

Golden Research Thoughts

Abstract:-

The present study attempts to investigate the emotional intelligence among secondary level students. The sample comprised of 266 secondary level students who were randomly selected. Using a survey research design methodology, the primary data for the study was generated. Data analysis revealed that the secondary level students differ significantly in their emotional intelligence with respect to the demographic variables such as kind of school, type of school and parental qualification. Other selected variables do not differ significantly.

EMOTIONAL INTELLIGENCE AMONG SECONDARY LEVEL STUDENTS



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INTRODUCTION :

Emotional intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves and for motivating others as well in ourselves and in our relationships. Emotional intelligence is a discrete and important part of personality. Emotional intelligence is an ability that analyses the personality. That is, it is a property of the personality system – internal, mental and functional. Emotional intelligence has wide educational and social implications for the welfare of the individual and the society. This fact has now been recognized and given practical shape and implications all around the globe.

NEED FOR THE STUDY

Emotional intelligence is a powerful and at times more powerful than IQ. Emotionally intelligent people are more likely to succeed in everything they undertake in their life. The concept of emotional intelligence captures the essence of what children need to know for being productive and happy. Further, emotional intelligence is an important factor to get satisfaction in life. Life satisfaction leads to make good citizen. Hence, the greatest interest in emotional intelligence on the part of organizations, universities and schools nationwide. In this context, the investigators have undertaken the present study.

OBJECTIVES OF THE STUDY

- 1.To find out the emotional intelligence among secondary level students with respect to gender, kind of school and type of school.
- 2.To find out the emotional intelligence among secondary level students with respect to locality of schools and locality of student.
- 3.To find out the emotional intelligence among secondary level students with respect to parental qualification.

HYPOTHESES OF THE STUDY

1. There will be significant mean score difference in emotional intelligence among secondary level students with respect to gender, kind of school and type of school.
2. There will be significant mean score difference in emotional intelligence among secondary level students with respect to locality of school and locality of student.
3. There will be significant mean score difference in emotional intelligence among secondary level students with respect to parental qualification.

DESIGN OF THE STUDY

The researcher adopted normative survey method for the present study. The investigators have used emotional intelligence tool developed by Cyberia Shrink for the present investigation. For sake of convenience, the inventory was modified and reduced to 34 items and validated after obtaining experts opinion. The reliability and validity of the tool is 0.81 and 0.90 respectively. The tool has been administered to a random sample of 266 secondary level students. The test of significance like t-test is employed to analyze the data.

FINDINGS OF THE STUDY

Hypothesis No. 1

There will be significant mean score difference in emotional intelligence among secondary level students with respect to gender, kind of school and type of school.

TABLE-1

Mean score difference in emotional intelligence among secondary level students with respect to gender, kind of school and type of school

Variables		N	Mean	SD	t value	Level of Significance at 0.05 level
Gender	Boys	137	133.00	17.54	0.52	Not Significant
	Girls	129	131.84	18.41		
Kind of school	Mixed	139	134.86	15.91	2.52	Significant
	Unisex	127	129.79	18.79		
Type of School	Government	149	135.33	17.39	2.23	Significant
	Private	117	130.87	18.68		

According to Table-1, there is mean score difference in emotional intelligence among secondary level students with respect to gender, kind of school and type of school. But it is statistically significant at 0.05 level in the variable like kind of school and type of school. The variable gender does not influence the emotional intelligence among the students. Further, the students belonging to mixed type of schools are superior in emotional intelligence than their counter part. Besides, the government school students are better in emotional intelligence when compared with private school students. So, the hypothesis No.1 is partially accepted.

Hypothesis No. 2

There will be significant mean score difference in emotional intelligence among secondary level students with respect to locality of school and locality of student.

TABLE-2
Mean score difference in emotional intelligence among secondary level students with respect to locality of school and locality of student

Variables		N	Mean	SD	t value	Level of significance at 0.05 level
Locality of school	Rural	140	134.74	17.52	1.58	Not Significant
	Urban	126	131.30	17.94		
locality of student	Rural	137	131.89	19.65	0.66	Not Significant
	Urban	129	133.33	15.86		

From the Table-2, there is mean score difference in emotional intelligence among secondary level students with respect to locality of school and locality of student. But it is statistically not significant at 0.05 level. Hence the hypothesis No.2 is rejected. It is also concluded that both the selected variables does not influence the emotional intelligence of the school students. Further, the rural and urban area students are similar in emotional intelligence.

Hypothesis No. 3

There will be significant mean score difference in emotional intelligence among secondary level students with respect to parental qualification.

It is seen from the Table-3, there is mean score difference in emotional intelligence among school students with respect to parental qualification (Mother and Father). It is statistically significant at 0.05 level. It is inferred that the parental qualification significantly influence the emotional intelligence of the students. So, the hypothesis No.3 is accepted. It is observed from the mean score that the students whose parents possess the school level education have more emotional intelligence than the students whose parents possess the college level education.

TABLE-3
Mean score difference in emotional intelligence among secondary level students with respect to parental qualification

Variables		N	Mean	SD	t value	Level of significance at 0.05 level
Parental Qualification (Father)	School Level	129	136.17	16.47	2.94	Significant
	College Level	137	129.73	18.96		
Parental occupation (Mother)	School Level	134	134.68	17.02	2.11	Significant
	College Level	132	130.14	18.38		

CONCLUSIONS

1. The students belonging to mixed type of schools are superior in emotional intelligence than their counter part.
2. The government school students are better in emotional intelligence when compared with private school students.
3. Parental qualifications significantly influence the emotional intelligence of the students.
4. The other selected variable in the present study do not influence the emotional intelligence of the secondary level students.

EDUCATIONAL IMPLICATIONS

1. From the conclusions, the researcher understood the value of emotional intelligence in learning.
2. Emotional intelligence has higher effect in teaching learning process.
3. Emotional Intelligence of the learner further helps the teacher to maintain healthy environment in the class.

RECOMMENDATIONS

1. Teachers are advised to help their students for their development in emotional intelligence.
2. The parents can encourage the students for their all round development.

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