traits. It also indicates that Hindi medium boys and girls students have similar Personality traits.
6. The difference in personality traits of boys and girls students from English medium are significant in 5 percent cases, while insignificant in one percent level.
7. The boys from Hindi and English medium students do differ on. Personality traits. It also indicates that boys from Hindi and English medium students have different Personality traits. The Hindi medium girls have better Personality trait than the Hindi medium boys.
8. The girls from Hindi and English medium students do differ on Personality traits. It also indicates that girls from Hindi and English medium students have different Personality traits. The English medium girls have better. Personality traits than the Hindi medium girls.

Implications of the Study:-

The study has following implications:-

- The best use of emotions, which are positive maybe used as catalysts to promote study habits and higher achievement e.g., enjoyment, happiness, joy, delight, amusement, and satisfaction.
- Negative emotions should not be overlooked by the parents and teacher by giving then advice and counselling. This can avoid the suicide cases of the students when they get failure.
- Contentment and satisfaction may also play a vital role to make the student positive thinker and a man of hope which leads to develop a positive personality.
- The guardians and teachers should counsel their wards and students when they observe negative emotions by giving them examples of great men of the society.
- The emotions can better used to maintain discipline in the school and harmony in the home and society.

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