

# A Study on Emotional Intelligence of Secondary School Students

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**Abstract:** The aim of this investigation is to examine the Emotional Intelligence of secondary school students of Bengaluru District, Karnataka in relation to gender, type of schools and family type. The current research was followed by descriptive survey method and quantitative approach as the substantial method of the study. In a quantitative method, the researcher collect, analyze and interpret varied kinds of numerical data obtained from the subjects. A sample of 180 secondary school students belonging to Bengaluru district was selected using stratified random sampling technique. Data was collected through Emotional Intelligence Inventory developed by Schutte et al., and along with personal proforma. The collected data was analyzed utilizing 't' test and the level of significance was fixed at 0.05 confidence level. From the 't' test results it was found that there was a significant difference in the Emotional Intelligence of secondary school boys and girls. The emotional intelligence of girls had higher than the boys. Encourage high school boys to reflect on their emotions and behavior. Help them understand their triggers, strengths, and weaknesses. This can be done through journaling or mindfulness practices and Encourage high school boys to develop effective communication skills, including active listening, assertiveness, and conflict resolution. The aided school students had higher levels of emotional intelligence than private and government school students. Encourage the private and government school students to develop effective communication skills, including active listening, assertiveness, and conflict resolution. This can be done through role-playing exercises or group discussions.

**Index Terms** – Emotional Intelligence, Secondary School Student, Gender, Type of School, Family Type

## 1. INTRODUCTION

Psychology and emotional intelligence are two related but distinct fields of study. Psychology is the scientific study of behavior and mental processes, including how people think, feel, and behave in various situations. It encompasses a wide range of topics, from basic research on cognitive processes and personality development, to applied research on clinical disorders and interventions.

Emotional intelligence (EI), on the other hand, refers to the ability to recognize, understand, and manage one's own emotions, as well as the emotions of others. It involves skills such as empathy, social awareness, and relationship management, and is often seen as a key factor in success in personal and professional settings. While psychology can provide insights into the underlying mechanisms of emotional intelligence, emotional intelligence is not a branch of psychology per se. Rather, it draws on research from a variety of fields, including psychology, neuroscience, and social science, to develop practical strategies for improving emotional awareness and regulation.

Emotional intelligence can play an important role in secondary school education, as it can help students develop skills that are essential for success both in the classroom and in their future lives. It can help students manage their emotions and build resilience in the face of academic and personal challenges. This can lead to better mental health outcomes, improved academic performance, and reduced rates of school dropout. It can improve students' social skills and relationships, which are important for academic success and social development. Students with higher emotional intelligence are better able to communicate effectively, collaborate with others, and resolve conflicts in a constructive manner. It can also contribute to the development of leadership skills, which are increasingly important in the modern workforce. Students who learn to manage their own emotions and understand those of others can become effective leaders who inspire and motivate others.

To incorporate emotional intelligence into secondary school education, schools can implement programs and activities that focus on self-awareness, social awareness, and relationship management. This can include activities such as mindfulness training, peer mentoring programs, and collaborative learning projects that encourage teamwork and communication. By promoting emotional intelligence in schools, educators can help students develop essential skills that will benefit them both in and outside of the classroom.

Emotional intelligence is the ability to recognize, understand, and manage one's own emotions, as well as the emotions of others. It is a complex construct that encompasses various competencies such as emotional awareness, empathy, and self-regulation. Research has shown that EI is an important predictor of various positive outcomes, including academic performance, mental health, and social relationships. A study on the emotional intelligence of secondary school students would involve assessing the students' abilities in various EI competencies. Emotional awareness can be assessed through self-report measures, such as questionnaires or interviews, which ask students to describe their emotions and how they manage them. Empathy can be assessed through behavioral measures, such as observing students' interactions with others and their ability to understand others' perspectives. Self-regulation can be assessed through cognitive measures, such as tasks that require students to inhibit their impulses or control their emotions.

The study might also explore the relationship between emotional intelligence and other variables such as academic performance, mental health, and social relationships. For example, research has found that students with higher levels of EI tend to have better academic performance, as they are better able to handle stress and regulate their emotions in the face of academic challenges. They also tend to have better mental health and social relationships, as they are more able to understand and manage their own emotions, as well as the emotions of others. Moreover, the study could also investigate the factors that contribute to the

development of emotional intelligence among secondary school students. For instance, it may look into the role of parental support, teacher support, and participation in extracurricular activities, as well as the impact of these factors on students' emotional intelligence.

Emotional intelligence is a crucial aspect of personal and academic development for secondary school students. A study on the emotional intelligence of secondary school students would involve assessing various EI competencies, exploring the relationship between emotional intelligence and other variables, and investigating the factors that contribute to the development of emotional intelligence among secondary school students. By understanding the emotional intelligence of secondary school students, educators and parents can better support their emotional and academic development.

### Review of Related Literature

In the words of Best and Kahn (1989) "The review of related literature is a valuable guide to define the problems recognizing its significance, suggesting, processing data gathering devices, appropriate study design and source of data." The following studies were reviewed on Emotional Intelligence

Patel (2017) has examined the Emotional Intelligence of college students in relation to sex. The result confirmed that there exists significant difference in Emotional Intelligence of boys and girls. The girls had high emotional intelligence than boys. Bibi; Saqlain and Mussawar (2016) have explored the relationship between self-esteem and emotional intelligence of Pakistani university students. The female university students are more emotionally intelligent as compared to males but there exists insignificant differences in their self-esteem. Tajeddini et al. (2014) have examined the emotional Intelligence of Indian and Foreign Students. The findings of the study revealed no gender differences among boys and girls in emotional intelligence. Reddy (2014) has examined the emotional intelligence among Degree college students and results confirmed that Type of management had significant impact on emotional intelligence of degree college students.

### Need and Importance of the Study

Education must facilitate students' personal growth and equip them psychologically to cope with the rapid changes taking place in all the spheres of life. It is necessary to take into consideration the various factors which directly or indirectly influence the personal growth of the students. Dhall and Thukral (2013), the results of the study revealed that intelligence is significantly and positively related with self-confidence and academic achievement. Emotional intelligence is the ability to understand and manage one's emotions, as well as recognize and empathize with the emotions of others. Developing emotional intelligence is essential for school children for several reasons. School is a social environment, and emotional intelligence can help children build positive relationships with their peers and teachers. Children who are emotionally intelligent are better at communicating their feelings, resolving conflicts, and understanding the emotions of others, which can help them form stronger friendships and have more positive interactions with others. Emotional intelligence can also have a positive impact on academic performance. Children who are emotionally intelligent are better able to manage stress and anxiety, which can help them perform better on tests and in the classroom. Children with emotional intelligence are better at making decisions based on their emotions and the emotions of others. This can help them navigate social situations and make better choices in the classroom and in their personal lives. emotional intelligence is essential for school children because it can help them build positive relationships, perform better academically, improve their mental health, and make better decisions. Hence there exists a need to know the levels of emotional intelligence of secondary school students as they help the students to solve the challenges of life and make successful adjustment in life. Hence the researcher felt the need to study the emotional intelligence of secondary school students in relation to gender, school management and family type.

### Statement of the Problem

The purpose of this investigation is to examine the Emotional Intelligence of secondary school students in relation to gender, type of school and family type. The topic identified for the current investigation is: "A Study on Emotional Intelligence of Secondary School Students"

### Objectives of the Study

1. To find out the significant differences in the Emotional Intelligence of secondary school students with regard to gender.
2. To find out the significant differences in the Emotional Intelligence of secondary school students with regard to type of schools.
3. To find out the significant differences in the Emotional Intelligence of secondary school students with regard to family type.

### Research Hypotheses

The following hypotheses are framed for the study:

1. There is no significant difference in the Emotional Intelligence of secondary school boys and girls.
2. There is no significant difference in the Emotional Intelligence of secondary school students studying in government and aided schools.
3. There is no significant difference in the Emotional Intelligence of secondary school students studying in aided and private schools
4. There is no significant difference in the Emotional Intelligence of secondary school students studying in government and private schools.
5. There is no significant difference in the Emotional Intelligence of secondary school students from nuclear and joint family.

## II. METHODOLOGY

The purpose of this investigation is to examine the Emotional Intelligence of secondary school students of Bengaluru District, Karnataka in relation to gender, type of schools and family type. The current research was followed by descriptive survey method and quantitative approach as the substantial method of the study. In a quantitative method, the researcher collect, analyze and interpret varied kinds of numerical data obtained from the subjects. A sample of 180 secondary school students belonging to Bengaluru district was selected using stratified random sampling technique. Data was collected through Emotional Intelligence Inventory developed by Schutte et al., and along with personal proforma. The collected data was analyzed utilizing 't' test and the level of significance was fixed at 0.05 confidence level.

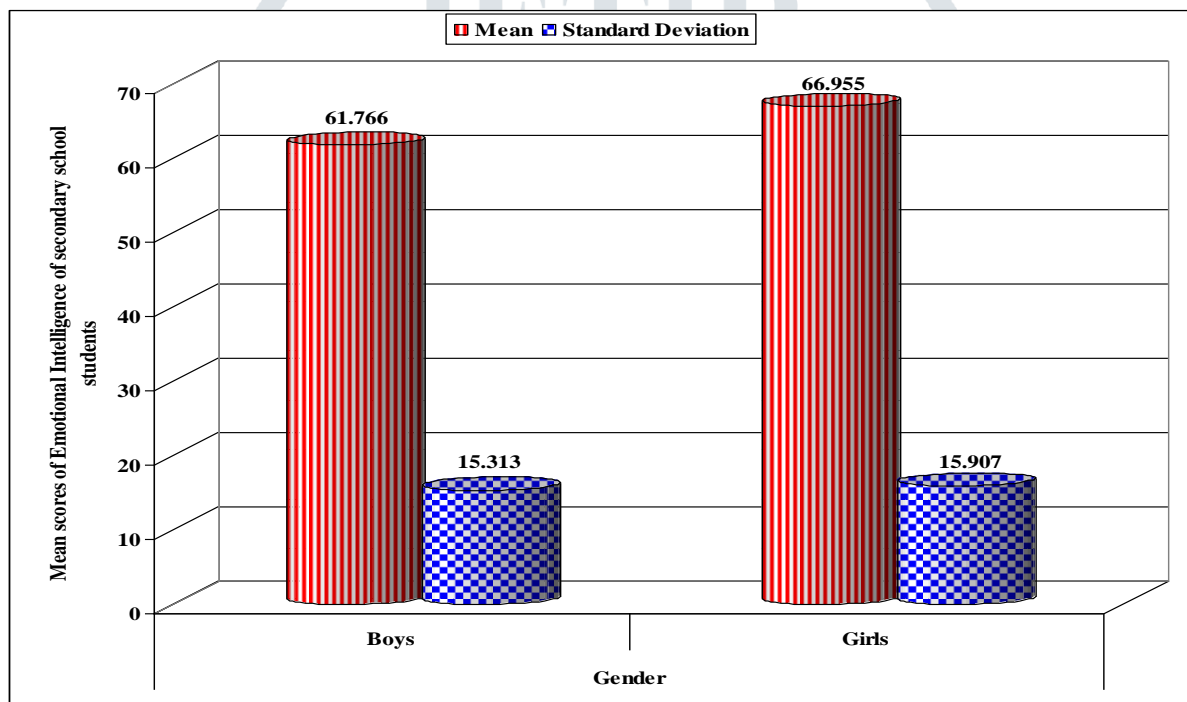
## III. ANALYSIS AND INTERPRETATION OF DATA

**Table 1:** Table showing the Number (N), Mean (M), Standard Deviation (SD) and 't' values of Emotional Intelligence of secondary school students as per differences in Gender.

Variable	Group	N	Mean	Standard Deviation	't' Value	Sig. level
Gender	Boys	90	61.766	15.313	2.23	*
	Girls	90	66.955	15.907		

\*Significant at 0.05 level

The above table shows that, the obtained 't' value 2.23 is greater than the table value 1.98 at 0.05 level (df=178) of significance. Hence the null hypothesis is rejected and the alternate hypothesis is formulated that, 'there is a significant difference in the Emotional Intelligence of secondary school boys and girls. The table further reveals that, the emotional intelligence mean scores of secondary school girls (M= 66.955) have higher than the mean scores of boys (M= 61.766).



**Fig.1:** Bar graph showing Emotional Intelligence mean scores of secondary school boys and girls.

**Table 2:** Table showing the Number (N), Mean (M), Standard Deviation (SD) and ‘t’ values of Emotional Intelligence scores of secondary school students as per differences in Type of schools.

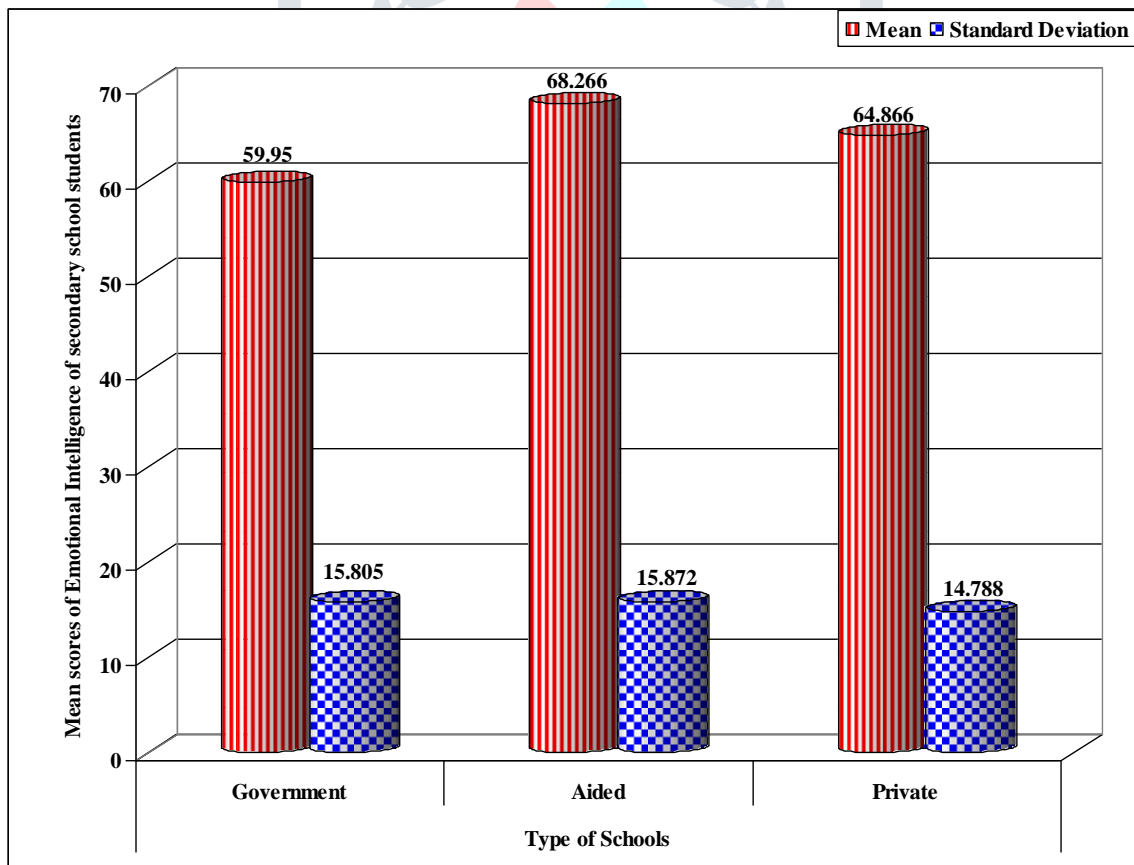
Variable	Group	N	Mean	Standard Deviation	‘t’ Value	Sig. level
Type of Schools	Government	60	59.950	15.805	2.87	*
	Aided	60	68.266	15.872		
	Aided	60	68.266	15.872	1.21	NS
	Private	60	64.866	14.788		
	Government	60	59.950	15.805	1.76	NS
	Private	60	64.866	14.788		

<sup>NS</sup>Not Significant; \*Significant at 0.05 level

The above table shows that, the obtained ‘t’ value of 2.87 is greater than the table value 1.98 at 0.05 level (df=118) of significance. Hence, the null hypothesis is rejected and an alternate hypothesis is accepted that, ‘there is a significant difference in the Emotional Intelligence of secondary school students studying in government and aided schools.’ The table further reveals that the aided school students (M= 68.266) have higher emotional intelligence than government school students (M= 59.950).

Also the above table shows that, the obtained ‘t’ value of 1.21 is less than the table value 1.98 at 0.05 level (df=118) of significance. Hence, the null hypothesis is accepted that is ‘there is no significant difference in the Emotional Intelligence of secondary school students studying in aided and private schools.’

Further also shows that, the obtained ‘t’ value 1.76 is greater than the table value 1.98 at 0.05 level (df=118) of significance. Hence, the null hypothesis is rejected and an alternate hypothesis is accepted that, ‘there is no significant difference in the Emotional Intelligence of secondary school students studying in government and private schools.’ The table further reveals that the private school students (M= 64.866) have higher levels of emotional intelligence than government school students (M= 59.950).

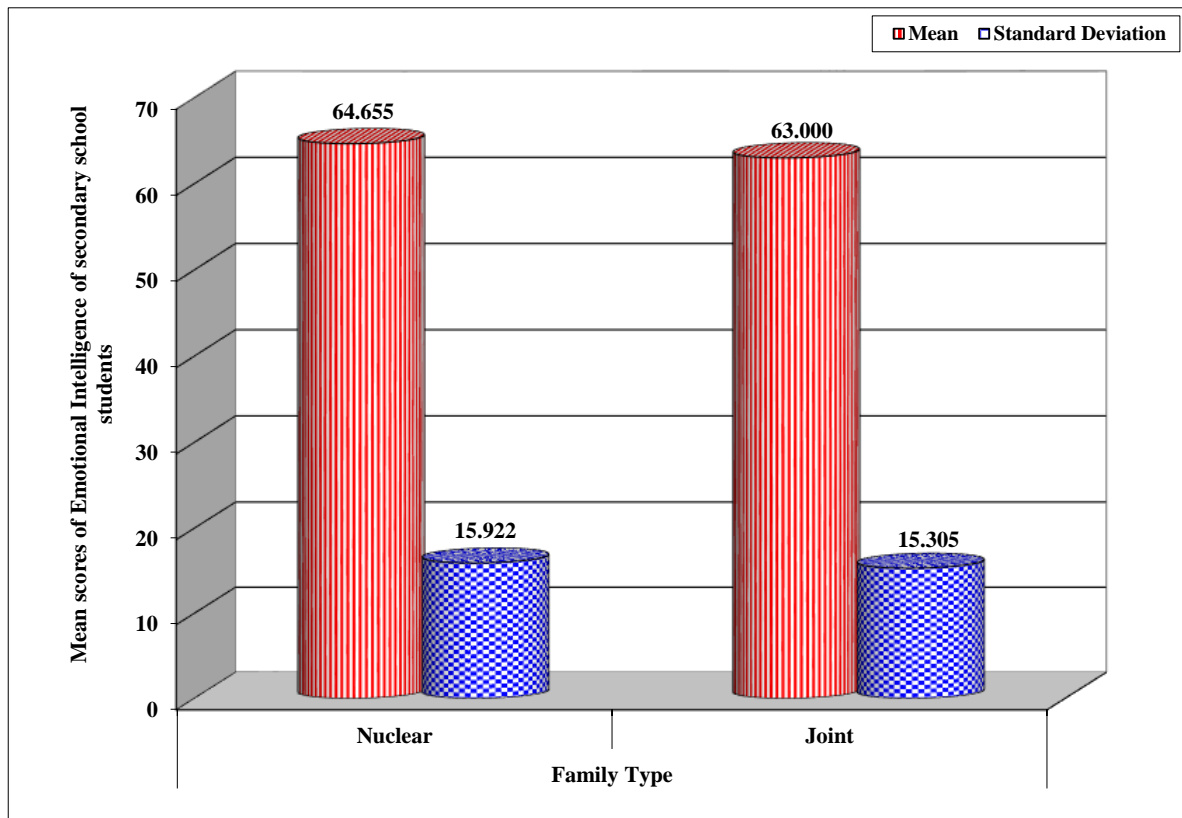
**Fig.2:** Bar graph showing the Emotional Intelligence scores of secondary school students studying in different type of schools.

**Table 3:** Table showing the Number (N), Mean (M), Standard Deviation (SD) and 't' values of Emotional Intelligence of secondary school students as per differences in Family Type.

Variable	Group	N	Mean	Standard Deviation	't' Value	Sig. level
Family Type	Nuclear	148	64.655	15.922	0.55	NS
	Joint	32	63.000	15.305		

<sup>NS</sup>Not Significant

The above table shows that, the obtained 't' value of 0.55 is less than the table value 1.98 at 0.05 level (df=178) of significance. Hence, the null hypothesis is accepted that is, 'there is no significant difference in the Emotional Intelligence of secondary school students from nuclear joint family.'



**Fig.3:** Bar graph showing the Emotional Intelligence scores of secondary school students from different family type.

#### IV. MAJOR FINDINGS

1. There was a significant difference in the Emotional Intelligence of secondary school boys and girls. The emotional intelligence of girls had higher than the boys.
2. There was a significant difference in the Emotional Intelligence of secondary school students studying in government and aided schools. The aided school students had higher emotional intelligence than government school students.
3. There was no significant difference in the Emotional Intelligence of secondary school students studying in aided and private schools.
4. There was no significant difference in the Emotional Intelligence of secondary school students studying in government and private schools.
5. There was no significant difference in the Emotional Intelligence of secondary school students from nuclear and joint family.

#### V. CONCLUSION AND EDUCATIONAL IMPLICATIONS

From the 't' test results it was found that there was a significant difference in the Emotional Intelligence of secondary school boys and girls. The emotional intelligence of girls had higher than the boys. Encourage high school boys to reflect on their emotions and behavior. Help them understand their triggers, strengths, and weaknesses. This can be done through journaling or mindfulness practices and Encourage high school boys to develop effective communication skills, including active listening, assertiveness, and conflict resolution. This can be done through role-playing exercises or group discussions. The result also confirmed that there was a significant difference in the Emotional Intelligence of secondary school students studying in government and aided schools. The aided school students had higher emotional intelligence than government school students. Encourage government school students to develop effective communication skills, including active listening, assertiveness, and conflict resolution. This can be done through role-playing exercises or group discussions. Schools is a social environment, and emotional intelligence can help children build positive relationships with their peers and teachers of government schools. Children who are emotionally intelligent are better at communicating their feelings, resolving conflicts, and understanding the emotions of others, which can help them form stronger

friendships and have more positive interactions with others. The 't' test also confirmed that no significant differences in the Emotional Intelligence of secondary school students studying in aided & private schools; government & private schools and also students from nuclear and joint family.

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