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## A Study of Emotional Intelligence of the Secondary School Students in Relation to Certain Variables

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### Abstract

The present study was conducted to study the emotional intelligence of the secondary school students of Anand district. A sample of 820 students selected using stratified random sampling method from secondary schools of Anand district. The sample was comprised of 471 boys and 349 girls. Emotional Intelligence tool was developed by the researcher comprised of five components of Emotional Intelligence given by Daniel Goleman. The researcher studied the effect of gender and area on Emotional Intelligence of the students. The data were analysed using t-test. The research revealed that gender and area had effect on emotional intelligence. The urban students were having high emotional intelligence than the rural students. The boys and girls of urban area were having high emotional intelligence than the boys and girls of rural area.

**Key words:** Emotional Intelligence, secondary school students

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**Introduction:**

Emotional Intelligence is the need of an hour. Emotional Intelligence involves the ability to understand, recognize, express and control over the emotions. The emotional intelligence is the most necessary factor in supporting the psychological well being and mental health of people. The 20<sup>th</sup> century is known as knowledge century and cognitive domain is given much importance by teachers and parents. Affective domain is neglected and there are certain problems arising of emotional part in today's world. Affective domain is related with emotions, values and certain important capacities to be a good human being. It helps in character building, man with virtues and has a good relationship with others. So, the emotional intelligence helps the student to be a good human being. We all know that people who succeed in school life may fail in life. Goleman opined that the 20% of I.Q. is associated with the success; the rest 80% is associated with E.Q. Thus, the researcher undertook the study to investigate the emotional intelligence of secondary school students. Daniel Goleman suggested five components of emotional intelligence: namely, self awareness, self regulation, motivation, empathy, and social skill. These five components are related to human life in various ways to deal successfully in personal, professional and academic life. The students with high level of emotional intelligence will be able to solve their problems and deal with success as well as with failure in their life.

**Significance of the Study:**

Cognitive domain has been laid strong emphasis in present education system. According to Guy Claxton (1999), learning is an intrinsically emotional business. The result is we can produce highly intelligent students with academic achievement, good job profile and highly competent in memorising things. But this cognitive domain does not put emphasis on emotional part of students. They are made to enjoy success, but forget to teach how to handle failures, maintain relationship, and get adjusted in all situations, ready to help others and develop others, being optimistic and accept change. The problem arises after this situation. Person of today's world is not able to handle worse situations of his/her life. He/she got depressed and committed suicide. Life is not all about happy moments or success. We all have plans what to do after getting success, but no one thinks about what to do or how to tackle if failure is there. Emotional intelligence is the key to solve this problem. If man is emotionally intelligent, then can overcome these problems and make his/her life worth living. So, the researcher would like to know about the emotional intelligence of the students. It helped to know the level of emotional intelligence of the students and also the effect of gender and area on emotional intelligence of secondary school students.

**Definitions of key terms:**

**Emotional Intelligence:** "Emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationships". (Goleman, 1995)

**Secondary school students:** The students enrolled in the std. 9<sup>th</sup> std. considered as secondary school students.

**Objectives of the Study:**

1. To study the emotional intelligence of secondary students.
2. To study the emotional intelligence of secondary students in relation to gender.
3. To study the emotional intelligence of secondary students in relation to area.

**Variables:**

1. Independent variables
  - Gender: 1) Boys 2) Girls
  - Area: 1) Urban 2) Rural
2. Dependent variables
  - Scores of Emotional Intelligence Test

**Hypotheses:**

1. H<sub>0</sub>1: There will be no significant difference in the mean score of Emotional Intelligence between the secondary students of urban and rural area.
2. H<sub>0</sub>2: There will be no significant difference in the mean score of Emotional Intelligence between the urban and rural boys of secondary school.
3. H<sub>0</sub>3: There will be no significant difference in the mean score of Emotional Intelligence between the urban and rural girls of secondary school.

**Limitations of the study: The present research is limited to:**

1. Std. 9<sup>th</sup> of Anand district
2. Urban and rural area of Anand district
3. The emotional intelligence tool was developed by the researcher
4. The Gujarati medium schools were selected.

**Research Method:**

In the present study, the researcher studied the emotional intelligence of the secondary school students of Anand district. Total 820 students were selected. The research method was descriptive survey method for this study.

**Population:**

The population of the present study was secondary school students of Anand district.

**Sample:**

The stratified random sampling method was utilised by the researcher to select the sample. The sample consisted of 820 students of six secondary schools of Anand district. In sample 471 boys and 349 girls were included.

**Research tool:**

The researcher constructed Emotional Intelligence Scale keeping in mind the five components of Daniel Goleman regarding Emotional Intelligence. The scale was consisted of five components such as Self Awareness, Self Regulation, Motivation, Empathy and Social skill. The five point scale was developed.

**Procedure of Data Collection:**

For the data collection, the researcher visited the schools of Anand district, got the permission from the principals and collected the data from the students. The data were collected with the help of constructed tool. The tool was distributed to the students. The time limit to respond was 40 minutes. The researcher assured the students that the responses would be kept confidential and used only for research purpose. The collected responses were scored

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accordingly the scoring norms. The 5 points for strongly agree and 1 point for strongly disagree. Thus the 5, 4,3,2,1 scores were given.

### Data Analysis Techniques:

The descriptive statistics like mean and standard deviation were used and t-test was utilised for testing null hypotheses.

### Results and Discussion:

Emotional Intelligence of the students in relation to area,

H<sub>01</sub>: There will be no significant difference in the mean score of Emotional Intelligence between the secondary students of urban and rural area.

Table 1: Significance of difference between mean scores of Emotional Intelligence of students in relation to area

Area	N	Mean	SD	SE <sub>D</sub>	t-value	Remarks
Urban	410	230	23.40	1.85	18.91	Significant
Rural	410	195	29.36			

The observed value of t was found 18.91, which is more than the table value 2.58 at 0.01 level. Hence the null hypothesis was rejected. It can be concluded that there is a significant difference between the mean scores of emotional intelligence of students of urban and rural areas. The mean value showed that the urban students were having high emotional intelligence level than the students of rural area.

Emotional Intelligence of boys in relation to area,

H<sub>02</sub>: There will be no significant difference in the mean score of Emotional Intelligence between the urban and rural boys of secondary school.

Table 2: Significance of difference between mean scores of Emotional Intelligence of boys in relation to area

Area	N	Mean	SD	SE <sub>D</sub>	t-value	Remarks
Urban	225	256	31.90	2.64	5.68	Significant
Rural	246	241	24.45			

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The observed value of t was found 5.68, which is more than the table value 2.58 at 0.01 level. Hence the null hypothesis was rejected. It can be concluded that there is a significant difference between the mean scores of emotional intelligence of boys of urban and rural areas. The mean value showed that the urban boys were having high emotional intelligence level than the boys of rural area.

Emotional Intelligence of girls in relation to area,

H<sub>03</sub>: There will be no significant difference in the mean score of Emotional Intelligence between the urban and rural girls of secondary school.

Table 3: Significance of difference between mean scores of Emotional Intelligence of girls in relation to area

Area	N	Mean	SD	SE <sub>D</sub>	t-value	Remarks
Urban	185	244	26.49	3.61	3.88	Significant
Rural	164	230	28.92			

The observed value of t was found 3.88, which is more than the table value 2.58 at 0.01 level. Hence the null hypothesis was rejected. It can be concluded that there is a significant difference between the mean scores of emotional intelligence of girls of urban and rural areas. The mean value showed that the urban girls were having high emotional intelligence level than the girls of rural area.

### Major findings:

1. There was a significant difference between the mean score of emotional intelligence of secondary school students of urban and rural areas. The urban students were having high emotional intelligence than the rural students.
2. There was a significant difference found between the mean score of emotional intelligence of boys belonging to urban and rural area. The boys of urban area were having high emotional intelligence than the boys of rural area.
3. There was a significant difference found between the mean score of emotional intelligence of girls belonging to urban and rural area. The girls of urban area were having high emotional intelligence than the girls of rural area.

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### Conclusion:

The researcher studied the emotional intelligence of secondary school students with relation to gender and area. The researcher constructed tool to collect the data. Effect of area and gender was investigated on emotional intelligence. The findings of the present study showed that urban students were having high emotional intelligence compare to rural students. At the same time urban boys and urban girls were also having high level of emotional intelligence. So, the teachers of rural areas should be aware of the emotional intelligence and try to teach the concept to their students with regular teaching to enhance the level of emotional intelligence.

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