



EMOTIONAL INTELLIGENCE AMONG SECONDARY AND HIGHER SECONDARY SCHOOL STUDENTS

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ABSTRACT

We live in a world that is changing faster than ever and facing unparalleled challenges. In the current competitive situation where students are expected to perform multiple roles with performance and effectiveness, it is highly needed to realize their right position and passionate intelligence towards the unseen complexities of life and quality education. The proposed New Policy on Education mainly focuses on improving the quality of education that can be produced by making the students emotionally intelligent. Emotional knowledge helps in bringing better achievement of students and offer them skills for their personal and professional lives. The present study aimed to know the emotional intelligence among secondary and higher secondary school students. It also aimed to check emotional intelligence with reference to level of education and gender. Emotional Intelligence Scale (EIS) prepared by Dr. Pallavi P. Patel, and Dr. Hitesh P. Patel (2012) was used. The sample constituted total 120 students out of which 60 were from secondary school students (30 boys students and 30 girls students) and 60 from higher secondary school students (30 boys students and 30 girls students). The data was collected from Ahmedabad City. The data was scored, analyzed as per the manual. 'F' test was being calculated. The result showed that, 1. There is no significant difference between the mean score of emotional intelligence among the secondary and higher secondary school students, 2. The girls school students group have higher level of emotional intelligence compare to boys school students group and 3. The secondary girls school students group have higher level of emotional intelligence compare to secondary boys school students group.

Keywords: *Emotional intelligence, secondary and higher secondary school, boys and girls students, school students.*

Introduction :

Emotional Intelligence (EI) is a typical social aptitude that involves the ability to monitor one's own and other's feelings and sensations to discriminate among them and to use the information to guide one's own thinking and operations (Peter Salovey, Marc A. Brackett, John D. Mayer, 2004, p.5). Emotions and learning occur in the brain. Learning means receiving knowledge or skills. Learning requires thinking. Our thoughts impact how we feel, and how we feel influences how we think. The connections between emotion and learning are bi-directional and complex. Sensations are the relay stations between sensory input and thinking. When the input is reproduced positively, we are motivated to act and achieve a goal. When the input is evaluated negatively, we do not act or learn. Contradictory emotions can be the cause or the effect of obstacles with teaching (Candy Lawson, n.d.). Learning is as much a function of a person's sensitive acknowledgment of an education environment as it is of the instructional method or classroom (Flood, 2003).

Emotional intelligence is the ability to understand, use, and manage your own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict. We all know the word IQ and many times we judge our students with the score of their I.Q. It is also said that the person who scores high in IQ. test can become success in educational and occupational carrier. But in today's world another word become more popular and that is E.Q. The researches done by Dr. Deniyal Golman prove that the person who score high in E.Q become success in every field of life. Emotions are not the traits. They are feelings towards someone or something. A person feel many emotions during his/her life, which can either positive or negative. It is necessary for anyone to control the emotions as well as to show the emotions in right way and on right time. With all this thought the researcher here tried to know the emotional intelligence of higher secondary students.

Many psychologists and educationists have been trying to bridge the gap between the success and discomfiture caused by head (value) and heart (devalue). This logical inquiry continues over the years not only in developing countries like India but all over the word, psychologists Mayer et al (1989) came with an answer by introducing the concept of Emotional Intelligence, though it was referred by various names- from smartness and personality to soft skills and competence. Today we are in the world where there are many emotional disturbances due to stress, fatigue and technological advancement. We need better health habits to balance the emotions. We need intelligence to control these emotions. The emotional lessons we learn as higher secondary school students at society shape the emotional circuits, making us more adopt or in adopt at the basics of emotional intelligence.

Emotional intelligence can be defined as the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately and to use emotional information to guide thinking and behavior. However, substantial disagreement exists regarding the definition of EI, with respect to both terminology and operationalizations. Currently, there are three main models of EI:

- Ability model
- Mixed model (usually subsumed under trait EI)

- Trait model.

Different models of EI have led to the development of various instruments for the assessment of the construct. While some of these measures may overlap, most researchers agree that they tap different constructs.

Kumar, M. (2020) had study the emotional intelligence of higher secondary school students. A random sampling method was used. The sample consisted of 300 higher secondary school students. The emotional intelligence scale developed and standardized by the Reuven baron was used for data collection. Statistical techniques like Mean, Percentiles, Standard deviation, and t-value were used to analyses the data. The result shows that emotional intelligence was independent of gender, subject, locality of the school, type of family, father's occupation, and family income. The level of higher secondary school student's emotional intelligence was average in nature. The female students are better than the male students on their emotional intelligence.

Objectives

The objectives :

1. To Study the effect of secondary and higher secondary school students have more emotional intelligence
2. To Study the effect of boys and girls school students have more emotional intelligence.
3. To study the interactive effect of level of education and gender with respect to their emotional intelligence.

METHODOLOGY

Hypothesis

1. There will be no significant difference between the mean score of emotional intelligence among the secondary and higher secondary school students.
2. There will be no significant difference between the mean score of emotional intelligence among the boys and girls school students.
3. There will be no significant difference in the interactive effect of the mean scores of emotional intelligence among the level of education and gender.

Sample

The sample constituted total 120 students out of which 60 were from secondary school students (30 boys students and 30 girls students) and 60 from higher secondary school students (30 boys students and 30 girls students).

Research Design

A total sample of 120 school students equally distributed between boys and girls school students of urban area and rural area from Ahmedabad City selected for the research study.

Showing the table of Sample Distribution

Gender (B)	Level of Education (A)		Total
	Secondary School (A ₁)	Higher Secondary Students (A ₂)	
Boys (B ₁)	30	30	60
Girls (B ₂)	30	30	60
Total	60	60	120

Variable**Independent Variable**

1. **Level of Education** : Secondary School and Higher Secondary School.
2. **Gender** : Boys and Girls students.

Dependent Variable : Emotional intelligence Scale.

Tools

Emotional Intelligence Scale (EIS) prepared by Dr. Pallavi P. Patel, and Dr. Hitesh P. Patel (2012) was used to measure the emotional intelligence of the School Students. The test consisted 77 items where the respondents have to mark among the four points at each statement. The scale consisted both positive and negative statements which were calculated as per the manual. The scale measures 4 areas namely Self Awareness, Self management, Social awareness and social skill of emotional intelligence. The test-retest reliability was 0.74 and Item Index Validity.

Procedure

The permission was granted from various secondary and higher secondary school students for data collection in Ahmedabad City after the establishment of rapport, personal information and the 'Emotional intelligence Scale (EMS)' was administrated the data was collected, scored as per the manual and analyzed. The statistical method 'F' test was calculated and results were interpreted.

Result and DISCUSSION

Table : 1 The Table showing sum of variance, mean, 'F' value and level of significance of level of education and gender:

Sum of Variance	Df	Mean	F-value	Sign. Level
SS _A	1	520.83	1.58	N.S.
SS _B	1	1360.13	4.13	0.05*
SS _{A*B}	1	1672.53	5.08	0.05*
SS _{Error}	116	38166.20	—	—
SS _{Total}	119	41719.70	—	—

*0.05=3.92, *0.01=6.84, & N.S.= Not Significant

Table : 2 The Table showing the Mean Score of emotional intelligence among secondary and higher secondary school students :

	A (Level of Education)		'F' value	Sign.
	A ₁ (Secondary School)	A ₂ (Higher Secondary School)		
M	96.37	100.53	1.62	N.S.
N	60	60		

Here we can see in table no.2, that the mean score of secondary school students group is 96.37 and the mean score of higher secondary school students group is 100.53. The 'F' value is 1.62 which is not significant at 0.05 level. It means both group of secondary and higher secondary school students have do not significant difference in regards to their emotional intelligence. It means to say that Hypothesis no.1 "There is no significant difference between the mean score of emotional intelligence among the secondary and higher secondary school students" is rejected.

Table : 3 The Table showing the Mean Score of emotional intelligence among boys and girls school students:

	B (Gender)		'F' value	Sign.
	B ₁ (Boys Students)	B ₂ (Girls Students)		
M	95.08	101.82	4.13	0.05
N	60	60		

Here we can see in table no.3, that the mean score of boys school students group is 95.08 and the mean score of girls school students group is 101.82. The 'F' value is 4.13 which is significant at 0.05 level. It means both group of boys and girls school students have significant difference in regards to their emotional intelligence. It should be remembered here that, according to scoring pattern, higher score indicate higher emotional intelligence. Thus from the result shows, the girls school students group have higher level of emotional intelligence compare to boys school students group. Hypothesis no.2 "There is no significant difference between the mean score of emotional intelligence among the boys and girls school students" is rejected.

Table : 4 The Table showing the interactive effect of the Mean Score of emotional intelligence among level of education and gender:

			A		'F' value	Sign.
			A ₁	A ₂		
M	B	B ₁	89.27	100.90	5.08	0.05
		B ₂	103.47	100.17		
N			60	60		

Here we can see in table no.4 that the mean score of secondary boys school students group is 89.27, secondary girls school students group is 103.47, higher secondary boys school students group is 100.90, and higher secondary girls school students group is 100.17. The 'F' value is 5.08 which is significant at 0.05 level. It means both group of school students of level of education and gender is having difference in their level of emotional intelligence. It should be remembered here that, according to scoring pattern, higher score indicate higher emotional intelligence. Thus from the result shows, the secondary girls school students group have higher level of emotional intelligence compare to secondary boys school students group. Hypothesis no.3 "There is no significant difference in the interactive effect of the mean scores of emotional intelligence among the level of education and gender" is rejected.

CONCLUSION

1. There is no significant difference between the mean score of emotional intelligence among the secondary and higher secondary school students.
2. The girls school students group have higher level of emotional intelligence compare to boys school students group.
3. The secondary girls school students group have higher level of emotional intelligence compare to secondary boys school students group.

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