ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 3| March 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

EMOTIONAL INTELLIGENCE OF HIGHER SECONDARY SCHOOL STUDENTS: A COMPARATIVE ANALYSIS

Violina Khakhlari[1], Prof. R. Balakrishnan[2]
[1]*Research Scholar, Department of Education, Assam University, Silchar*
[2]*Professor, Department of Educational Sciences, Assam University, Silchar*

Article DOI: https://doi.org/10.36713/epra20735
DOI No: 10.36713/epra20735

ABSTRACT

The notion of emotional intelligence (EI) has received a lot of attention in education, especially in terms of understanding how it affects students' cognitive, social, and psychological development. This study investigates the emotional intelligence (EI) of higher secondary school students and looks at differences based on gender, geographic area, kind of institution, and medium of instruction. The primary goals are to assess the overall level of emotional intelligence among students and to investigate how demographic factors affect EI. A normative survey method was used for the study. The study shows differences in emotional intelligence emerge based on the type of school (government vs. private), the medium of instruction (English vs. vernacular), and the academic stream (Arts vs. Science).

KEYWORDS: *Emotional Intelligence (EI), Higher Secondary School Students, Adolescent Development, Comparative Analysis*

INTRODUCTION

Understanding how people identify, process, and control their emotions—both internally and in their interactions with others—is based on emotional intelligence (EI). This idea, which was first presented by Salovey and Mayer (1990) and made popular by Goleman (1995), highlights the fact that emotional intelligence (EI) is a collection of abilities that affect social and personal functioning. These include motivation, self-control, self-awareness, empathy, and social skills, all of which help a person adjust to the demands and difficulties of their surroundings.

The ability-based model of emotional intelligence provided by Mayer, Salovey, and Caruso (2004) serves as the foundation for this study on higher secondary school students' EI. This concept categorizes EI into four dimensions.

1. Perceiving Emotions: Recognising and understanding one's own and others' emotions.
2. Using Emotions: Using emotions to improve cognitive processes and problem-solving.
3. Understanding Emotions: The ability to recognize emotional language and navigate emotional shifts.
4. Managing Emotions: Developing the ability to regulate emotions for personal growth and effective relationships.

In the context of higher secondary school students, EI is influenced by several demographic and institutional factors. Gender differences, for instance, have been observed in emotional sensitivity and regulation, with females generally displaying greater emotional awareness (Mandell & Pherwani, 2003). Additionally, rural and urban environments shape emotional expression and coping mechanisms due to variations in social exposure and resources (Parker et al., 2005). Institutional factors, such as the type of school (government or private) and the medium of instruction (vernacular or English), also contribute to shaping students' emotional competencies by affecting their social interactions, academic opportunities, and cultural conditioning. At the higher secondary school level, students navigate a period marked by rapid physical, emotional, and cognitive changes, rendering EI particularly pivotal during this stage. Assessing EI not only helps identify students' emotional strengths and challenges but also provides insights into factors influencing their socio-emotional well-being and academic success (Mayer et al., 2004).

This study addresses particular contextual factors that may affect emotional competence while placing itself within the larger conversation on adolescents' socioemotional development by looking at emotional intelligence (EI) through this multifaceted lens. This theoretical underpinning directs the comparative analysis conducted in the study and enables a greater comprehension of the interactions between institutional and demographic factors and students' EI.

OBJECTIVES

i. To evaluate the level of emotional intelligence (EI) among higher secondary school students

ii. To examine the variations in emotional intelligence according to –

a. Gender,
b. Area,
c. Institution Type
d. Institution Medium, And
e. Stream

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 3| March 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

STATEMENT OF THE PROBLEM

Adolescence is a critical stage of life characterized by rapid emotional, cognitive, and social development. Higher secondary school students, poised on the threshold of adulthood, often face academic pressures, interpersonal challenges, and emotional transitions that necessitate a well-developed emotional intelligence (EI) to navigate effectively. However, variations in EI among students are influenced by several factors, including gender, geographical area, and institutional characteristics, which may either enhance or impede their emotional competencies.

Despite the growing recognition of the importance of EI in educational contexts, there is a lack of comprehensive understanding of how these demographic and institutional variables impact the emotional intelligence of higher secondary school students. Particularly, the interplay between factors such as gender, urban-rural disparities, type of institution (government or private), and medium of instruction (vernacular or English) remains underexplored.

HYPOTHESES

H01: Boys and girls in higher secondary school do not significantly differ in their emotional intelligence.
H02: Students in higher secondary schools in rural and urban areas do not significantly differ in their emotional intelligence.
H03: Students in government and private higher secondary schools do not significantly differ in their emotional intelligence.
H04: Students in higher secondary schools who are taught in English and those who are taught in vernacular do not significantly differ in their emotional intelligence.
H05: Students in the arts and science streams of higher secondary school do not significantly differ in their emotional intelligence.

METHODOLOGY

A normative survey method was adopted for the research design of the study. The population of the study comprises all the Higher secondary school students (both private & government) of Udalguri district, BTR, Assam, where the total population consists of Twenty-nine government & eighteen private higher secondary schools with a total number of 16,435 higher secondary school students (Inspector of School, Office, 2023). A stratified random sampling technique was adopted to draw the sample. Two government and two private schools were randomly selected viz. Udalguri girls' HS school, Auxilium Junior College, Udalguri, Tangla HS school, & Arunodoi Junior College, Tangla, with a total sample of One hundred and six higher secondary school students. Emotional Intelligence Scale by Dr. S. Sarkar & S. Sarkar was used to collect the data. Percentage, z-SCORE & t-test were calculated to analyze the data.

ANALYSIS

Objectives i. To evaluate the level of emotional intelligence (EI) among higher secondary school students

To find out the level of emotional intelligence of higher secondary school students, z-Score has been calculated based on mean and standard deviation which is calculated from the raw score of Emotional intelligence.

Table 01: Level of emotional intelligence of higher secondary school students

Range of z-Score	Level of emotional intelligence	No.of students	%
+2.01 & above	Extremely high	2	1.89%
+1.26 to +2.00	High	6	5.66%
+0.51 to +1.25	Above average	26	24.53%
-0.50 to +0.50	Average	40	37.73%
-1.25 to -0.51	Below average	18	16.98%
-2.00 to -1.26	Low	12	11.32%
-2.01 & below	Extremely low	2	1.89%
Total		106	100%

- z-Score calculated based on mean and standard deviation, i.e., **m = 146.38** and **SD = 14.15**

From the above table 01, shows that 37.73% of students possess an average level of emotional intelligence, 24.53% possess above average level of emotional intelligence, & 16.98% possess below average level of emotional intelligence. Whereas, 1.89% possess extremely high levels of emotional intelligence and on the other hand another 1.89% of higher secondary school students possess extremely low levels of emotional intelligence.

Objective ii. To examine the variations in emotional intelligence according to –

To examine the variation of emotional intelligence of higher secondary school students based on their gender, area, institution type, institution medium, and stream, mean and standard deviation are calculated separately, and then the 't' value is calculated as shown in the below Tables.

a. Gender

H01: Boys and girls in higher secondary school do not significantly differ in their emotional intelligence.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 3| March 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

Table 02: Variation of emotional intelligence based on gender

	Gender	N	Mean(m)	SD	Df	't' value	Remarks
Emotional Intelligence	Male	44	148.02	15.15	104	0.99	Not significant
	Female	62	145.21	13.39			

- At 0.05 level of significance

From the above Table 02, it is shown that the calculated 't' value is 0.99, which is not significant because the calculated 't' value is less than the table value i.e. 1.98 at 0.05 level of significance. Therefore the null hypothesis, "Boys and girls in higher secondary school do not significantly differ in their emotional intelligence" is accepted.

b. Area

H02: Students in higher secondary schools in rural and urban areas do not significantly differ in their emotional intelligence.

Table 03: Variation of emotional intelligence based on area

	Area	N	Mean(m)	SD	Df	't' value	Remarks
Emotional Intelligence	Rural	30	149.03	11.54	104	1.36	Not significant
	Urban	76	145.33	14.99			

- At 0.05 level of significance

From the above Table 03, it is shown that the calculated 't' value is 1.36, which is not significant because the calculated 't' value is less than the table value i.e. 1.99 at 0.05 level of significance. Therefore the null hypothesis, "Students in higher secondary schools in rural and urban areas do not significantly differ in their emotional intelligence" is accepted.

c. Institution Type

H03: Students in government and private higher secondary schools do not significantly differ in their emotional intelligence.

Table 04: Variation of emotional intelligence based on type of institution

	Type of institution	N	Mean(m)	SD	Df	't' value	Remarks
Emotional Intelligence	Private	55	150.22	13.28	104	3.00	Significant
	Government	51	142.23	13.99			

- At 0.05 level of significance

From the above Table 04, it is shown that the calculated 't' value is 3.00, which is found to be significant at a 0.05 level of significance. Hence, the null hypothesis, "Students in government and private higher secondary schools do not significantly differ in their emotional intelligence" is rejected.

d. **Institution Medium**

H04: Students in higher secondary schools who are taught in English and those who are taught in vernacular do not significantly differ in their emotional intelligence.

Table 05: Variation of Emotional Intelligence based on the medium of institution

	Medium of Institution	N	Mean(m)	SD	Df	't' value	Remarks
Emotional Intelligence	English	56	150.36	13.20	104	3.19	Significant
	Vernacular	50	141.92	13.96			

- At 0.05 level of significance

From the above Table 05, it is shown that the calculated 't' value is 3.19, which is found to be significant at a 0.05 level of significance. Hence, the null hypothesis, "Students in higher secondary schools who are taught in English and those who are taught in vernacular do not significantly differ in their emotional intelligence" is rejected.

e. Stream

H05: Students in the arts and science streams of higher secondary school do not significantly differ in their emotional intelligence.

Table 06: Variation of emotional intelligence based on stream

	Medium of Institution	N	Mean(m)	SD	Df	't' value	Remarks
Emotional Intelligence	Arts	77	144.12	13.41	104	2.66	Significant
	Science	29	152.38	14.52			

- At 0.05 level of significance

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 3| March 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

From the above Table 06, it is shown that the calculated 't' value is 2.06, which is found to be significant at a 0.05 level of significance. Hence, the null hypothesis, "Students in the arts and science streams of higher secondary school do not significantly differ in their emotional intelligence" is rejected.

FINDINGS

1. The higher secondary school students of Udalguri possess average emotional intelligence.
2. There is no significant difference between boys and girls of higher secondary school students in emotional intelligence.
3. There is no significant difference between rural and urban higher secondary school students in emotional intelligence.
4. There is a significant difference in emotional intelligence between the higher secondary school students studying in Government and private schools.
5. There is a significant difference in emotional intelligence between the higher secondary school students studying in English and the vernacular medium of schools.
6. There is a significant difference in emotional intelligence between the higher secondary school students studying in the Arts and science stream.

CONCLUSION

The study reveals that the higher secondary school students of Udalguri generally possess an **average level of emotional intelligence**. Gender and locality (rural vs. urban) are not significant factors affecting emotional intelligence, highlighting the uniformity of emotional intelligence among students irrespective of these variables. However, differences in emotional intelligence emerge based on the type of school (government vs. private), the medium of instruction (English vs. vernacular), and the academic stream (Arts vs. Science). These findings suggest that institutional and curricular factors play a crucial role in shaping students' emotional intelligence.

Recommendations

1.Incorporating Emotional Intelligence Training

Schools should implement programs to enhance emotional intelligence, focusing on self-awareness, empathy, and interpersonal skills. These programs can benefit students across various demographic groups.

2. Tailored Interventions for Diverse Institutions

Considering the differences between government and private schools, targeted interventions for government schools may help bridge the gap in emotional intelligence development.

3. Language Sensitivity Programs

Vernacular medium schools can integrate strategies to support emotional intelligence development in ways that align with local contexts while maintaining academic excellence.

4. Academic Stream Considerations

Emotional intelligence training should be customized for students in the Arts and Science streams, addressing their unique academic and emotional challenges.

5. Teacher Training

Teachers should receive training to identify and nurture emotional intelligence in students, fostering a supportive learning environment.

7. **Further Research**

Longitudinal studies should be conducted to assess how emotional intelligence evolves over time and its impact on students' academic performance and personal development.

REFERENCES

1. *Bar-On, R. (2006). The Bar-On model of emotional-social intelligence (ESI). Psicothema, 18(Suppl), 13-25.*
2. *Goleman, D. (1995). Emotional Intelligence: Why It Can Matter More Than IQ. Bantam Books.*
3. *Kumar, M. (2020). A study on the Emotional intelligence of higher secondary school students. International Journal of Education, 8(3), 114-119.*
4. *Mandell, B., & Pherwani, S. (2003). Relationship between Emotional Intelligence and Transformational Leadership Style: A Gender Comparison. Journal of Business and Psychology, 17(3), 387–404.*
5. *Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. Sluyter (Eds.), Emotional development and emotional intelligence: Educational implications (pp. 3-31). Basic Books.*
6. *Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). Emotional Intelligence: Theory, Findings, and Implications. Psychological Inquiry, 15(3), 197-215.*
7. *Parker, J. D. A., Saklofske, D. H., & Wood, L. M. (2005). Predicting Emotional Intelligence from Demographics: The Use of Gender and Age. Personality and Individual Differences, 39(2), 519–529.*