

A Study on the Emotional Intelligence of Higher Secondary School Students

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Abstract

We live in a world that is changing faster than ever before and facing unparalleled challenges. In the current competitive situation where students are expected to perform multi 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 focused 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 was an attempt to study the emotional intelligence of t 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.

Keywords: Emotional intelligence, Higher secondary school students, Development, High school students, Adolescents Emotion.

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, 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 and do not 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 to the instructional method or classroom (Flood, 2003). While Intelligence Quotient (IQ) has long been used as a predictor of a student's success, as the world enters the 21st century, investigation shows that EI is a better predictor of "success" than the more conventional measures of cognitive intelligence. EI is one such factor that is instrumental in situations that call upon students to adjust happily from one environment to another (Hettich, 2000). Emotional intelligence skills are vital to human performance and the management of successful learning organizations.

Statement of the Problem

According to Plato, “All learning has an emotional base.” It is essential to know that Emotional Intelligence is not the opposite of intelligence; it is not the triumph of head over heart-it is a unique intersection of both. Emotional intelligence is the ability to use one’s emotions, which helps to solve problems and live a more productive life. If the higher secondary school students are emotionally intelligent, it makes them healthier, more employable and has better relationships with the students. Hence the investigator attempts to study the emotional intelligence of higher secondary school students to enhance the level of emotional competency among higher secondary school students. Hence the problem for the present study is stated as follows: **“A Study on The Emotional Intelligence of Higher Secondary School Students.”**

Operational Definitions

Emotional Intelligence

Emotional Intelligence refers to a set of experiences, including self-awareness, mood management, self-motivation, empathy, and managing relationships.

Higher Secondary Students

By this, the investigator means that the students are studying in 11th and 12th standards.

Objectives of the Study

The following are the objectives of the present study:

1. To find out the level of emotional intelligence of Higher secondary school students
2. To find out the difference between the emotional intelligence of males and females of higher secondary school students.
3. To find out the difference between the emotional intelligence of arts and science of higher secondary school students.
4. To find out the difference between the emotional intelligence of rural and urban of higher secondary school students.
5. To find out the difference between the emotional intelligence of the nuclear family and the joint family of higher secondary school students.
6. To find out the difference between the emotional intelligence of father’s occupation of higher

secondary school students.

7. To find out the difference between the emotional intelligence of family monthly income of higher secondary school students.

Hypotheses of the Present Study

1. The higher secondary school students have low emotional intelligence
2. There is no significant difference between male and female higher secondary school students on their emotional intelligence.
3. There is no significant difference between arts and science higher secondary school students on their emotional intelligence.
4. There is no significant difference between rural and urban higher secondary school students on their emotional intelligence.
5. There is no significant difference in higher secondary school students from nuclear and joint family on their emotional intelligence.
6. There is no significant difference in higher secondary school students of different father’s occupations on their emotional intelligence.
7. There is no significant difference in higher secondary school students of different family monthly income on their emotional intelligence.

Method of the Study

In the present study, the normative method is employed. The normative method is used to describe and interpret what exists at present. It is concerned with the condition of relationships that exist, practices that prevail, beliefs, points of review, or attitudes that are held, ongoing processes, and effects that are being felt.

The normative method is useful when a researcher wants to collect data on phenomena that cannot be collect data on observed. The present study focuses on a survey collected through a scale. Moreover, the study is based on the cross-sectional survey, intended to gather information on a population at a single point of time.

Tools Used in the Study

The tool is an instrument, which is used to collect data from the sample. In the present study, the tools namely,

Emotional Intelligence Quotient tool devised by Dr. Reuven baron was used for the present study. Designed a scale on Emotional intelligence Quotient. It consists of 15 questions with five options as alternatives. How people ‘feel’ about the various situation was tested. It has been administered on a global scale. This test is free from color, race, and language bias. Investigator conducted this tool with higher secondary school students in the Pattukottai

Sample and Sampling Technique

The present study was the eleventh-class students in Pattukkottai educational district. The data were collected from 300 subjects of higher secondary students drawn from three higher schools at random.

Statistical Techniques Used for Data Analysis

Measures of central tendency (Mean) Mean, Median, and Mode are the most popular averages. Mean, which is also known as arithmetic average, is the most common measure of central tendency and may be defined as the value which we get by dividing the total of all the values of given items in a series by the total number of items. We can work it out as under.

Table 2: ‘t’ value in the Mean Score on the Level of Emotional Intelligence of Male and Female Higher Secondary School Students

Gender	N	Mean	S.D	S.E.D	“t” Value	Significance at 0.05 Level
Male	116	61.8879	8.33512	.59184	-0.454	Not Significant
Female	184	62.3261	8.02810			

From the above table, the “t” value is calculated as -0.454, which is less than the table value 1.96 at the 0.05 level. Hence there is no significant difference between male and female higher secondary students on their emotional intelligence. Therefore, the null hypothesis is accepted. It is inferred that the female

Table 3: ‘t’ value in the Mean Score on the level of Emotional Intelligence of Arts and Science Higher Secondary School Students

Subject	N	Mean	S.D	S.E.D	“t” Value	Significance at 0.05 Level
Arts	83	61.67	8.48	.93108	-.656	Not Significant
Science	215	62.36	8.04			

From the above table, the “t” value is calculated as -.656, which is less than the table value 1.96 at the 0.05 level. Hence there is no significant difference between male and female higher secondary school

In the present study following, statistical techniques were used.

- Descriptive Analysis (Mean, Standard deviation).
- Differential Analysis (t - Values).

Data Analysis

Hypothesis 1: The higher secondary school students have low emotional intelligence

Table 1: Mean and Std. Deviation Scores on the Higher Secondary School Student’s Emotional Intelligence of the Total Sample

Sample	N	Mean (M)	Standard Deviation (SD)
Entire	300	62.1567	8.13713

From the above table, it is clear that the mean and standard deviation of the entire group are 62.1567 and 8.13, respectively. Hence it is concluded that the higher secondary school student’s emotional intelligence average in nature.

Hypothesis 2: There is no significant difference between male and female more upper secondary school students on their emotional intelligence.

students are better than the male students on their emotional intelligence.

Hypothesis 3: There is no significant difference between arts and science higher secondary school students on their emotional intelligence.

students on their emotional intelligence. Therefore, the null hypothesis is accepted. It is inferred that science students are better than the art students on their emotional intelligence.

Hypothesis 4: There is no significant difference between rural and urban higher secondary school students on their emotional intelligence.

Table 4: ‘t’ value in the Mean Score on the level of Emotional Intelligence of more Upper Secondary School Students from Rural and Urban

Type of Family	N	Mean	S.D	S.E.D	“t” value	Significance at 0.05 level
Rural	121	62.0992	8.38789	.76254	-.025	Not Significant
Urban	178	62.1236	7.95087			

From the above table, the ‘t’ value is calculated -0.025, which is lower than the table value of 1.96 at the 0.05 level. Hence there is no significant difference of higher secondary school students from rural and urban on their emotional intelligence. Therefore, the

null hypothesis is accepted.

Hypothesis 5: There is no significant difference in higher secondary school students from nuclear and joint family on their emotional intelligence.

Table 5: ‘t’ value in the Mean Score on the level of Emotional Intelligence of Higher Secondary School Students from Nuclear and Joint Family

Type of Family	N	Mean	S.D	S.E.D	“t” value	Significance at 0.05 level
Nuclear	151	61.2583	7.72655	.6287	-1.934	Not Significant
Joint	149	63.0671	8.46189			

From the above table, the ‘t’ value is calculated -1.934, which is less than the table value 1.96 at the 0.05 level. Hence there is no significant difference of higher secondary school students from nuclear and joint family on their emotional intelligence.

Therefore, the null hypothesis is accepted.

Hypothesis 6: There is no significant difference in higher secondary school students of different father’s occupations on their emotional intelligence.

Table 6: ‘t’ value in the Mean Score on the level of Emotional Intelligence of Different Father’s Rules of Higher Secondary School Students

Father’s occupations	N	Mean	S.D	S.E.D	“t” Value	Significance at 0.05 Level
Government	139	61.8058	8.22939	.69801	-0.694	Not Significant
Agricultural	160	62.4625	8.09526			

From the above table, the ‘t’ value is calculated as -0.694, which is lower than the table value of 1.96 at the 0.05 level. Hence there is no significant difference of higher secondary school students of different father’s occupations on their emotional intelligence.

Therefore, the null hypothesis is accepted.

Hypothesis 7: There is no significant difference in higher secondary school students of different family monthly income on their emotional intelligence.

Table 7: ‘t’ value in the Mean Score on the level of Emotional Intelligence of Separate Family Monthly Income of Higher Secondary School Students

Religion	N	Mean	S.D	S.E.D	“t” Value	Significance at 0.05 Level
below 15000	147	63.0068	7.64136	0.6302	1.701	Not Significant
above15000	153	61.4145	8.50979			

From the above table, the ‘t’ value is calculated as 1.701, which is lower than the table value of 1.96 at the 0.05 level. Hence there is no significant difference of higher secondary school students of different monthly income on their emotional intelligence.

Therefore, the null hypothesis is accepted.

Findings of the Study

The following are the findings of the study.

- It is found that higher secondary school students’

emotional intelligence average in nature.

- It is found that the female students are better than the male students on their emotional intelligence.
- It is found that there is no significant difference between Arts and Science higher secondary school students on their emotional intelligence
- It is found that there is no significant difference in higher secondary school students from rural and urban on their emotional intelligence.
- It is found there is no significant difference of higher secondary school students from nuclear and joint family on their emotional intelligence.
- It is found there is no significant difference between higher secondary school students of different father's occupations on their emotional intelligence.
- It is found that there is no significant difference in higher secondary school students of different monthly income on their emotional intelligence

Educational Implications

Hence, it is suggested that training colleges and training institutes may think over in implementing emotional Intelligence to enhance their competency among teacher educators and student teachers.

The present educational policy may be continued since it has produced an equal amount of educational adjust me

Conclusions

An emotion is a physiological response to a situation that is too important to leave to the intellect alone, such as danger, painful loss, persisting toward a goal despite frustrations, bonding with a mate, building a family. To ensure emotional development, the concept of emotional intelligence should be included in the school curriculum. In this arena of competition, the level of achievement has become the main factor for progress in the personal, educational, and social life of an individual. By learning to use the emotional part of students' brains as well as the rational, students not only expand their range of choices when it comes to responding to a new event, they will also factor emotional memory into their decision-making. This will help prevent students' from continually repeating earlier mistakes.

As teachers are considered as the second parent of the students, the teachers play a vital role in shaping the behavior of future citizens. The educational institution could give a thought of including Yoga and Meditation in their curriculum for improving emotional intelligence and employing teachers/faculty members with a high level of emotional intelligence, which plays an important role in inculcating and developing emotional skills among the students. The modern concept of emotional intelligence is, in itself, a youthful one. Much work has yet to be done to discover exactly what emotional intelligence encompasses and how it would be most effectively applied.

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