

## AN ANALYTICAL STUDY OF EMOTIONAL INTELLIGENCE OF HIGHER SECONDARY SCHOOL STUDENTS”

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### ABSTRACT

The difficulties which the world faces are unmatched and it is changing more quickly than ever. It is crucial for students to recognise their proper place and passionate intelligence towards the unseen intricacies of life and excellent education in the current competitive environment where they are expected to execute several roles with performance and effectiveness. The fundamental goal of the newly suggested education policy was to increase the educational quality that might be achieved by developing students' emotional intelligence. Emotional intelligence developed skills which are needed by the student for there both personal and professional life, which improves their academic performance. The goal of the current study was to investigate the emotional intelligence of higher secondary school students. The data was collected from 120 Higher secondary school students by using random sampling. The tool used for data collection was Mangal and Mangal emotional intelligence scale. The collected data was analysis the using statistics - Mean, Standard deviation and t-value. The finding of the study revealed that emotional intelligence was gender-independent. The emotional intelligence of students in higher secondary schools was on par with average. The female students, In terms of emotional intelligence, perform better than male students.

**Key words :** Students in higher secondary schools, Emotional intelligence, development, Emotion.

### Introduction

At present, we are living in such an age where the feelings, emotions of people keep on changing from time to time due to the surrounding environment and experiences. In this era of competition, every person expresses emotional response in many ways to the various challenges arising before him, keeping in view his needs, circumstances and goals.

Emotions play a very important role in building the personality and life of any person whether it is a positive or a negative emotion. A positive emotion like Love, with love a person can make even an unknown person his own. Similarly, negative emotion or feelings like hatred, hatred is that feeling which makes its close family member or friends its enemy.

Our emotional intelligence is related to those feelings which enable a person to adjust, face challenges, deal with conflicts and dilemmas, relieve mental tension, influence various aspects of human life, that is, 20% of a person's emotional intelligence is more likely to achieve success than mental intelligence.

To express one's emotions, to understand the emotions of others, the ability that is needed to organize emotions in a proper way is called emotional intelligence. Compared to general intelligence, emotional intelligence is more effective and important for success in practical life. It motivate a person to garner social relations, to adjust effectively, to act with patience and restraint, to be the leader of the group and not to lose consciousness in "Emotion".

### Need of the Study

Now-a-days, in the glair of social environment and materiality, students are addicted to many types of drugs, inverted sex and look at criminal websites and suffer from inferiority complex and live under many types of pressures. In such circumstances, it becomes very necessary to know the emotional intelligence of the students, so that their development and adjustment related abilities can be given the right direction, keeping this concept in her mind the research problem has been selected.

### Statement of the Problem

"A Analytical Study of Emotional Intelligence of Higher Secondary School students in Bijnor city"

### Operational Definition -

1. **Emotional Intelligence : According to Salovey and Mayer, 1990,** "Ability to monitor one's own emotion (Intra-personal) and other people's emotion (Inter-personal), to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behaviour. In this study, emotional intelligence refers to the emotional intelligence are higher secondary school students studying in Bijnor.
2. **Higher secondary school students :** In this study Higher secondary school students refers to the students studying in 11th and 12th standard.

### Objectives of the Study

1. To find out the difference between the emotional

intelligence of Male and Female students of higher secondary school.

- To find out the difference between the emotional intelligence of Rural and Urban students of higher secondary school.
- To find out the difference between the emotional intelligence of Hindi and English Medium students of higher secondary school.

**Hypotheses :** For attaining the objectives of the present study, following hypotheses have been calculated –

- There is no significant difference between Male and Female Higher secondary school students on their emotional intelligence.
- There is no significant difference between Rural and Urban Higher secondary school Male students on their emotional intelligence.
- There is no significant difference between Rural and Urban Higher secondary school Female students on their emotional intelligence.
- There is no significant difference between Hindi and English Medium Higher secondary school Male students on their emotional intelligence.
- There is no significant difference between Hindi and English Medium Higher secondary school Female students on their emotional intelligence.

**Method of the Study :** The Methodology used in the present study is Normative Survey Method.

**Population :** The higher secondary school students from different schools of Bijnor city constituted the target population of the Present study.

**Sample :** The study was conducted on 120 students (60 Male & 60 Female) studying in the higher secondary schools. 11th and 12th standard students were taken as a sample. Purposive Random Sampling Technique was used to collect the data.

**Tool :** Emotional Intelligence Inventory (EII) by Mangal and Mangal (2004) was used to collect the data. This Inventory has 100 items, 25 each from the four areas to be answered. This Inventory is measured emotional intelligence in respect of four areas or aspects of emotional intelligence namely, Intra-personal Awareness (knowing about one's own emotions), Inter-personal Awareness (knowing about other's emotions), Intra-personal Management (managing one's own emotions) and Inter-personal Management (managing others emotions) respectively.

#### Statistical Technique used for Data Collection

In the present study, following statistical Technique were used—

- Descriptive Analysis (Mean and Standard Deviation)
- Differential Analysis (t-value)

#### Analysis and Interpretation –

**TABLE-1**

Mean, S.D and t-value of Male and Female students on Emotional Intelligence

S.No	Students	N	Mean	Standard Deviation	Standard Deviation Error	t-value
1.	Male	60	118.35	16.05	4.347	0.478
2.	Female	60	120.43	17.60		

The above table indicates that there is no significant difference between Male and Female Higher secondary school students on their emotional intelligence.

Mean, Standard Deviation, Standard Deviation Error and t-value has been calculated (Table-1). The mean of the male higher secondary school students is 118.35 and Standard Deviation is 16.05. The mean of the female higher secondary school students is 120.43 and Standard Deviation is 17.60. The calculated Standard Deviation Error and t-value between the groups is found 4.347 and 0.478. t-value is not significant at 0.5 and 0.1 significance level.

Hence, the first null hypotheses is fully Accepted.

**TABLE – 2**

Mean, S.D and t-value of Rural and Urban Higher Secondary School Male Students on Emotional Intelligence

S.No	Male students	N	Mean	Standard Deviation	Standard Deviation Error	t-value (df=58)
1.	Rural	30	123.76	12.19	3.957	2.736
2.	Urban	30	112.93	17.95		

The above table indicates that there is significant difference between Rural and Urban Higher secondary school Male students on their emotional intelligence. Mean, Standard Deviation, Standard Deviation Error and t-value has been calculated (Table-2). The mean of the Rural higher secondary school male students is 123.76 and standard deviation is 12.19. The mean of the urban higher secondary school male students is 112.93 and standard deviation is 17.95. The calculated standard deviation error and t-value between the groups is found 3.957 and 2.736. Seeing which on df=58, it is known that the significance level is higher than both 2.00 at 0.05 and 2.66 at 0.01, so hypotheses second is Rejected.

**TABLE – 3**

Mean, S.D and t-value of Rural and Urban Higher Secondary School Female Students on Emotional Intelligence

S.No	Female students	N	Mean	Standard Deviation	Standard Deviation Error	t-value (df=58)
1.	Rural	30	119.3	13.93	4.029	0.56
2.	Urban	30	121.56	17.12		

The above table indicates that there is no significant difference between Rural and Urban Higher secondary school Female students on their emotional intelligence. Mean Standard Deviation, Standard Deviation Error and t-value has been calculated (Table-3). The mean of the Rural higher secondary school female students is 119.3 and standard deviation is 13.93. The mean of the Urban Higher secondary school female students is 121.56 and standard deviation is 17.12. The calculated standard deviation error and t-value between the groups is found 4.029 and 0.56, t-value is not significant at 0.5 and 0.1 significance level. Hence, the third null hypotheses is fully Accepted.

**TABLE -4**

Mean, S.D and t-value of Hindi and English Medium Higher Secondary School Male Students on Emotional Intelligence

S.No	Male students	N	Mean	Standard Deviation	Standard Deviation Error	t-value (df=58)
1.	Hindi Medium	30	117.36	17.10	4.26	0.462
2.	English Medium	30	119.33	15.91		

The above table indicates that there is no significant difference between Hindi Medium and English Medium Higher Secondary School Male Students on their emotional intelligence. Mean, Standard Deviation, Standard Deviation Error and t-value has been calculated (Table-4). The mean of the Hindi Medium Higher secondary school Male students is 117.36 and standard deviation is 17.10. The mean of the English Medium Higher Secondary School Male Students is 119.33 and standard deviation is 15.91. The calculated standard deviation error and t-value between the groups is found 4.26 and 0.426, t-value is not significant at 0.5 and 0.1 significance level. Hence, the fourth null hypotheses is fully Accepted.

**TABLE - 5**

Mean, S.D, t-value of Hindi and English Medium Higher Secondary School Female Students on Emotional Intelligence

S.No	Female students	N	Mean	Standard Deviation	Standard Deviation Error	t-value (df=58)
1.	Hindi Medium	30	123	12.67	3.95	1.301
2.	English Medium	30	117.86	17.55		

The above table indicates that there is no significant difference between Hindi Medium and English Medium Higher Secondary School Female Students on their

emotional intelligence. Mean, Standard Deviation, Standard Deviation Error and t-value has been calculated (Table-5). The mean of the Hindi Medium Higher Secondary School Female Students is 123 and standard deviation is 12.67. The mean of the English Medium Higher Secondary School Female Students is 117.86 and standard deviation is 17.55. The calculated standard deviation error and t-value is not significant at 0.5 and 0.1 significance level. Hence, the fifth null hypotheses is fully Accepted.

**Results :** After analysing the above data, we can conclude as follows that-

1. No significant difference was found in the emotional intelligence of higher secondary school male and Female students.
2. A significant difference was found in the emotional intelligence of rural and urban male students of higher secondary school.
3. No significant difference was found in the emotional intelligence of rural girls and urban female of higher secondary school.
4. No significant difference was found in the emotional intelligence of Hindi medium and English medium male students of higher secondary school.
5. No significant difference was found in the emotional intelligence of Hindi medium and English medium female students of higher secondary school.

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