

EMOTIONAL INTELLIGENCE OF SECONDARY SCHOOL STUDENTS

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Abstract: The purpose of this research was to investigate the study on Emotional Intelligence of Secondary school students. In this Quantitative study, demographic questionnaire, the Emotional Intelligence scale (SCHUTTE), for this study was used. One fifty samples were chosen from Government, Government –aided and Private Schools in and around the Salem with randomized way allocated. The data were analysed using descriptive and inferential. Result exposed significant increase in Emotional Intelligence.

Keywords: Emotional intelligence, Secondary school students, Male and female.

INTRODUCTION

Education is viewed as the most powerful instrument of social change, his contribution to educational thoughts is of paramount importance. He defines education as the manifestation of perfection that is already exists in man. Education is a continuous process; it should cover all aspects of life- physical, mental, emotional, moral, and spiritual. His attitude towards modernization is that the masses should be educated before anything else is done. He wanted to remove four major evils from India: priest-craft, poverty, ignorance and tyranny of the wise. He tried to make people understand that political and social strength should have their foundation of cultural strength.

Swami Vivekananda suggested that education should not be for stuffing some facts into the brain, but should aim at reforming the human mind. True education to him, was not for the carrier, but for the contribution of the nation. The supreme need of the education is to counteract the emotional, moral, and cultural collapse. Only a process of good system of education can bring about a healthy political and social life. Swami Vivekananda stands for this message is for all time.

As learning is an emotional process, under the control of the emotions, it is also important to help students know the emotional intelligence works to help or hinder the Emotional Intelligencer success as a student. An emotion is a physiological response to a situation that is too important to leave to intellect alone, such as danger, painful loss, persisting towards a goal despite frustrations, bonding with a mate, building a family. In effect, man has two minds one that thinks and one that feels. While they use hundreds of words to describe emotions, they are commonly related to about eight basic emotions: anger, fear, happiness, sadness, love, surprise, disgust, and shame.

The four branches of emotional intelligence

Emotional Intelligence can be described as having four branches

1. The ability to accurately perceive Emotion. Perceiving emotions is the ability to identify emotion in self and other
2. Expressing emotion, Facilitating emotions is the ability to use information that explains felt emotion in order to prioritize and direct thinking
3. Assimilating emotion into thought
4. Understanding emotion and regulating emotions in the self and others

REVIEW OF RELATED LITERATURE

Abdollahi, Abbas; Hosseinian, Siminet. al., (2019) studied the *Emotional intelligence as a moderator between perfectionism and happiness*. Happiness plays a key role in influencing adolescent performance in a variety of contexts. The present study was designed to investigate the relationships between perfectionism, emotional intelligence, and happiness and to test the moderating role of emotional intelligence in the relationship between perfectionism and happiness among Malaysian adolescents.

Rathore, Ami(2018), studied the *emotional intelligence of self -regulated learners*. The study was conducted on self- regulated learners of senior secondary school. The main objectives of the study were to find out significant dimensions of emotional intelligence held by self- regulated learners. To compare the emotional intelligence dimensions of self- regulated learners, in terms of subject and gender. To find out the relationship between the self- regulated learning and emotional intelligence of self- regulated learners. The results show that there is a significant difference between boys and girls in respect to 'self- actualization'. It reveals that girls are more self -actualized than boys as girls are more enthusiastic, do work with more responsibility, and feel satisfaction after doing quality work. Results reveal that there is a positive correlation between self- regulated learning and emotional intelligence of self- regulated learners.

NEED AND SIGNIFICANCE OF THE STUDY

In order to survive and succeed in a competitive and fast changing world everybody needs to develop and nurture emotional intelligence. Teaching is the only profession where one human mind operates on other human minds with a human face. The teacher should be equipped with the emotional intelligence and should know how to control and apply it in a particular situation. Unless they have emotional intelligence and manage their emotions well they cannot mould their students in the desired manner and achieve educational goals. In the present situation due to the lack of emotional management skills both in teacher as well as students. They taught the scholastic and co- scholastic achievement of students is not in proportion with the amount of inputs made during the process of teaching learning. As a result large amount of energy efforts and other inputs of students go waste without achieving the desired result.

STATEMENT OF THE PROBLEMS

EMOTIONAL INTELLIGENCE OF SECONDARY SCHOOL STUDENTS

OBJECTIVES OF THE STUDY

- ✓ To assess the level of Emotional intelligence of secondary school students
- ✓ To study the significant difference level of emotional intelligence of secondary school students among the select sub-samples

HYPOTHESES OF THE STUDY

- ✓ The level of emotional intelligence differs among secondary school students.
- ✓ There is no significant difference between the emotional intelligence of secondary school students based on select sub samples. Viz Gender, Locality, Medium of instruction, types of school, birth order, parent's income, parent's educational status.

RESEARCH METHOD

Normative survey method is adopted for this present study.

SAMPLE USED FOR THE STUDY

The sample of the present study comprises of 150 secondary school students of Government, Government aided, and private schools of Salem district in Tamil Nadu.

TOOLS USED FOR THE STUDY

EMOTIONAL INTELLIGENCE

SCHUTTE (1998) the evaluating emotional intelligence has 25 items and these items are classified into self-awareness, self- regulation, self-motivation, Empathy, Social skills of secondary school students as the dimensions of Emotional Intelligence.

TABLE -I

S.NO	DIMENSION NAME	ITEM NO	TOTAL
1	Self- awareness	1-5	5
2	Self- regulation	6-10	5
3	Self- motivation	11-15	5
4	Empathy	16-20	5
5	Social skills	20-25	5
	Total	25	25

The total items in the tool are 25 items with 5 dimensions. The minimum score is 25 and the maximum score is 125.

SCORING PROCEDURE

The items in the scale consist of 21 positive items and the 4 negative items. The scoring procedure is as follows

TABLE -II

Scores	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
Positive	1	2	3	4	5
Negative	5	4	3	2	1

The minimum score is 25 and the maximum possible score is 125.

STATISTICAL ANALYSIS USED

In accordance with the objectives of the present of the study, the data was gathered, tabulated, classified and analyzed statistically and objectively. The study involved variable namely emotional intelligence of secondary school students. The final sample of the study consisted of 150 students in Salem district. The following statistical techniques were used for the analysis.

- ❖ Descriptive analysis
- ❖ Inferential analysis

HYPOTHESIS: 1

Level of Emotional Intelligence of Secondary School Students

VARIABLES	LOW		MEDIUM		HIGH	
	N	%	N	%	N	%
Self- awareness	97	26.43	213	14.82	36	12.72
Self- regulation	51	13.89	266	18.51	39	13.78
Self- motivation	52	14.16	241	16.77	54	19.08
Empathy	57	15.53	219	15.24	70	24.73
Social skills	53	14.44	252	17.53	41	14.48
Total	57	15.53	246	17.11	43	15.19

The above table shows that secondary school students are in moderate level of emotional intelligence in all the dimensions.

There is no significant difference in the emotional intelligence based on the select sub samples gender, locality, and birth order, types of school, medium of instruction.

HYPOTHESIS: 2

Mean Score of Emotional Intelligence of Secondary School Students Based on Gender

VARIABLE	BOYS		GIRLS		't' value	S/NS
	M	SD	M	SD		
Self awareness	18.91	3.335	18.49	3.380	1.155	NS
Self regulation	19.33	3.081	19.09	2.966	0.735	NS
Self motivation	18.87	3.160	19.14	3.268	0.779	NS
Empathy	19.34	3.350	19.76	3.301	1.167	NS
Social skills	19.48	3.363	19.54	3.285	0.169	NS
Total	95.93	10.790	96.03	11.203	0.077	NS

NS – Not Significant

Interpretation

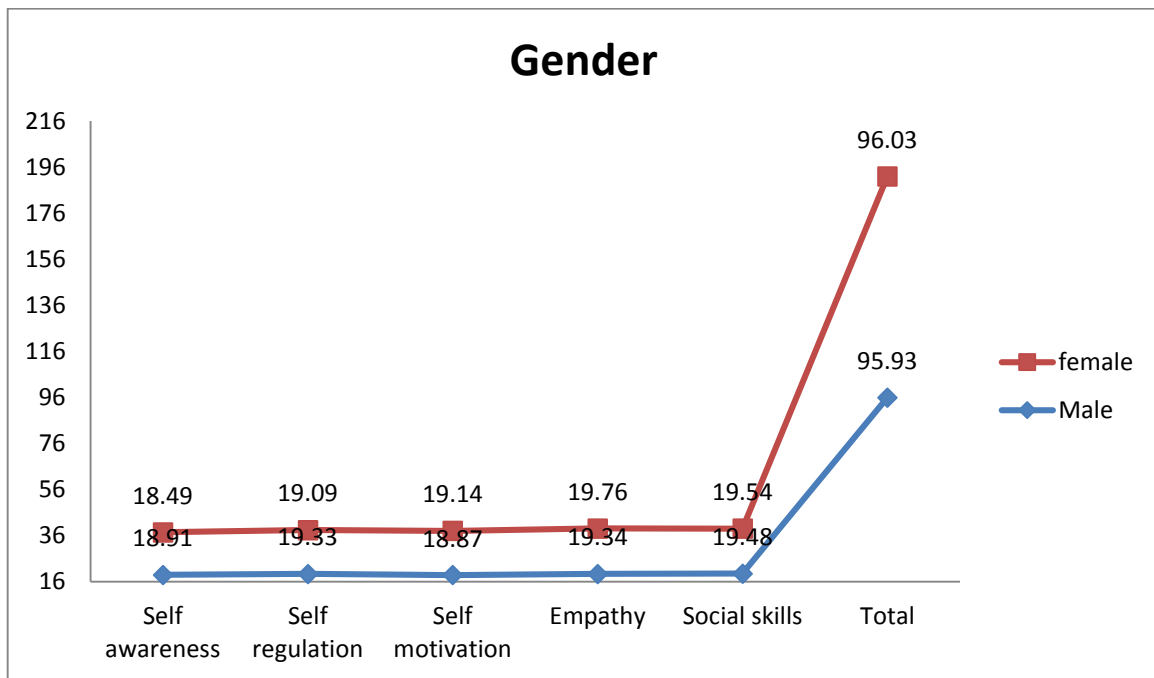
As significant differences are not noted, it is concluded that the hypothesis is accepted.

CONCLUSION

Secondary school students gender do not differ in all dimensions such as self awareness, self regulations, self motivation, empathy, social skills and also in total scores of emotional intelligence.

FIGURE I

Line diagram showing the mean difference of gender in emotional intelligence



Secondary school rural and urban standard do not differ in their emotional intelligence.

HYPOTHESIS: 3

Mean scores of emotional intelligence of secondary school students based on locality

VARIABLES	RURAL		URBAN		“t” VALUE	S\NS
	M	SD	M	SD		
Self- awareness	19.50	3.450	18.27	3.246	3.205	S
Self- regulation	19.41	3.187	19.09	2.926	0.901	NS
Self- motivation	18.86	3.604	19.10	3.011	0.611	NS
Empathy	19.83	2.890	19.45	3.522	1.058	NS
Social skills	19.80	3.141	19.37	3.396	1.175	NS
Total	97.40	11.468	95.27	10.724	1.661	NS

NS – Not Significant, S – Significant

Interpretation

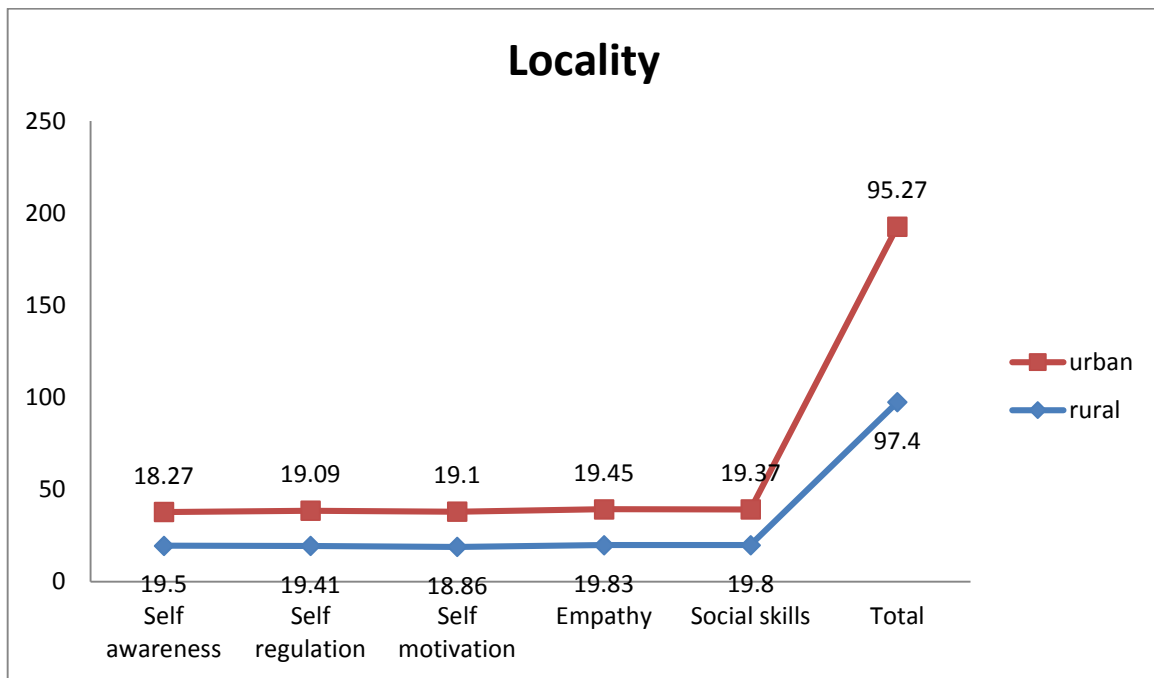
From the above table, it is found that significant differences are not noted in one case. Hence it is concluded that the hypothesis is accepted in one case. As there is significant difference for five cases, it is concluded that the hypothesis is not accepted in five cases.

CONCLUSION

Secondary school students differ in the dimension self-awareness and do not differ in the dimensions of self- regulations, self- motivation, empathy, social skills of emotional intelligence.

FIGURE II

Line diagram showing the mean difference of locality in emotional intelligence



HYPOTHESIS: 4

Mean scores of emotional intelligence of secondary students based on birth order

DIMENSIONS	SOURCES	SS	Df	MSS	F VALUE	S/NS
E1	Between	2.100	2	1.050	0.092	NS
	Within	3897.291	343	11.362		
	Total	3899.390	345			
E2	Between	21.829	2	10.914	1.202	NS
	Within	3114.197	343	9.079		
	Total	3136.026	345			
E3	Between	34.797	2	17.398	1.686	NS
	Within	3540.062	343	10.321		
	Total	3574.858	345			
E4	Between	7.427	2	3.714	0.335	NS
	Within	3804.966	343	11.093		
	Total	3812.393	345			
E5	Between	4.359	2	2.179	0.197	NS
	Within	3786.069	343	11.038		
	Total	3790.428	345			
TOTAL	Between	134.945	2	67.473	0.555	NS
	Within	41669.983	343	121.487		
	Total	41804.928	345			

NS – Not Significant

Interpretation

As significant differences are not noted, it is concluded that the hypothesis is accepted.

CONCLUSION

Secondary school students’ birth order do not differ in all dimensions.

HYPOTHESIS:5

Mean scores of emotional intelligence of secondary school students based on medium of instruction

VARIABLES	TAMIL		ENGLISH		“t” VALUE	SNS
	M	SD	M	SD		
Self- awareness	18.30	3.407	19.18	3.246	2.457	S
Self- regulation	19.26	2.855	19.11	3.220	0.426	NS
Self- motivation	19.15	2.975	18.85	3.516	0.858	NS
Empathy	19.65	3.304	19.48	3.359	0.478	NS
Social skills	19.63	3.374	19.37	3.241	0.729	NS
Total	95.98	10.808	95.99	11.300	0.002	NS

NS – Not Significant, S – Significant

Interpretation

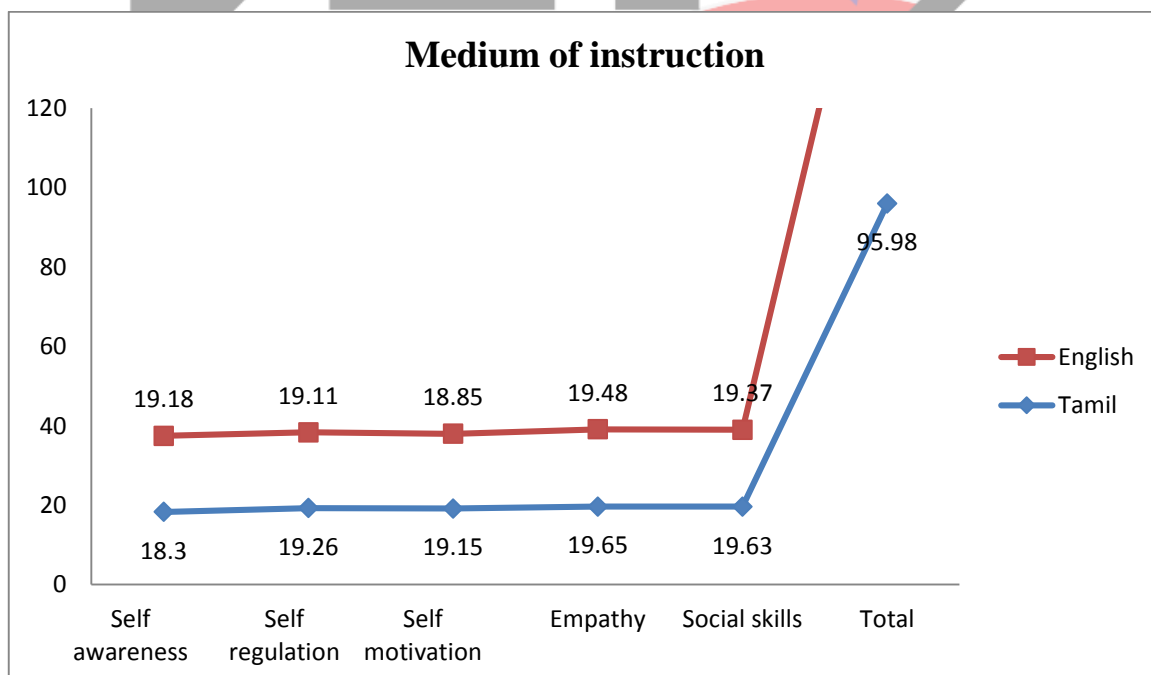
From the above table, it is found that significant differences are not noted in one case. Hence it is concluded that the hypothesis is accepted in one case. As there is significant difference for five cases, it is concluded that the hypothesis is not accepted in five cases.

CONCLUSION

Secondary school students' medium of instruction differ in the dimension Self- awareness of emotional intelligence and do not differ in the dimensions of self- regulations, self- motivation, empathy, social skills of emotional intelligence.

FIGURE III

Line diagram showing the mean difference of medium of instruction in emotional intelligence



MAJOR FINDINGS

- ❖ Secondary school students female have higher mean scores than the male except in the self- awareness and self- regulation in emotional intelligence.
- ❖ Secondary school students urban have higher mean scores than the rural except in the self- motivation in emotional intelligence.
- ❖ Secondary school students of second birth order have higher mean scores than the first and third birth order except in the third birth order in social skills in emotional intelligence.
- ❖ Secondary school students government aided school has higher mean scores than the government and private schools except the government school in the self- awareness in emotional intelligence.
- ❖ Secondary school Tamil medium students have higher mean scores than the English medium except in the self- awareness in emotional intelligence.

DISCUSSION ABOUT THE STUDY

The investigator found that there was no significant difference found in the emotional intelligence with respect to their gender. Significant difference found in the self efficacy with respect to their gender. Similar results were obtained by Ates, Ayse(2019), no significant difference were found in the emotional intelligence with respect to their gender.

The investigator found there was no significant difference found in the emotional intelligence with respect to their locality. No significant differences were found in the self efficacy with respect to their locality. Similar results were obtained by Ates, Ayse(2019), no significant difference were found in the emotional intelligence with respect to their locality.

SUGGESTIONS FOR FURTHER RESEARCH

The present study has made an attempt to study emotional intelligence of secondary school students more studies are needed to study the emotional intelligence in different areas.

The present study confined to some selected school in Salem district only. The sample may include more schools from all parts on Tamil Nadu.

Emotional Intelligence of adolescent student can be studied.

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