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A Survey Study of the Contribution of Language Subjects to the Development of Emotional Intelligence among Secondary School Students

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Abstract

In the present study Researcher study the Contribution of Language Subjects to the Development of Emotional Intelligence among Secondary School Students. The study adopted the survey research method. A sample of 100 Grade IX students (50 boys and 50 girls) from secondary schools of Shirpur Tehsil was selected using purposive sampling. Data were collected using an Emotional Intelligence Scale and a Language Subject Contribution Questionnaire, both prepared by the researcher. The data were analysed using Pearson's Product Moment Correlation Coefficient (r). The findings revealed a significant positive relationship between language subjects and emotional intelligence among all students, boys, and girls. The study concluded that language subjects play an important role in developing emotional intelligence among secondary school students.

Introduction

Language is one of the most significant tools for communication, expression, and personality development. At the secondary school level, language subjects such as Marathi, Hindi, and English help students develop reading, writing, speaking, and listening skills. Beyond academic achievement, language learning provides opportunities for students to understand emotions, express feelings, develop empathy, and build healthy interpersonal relationships. Emotional intelligence refers to the ability to recognize, understand, manage, and express one's own emotions while understanding and responding appropriately to the emotions of others. It plays a vital role in students' academic success, social adjustment, communication, decision-making, and overall personality development. Secondary school is a crucial stage during which students experience significant emotional and social changes, making the

development of emotional intelligence essential. Language subjects include various learning experiences such as storytelling, poetry, drama, role play, group discussions, debates, and creative writing. These activities encourage students to express their thoughts and emotions, appreciate different perspectives, and develop emotional competence and communication skills. Therefore, language education has the potential to make a significant contribution to the development of emotional intelligence. In this context, the present study was undertaken to examine the contribution of language subjects to the development of emotional intelligence among secondary school students through a survey method. The findings of the study are expected to help teachers and schools understand the educational value of language subjects in promoting students' emotional growth and to encourage the integration of language-based activities for the holistic development of learners.

Statement of the Problem

To study the contribution of language subjects to the development of emotional intelligence among secondary school students through a survey method.

Objective

To find out the relationship between language learning and emotional intelligence among secondary school students.

Hypotheses

There is no significant relationship between language subjects and the development of emotional intelligence among secondary school students.

There is no significant relationship between language subjects and the development of emotional intelligence among secondary school boy's students.

There is no significant relationship between language subjects and the development of emotional intelligence among secondary school girl's students.

Research Methodology

Method- The present study adopted the Survey research method.

Population and Sampling - The population of the present study comprised all Grade IX (Standard IX) students studying in secondary schools of Shirpur Taluka. A purposive sampling technique was adopted for selecting the sample. For the present study, a total sample of 100 students was selected, consisting of 50 boys and 50 girls from Grade IX. The selected students were included in the study to collect data regarding the contribution of language subjects to the development of emotional intelligence.

Research Tools- The following research tools were used for data collection in the present study:

Emotional Intelligence Scale- An Emotional Intelligence Scale was developed by the researcher to measure the level of emotional intelligence among secondary school students. The scale consisted of 30 statements covering different aspects of emotional intelligence.

Language Subject Contribution Questionnaire- A Language Subject Contribution Questionnaire was prepared by the researcher to collect information regarding the contribution of language subjects in the development of emotional intelligence among secondary school students. The questionnaire consisted of 35 statements.

Statistical Tools for Data Analysis- In the present study, the researcher used the following statistical tools for the analysis and interpretation of the collected data:

Pearson's Product Moment Correlation Coefficient (r): The Pearson Product Moment Correlation method was used to find out the relationship between language subjects and the development of emotional intelligence among secondary school students.

Data Analysis and Interpretation

There is no significant relationship between language subjects and the development of emotional intelligence among secondary school students.

Table no. 01

All Students	No.	Table 'r' value	Obtained 'r' Value	Accepted/ Rejected
Language Subject Contribution	100	.159	.796	Rejected
Emotional Intelligence	100			

Analysis and Interpretation-

The table no. 01 shows, The obtained **Pearson's Product Moment Correlation coefficient (r) value was 0.796**, whereas the table 'r' value was **0.159** at the required level of significance. Since the obtained 'r' value (0.796) is greater than the table 'r' value (0.159), the correlation between language subject contribution and emotional intelligence is statistically significant. Since the obtained 'r' value (0.796) is higher than the table 'r' value (0.159), the null hypothesis is **rejected**.

It indicates that there is a **significant positive relationship between language subjects and the development of emotional intelligence among secondary school students**. The result shows that **language subjects play an important role in developing emotional intelligence among secondary school students**.

There is no significant relationship between language subjects and the development of emotional intelligence among secondary school boys students.

Table no. 01

Boys Students	No.	Table 'r' value	Obtained 'r' Value	Accepted/ Rejected
Language Subject Contribution	50	.159	.710	Rejected
Emotional Intelligence	50			

Analysis and Interpretation-

The table no. 01 shows, The obtained **Pearson's Product Moment Correlation coefficient (r) value was 0.710**, whereas the table 'r' value was **0.159** at the required level of significance. Since the obtained 'r' value (0.710) is greater than the table 'r' value (0.159), the correlation between language subject contribution and emotional intelligence is statistically significant. Since the obtained 'r' value (0.710) is higher than the table 'r' value (0.159), the null hypothesis is **rejected**.

It indicates that there is a **significant positive relationship between language subjects and the development of emotional intelligence among secondary school boys students**. The result shows that **language subjects play an important role in developing emotional intelligence among secondary school boys students**.

There is no significant relationship between language subjects and the development of emotional intelligence among secondary school girl's students.

Table no. 01

Girls Students	No.	Table 'r' value	Obtained 'r' Value	Accepted/ Rejected
Language Subject Contribution	50	.159	.655	Rejected
Emotional Intelligence	50			

Analysis and Interpretation-

The table no. 01 shows, The obtained **Pearson's Product Moment Correlation coefficient (r) value was 0.655**, whereas the table 'r' value was **0.159** at the required level of significance. Since the obtained 'r' value (0.655) is greater than the table 'r' value (0.159), the correlation between language subject contribution and emotional intelligence is statistically significant. Since the obtained 'r' value (0.655) is higher than the table 'r' value (0.159), the null hypothesis is **rejected**.

It indicates that there is a **significant positive relationship between language subjects and the development of emotional intelligence among secondary school girl's students**. The result shows that **language subjects play an important role in developing emotional intelligence among secondary school girl's students**.

Finding

There is significant relationship between language subjects and the development of emotional intelligence among secondary school students.

There is significant relationship between language subjects and the development of emotional intelligence among secondary school boy's students.

There is significant relationship between language subjects and the development of emotional intelligence among secondary school girl's students.

Discussion

The findings of the study indicate that there is a significant relationship between language subjects and the development of emotional intelligence among secondary school students, including both boys and girls. Language subjects help students develop Emotional Competence, communication, empathy, self-awareness, expression of self and positive interpersonal relationships. Based on these findings, teachers should give greater importance to language subjects by using interactive teaching methods such as storytelling, group discussions, role play, debates, Street Play, Drama, Painting and creative writing. Schools should organize seminars, workshops, language clubs, reading programmes, and communication skill development activities to strengthen both language skills and emotional intelligence. These initiatives will support the overall personality development and emotional well-being of secondary school students.

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