



A STUDY ON EMOTIONAL INTELLIGENCE AMONG SECONDARY SCHOOL STUDENTS

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ABSTRACT

Although a person's feelings cannot be observed directly by others but they can be inferred from overt behavior and verbal report of introspection, as no one can doubt the reality of emotions as conscious experiences. Emotions are inherently neither positive nor negative. Exhibiting the emotion is very easy but doing it at the right time, place as well as right person and to do the right degree is difficult. In fact, each feeling provides us with vital and potentially profitable information every minute a day. The management of emotions has given rise to the most talk about term "Emotional Intelligence". Emotional intelligence is developed through experiences. Competencies keep on growing through the experiences; people get better and better in handling emotions, influencing others and in social adroitness. It encompasses awareness about our one's own capabilities, strengths and weaknesses. There are many examples of how emotional intelligence can play a role in daily life, it can be powerful, but also it is temporary. The present study was conducted to know the emotional intelligence among secondary school students. Samples of 90 students were selected from different types of high school (rural and urban) from Mysuru district. After all the data analysis and interpretation it is found that 82 students are having high level of emotional intelligence, 7 students are having normal level of emotional intelligence, no students are having low level of emotional intelligence.

KEY WORDS: Emotional Intelligence, Emotions, Behavior, Social adroitness.

INTRODUCTION

In India, education is not only vital for competitiveness and growth, but also for social stability and essential for everyone. Education is something like act of spreading knowledge to others and receiving knowledge from someone else. India has been a major center for learning and also has best universities in the world. India now has one of the largest higher educations in the world in terms of numbers of institutions and it's the second largest in terms of students. For developing nations quality of education has become an important issue. Educational developments have been made at both government and non-governmental levels to match the fast changing scenarios across the globe.

Education is an indispensable tool for everyone to get something different and to succeed in their life. It is important for both women and men, as both plays an essential role in the development of a healthy and smart society. Education will help to transform an individual to be a better and responsible citizen because of education, all the power and progress can be achieved by human beings. It is a key to success in the future and to have many opportunities in our life.

Secondary school education is one of the most important phases of every student's life. It is the link between primary education and higher education. Some secondary schools provide both lower secondary education (ages 11 to 14) and upper secondary education (aged 14 to 18). It is the time when the emotional, physical and mental developments of children are at a good phase. Primary school includes the years before secondary education. The main aim and objective of secondary school education is to bring all round development among the learner, to improve intellectual, practical skills and vocational efficiency of the students and also scientific attitude and desirable change among the students. Besides these, the secondary education should be based on a national curriculum frame work (NCF) which contains a common core along with other components that are flexible.

Emotional Intelligence means, Ability to monitor one's own and other's feelings or emotions to discriminate among them. It is a set of competencies fitting with domains like: understanding, self-management, self-awareness, social awareness, learning, reasoning, creativity, planning, critical thinking, and problem solving and think abstractly.



Emotional Intelligence is also reflects abilities to join empathy, intelligence and emotions to understand thought and it affects our learning, relationships, health and communication.

Emotional Intelligence Divided Into Four Key Abilities

1. Thinking and reasoning using emotions.
2. Managing and regulating emotions
3. Perceiving and identifying emotions and
4. Understanding emotions and how they change

NEED AND IMPORTANCE OF THE STUDY

Emotional intelligence will be able to influence many parts of our life, from academic grades to job performance also interaction and adjustment in daily life. Emotional intelligence is very much important for secondary school students to quickly overcome their exam stress and get on with answering the questions and can overcome boredom and maintain concentration during dull topics.

Emotional intelligence is very much helpful for subjects like drama, history, English and creative arts where you need to understand or even inculcate the human emotions. Also it helps to build strong relationships between teachers and classmates.

Emotional intelligence can lead to better social, mental and physical health it lowers anxiety and depression among students and more likely to be socially active, good shape, feel healthy and involved. The main importance of emotional intelligence is to self – regulation among students and bringing better achievement and offers them skills for their personal and professional lives.

In the above discussion it is clearly indicates that, Emotional intelligence helps a person in many ways, to achieve in life while maintaining the personal growth, education and happiness.

REVIEW OF RELATED LITERATURE

The main aim of reviewing the related literature is to get an insight on study and to gain an understanding of the existing research also to present that knowledge in the form of a written report.

1. Le page Lees (1997): The threw light upon the role of Emotional intelligence in academics, was conducted by Ford. The participants were 104 African American male college students from urban areas. He examined the role of psychosocial variable (i.e., emotional intelligence quotient) in facilitating academic resilience. The result indicated that only emotional intelligence quotient was a significant contributor to academic resilience.

2. Bharadwaj (1998): Explored the prospects of emotional intelligence associated with students of both genders on a sample of 600 students a two-group design. The 12 independent studies brought to the fore that in comparison to girls posses greater emotional intelligence. Boys have greater expression and control emotions.

3. Koifman (1998): conducted research on relationship between emotional intelligence (Q) and cognitive intelligence and their relationship to creativity was examined. The EQ-1 was found as a measure of emotional intelligence, grade point averages, as a measure of IQ, and EQ was significantly co-related with reported life satisfaction ($r=0.55$, $P<001$) and creativity ($r=0.41$, $P<001$). Ni significant correlation was found between IQ and creativity or between IQ and EQ.

4. Kim and Kim (1999): investigated the construct validity and reliability, and analyzed the relationships of children's emotional intelligence (EI) with cognitive ability. The sample of 973 children participated in this study ranging from 3-6 years of age. Result identified six factors of children's emotional intelligence (EI).

5. Sharma (2000): discussed the concept and characteristics of emotional intelligence. Emotional intelligence is described as a type of social intelligence involving recognition and management of emotions and feelings in self and others for motivating self and dealing effectively with others".

6. Corso (2001): Examined the relationship between emotional intelligence and giftedness in adolescence. Participants (N=100) were students between 12-16 years, accepted into a verbally and mathematically gifted summer youth program held at western Kentucky university. Students completed the EQ-1; yv, and their parents related the students in five areas of emotional intelligence on a f-point likert scale the gifted adolescents scored significantly higher than their non-gifted same age person total EQ. The above mentioned researches have indicated the relevance of EI with respect to social and emotional competencies, which are considered vital for a successful performance in academics.

7. Anjum Sibia and Girishwas Misra (2004): Examined the nation of emotional intelligence (EI) in Indian socio-cultural context. An attempt has been made a discern the indigenous notion of EI based on the perspectives of people (parents, teachers and children) in the contemporary Indian society. The Results indicates after the research the Indian view of EI is context sensitive and focuses on the role of family and society in shaping one's emotions.

8. Katyal (2005): Studied the gender difference in emotional intelligence among adolescents of Chandigarh. 150 students of 8th class from different government schools from Chandigarh were selected randomly. The data were collected through standardized emotional intelligence tests. The findings revealed that girls were found to have greater emotional intelligence than that of boys.

9. Ajay Kumar Bhimrao Patil (2006): Emphasized that there is no significance difference between emotional intelligence of male and female students. It was also stated that emotional intelligence and academic achievement are significantly related.

STATEMENT OF THE STUDY

A study on Emotional Intelligence among secondary school students



OBJECTIVES OF THE STUDY

1. To assess the level of Emotional Intelligence among secondary school students.
2. To study the significant difference between boys and girls with respect to Emotional Intelligence among secondary school.
3. To study the significant difference between urban and rural of secondary school students with respect to their Emotional Intelligence.
4. There is no significant difference between Urban Boys & Girls of secondary school students with respect to their Emotional Intelligence.
5. There is no significant difference between Rural Boys & Girls of secondary school students with respect to their Emotional Intelligence.

HYPOTHESIS OF THE STUDY

1. There is no significant difference between boys and girls with respect to their Emotional Intelligence among secondary school.
2. There is no significant difference between urban and rural secondary school with respect to their Emotional Intelligence.
3. There is no significant difference between Urban Boys & Girls of secondary school students with respect to their Emotional Intelligence.
4. There is no significant difference between Rural Boys & Girls of secondary school students with respect to their Emotional Intelligence.

VARIABLE OF THE STUDY

1. Main variable – "Emotional Intelligence"
2. Background variable
 - Girl / Boy
 - Rural / Urban

OPERATIONAL DEFINITIONS

Emotional Intelligence: Intelligence refers to abilities to adjust with the situations. It is a concept that refers to individual differences in the ability to acquire knowledge to think and reason effectively, and to deal adaptively with the environment. Earlier, it was thought that performance is the outcome of certain abilities, collectively known as Intelligence. However, increasingly it has been realized that in addition to intelligence, emotions are equally or even more responsible for performance. Hence, the concept of EQ has become popular particularly in management sciences. Emotions are powerful organizers of thought and action and paradoxically indispensable for reasoning and rationally. Emotional intelligence motivates employees to pursue their unique potential and purpose, and activates innermost potential values and aspirations, transforming them from things they think about, to what they do. Emotional Intelligence enables one to learn to acknowledge and understand feelings in ourselves and in others and that we appropriately respond to them, effectively applying the information and energy of emotions in our daily life and work.

METHODOLOGY OF THE STUDY

Descriptive/survey method will be used to study the "Emotional Intelligence scale among secondary school students".

SAMPLE OF THE STUDY

The students studying in different types of high school affiliated to the Karnataka state educational department become the total population of the study, among the total population sample select from Mysore district.

TOOL USED FOR THE STUDY

Researcher used the standardized tool "Emotional intelligence scale" by Ankul Hyde, Sanjyot Pethe and Upinder Dhar (English). The items of the scale were constructed on the basis of the opinion of teachers, parents and pupils obtained through unstructured interview and going through literature as well.

Variable Measure	Tool Used	Developed By	Publications
Emotional Intelligence scale	Emotional Intelligence scale For Children	Ankul Hyde(Indore) SanjyotPethe(Ahmedabad) Upinder Dhar(Indore)	National psychological corporation, AGRA

ANALYSIS AND INTERPRETATION OF DATA

Data will be analyzed by appropriate statistical techniques manually and by using SPSS software.

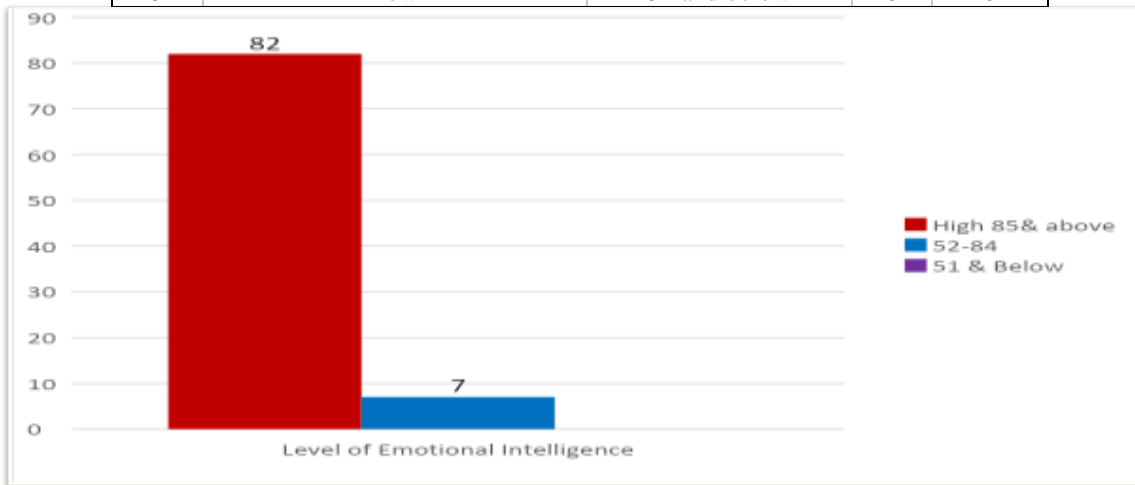
(A) **Descriptive Statistics:** Mean, standard deviation and percentile analysis.

(B) **Inferential Statistics:** "t-test".



Objectives 1: To assess the level of Emotional Intelligence among secondary school students.

SI No	Level of Emotional Intelligence	Range of Raw scores	No of Students	
			No	%
1	High	85 and above	82	92.13
2	Normal	52-84	7	7.86
3	Low	51 and below	0	0

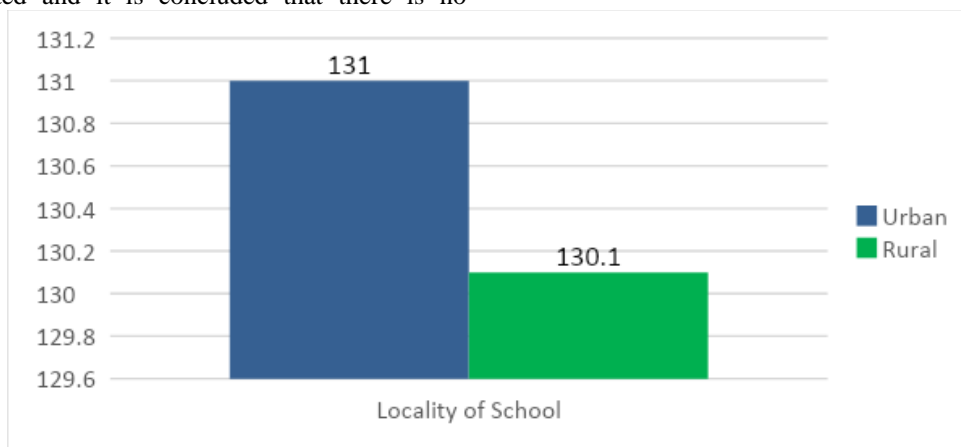


Hypothesis 1: There is no significant difference between Rural & Urban secondary school students with respect to their Emotional Intelligence.

SI No	Locality of School	N	Mean	SD	df	“t”	Remarks
1	Rural	47	130.10	17.38	87	0.2170	Accepted
2	Urban	42	131	21.69			

Above table shows that the obtained “t” value is less than “t” value of df 87 at 0.05 level of significant. That is the null hypothesis is accepted and it is concluded that there is no

significant difference between Rural & Urban secondary school students with respect to their Emotional intelligence.



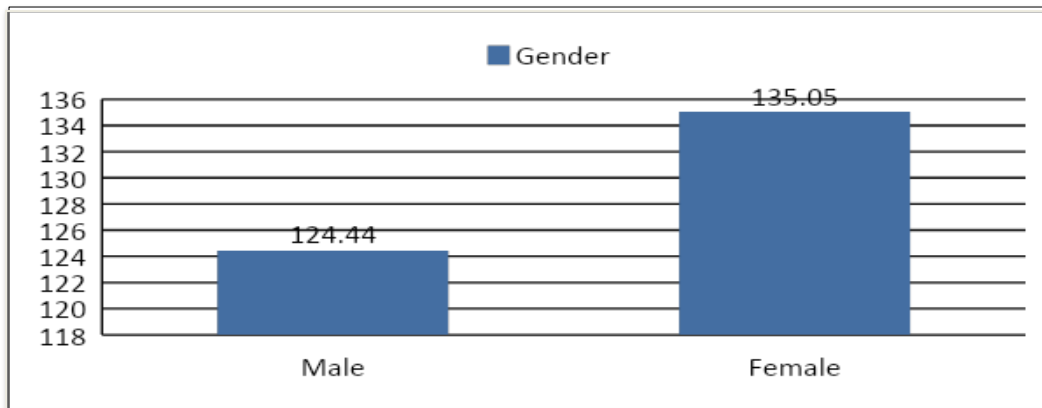


Hypothesis 2: There is no significant difference between Boys & Girls secondary school students with respect to their Emotional Intelligence.

SI No	Type of School Board	N	Mean	SD	df	“t”	Remarks
1	Boys	38	124.44	24.14	87	2.633	Rejected
2	Girls	51	135.05	13.56			

Above table shows that the obtained “t” value is more than “t” value of df 87 at 0.05 level of significant. That is the null hypothesis is rejected and it is concluded that there is a significant

difference between Boys & Girls secondary school students with respect to their Emotional intelligence.

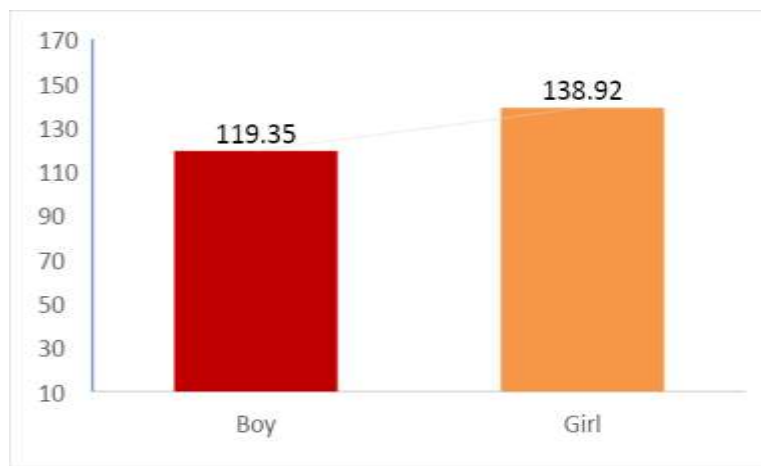


Hypothesis 3: There is no significant difference between Urban Boys & Girls of secondary school students with respect to their Emotional Intelligence.

SI No	Urban B/G	N	Mean	SD	df	“t”	Remarks
1	Boys	17	119.35	26.76	40	3.2116	Rejected
2	Girls	25	138.92	12.20			

Above table shows that the obtained “t” value is more than “t” value of df 40 at 0.05 level of significant. That is the null hypothesis is rejected and it is concluded that there is a significant

difference between Urban Boys & Girls secondary school students with respect to their Emotional intelligence.



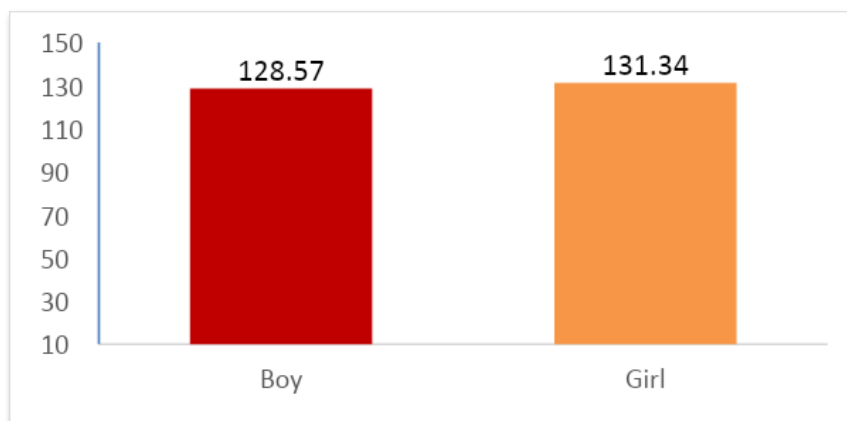


Hypothesis 4: There is no significant difference between Rural Boys & Girls of secondary school students with respect to their Emotional Intelligence.

SI No	Rural B/G	N	Mean	SD	df	“t”	Remarks
1	Boys	21	128.57	20.91	45	0.5455	Accepted
2	Girls	26	131.34	13.76			

Above table shows that the obtained “t” value is less than “t” value of df 45 at 0.05 level of significant. That is the null hypothesis is accepted and it is concluded that there is no significant difference

between Rural Boys & Girls secondary school students with respect to their Emotional intelligence.



MAJOR FINDINGS OF THE STUDY

The purpose of the study was to know the level of Emotional Intelligence among the secondary school students of rural and urban.

The study was conducted to 89 students out of which,

1. 82 students are having high level of Emotional Intelligence.
2. 7 students are having normal level of Emotional Intelligence.
3. No students are having low level of Emotional Intelligence.

There is no significant difference between Rural & urban secondary school students with respect to their Emotional Intelligence and also found that there is a significant difference between Boys & Girls secondary school students with respect to their Emotional intelligence and also with respect to their Urban Locality but there is no significant difference between Rural Boys & girls secondary school students with respect to their Emotional intelligence.

LIMITATIONS OF THE STUDY

1. The study is limited to secondary school students (8 &9).
2. This study is limited to the Mysore district.
3. This study is only conducted for rural and urban students.

EDUCATIONAL IMPLICATIONS

The analyzed data helps to know the level of Emotional Intelligence among secondary school students. Since all of the students are having extremely high emotional intelligence are able to keep a check on their emotions better and also around them by mentoring or taking counseling for better improvements. This can help students as well as teacher to develop ability to monitor one’s own and others feelings and emotions, also it increases self-awareness, self-regulation, social skill, empathy and motivation. It also achieves aims and objectives in education.

SUGGESTIONS FOR FUTURE STUDY

1. This study is can be conducted to individuals residing in any and many parts of the world.
2. This study can be conducted for students and even adults 13 and above.
3. The study can be extended to different types of school and students like CBSE, SBSE and ICSE individually and altogether.
4. The number of samples collected for the said survey can be as many as possible.

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APPENDICES

