

## Emotional intelligence among secondary school students in relation to their socio-demographic variables as the element for enhancing the development of personality

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### Abstract

We live in a world that is changing faster than ever before and facing challenges that are unprecedented. In the current competitive environment where students are expected to perform multi roles with efficiency and effectiveness, it is highly needed to develop their right attitude and emotional intelligence towards the unseen complexities of life and quality education. The proposed New Policy on Education mainly focussed on improving the quality of education that can be brought by making the students emotionally intelligent. The concept of Emotional Intelligence is of great importance in the field of education as it helps the students to indicate future success and the absence of emotional intelligence also indicate the weak personality. Emotional intelligence helps in bringing better achievement of students and offer them skills for their personal and professional lives. An attempt would be made by the researcher to study the emotional intelligence of secondary school students in relation to their socio-demographic variables. Descriptive survey method was employed for the present study. The sample of this study was delimited to 100 secondary school students studying in Jammu and Samba districts. Mangal Emotional Intelligence Inventory developed by S.K Mangal and Subra Mangal (2004) was used to collect the data for the present study. Statistical techniques like Mean, Percentiles, Standard deviation and t-value were used to analyse the data. The findings of the present paper revealed that significance of difference was found between male and female secondary students of Jammu and Samba districts in relation to their emotional intelligence and locality (i.e. Urban and Rural). Significance of difference was found between males and females having different levels of emotional intelligence studying in secondary students of Jammu and Samba districts and also found that males having high emotional intelligence differ significantly from males having low emotional intelligence. In the same manner, in the case of females, it was also found that females having high emotional intelligence differ significantly from those having low emotional intelligence. The present study would be helpful for enhancing the personality among secondary school students if they are emotionally strong then only they would be able to solve their personal problems like adjustment, stress, conflict, etc.

**Keywords:** emotional intelligence, secondary school students, socio-demographic variables

### Introduction

In the current competitive environment where the human beings are expected to perform multi roles with efficiency and effectiveness, it is highly needed to develop their right attitude and emotions towards the unseen complexities of life and quality education. As the existence of human beings would appear lifeless without any feelings or emotions. Human beings experience different feelings like pleasure or pain, elation or depression, love or anger, joy or sorrow every day. Such feelings are responsible for mental agitation and excitement of the human beings and are accompanied with certain body changes that are known as emotions. Such emotions differentiate human beings from other creatures. Emotions play quite a significant role in guiding and directing the behaviour of every individual. A person who has no emotional current in him becomes crippled in terms of living his life in a normal way. So, it is very essential to have emotions that guide and directs the behaviour of every person and also helps in personality development. Etymologically, the word emotion has been derived from a Latin word "Emovere" which means to "stair up" or "to agitate". Therefore, emotion may be understood as an agitated or excited state of mind and body. It is innate response and profoundly influences action for better or worse. Emotions activate the whole body of an

individual. Woodworth (1945, p.410), "emotion is moved or stirred up state of an organism; it is a stirred up state of feeling that is the way it appeared to the individual himself. It is disturbed muscular and glandular activity-that is the way it appears to an external observer. Crow and Crow (1973, p.83) Emotion is an effective experience that accompanies generalized inner adjustment and mental and physiological stirred up states in the individual and that shows itself in its overt behaviour. Emotions are described as some sorts of feelings or affective experiences that are characterised by some physiological changes that generally lead the human beings to perform certain kinds of behavioural acts. It is very important for everyone to exhibit the emotions at the right time, at the right place with right person and to the right degree. If a person is emotionally intelligent, only then he is able to exhibit the emotions at the right time, at the right place with right person and to the right degree. Thus, emotions has given rise to the most talked term "emotional intelligence"

Emotional Intelligence was first introduced by Salovey and Mayer in the early 1990's and made popular by Daniel Goleman with publication of his book: "Why it can matter more than IQ" in 1995. Emotional intelligence is the capacity to create positive outcomes in relationships with others and with oneself. According to Mayer and Salovey (1993) <sup>[7]</sup>,

Emotional intelligence is the ability to monitor one's own and others feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions. It can be said that the term "emotional intelligence" is like an umbrella that captures a broad collection of interpersonal and intrapersonal skills. The ability to understand the feelings of others, empathies, maintain and develop interpersonal relationships and above all our sense of social responsibility is termed as Interpersonal skills. On the other hand, intrapersonal skills comprise of the ability to understand one's own motivation is termed as intrapersonal skills. The term "emotional intelligence" becomes most popular among various academic scholars. Very few studies have conducted on the emotional intelligence in relation to their socio-demographic variables. Yadollahi, Mirzazadeh, Fata (2014) <sup>[10]</sup> showed that no significant relationship was found between components of emotional intelligence and academic achievement. Katoch, A. (2013) <sup>[3, 4]</sup> Conducted a study on emotional intelligence and found that gender wise and area wise students do not differ significantly on emotional intelligence. Joibaria and Mohammadtaherib (2011) <sup>[2]</sup> also found a meaningful difference between male and female students in relation to their emotional intelligence. Thus, the investigator decided to go forward for investigating the emotional intelligence of secondary students in relation to their socio-demographic variables. The present study will be helpful for the teachers, parents and psychologists to properly guide and channelize the energy of students to make them physically, mentally and emotionally healthy. The present study will also help the students for the full development of the personality and their proper adjustments in the society so that they may develop their potentialities to the maximum for the benefit of the nation and enhance the quality of education.

### Statement of the problem

Secondary stage is the most crucial stage for every individual. At this stage pupils are facing different problems related to the choice of various educational courses available to them according to their innate capacities, interests, personality traits and aspirations. This situation increases emotional pressure among children, which has led to imbalanced and maladjusted personalities in society. It is here at this stage that the child is in dire need of proper educational guidance and therefore there is a great need to study emotional intelligence of children. In this context an attempt has been made by the researcher to conduct the study in exploring the field of emotional intelligence among secondary students.

It is hoped that the present study will be of paramount importance to educational field. Teachers and researchers who are working in the area of education to provide better and quality education particularly at secondary school level.

### Objectives

1. To study the emotional intelligence of male and female secondary students.
2. To study the emotional intelligence of secondary students in relation to their locality.

3. To study the low and high levels of emotional intelligence of male and female secondary students.
4. To study the low and high levels of emotional intelligence of male and female secondary students.

### Hypothesis

To answer the aforesaid objectives four major null hypotheses were formulated –

1. There will be no significance of difference between emotional intelligence of male and female secondary students
2. There will be no significance of difference between emotional intelligence of secondary students in relation to their locality.
3. There will be no significance of difference between low level of emotional intelligence of male and female secondary students.
4. There will be no significance of difference between high level of emotional intelligence of male and female secondary students
5. There will be no significance of difference between low and high levels of emotional intelligence of male secondary students
6. There will be no significance of difference between low and high levels of emotional intelligence of female secondary students

### Methodology

By considering the nature of the problem under investigation and the nature of data for the study, descriptive survey method was used for data collection.

### Population

The population for the present study consisted of secondary school students studying in Jammu and Samba districts.

### Sample and Sampling

The sample of this study consisted of 100 secondary students of Jammu and Samba districts. The sample was selected by using simple random sampling technique.

### Tool

Mangal Emotional Intelligence Inventory developed by S.K Mangal and Subra Mangal (2004) <sup>[6]</sup> was used to collect the data for the present study.

### Statistical Techniques

Mean, percentiles, S.D and t-test were employed to analyse the data.

### Classification and tabulation of data

For the Classification and tabulation of data into high and low levels of emotional intelligence, percentiles are used. Students having p 25=53.0 or less are considered as low emotional intelligent and the students having p 75=67.7 or more are considered as high emotional intelligent

**Results and Interpretation**

**Table 1:** Showing critical ratio of mean scores of emotional intelligence of male and female secondary students

S.NO.	N	Variables	MEAN	S.D	S.EM	S.EDM	C.R	Level of significance
1.	46	Male	68.304	12.28	1.811	2.451	2.67	Sig at 0.01 level
2.	54	Female	61.481	12.15	1.654			

Table 1 clearly reflects that the critical ratio of mean square of males and females secondary students studying in Jammu and Samba districts is significant at 0.01 level of significance. As calculated value of C.R. (i.e. 2.67) is greater than 2.58 which is table value at 0.01 level. Therefore it can be said that males and females secondary students studying in Jammu and Samba districts differ significantly in their level of emotional intelligence.

Also by further comparing mean value of secondary students studying in Jammu and Samba districts, we can say that males secondary students studying in Jammu and Samba districts (M = 68.03) are more emotionally intelligent than females

secondary students studying in Jammu and Samba districts (M = 61.481).

So the first hypothesis which states that there will be no significant difference between emotional intelligence of males and females secondary students studying in Jammu and Samba districts is rejected.

Thus it can be concluded that gender affect the emotional intelligence of secondary students studying in Jammu and Samba districts. The result shows that there is significant difference in the emotional intelligence of secondary students studying in Jammu and Samba districts in relation to their gender.

**Table 2:** Showing critical ratio of mean scores of emotional intelligence of secondary students in relation to their urban and rural locality

S. No.	N	Variables	MEAN	S.D	S.EM	S.EDM	C.R	Level of significance
1.	46	Urban	68.58	11.65	1.71	2.421	3.03	Sig at 0.01 level
2.	54	Rural	61.24	12.54	1.70			

Table 2 clearly reflects that the critical ratio of mean square of urban and rural localities of secondary students studying in Jammu and Samba districts is significant at 0.01 level of significance. As calculated value of C.R. (i.e. 3.03) is greater than 2.58 which is table value at 0.01 level. Therefore it can be said that urban and rural localities of secondary students studying in Jammu and Samba districts differ significantly in their level of emotional intelligence.

Also by further comparing mean value of secondary students studying in Jammu and Samba districts belonging to urban and rural locality, we can say that rural secondary students studying in Jammu and Samba districts (M = 61.24) are more

emotionally intelligent than urban secondary students studying in Jammu and Samba districts (M = 68.58 ).

So the second hypothesis which states that there will be no significant difference between emotional intelligence of secondary students studying in Jammu and Samba districts in relation to their locality is rejected.

Thus it can be concluded that locality affect the emotional intelligence of secondary students studying in Jammu and Samba districts. The result shows that there is significant difference in the emotional intelligence of secondary students studying in Jammu and Samba districts in relation to their locality.

**Table 3:** Showing critical ratio of mean scores of low level of emotional intelligence of male and female secondary students.

S. No.	N	Variables	MEAN	S.D	S.EM	S.EDM	C.R	Level of significance
1.	12	Males having low emotional intelligence	54.0	4.80	1.38	1.721	3.77	Sig at 0.01 level
2.	15	females having low emotional intelligence	47.5	3.96	1.02			

Table 3 clearly reflects that the critical ratio of mean square of low level of emotional intelligence of male and female secondary students is significant at 0.01 level of significance. As calculated value of C.R. (i.e. 3.77) is greater than 2.58 which is table value at 0.01 level. Therefore it can be said that male and female secondary students differ significantly in their low levels of emotional intelligence.

Also by further comparing mean value of male and female secondary students having low levels of emotional intelligence

differ significantly from each other, we can say that male students (M =54 ) are more emotionally intelligent than females(M = 47.5 ).

So the third hypothesis which states that there will be no significance of difference between males and females having low levels of emotional intelligence is rejected.

Thus it can be concluded that gender affect the level of emotional intelligence of secondary students.

**Table 4:** Showing critical ratio of mean scores of high level of emotional intelligence of male and female secondary students

S. No.	N	Variables	MEAN	S.D	S.EM	S.EDM	C.R	Level of significance
1.	12	Males having high emotional intelligence	85.3	4.09	1.18	2.01	3.33	Sig at 0.01 level
2.	13	Females having high emotional intelligence	78.6	5.87	1.63			

Table 4 clearly reflects that the critical ratio of mean square of high levels of emotional intelligence of male and female secondary students is significant at 0.01 level of significance.

As calculated value of C.R. (i.e. 3.33) is greater than 2.58 which is table value at 0.01 level. Therefore it can be said that

male and female secondary students differ significantly in their high levels of emotional intelligence. Also by further comparing mean value of male and female secondary students having high levels of emotional intelligence differ significantly from each other, we can say that male students (M =85.3 ) are more emotionally intelligent than females(M = 78.6 ).

**Table 5:** Showing critical ratio of mean scores male secondary students having high and low levels of emotional intelligence

S. No.	N	Variables	Mean	S.D	S.EM	S.EDM	C.R	Level of significance
1.	12	Males having low emotional intelligence	54	4.80	1.38	1.81	17.29	Sig at 0.01 level
2.	12	Males having high emotional intelligence	85.3	4.09	1.18			

Table 5 clearly reflects that the critical ratio of mean square of males having high and low levels of emotional intelligence studying in secondary students of Jammu and Samba Districts is significant at 0.01 level of significance. As calculated value of C.R. (i.e. 17.29) is much greater than 2.58 which is table value at 0.01 level. Therefore it can be said that males having high and low levels of emotional intelligence studying in secondary students of Jammu and Samba Districts differ significantly in their level of emotional intelligence. Also by further comparing mean value of males students studying in Jammu and Samba districts having different levels

of emotional intelligence, we can say that males students having high emotional intelligence(M = 85.3) are more emotionally intelligent than males students having low emotional intelligence (M = 54.0). So, the fifth hypothesis which states that there will be no significance of difference between low and high levels of emotional intelligence of male secondary students is rejected. The result shows that there is significance of difference in the emotional intelligence of male’s secondary students in relation to their low and high levels of emotional intelligence.

**Table 6:** Showing critical ratio of mean scores female secondary students having high and low levels of emotional intelligence

S. No.	N	Variables	Mean	S.D	S.EM	S.EDM	C.R	Level of significance
1.	15	Females having low emotional intelligence	47.5	3.96	1.02	1.92	16.197	Sig at 0.01 level
2.	13	Females having high emotional intelligence	78.6	5.87	1.63			

Table 6 clearly reflects that the critical ratio of mean square of females having high and low levels of emotional intelligence studying in secondary students of Jammu and Samba Districts is significant at 0.01 level of significance. As calculated value of C.R. (i.e. 16.19) is much greater than 2.58 which is table value at 0.01 level. Therefore it can be said that females having high and low levels of emotional intelligence studying in secondary students of Jammu and Samba Districts differ significantly in their level of emotional intelligence. Also by further comparing mean value of females students studying in Jammu and Samba districts having different levels of emotional intelligence, we can say that males students having high emotional intelligence(M = 78.6) are more emotionally intelligent than males students having low emotional intelligence (M = 47.5). So the fifth hypothesis which states that there will be no significance of difference between low and high levels of emotional intelligence of female secondary students is rejected. The result show that there is significance of difference in the emotional intelligence of females secondary students in relation to their low and high levels of emotional intelligence

meaningful difference between “male and female students” in relation to their emotional intelligence. Significance of difference is found between males and females having different levels of emotional intelligence studying in secondary students of Jammu and Samba districts and also found that males having high emotional intelligence differ significantly from males having low emotional intelligence. In the same manner, in the case of females, it is also found that females having high emotional intelligence differ significantly from those having low emotional intelligence.

**Recommendations**

1. It can be recommended that parents and teachers should guide the children at an appropriate time in order to keep them away from emotional stresses and disturbances.
2. Such projects should be organised that may give an opportunity to the students to work together and understand each other’s emotions and those students who are having low emotional intelligence should be guided properly by the trained counsellor.

**Suggestions**

1. The study should be conducted further on students of engineering, students of ITI’s, students of medical sciences and students of Polytechnique.
2. The present study should be further explored widely as there is a dearth of research work, especially in Jammu and Samba districts.
3. Emotional intelligence should be studied with other variables such as learning styles, study habits, socio-

**Findings**

There is significance of difference between male and female secondary students in relation to their emotional intelligence and locality. The results of the present study is contradictory with the finding of Katoch, A. (2013) [3, 4] that stated gender wise and area wise students do not differ significantly on emotional intelligence. And the findings of the present paper is similar with the findings of the study that was conducted by Joibaria and Mohammadtaherib (2011) [2] who showed a

economic status, academic achievement, intelligence, personality etc.

4. Guidance and counselling strategies should be evolved on the basis of follow up studies to inculcate emotional intelligence in the students.

### Conclusions

Education is considered as the most important element and plays an integral role in the overall development of the personality of an individual. It helps in enhancing the emotional intelligence of the child so that they are able to face the unseen complexities of life in the present competitive environment. Such educational programs should be organized that may inculcate the emotional skills among the students so that they are able to manage their feelings and emotions and reinforce their self-esteem and will also help them in getting better grades.

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