

Effect of Modern School Education on Secondary Students Emotional Intelligence in comparison of Gurukul's Education

Manoj Kumar Shukla¹, Dr. Navita Malik²

Manoj Kumar Shukla¹ (Research Scholar)
Education Department
Galgotias University, Greater Noida U.P
manoj1234shukla@gmail.com
Dr. Navita Malik² (Associate Professor)
Education Department
Galgotias University, Greater Noida U.P

How to cite this paper as: Manoj Kumar Shukla, Dr. Navita Malik, (2023) Effect of Modern School Education on Secondary Students Emotional Intelligence in comparison of Gurukul's Education. *Library Progress International*, 43(2) 566-571

ABSTRACT

In this research paper the present investigation was undertaken to understand the comparison between Modern School Education on secondary school students in comparison of Gurukul's Education. The sample for the investigation consists of 600 boys and girls of secondary school students from both private and gurukul schools of Delhi. To examine its effect on the Emotional Intelligence level of secondary school students, Emotional Intelligence scale (EIS) developed by Anukool Hyde, Pethi and Upinder Dhar (2002) was used which provides three dimensions viz. High, Normal and Low. Results were statically inferred through paired T Test technique.

KEYWORDS

Modern School Education, Secondary Students, Emotional Intelligence, Gurukul's Education

1. INTRODUCTION

Education as such aspires for bringing about all round development of a child's personality which includes the physical, intellectual & social attributes. Mahatma Gandhi rightly said, "Education is the all-round development of one's body, mind & spirit". But our education system is much more focused on bookish knowledge and much concerned with cognitive aspects only. The Emotional Intelligence of secondary school students is intricately tied creating a nuanced intersection between Modern School Education and Gurukul's Education. Since ancient times, India has always taken pride in having a strong legacy of study and education. It is common knowledge that individuals from other countries, like Europe, the Middle East, and Portugal, come to India to receive a top-notch education. The Gurukul System was one of the well-known educational systems used in India in the past. It was a form of residential education that first appeared on the Indian subcontinent circa 5000 BC. When pupils were taught many disciplines and how to have a civilized and orderly life, it was more common during the Vedic era. Gurukul System assisted in the child's overall development and skill development. Modern education aims at the complete development of the personality of the individual. It uses technology to engage students and help them to enhance their skills at their own pace and learning. The aim of modern education is the development of personality by providing all-round training to a student. Such an education makes him capable enough to face challenges in day-to-day life and also helps in bringing out the hidden potential for social good. The current research will give a comparison between the development of reasoning abilities and the development of personality in the students who are enrolled in the Gurukul education system and the students who are enrolled in the contemporary education system.

In this regard the **National Policy on Education (1986)** has also observed that the status of the students reflects the social cultural ethos of a society. Besides, **Kothari Commission (1964- 1966)** has put forth that of all the different factors which influence the quality, competence and character of students are undoubtedly, the most significant. It is necessary that

students should be given full support to develop their potential and creative skills so that their learning will be more effective. **In the words of Radha Kamal Mookerjee**, “Values are socially accepted desires and traits whose internalization begins through the process of learning or socialization. Which after these become arrogant”. After independence, priority was given to the introduction of 'basic education' (**Nai Taaleem, in the words of Mahatma Gandhi**), the objective of which is to develop the total personality of the child by providing instructions related to manual and productive work. While the Gandhian basic education provided guidelines for the planning of primary education, the search for a suitable system of secondary and higher education led the government of India to appoint three commissions in 1948, 1952 and 1964 respectively. Although some reforms were introduced as a result of the recommendations made by these commissions. On the basis of the recommendations of the Education Commission, the central government, after consultations with the state government and with the approval of parliament, announced the national policy of education in 1968. The education policy called for “a transformation of the system of education to relate it more closely to the life of the people; a continuous effort to expand educational opportunity, a sustained and intensive effort to raise the quality of education at all stages, an emphasis on the development of morality and cultivation of moral and social values”. Students who have invested time and effort in acquiring advanced learning or certifications often demonstrate a commitment to continuous learning, recognizing the evolving nature of education.

Chauhan, A. R. (2020) studied Emotional Intelligence at secondary level students. The purpose of the study was to compare the Emotional Intelligence of male and female students. In this study, the non-probability quota sampling technique was employed to collect the data. The sample consisted of 120 (60 Male and 60 Female) secondary level Students. The researcher used a balanced 2X2 factorial design. The data was gathered by the Emotional Intelligence Scale (EIS) standardized and developed by Hyde, Pethe, Dhar (2002) for measuring the data. Descriptive statistics and inferential statistics like Mean, S.D., and F-value were used to compare among the variables of the study. The result of the study showed a significant difference in the Emotional Intelligence of male and female students. **Kumar and Satsangi (2017)** investigated the difference of selective attention between students of gurukul and modern education systems. The sample of 60 intermediate residential students, age range between 16 to 18 years from gurukul (30) and modern (30) education system were randomly selected. Results concluded that the students of gurukul education system have better selective attention. The conclusion of the study was that gurukul students have higher Emotional Intelligence than modern school students.

Emotional Intelligence

Emotional Intelligence, a broader concept encompassing overall happiness and contentment, is intricately linked to Emotional Intelligence. Students who find fulfillment in their learning lives are more likely to experience satisfaction in other areas of their lives. Therefore, exploring the factors that contribute to Emotional Intelligence among secondary school students is essential for creating supportive environments that foster both personal and professional well-being. Emotional Intelligence, a broader measure of overall contentment and happiness, is intricately tied to an individual's professional life. Secondary school students who find fulfillment in their roles are likely to experience higher levels of Emotional Intelligence. The relationship between Emotional Intelligence and modern school education in comparison of gurukul schools education underscores the importance of creating supportive environments that contribute to both personal and professional well-being.

The effect of Emotional Intelligence on students' effectiveness can be observed through several key mechanisms.

Firstly, students who experience high levels of Emotional Intelligence are more likely to bring a positive and enthusiastic attitude to their life. This positive mindset can significantly impact students' effectiveness by fostering a conducive and engaging learning environment. Students are more likely to thrive in classrooms where educators project satisfaction with their lives, creating a positive atmosphere that supports effective teaching and learning.

Secondly, Emotional Intelligence plays a role in shaping a student's resilience and coping mechanisms. Students facing the challenges inherent in the learning often draw on their sense of Emotional Intelligence as a source of emotional resilience. Students who are content with their lives are better equipped to handle stressors and setbacks, contributing to increased effectiveness. The ability to navigate challenges with a positive outlook can positively influence management, student interactions, and overall instructional effectiveness.

Gurukul Education

The Gurukul Education of secondary school students is intricately tied to their academics and emotional intelligence creating a nuanced intersection between personal fulfillment and professional competence. Students who possess strong emotional intelligence credentials often enter the profession with a solid foundation of subject knowledge and pedagogical skills, potentially contributing to a sense of efficacy. The acquisition of advanced degrees or specialized training may empower students to feel more confident in their ability to meet the challenges of the classroom. However, it is essential to note that Emotional Intelligence goes beyond academic qualifications alone. Moreover, the influence of emotional

intelligence on a student's learning extends beyond the individual to impact the educational environment as a whole. Furthermore, the relationship between effects of emotional intelligence in comparison of modern vs gurukul education extends beyond the classroom and contributes to the broader educational community. Students with advanced degrees often engage in scholarly activities, research endeavors, and curriculum development projects, reflecting a commitment to advancing their field and improving educational outcomes. Their emotional intelligence positions them as leaders and mentors within the school community, inspiring colleagues and students alike.

2. OBJECTIVES

1. To study the effect of Modern School Education on Secondary Students Emotional Intelligence.
2. To study the effect of Gurukul's Education on Secondary Students Emotional Intelligence.

3. STUDY DESIGN

Method Adopted for the study.

The sample of present study were 600 boys and girls secondary school students. The sampling was taken from both gurukul and private schools of Delhi. Standardized scale was used to measure level of emotional intelligence. Scoring was done according to the manuals, relevant Mean, SD, Statistical Technique and paired T test were applied on raw data.

Population: Secondary schools students from 10 each gurukul and private schools were chosen in Delhi as the population for the current study, in which 150 each secondary school students were taken from each gurukul and private schools were taken as total population for this research. Random sampling technique was used in the whole process for setting up the experimental setup.

Sample: For the present study, which was conducted on 600 secondary school students. The research is based on a Descriptive method. Quantitative method was used to collect data. Emotional Intelligence scale (EIS) developed by Anukool Hyde, Pethi and Upinder Dhar (2002) from which data was collected from 600 secondary school students. The participants were from both sex (boys=300 and girls=300) and from both gurukul and private schools. The layout of the sample selected for the study and the breakup details have been given in the Table 1 as depicted below:

Table 1: Breakup of Sample Details

Type of school	No. of Schools	No. of Students	Gender	Total no. of students
Gurukul	10	30	Boys Girls	300
Private	10	30	Boys Girls	300 Total=600

4. RESEARCH TOOL FOR EMOTIONAL INTELLIGENCE

Emotional Intelligence scale (EIS) developed by Anukool Hyde, Pethi and Upinder Dhar (2002), is a well-known and standardized tool. It consists of 34 items that deal with different parts of the Intelligence.

5. RELIABILITY TEST OF TOOLS

Reliability has been estimated by r-Cronbach's Alpha method and found to be 0.94 for a sample of 628 secondary and senior secondary school students. The details of reliability coefficient and index of reliability are given in Table 2 below:

Table 2: Reliability Coefficient and index of Reliability

S.no	Method	Reliability obtained r11	Index of Reliability r100
1	r-Cronbach's Alpha	0.94	0.97

The r value for reliability index for the adapted scale was 0.94, significant at 0.01 level showing that scale of emotional intelligence was reliable both in terms of internal consistency and stability of score.

6. OBSERVATION AND RESULT

Level of Emotional Intelligence of secondary school students.

As per the research design, a test was conducted on the selected secondary school students for emotional intelligence using Emotional Intelligence scale (EIS) (2002), which was made by Anukool Hyde, Pethi and Upinder Dhar. The following results were obtained.

T-test for significant difference of Modern School Education on Emotional Intelligence of Secondary School Students

In order to analyze the data, t-test was used.

Table 3: Descriptive statistics of School Education on Emotional Intelligence of Secondary School Students

	Emotional Intelligence	N	Mean	Std. Deviation	Std. Error
School Education	High	216	229.10	47.61	3.24
	Low	210	233.14	44.74	3.08

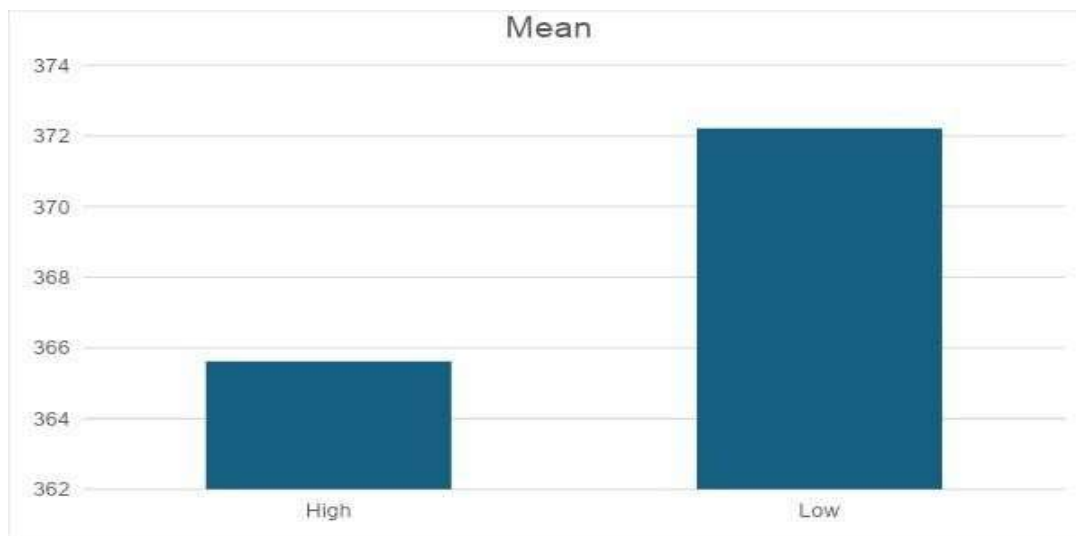

Fig. 3.1: Mean score of School Education on Emotional Intelligence of Secondary School Students

Table 3.1 displays descriptive statistics for Modern School Education in relation to Emotional Intelligence of Secondary School Students. Modern School Education represents the educational attainment levels of students, while emotional intelligence indicates their overall sense of well-being and contentment with life. The table compares two groups of students based on their emotional intelligence: those with high emotional intelligence and those with low emotional intelligence. Among students with high emotional intelligence ($N = 216$), the mean emotional intelligence score is 229.10, with a standard deviation of 47.61 and a standard error of the mean of 3.24. Conversely, students with low emotional intelligence ($N = 210$) have a slightly higher mean emotional intelligence score of 233.14, with a standard deviation of 44.74 and a standard error of the mean of 3.08. These statistics suggest that students with high emotional intelligence exhibit slightly higher levels of emotional intelligence compared to those with low emotional intelligence, although the difference is subtle. Both groups show considerable variability in emotional intelligence scores, as indicated by the standard deviations. The standard errors suggest that the sample means are reliable estimates of the population means. This data indicates a potential relationship between modern school education and emotional intelligence among secondary school students, prompting further exploration to understand the underlying factors influencing these outcomes.

Table 3.2: T-test for significant differences of emotional intelligence on modern school education and gurukul education among secondary school students

		F	Sig.	T	df	Sig. (2-tailed)
Emotional Intelligence	Equal variances assumed	5.772	0.038	-5.093	424	0.047
	Equal variances not assumed			-5.094	423.11	0.047

Table 3.2 presents the results of a t-test conducted to assess significant differences in modern school education and gurukul education concerning the emotional intelligence levels of secondary school students. The analysis is conducted under two assumptions: equal variances assumed and equal variances not assumed. Under the assumption of equal variances, the F-

value is 5.772 with a significance level (Sig.) of 0.038, indicating that the assumption holds as the p-value is less than 0.05. The t-value is -5.093 with 424 degrees of freedom (df), and the two-tailed significance (Sig.) is 0.047, which is below the 0.05 threshold, indicating a significant difference. Similarly, under the assumption of unequal variances, the t-value is -5.094 with 423.11 degrees of freedom, and the two-tailed significance is also 0.047, confirming the significant difference. These results suggest that there is a significant difference in emotional intelligence between secondary school students and modern education schools. Specifically, students with gurukul school education exhibit higher levels of emotional intelligence compared to those with modern school education. This finding implies that gurukul schools may play a role in influencing emotional intelligence among secondary school students, prompting further investigation to understand the underlying mechanisms contributing to these outcomes.

7. DATA ANALYSIS

Data were analyzed using SPSS version24 (IBM SPSS data analytics, headquartered in Armonk, New York, United States). T test was applied to find the effect of Effect of Modern School Education on Secondary Students Emotional Intelligence in comparison of Gurukul's Education.

Among students with emotional intelligence (N = 216), the mean score is 365.62 and students with modern school education emotional intelligence (N = 210) have a slightly higher mean score of 372.21 (as shown in table 3.1).

These data were subjected to the T test for paired samples, with the result showing a statistically significant gain as shown in table 3.2. Both analyses show p-values greater than 0.05, suggesting that the differences observed in modern school education and gurukul schools scores between students with different emotional intelligence are not statistically significant.

8. DISCUSSION

This implies that while efforts to improve emotional intelligence are important, they should be approached individually rather than relying on a synergistic effect among them.

Consequently, educational policies and Emotional Intelligence of school student programs should focus on strengthening each of these factors separately to enhance overall Emotional Intelligence within the learning workforce.

The study's results indicate a statistically significant difference in mean Emotional Intelligence scores between individuals with low emotional intelligence and those with high emotional intelligence. Specifically, individuals with high emotional intelligence. report higher mean Emotional Intelligence scores compared to their counterparts with low emotional intelligence.

This finding aligns with research suggesting that higher levels of intelligence can lead to improved career opportunities, higher income potential, and a greater sense of personal accomplishment and fulfillment.

Individuals with gurukul school education may also perceive themselves as more capable and knowledgeable in their fields, which can contribute to a heightened sense of well-being and Emotional Intelligence.

Firstly, it identifies and highlights the pivotal role of Emotional Intelligence in shaping students' overall well-being. By demonstrating that students with higher qualifications report greater Emotional Intelligence. The study emphasizes the importance of fostering confidence and belief in one's abilities among educators.

Secondly, the research underscores the impact on students perceived as effective in their learning practices experiencing higher levels of satisfaction, reflecting the intrinsic rewards associated with impactful teaching and positive student outcomes. This finding contributes to the understanding of classroom management skills and contributes to students' satisfaction.

This investment not only benefits individual students but also enhances overall school effectiveness and student outcomes.

9. CONCLUSIONS

This study has provided a comprehensive exploration of the intricate connections of Emotional Intelligence on modern school education and gurukul education among secondary school students. Through an analysis of existing literature and theoretical frameworks, we have highlighted the critical role that Emotional Intelligence plays in shaping students' behaviors, attitudes, and instructional practices. Furthermore, we have underscored the importance of self-efficacy beliefs in driving students' commitment in the classroom. Moreover, our examination of the influence of academics has revealed the nuanced ways in which students' educational backgrounds contribute to their identities and perceptions of efficacy. While academic credentials provide a foundation for effective learning, other factors such as experience, ongoing Emotional Intelligence, and contextual considerations also significantly impact students' commitment and effectiveness. By synthesizing these findings, we have contributed to a deeper understanding of the factors that shape students quality and educational outcomes in secondary schools. Moving forward, it is essential for educational stakeholders to recognize the complex interplay between Emotional Intelligence and modern school education and gurukul school education and to prioritize policies and practices that support and empower students in their life endeavors. Ultimately, by fostering a culture

of continuous learning, collaboration, and support, we can create environments that enable students to thrive and, in turn, facilitate enhanced learning experiences and outcomes for secondary school students.

10. IMPLICATION OF THE STUDY

The findings of the study help to understand the effects of modern school education and gurukul school education of school students on their Emotional Intelligence. Emotional Intelligence of secondary school students is multi-faceted, suggesting important directions for educational policy, training, and school administration practices.

Training and Emotional Intelligence: The significant impact of modern school education and gurukul school education of school students on their Emotional Intelligence highlights the need for robust training programs that build these attributes. Professional development initiatives should focus on enhancing students' instructional skills and self-belief through continuous education, mentoring, and peer support systems. Programs that include strategies for effective classroom management, innovative teaching methods, and reflective practices can foster a sense of competence and effectiveness among students.

School Leadership and Support Systems: School administrators should create supportive environments that bolster students' self-efficacy and effectiveness. This can be achieved by recognizing and rewarding, providing constructive feedback, and offering opportunities for growth. Additionally, fostering a collaborative school culture where students feel valued and supported can enhance their Emotional Intelligence and satisfaction.

Educational Policy and Resource Allocation: Policymakers should prioritize funding and resources towards initiatives that directly impact on students self-efficacy and effectiveness. Investments in teacher training programs, mental health resources, and classroom technology can create environments that support effective teaching and professional growth. Policies that reduce burdens and allow students more time to focus on instructional practices can also enhance their Emotional Intelligence.

Teacher Recruitment and Retention: Understanding that higher academic qualifications do not necessarily translate to greater professional commitment, recruitment efforts should emphasize qualities such as teaching aptitude, resilience, and passion for education. Retention strategies should focus on creating a positive work environment rather than solely on advanced academic credentials.

Well-being Programs: The finding that Emotional Intelligence is significantly influenced by students' academics suggests that well-being programs should be integral to the learning. Schools should implement wellness programs that address both the learning and personal needs of students, including stress management workshops, counseling services, and work-life balance initiatives.

Re-evaluating Academics Requirements: Given that academics did not show a significant impact on educational institutions might reconsider the weight placed on advanced degrees in hiring and promotion decisions. Instead, a more balanced approach that values practical experience and demonstrated effectiveness could be more beneficial.

By addressing these implications, educational stakeholders can create a more supportive and effective learning environment, ultimately leading to enhanced Emotional Intelligence among secondary school students in both modern and gurukul school education. This holistic approach can contribute to a more motivated, resilient, and satisfied learning workforce, which is crucial for the overall quality of education.

11. REFERENCES

- [1] Alam, Md. Mahmood. (2012). Emotional Intelligence, Self-efficacy and career maturity among the students of Hyderabad city. *Journal of Community Guidance and Research*, 29(2), Pp. 272-283.
- [2] Anderson, D.R., Sweeney; Williams. T. A (1986) *Statistics concepts and applications* West publishing company, Pp.5-9
- [3] Nakodi, R. (2013). "Emotional intelligence of the students at higher secondary level". *Global Research Analysis*, 2(a), Pp.34-35.
- [4] Astin, A.W; Astin, H.A; Lidholm, J.A. (2011) Assessing students' spiritual & religious qualities. *Journal of college students Development*, 52(1), Pp.39-61.
- [5] Belousa, I. (2005). Spirituality as a Dimension of Education in Latvia. Cited in *Dissertation. Abstract International*. Vol.66, No. 4, P.1311.
- [6] Best, J. W (1996). *Research in education* prentice Hall of India Ltd. New Delhi.P-185.
- [7] Bradshaw, F. (2008). Exploring the relationship between emotional intelligence and academic achievement in African American female college students: *Dissertation Abstract international*. Vol. 69(3). P. 871-A
- [8] Breidlid, A ;(2009), 'culture, Indigenous knowledge system and sustainable development: A critical view of education in an African context; *International Journal of Educational Development*, 29(2), Pp.140-149.