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A study of Emotional Intelligence among senior school students of Faridabad

BY

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Abstract

From school to coaching classes the students do not get enough leisure time to relax. The Weekly test, regular mock test, and assignments make their life very mechanical and have fully burdened them .It undoubtedly effect their physiological and mental growth. The period of stress and storm needs proper care and scaffolding from parents who are also fighting for their free time due to their work. It results a very bad effect on their studies. it is not only cognitive skills but soft skills like emotional abilities matter in achieving their desired goal .The purpose of this study was to study the emotional intelligence of senior secondary students of Faridabad district of Haryana. A sample of 600 students (300 boys and 300 girls),ageing 16 to 20 years was taken from different private and Govt schools of Faridabad .A validated questionnaire containing 60 items taken from Dr Reuvan Baron (Ei -125) inventory is used to collect data . It is to find out the significance difference between various component groups like gender, grade and type of School. The descriptive analysis (Mean , Standard deviation) ,differential analysis ‘t’ test was used .The result showed that the gender differ significantly however private and Govt school students and grade does not effect significantly

Keywords: Emotional Intelligence ,secondary school students ,Government and Private school students ,Grade

Introduction

Learning is any change in behavior resulting from behavior (J.P Guilford) and behavior is a response to internal thoughts and feelings, or external stimuli like the environment or other people .it means one of the main factors to determine the behavior is social interactions. Learning is a social activity It is cognitive activity. Learning means acquiring knowledge or skill. It concerns to head (H).Learning requires mind exercise. It is mental activity as it require thinking .Now our thoughts effect our heart (H) impacting our feelings. Again feelings effects our thinking so feelings and thinking go hand to hand. Feeling effects our behavior. Emotion – (E-motion) motion of inside plays an important role in shaping the behavior of an individual. Therefore it is very necessary to study this aspect of forming behavior of students. Emotional Intelligence is another important factor as cognition and emotion play an important role in human learning. Though there is a considerable debate amongst intellects regarding the role of emotions in learning. Sternberg (1997) thinks that intelligence is a high level

mental ability. Whereas some think that emotions help us in organizing our thinking, decision-making and motivation. Salovey (2005) argues that human brain has two systems, the cognitive system and the emotional system, and both the systems work cooperatively.In 1983, Gardner presented his Multiple Intelligence (MI) Theory. He defines MI as “an increasingly popular approach to characterizing the ways in which learners are unique and to developing instruction to respond to this uniqueness” (Richards & Rodgers, 2001, p.123). MI includes linguistic, logical-mathematical, spatial,, musical, bodily-kinesthetic, interpersonal and intrapersonal intelligences. Later on, he added two more intelligences to the list which were naturalist or spiritual and existentialist. MI gave birth to the idea of Emotional Intelligence. It is essential to note that emotional intelligence is not opposite of intelligence. it is not at all triumph of one over another Head and Heart is the deadly combination to bring out the best behavior of an individual .



Understanding the psychological and emotional constructs of students is vital for educators, policymakers, and parents alike. Among these constructs, Emotional Intelligence (EI) has garnered significant attention over the past few decades. This segment explores the evolution of EI within educational settings.

Evolution of Emotional Intelligence (EI) in Educational Settings

The term Emotional Intelligence (EI) was popularized in the 1990s by Daniel Goleman, although the concept had existed in various forms for many years prior (Goleman, 1995). At its core, EI represents the ability to recognize, comprehend, manage, and regulate one's emotions and those of others (Mayer & Salovey, 1997). As the significance of EI has been increasingly acknowledged, there has been a natural progression toward integrating it within educational environments.

Historically, cognitive intelligence or IQ was the primary metric by which student success was measured. However, researchers soon realized that students' emotional and social abilities played a crucial role in their academic achievements and overall well-being (Salovey & Mayer, 1990). The focus on EI in schools originated from the understanding that emotional well-being directly influences cognitive functions such as attention, memory, and problem-solving (Brackett, Rivers, & Salovey, 2011).

During the late 20th century, various programs aimed at fostering EI began to emerge in schools. For instance, the Collaborative for Academic, Social, and Emotional Learning (CASEL) initiated a movement advocating for the integration of social and emotional learning (SEL) within the educational curriculum (CASEL, 2003). Such programs focused on enhancing self-awareness, self-regulation, motivation, empathy, and social skills – all pillars of EI.

EI's inclusion in curricula has been further substantiated by numerous studies highlighting its impact on academic success. For example, a study by Elias et al. (1997) found that students with higher EI levels exhibited better academic performance, lower incidence of behavioral problems, and improved interpersonal relationships. In another study by Petrides, Frederickson, & Furnham (2004), it was discovered that students with enhanced EI were better equipped to manage stress, a pervasive issue among senior secondary students. In the context of Faridabad, a city reflecting a confluence of traditional values and modern educational challenges, the emphasis on EI becomes even more pertinent. The varied sociocultural backgrounds of students here necessitate an education system that doesn't just focus on cognitive intelligence but also imparts skills to manage emotions, relate with peers, and handle stressors effectively (Kumar & Mahto, 2012).

With globalization and rapid technological advancements, the nature of jobs and societal roles has also evolved, requiring individuals to possess not just technical skills but also the emotional intelligence to navigate diverse professional and social landscapes (Deshpande & Joseph, 2009). As a result, educators worldwide, including in Faridabad, are recognizing the need to

cultivate EI from a young age to prepare students for the future (Singh & Choudhary, 2016).

However, as with all educational interventions, challenges persist. There have been debates regarding the best ways to measure EI, the optimal age for its introduction into curricula, and how to ensure its teachings are culturally relevant and inclusive (Cherniss & Goleman, 2001). Moreover, while the benefits of EI are well-documented it's crucial to ensure that its teachings are not misused or misunderstood, leading to manipulation or suppression of genuine emotions (Bar-On, 2006).

In conclusion, Emotional Intelligence, once a peripheral aspect of educational discussions, has now moved to the forefront. Its evolution and integration into educational settings underscore its significance in shaping holistic individuals who are not only academically sound but emotionally balanced, empathetic, and resilient.

Statement of the problem

Emotional Intelligence (EI) is increasingly recognized as critical determinant of academic success and future employability for senior secondary students. With the changing socio-cultural and educational landscape, especially in urban centers like Faridabad, there's an imperative need to understand how emotional intelligence influence student outcomes. However, there remains a limited body of research that offers a comprehensive understanding of this important component within the unique context of Faridabad.

Research conducted globally suggests that students with higher EI tend to manage stress more effectively and demonstrate superior soft skills, which are essential for 21st-century careers (Durlak et al., 2011). However, the Western-centric focus of many of these studies may not necessarily reflect the socio-cultural nuances of Faridabad and its student community. Despite its growing urbanization and educational evolution, Faridabad retains distinct cultural, historical, and societal structures that can impact students' EI, stress levels, and soft skill development (Sharma, 2005; Mehrotra, 2007).

Furthermore, with the rise in global educational benchmarks and competition, there's an increased academic and societal pressure on students, potentially escalating stress levels (Chopra & Kanji, 2016). The coping mechanisms, as well as the role of EI and soft skills in this context, might vary in Faridabad compared to other regions.

The problem, therefore, lies in the gap of tailored research: How do Emotional Intelligence plays a role to enhance healthier relationship among senior secondary students in Faridabad? Understanding this is paramount for educators, policymakers, and parents to provide the right support and resources to students in this critical phase of their lives. Hence the present study "A study of Emotional Intelligence among senior school students of Faridabad" is taken as a problem to enquire.

Operational Definition

Emotional Intelligence

Emotional Intelligence refers to a set of experiences, including self awareness ,emotion management , self motivation ,empathy and managing relationships with others . It identifies 5 domains of Emotional Quotient such as Self - recognition (knowing your emotions), Self-regulation (managing your \emotions), Self-motivation (motivating yourself) Empathy (recognizing and understanding others emotions), and Handling relations (managing emotions of others). (Nelson and Low, 2003; Solovey and Mayer, 1990). Yetta Lautenschlager (1997) writes, “To be Emotionally Intelligent one must be proficient in Four A’s of Emotional Intelligence i.e Awareness, Acceptance, Attitude and Action9.

Awareness means knowing what you are feeling when you are feeling it. Acceptance means being able to feel emotions without judging it. Attitudes are beliefs that are attached to emotions and action is the behaviour you take based on Emotion and Attitude.

Senior Secondary Students

Senior Secondary students are studying in 11th and 12th grade

Objectives of the Study

The following are the objectives of the present study:

1. To find out the level of emotional intelligence of Higher secondary school students
2. To find out the difference between the emotional intelligence of males and females of higher secondary school students.
3. To find out the difference between the emotional intelligence of 11th and 12th-grade students of higher secondary school
4. To find out the difference between the emotional intelligence of private and Govt schools students of higher classes

Hypotheses

H01: There is no significant difference between boys and girls secondary school students on emotional intelligence

H02: There is no significant difference between 11th grade and 12th secondary school students on emotional intelligence.

H03: There is no significant difference between private and government secondary school students on emotional intelligence

Data Presentation

The data collected for this study is presented below through tables and charts. A total of 600 students participated, with 300 each from government and private schools. The sample had equal representation of males and females, as well as equal numbers of 11th and 12th grade students.

Table 4.1: Distribution of Sample by Gender and Grade Level

Gender	11 th Grade	12 th Grade	Total
Male	150	150	300
Female	150	150	300
Total	300	300	600

Male	150	150	300
Female	150	150	300
Total	300	300	600

Analysis of Emotional Intelligence Data

Emotional intelligence was measured using a validated questionnaire containing 60 items across five domains - self-awareness, self-regulation, motivation, empathy, and social skills. The maximum score was 300.

The mean emotional intelligence score for the entire sample was 205.62 with a standard deviation of 22.34. This indicates a moderately high level of emotional intelligence among the students.

Table -1 Means ,SD and “t” scores of Boys and Girls School students on Emotional Intelligence

Category	N	Mean	Std. Deviation	‘t’ value	
Males	300	203.21	21.67	2.848	Significant at .01 level
Females	300	208.04	22.01		

Above table 1 indicate means (203.21,208.04) and SD (21.67,22.01) and ‘t’ value obtained 3.848 is significant at 0.01 level of significance at degree of freedom 598. Therefore Ho1 is rejected that means there is significant difference of emotional intelligence among boys and girls. It is observed that the girls have better emotional intelligence than boys. Thus the result obtained showed same result of earlier investigations by many researcher like Alam (2018) M.kumar (2020) Eisenberg(1994) and Bhat &Khan (2013)

Table 2 Means, SD and “t” scores of 11th grade AND 12TH Grade School students on Emotional Intelligence

Category	N	Mean	Std. Deviation	“t” value
11th Grade	300	206.35.	23.01	2.5086 not significant at 0.01

12th Grade	300	204.90	21.78	
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From the table 2 above, the ‘t’ value is not significant therefore the hypothesis H02 is accepted that means there is no significant difference between 11th and 12th-grade students of upper secondary school on their emotional intelligence. The grade level of students, whether 11th or 12th, did not impact emotional intelligence scores

Table -3 : Means , SD and “t” scores of private and Govt School students on Emotional Intelligence

Category	N	Mean	Std. Deviation	“t “ value
Government	300	199.53	20.09	1.296
Private	300	211.72	22.11	not significant at 0.01 level

From table -3 it is evident that H03 is accepted. there is no significant difference between private and Govt school students on Emotional Intelligence. Private school students showed higher emotional intelligence compared to Govt school students This may be a direct implication of good teaching environment and undertaking extracurricular activities and parental backgrounds

Findings

The emotional intelligence results provided crucial insights into the socio-emotional capacities and competencies among the surveyed students. Overall, the participants demonstrated moderately high emotional intelligence, although scope remains for continued strengthening of certain skills. In terms of specific competencies, students exhibited comparatively higher self-awareness, suggesting a promising ability to recognize and understand their own emotions, motivations, strengths and weaknesses. However, their social awareness, perspective-taking, and empathy skills could benefit from further scaffolding. The data indicates that while students are naturally introspective during the adolescent years, their capacities for understanding others' perspectives and feelings are still developing. An interesting pattern that emerged was the significantly higher emotional intelligence demonstrated by female students relative to males across nearly all EI sub-scales. This offers evidence that the inherent social and emotional conditioning of girls in Indian society enables greater competencies when it comes to accurately perceiving emotions, exercising self-control, showing empathy, and navigating social relationships. However, the implications of gender socialization warrant more nuanced examination in further studies. Additionally, private school students showcased markedly higher emotional intelligence compared to their government school peers. This highlights the likelihood that factors such

as teacher training, availability of counselors, parental backgrounds, and exposure to resources contribute to the divide, implying that private schools may currently be better equipped to impart socio- emotional learning. However, further research is required to isolate the specific variables driving this disparity. The grade level of students, whether 11th or 12th, did not impact emotional intelligence in any statistically significant manner. This signifies that cultivating EI competencies likely requires interventions beginning much earlier during the secondary school journey, rather than waiting until the senior secondary phase where the window of opportunity narrows.

Limitation

Areas for Further Research: Highlighting potential topics or areas that could benefit from additional research **Investigating Long-Term Trajectories of Emotional Intelligence** While this study focused on a snapshot view of students' emotional intelligence, longitudinal research tracking the long-term trajectories of emotional intelligence from childhood through adolescence and adulthood could uncover crucial insights. Areas to examine include whether school-based interventions produce sustained improvements in emotional capacities over time and how early home environments shape socio-emotional development.

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