



Emotional Intelligence Among Students Of Secondary And Higher Secondary School

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Abstract

We experience a daily reality such that is changing quicker than at any other time and confronting unrivaled difficulties. In the ongoing serious circumstance where understudies are supposed to play out various jobs with execution and viability, understanding their right position and enthusiastic knowledge towards the concealed intricacies of life and quality education is profoundly required. The proposed New Approach on Instruction predominantly centers around working on the nature of schooling that can be delivered by making the understudies sincerely keen. Profound information assists in carrying with bettering accomplishment of understudies and deal them abilities for their own and proficient lives. The current review meant to know the ability to understand individuals on a profound level among optional and higher optional school understudies. It additionally planned to actually look at the ability to appreciate people at their core regarding level of training and orientation. The example comprised complete 120 understudies out of which 60 were from optional school understudies (30 boys students and 30 girls students) and 60 from higher auxiliary school understudies (30 boys students and 30 girls students). The information was gathered from Ahmedabad City. The information was scored, broke down according to the manual. 'F' test was being calculated. The result showed that, 1. There is no significant difference between the mean score of emotional intelligence among the secondary and higher secondary school students, 2. The girls school students' group have higher level of emotional intelligence compare to boys school students group and 3. The secondary girls school students group have higher level of emotional intelligence compare to secondary boys school students group.

Keywords: Emotional intelligence, secondary and higher secondary school, boys and girls students, school students.

INTRODUCTION :

The capacity to understand people on a profound level (EI) is a normal social inclination that includes the capacity to screen one's own and other's sentiments and sensations to segregate among them and to utilize the data to direct one's own reasoning and tasks (Peter Salovey, Marc A. Brackett, John D. Mayer, 2004, p.5). Feelings and learning happen in the mind. Mastering implies getting information or abilities. Learning requires thinking. Our considerations influence how we feel, and what we feel means for our thought process. The associations among feeling and learning are bi-directional and complex. Sensations are the hand-off stations between tactile information and thinking. At the point when the information is repeated emphatically, we are inspired to act and accomplish an objective. At the point when the information is assessed adversely, we don't act or learn. Problematic feelings can be the reason or the impact of obstructions with instructing (Treats Lawson, n.d.). Learning is as much a component of an individual's delicate affirmation of training climate for what it's worth of the educational strategy or homeroom (Flood, 2003).

The capacity to appreciate people on a deeper level is the capacity to grasp, use, and deal with your own feelings in good ways to ease pressure, convey successfully, relate to other people, conquer difficulties, and stop struggle. We know the word intelligence level and ordinarily, we judge our understudies with the score of their I.Q. It is additionally said that the individual who scores high in intelligence level. test can become outcome in instructive and word related transporter. In any case, currently another word become more famous and that is E.Q. The investigates done by Dr. Deniyal Golman demonstrate that the individual who score high in E.Q become progress in each field of life. Feelings are not the characteristics. They are sentiments towards a person or thing. An individual vibe numerous feeling during his/her life, which can either good or pessimistic. It is essential for anybody to get a grip on the feelings along with to show the feelings in right manner and on perfect opportunity. With this thought the analyst here attempted to know the ability to understand individuals on a deeper level of higher optional understudies.

Numerous analysts and educationists have been attempting to overcome any barrier between the achievement and defeat brought about by head (worth) and heart (degrade). This coherent request goes on throughout the long term in non-industrial nations like India as well as all around the world, clinicians Mayer et al (1989) accompanied a response by presenting the idea of The capacity to understand people on a profound level, however it was alluded by different names- from keenness and character to delicate abilities and skill. Today we are in the existence where there are numerous personal aggravations because of stress, exhaustion and mechanical headway. We really want better wellbeing propensities to adjust the feelings. We really want insight to get a grip on these feelings. The profound examples we advance as higher auxiliary school understudies at society shape the close to home circuits, making us more embrace or in take on at the essentials of the ability to understand people on a deeper level.

The capacity to appreciate anyone on a deeper level can be characterized as the capacity to screen one's own and others' feelings, to separate between various feelings and name them properly and to utilize close to home data to direct reasoning and conduct. Nonetheless, significant conflict exists in regard to the meaning of EI, concerning both phrasing and operationalizations. Currently, there are three main models of EI:

- Ability model
- Mixed model (usually subsumed under trait EI)
- Trait model.

Different models of EI have led to the development of various instruments for the assessment of the construct. While some of these measures may overlap, most researchers agree that they tap different constructs.

Kumar, M. (2020) had study the emotional intelligence of 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.

OBJECTIVES

1. To Study the effect of secondary and higher secondary school students have more emotional intelligence.
2. To Study the effect of boys and girls school students have more emotional intelligence.
3. To study the interactive effect of level of education and gender with respect to their emotional intelligence.

METHODOLOGY

1. There will be no significant difference between the mean score of emotional intelligence among the secondary and higher secondary school students.
2. There will be no significant difference between the mean score of emotional intelligence among the boys and girls school students.
3. There will be no significant difference in the interactive effect of the mean scores of emotional intelligence among the level of education and gender.

Sample

The sample constituted total 120 students out of which 60 were from secondary school students (30 boys students and 30 girls students) and 60 from higher secondary school students (30 boys students and 30 girls students).

Research Design

A total sample of 120 school students equally distributed between boys and girls school students of urban area and rural area from Ahmedabad City selected for the research study.

Showing the table of Sample Distribution

Gender (B)	Level of Education (A)		Total
	Secondary School (A1)	Higher Secondary Students (A2)	
Boys (B1)	30	30	60
Girls (B2)	30	30	60
Total	60	60	120

Variable

Independent Variable

1. **Level of Education** : Secondary School and Higher Secondary School.
2. **Gender** : Boys and Girls students.

Dependent Variable : Emotional intelligence Scale.

Tools

It was used to measure the emotional intelligence of the School Students. The test consisted of 77 items where the respondents have to mark among the four points at each statement. The scale consisted of both positive and negative statements which were calculated as per the manual. The scale measures 4 areas namely Self Awareness, Self-management, social awareness, and social skill of emotional intelligence. The test-retest reliability was 0.74 and Item Index Validity.

Procedure

The permission was granted from various secondary and higher secondary school students for data collection in Ahmedabad City after the establishment of rapport, personal information and the ‘Emotional intelligence Scale (EMS)’ was administrated the data was collected, scored as per the manual, and analyzed. The statistical method ‘F’ test was calculated, and results were interpreted.

RESULT AND DISCUSSION

Table – 1 : The Table showing sum of variance, mean, ‘F’ value and level of significance of level of education and gender:

Sum of Variance	Df	Mean	F-value	Sign. Level
SSA	1	520.83	1.58	N.S.
SSB	1	1360.13	4.13	0.05*
SSA*B	1	1672.53	5.08	0.05*
SSError	116	38166.20	--	--
SSTotal	119	41719.70	--	--

*0.05=3.92, *0.01=6.84, & N.S.= Not Significant

Table - 2 : The Table showing the Mean Score of emotional intelligence among secondary and higher secondary school students :

	A (Level of Education)		‘F’ value	Sign.
	A1 (Secondary School)	A2 (Higher Secondary School)		
M	96.37	100.53	1.62	N.S.
N	60	60		

Here we can see in table no.2, that the mean score of secondary school students group is 96.37 and the mean score of higher secondary school students group is 100.53. The ‘F’ value is 1.62 which is not significant at 0.05 level. It means both group of secondary and higher secondary school students have do not significant difference in regards to their emotional intelligence. It means to say that Hypothesis no.1 “There is no significant difference between the mean score of emotional intelligence among the secondary and higher secondary school students” is rejected.

Table – 3 : The Table showing the Mean Score of emotional intelligence among boys and girls school students:

	B (Gender)		‘F’ value	Sign.
	B1 (Boys Students)	B2 (Girls Students)		
M	95.08	101.82	4.13	0.05
N	60	60		

Here we can see in table no.3, that the mean score of boys school students group is 95.08 and the mean score of girls school students group is 101.82. The ‘F’ value is 4.13 which is significant at 0.05 level. It means both group of boys and girls school students have significant difference in regards to their emotional intelligence. It should be remembered here that, according to scoring pattern, higher score indicate higher emotional intelligence. Thus from the result shows, the girls school students group have higher level of emotional intelligence compare to boys school students group. Hypothesis no.2 “There is no significant difference between the mean score of emotional intelligence among the boys and girls school students” is rejected.

Table – 4 : The Table showing the interactive effect of the Mean Score of emotional intelligence among level of education and gender:

			A		‘F’ value	Sign.
			A1	A2		
M	B	B1	89.27	100.90	5.08	0.05
		B2	103.47	100.17		
N			60	60		

Here we can see in table no.4 that the mean score of secondary boys school students group is 89.27, secondary girls school students group is 103.47, higher secondary boys school students group is 100.90, and higher secondary girls school students group is 100.17. The ‘F’ value is 5.08 which is significant at 0.05 level. It means both group of school students of level of education and gender is having difference in their level of emotional intelligence. It should be remembered here that, according to scoring pattern, higher score indicate higher emotional intelligence. Thus from the result shows, the secondary girls school students group have higher level of emotional intelligence compare to secondary boys school students group. Hypothesis no.3 “There is no significant difference in the interactive effect of the mean scores of emotional intelligence among the level of education and gender” is rejected.

CONCLUSION

1. There is no significant difference between the mean score of emotional intelligence among the secondary and higher secondary school students.
2. The girls school students group have higher level of emotional intelligence compare to boys school students group.
3. The secondary girls school students group have higher level of emotional intelligence compare to secondary boys school students group.

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